

**WORKSHOP ON DIFFERENTIAL PLANNING FOR SCHOOL-BASED
IMPROVEMENT: FOCUS ON ELEMENTARY SCHOOLS**

12-15 October 2009

Venue: SIEMAT : Raipur, Chhattisgarh

Background

The unprecedented expansion in elementary school sector from 223,600 in 1950-51 to 1,042,251 in 2004-05 (MHRD 2004-05) brings with it an understanding that until expansion is coupled with improvement, no change can come in the education system. The recent *The Right of Children to Free and Compulsory Education Act, 2009* has legitimized the *right of each child to have access to a good quality education*. The campaign not only talks of provision of schooling to children but stresses more on “Right to Education” which has placed elementary education at the centre stage of educational policy and planning of school system in the country. The act talks provision of good quality educational services for all, making it imperative for all schools to come out with development plans for its improvement, which essentially should be school-based and contextual. Developing contextual understanding also entails the need for recognizing the school as a central unit of change and therefore linking the school with its immediate environment focusing on its internal functioning becomes important. Any school big or small, located in rural/ urban/ Second level towns/ big cities is placed in a specific condition and therefore is distinctive of other schools. Even if schools are located in close environs, each school has a personality of its own, which makes it more imperative that each school has a separate identity necessitating differential planning for schools which essentially has to be school-based.

The phenomenon of School Improvement Programme is not a current move. The realization came to the forefront with the recommendations of Education Commission (1964-66) articulating the need for a *Nationwide Programme of School Improvement*. The Commission specifically recommended that SIP “should be developed in which conditions will be created for each school to strive continually to achieve the best results of which it is capable” (p.237). Further it was emphasized that “each school should prepare its own developmental plan spread over a given time” (p.237). The National Policy on Education 1986 and POA 1992 also reinforced the need for institutional capacity building and development. Programme of Action, 1992, described in detail the agenda for reform including equity and quality components.

The initiatives taken under DPEP and SSA involved disaggregated target setting and decentralized planning approach for achieving UEE. Under DPEP some states like Kerala, Karnataka, Andhra Pradesh, Himachal Pradesh, West Bengal attempted for school improvement

planning on experimental basis, which have shown positive impact on quality of schools. The focus of DPEP and SSA on school improvement planning led to the strategies for improvement of the quality of basic education, and community participation was envisaged as an important intervention for preparing school improvement plans. This reflects that school improvement planning is considered as an effective instrument for improving quality of education, implying that the school is a central organizational unit of planning for quality improvement.

Despite the impact of these initiatives in two educationally backward States of Madhya Pradesh and Chhattisgarh, the efforts for school reforms have not gone far. The school situation is posing serious implications before the states to fulfill the task of UEE. It seems these policy initiatives may need further clarity and better understanding to facilitate proper implementation of UEE programmes particularly in these states as these are still lagging behind other states in many respects as far as equitable access to quality education is concerned. There is a need to bring schools in the scaffold of school improvement planning. The PTAs in Madhya Pradesh and SMC in Chhattisgarh for each government school indicate to the seriousness with which the two states have taken to improve their functioning, which falls within the lines of recommendations of POA, 1992. This move also reflects that school improvement planning is an instrument to delineate reform strategies, which would be process oriented and adaptable to the varied needs of individual schools. This call for a need to transform the conventional understanding that all schools are alike and therefore planning would remain the same. It is with this background that the present workshop envisions each school to follow differential approach in planning in the course of its improvement.

Significance of this Workshop

The Workshop served as a platform for sharing School Profiles generated from the data collected in 2008 as part of Consortium for Research on Educational Access, Transition and Equity (CREATE) . This project was initiated in 2006 to develop and encourage the application of knowledge to improve access to basic education. NUEPA in collaboration with University of Sussex, U.K.as one of the partners of this Consortium, is conducting indepth research in the three districts, Rewa and Dindori from Madhya Pradesh and Rajnandgaon from Chhattisgarh. This data has been collected from 88 schools in 36 villages of three districts in 2008. These 88 schools include Primary, Upper Primary, Secondary and Higher Secondary schools that have around 10000 students. Different data sets have been collected by conducting from House hold Survey and about schools, teachers, head teachers and village education committees using structured questionnaires. Focussed group discussions were also held with the Community to develop an understanding of the context in which schools function and to know about the impression they hold about the school in their village. Interviews were also held with CRC/CAC who are supposed to provide academic guidance to schools. The present workshop was conceptualized to understand that each school holds unique characteristics making it imperative for each school to have differential planning for school-based improvement.

Objectives

- To sensitize state, district/ block and cluster and institutional level officials about the concept and process of school improvement planning by sharing data on selected schools generated as part of CREATE field study.
- To facilitate the preparation of School Development Plans covering major aspects on vision, goals, targets, priority areas, implementation plans, professional development programmes and capacity building exercises, monitoring mechanisms, evaluation processes, etc.

Methodology

Based on the data collected from 88 schools, as part of CREATE Project, the School-Based Improvement Planning was done for 12 schools located in two clusters of M.P and one cluster of Chhattisgarh. The participants to this workshop were provided with detailed Profiles of 12 Schools. In order to ensure active participation of all, worksheets were prepared for different exercises to take place. This platform provided enough space for discussion at greater length in smaller groups. These groups were eventually brought into the scaffold of School Improvement Planning by helping them prepare School Development Plans moving towards preparation of Strategic Plans for each of the selected school.

Participants

The Workshop was attended by 65 participants from District, Block, Cluster levels including BRC and CRC coordinators, SSA personnel, DIET Principals and Faculty, Heads and Teachers of Schools identified for School-based improvement planning from three districts, Rewa, Dindori and Rajnandgaon of two States, Madhya Pradesh and Chhattisgarh. (Details Enclosed in Annex III)

How did the Workshop proceed?

The four-day intensive workshop began with the note that School-Based Improvement Planning is of utmost importance since each school is unique and holds a different entity from other schools functioning in close proximity and therefore works in a different situation each is placed in. A common policy fitting all kinds of schools no longer works in the present context. Differential planning for school based improvement has become a necessity for ensuring success in improving school system in countries across the globe.

In order to effectively implement the School Improvement Plans, explained in the first session on Concept and Methodology of School Improvement Planning, beginning needs to be made by exploring where the school stands and what is it that needs to be achieved and to what height the school can be lifted. It is here is that the school needs to be helped in setting the goals, requirements, and priorities for their schools. The Secretary Education, Chhattisgarh articulated on the importance of School Improvement Planning, which can not be undermined . All activities need to be revolved around the child, who should become the focal point. When one looks at the ground realities, unfortunately this is not happening. Schools have created a gulf between them and the community. This gulf can be filled up only when there is a realization that learning

takes place not only with curriculum transaction but goes beyond to the deeply engraved common culture which binds teachers, children, parents and community together. One should not forget that children are integral part of the community bound by common culture. Learning begins from home, community and school. If children come to school and do not learn to be humane, if superstitions do not go away, then there is practically no learning is taking place in schools. Until teachers feel morally bound to strengthen school-community linkages and create enabling conditions conducive for children to learn, the presence of a school will not matter. School beautification does not matter to the extent that needs of each child is taken care. Personal attention of the teacher to every child in the class matters. Any child is left behind should not happen. All children to be treated alike- should be the motto followed

During the plenary sessions, apart from the discussions on concept and methodology of SIP processes, several interventions on CREATE Project were done taking the field experiences the CREATE team had in Rewa and Dindori districts in M.P. and Rajnandgaon in Chhattisgarh . A session devoted to CREATE Zones of Exclusion pointed out to the high incidence of Silent Exclusion that mostly goes unnoticed wherein children come to school but do not learn anything and therefore are at higher risk of dropping out at any stage without completion of a primary school cycle —it is important to identify such children in schools when any school plans to chalk out improvement strategies for itself.

The Workshop created a spirit of belongingness among the participants since this gave an opportunity to them to look at the data of their own school which they had not seriously looked at earlier. This came clearly with the message that onus may rest with School Head Teachers/ Teachers to bring changes in the school system but in the bureaucratic milieu where all decision are centralized, school-based Improvement Planning framework redefines the roles and responsibilities of Administrators and Decision Makers who become more supportive and facilitate school-based changes and School Heads as the main actors of this initiative. In this workshop all efforts were made to bring CRCs and BRCs at one platform to get *feel* of participatory planning for the schools they belong to.

The journey of SIP began with the 12 School Profiles, 4 from Rewa, 4 from Dindori and 4 from Rajnandgaon (prepared by the Coordinator at NUEPA taking the data on these schools from the first round of Field Study in 2008) formed the basis of all follow-up stages of this workshop. The starting point was to revise each School Profile by the respective teams from the schools . The Profiles of 12 Schools along with their respective plans are enclosed in Annex 1.

Each School was discussed and shared in a larger gathering to develop contextual understanding of these schools. It is from here that Vision exercise was done with the participants. An environment charged with the enthusiasm to imagine their school as to what it should look like was generated.

- *Provision of minimum teaching learning inputs including Text books*
- *Provision of Co-curricular Activities*
- *Cleanliness in the school*
- *Cultural Programmes and high spirits*
- *Providing Enough Learning Opportunities*

- *Transaction of National/Local Curriculum*
- *Regularity in Student Attendance, Punctuality & Retention in Schools*
- *Provision of Toilets*
- *School Society/Regular meetings*
- *Teacher Allocation According to Students Strength*
- *Land allotment*
- *Teachers reach school on time & take classes regularly*
- *Fear-free environment for children*
- *Generating interest among children to come to school*
- *Strong PTA Representatives*
- *Image of school as per the children perception – eagerness to see a school*
- *To attract children to school with display of picture of a school which they like to see (like colour of walls, adequate and beautiful School plant)*
- *Schools to foster all round development.*

The participants were engaged in a number of exercises through worksheets that were specifically prepared for the workshop. The entire cycle of exercises during four days generated hard toil and enthusiasm among participants who constantly felt that their involvement has ushered into an opportunity to look at the own schools afresh and hold a new hope for them with the possibility of change. The four days were utilized with long hours of small group exercises and sharing in a cyclic mode from 1000 hrs to 2000 hrs. (Annex II)

The worksheets kept them engaged locking all the 12 schools in a continuous sequence of stages of improvement beginning from preparatory stage, planning stage , implementation stage, monitoring and evaluation stage, which finally came in the form of Draft Plan that were displayed on the walls of the venue where the workshop was held. These exercises ranged from forming school-based teams (like the Planning Team, Action Team and the Leadership Team) to Goal Setting, Priority Setting, Time Targets, Activities, Strategies, personnel responsible etc. By the end of four days of the Workshop, the groups came out with a draft plan for three months which involved different teams composed of District Project Co ordinators, Block Resource Co ordinators, Cluster Resource Co ordinators and school Heads along with their teachers with a special feature where no money etc was not involved.

The major action areas spelt out in three clusters which required immediate attention came to light:

- Rewa : Teacher Rationalization
- Dindori: Enrolment, Retention, Attendance and Regularity of children and Teachers
- Rajnandgaon: Enhancing the learning levels of Children

During the closing session of the Workshop, the Draft Plans were shared in the large audience under the Chairmanship of Mr Nand Kumar, Education Secretary, Government of Chhattisgarh. The policy perspective with which schools need to chalk roadmap for their improvement ensuring its reach to at the level of every child were discussed at length. These included cognitive development of children, promoting research activities among teachers,

decentralization towards school as basic unit of planning, examining the possibilities of implementing state level policy at school level as shared responsibility, school-based review of strengths and weaknesses with the active involvement of administrators and parents, including BRCs CACs/CRCs following participatory approaches, rationalization of teachers have become important with probability of increasing demand leading to multifold enrolment, community participation to be ensured to preserve cultural ethos , conducting monthly meetings of Village Education Committee and regular updating of Village Education Register important, making attractive schools and organizing enrolment drives, developing linkages between research and action plans, planning process to be continuous following a cycle of review, monitoring, implementation, assessment, eventually planning for Whole School Development. Finally the Education Secretary indicated that it is important to internalize thoughts to assess the possibilities of implementation of best plans formulated and for all plans to become success or paradigm shift requires bringing change in attitudes. The biggest hurdle posed by teachers and parents is poverty, but one can explore that motivation works. Individuality and originality in thinking is missing in the system. Whatever plans administrators make, teachers start working on them without giving a second thought. In fact originality in planning should come from the grassroots based on the broad planning by the decision makers. NCF 2005 also talks of teacher who thinks, internalize and act. Environment charged with academic pursuits needs to be created, for which library provision becomes a necessity. In the schools, reading needs to be encouraged. BRC and CRC can play a larger role in shaping environment charged with positivism. This requires change in attitudes-- when one is positivist, all positive things will happen around.

ANNEX I

**SCHOOL PROFILES
AND
SCHOOL DEVELOPMENT PLANS**

DISTRICT REWA

Shaskiya Purva Madhyamik Vidhyalaya, Kolhuwaro
Shaskiya Prathmik Shala (Kanya), Dihiya
Shaskiya Prathmik Pathshala, Raura
UEGS-Laukapur, Amiliki

SCHOOL PROFILE

I. BASIC INFORMATION

- 1.1. Name of the School** : **SASHKIYA PURBO MADHYAMIK SHALA**
- 1.2. Year of establishment** : **1972**
- 1.3. Address** : **KOLHUWARO**
- 1.4. Name of the School Head/ Principal/Head Teacher** : **Shri Ramayan Prasad Pande**
- 1.5. Age of the School Head/ Principal/Head Teacher**
- 1.6. Type of Educational Institution (by Gender)**

Boys _____

Girls _____

Co-Educational √

- 1.7. Timings/Working in Shifts and Break Timings:** **Before Lunch : 10.30 am to 2.30 pm**
Lunch break : 2.30 pm to 3.00 pm
After lunch : 3.00 pm to 4.30 pm

1.8. Primary School and Anganwadi in the School Campus: **Near the school.**

1.8. Total School Students Strength:

<i>Boys</i>	<i>7</i>
<i>Girls</i>	<i>4</i>
<i>Total</i>	<i>11</i>

1.9. Caste & Age**2008**

	6 – 11 years	12 – 15 years	16 & Above	Total
ST	0	1 (100.0)	-	1
OBC	2 (50.0)	2 (50.0)	-	4
Total	2 (40.0)	3 (60.0)	-	5

2009

	6 – 11 years	12 – 15 years	16 & Above	Total
ST	0	1 (100.0)	-	1
OBC	3 (75.0)	1 (25.0)	-	4
Total	3 (60.0)	2 (40.0)	-	5

1.10. Sex and caste

1.11. Grades in the School : 01 --08

1.12. Minimum and Maximum Age Range:

1.13. Medium of Instruction : Hindi. English as a subject.

II. SCHOOL LOCATION

2.1. Approach Road : Semi Pucca.

2.2. Distance from vital sites : 18 Km from Block Headquarter.

III. BASIC FACILITIES

3.1. Condition and Ownership of the School building : pucca & own.

3.2. Availability of Playground/Garden : Yes/No.

3.3. Condition of Boundary Wall : No.

3.4. Availability of Main Gate : No.

3.5. Availability of Drinking Water : Hand Pump.

3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers : No.

3.7. Availability of Electricity : No.

3.8. Availability of Separate Room for Teachers : Yes.

3.9. Availability of Library : Yes.

3.10. Availability of Store Room : Yes.

- 3.11. Availability of Canteen : No.
- 3.12. Availability of Kitchen : Yes.
- 3.13. Availability of laboratory : No.
- 3.14. Availability of Separate room for extra curricular activities : Yes.
- 3.15. Availability of Hostel for children and Staff : No.

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)

Number of students :	1 – N.A.	2 – N.A.	3 – N.A.
	4 – 3.	5 – N.A.	6 – 4
	7 – 2.	8 – 2.	

Number of Classrooms : One for each grade 1 to 8.

- 4.3. Adequacy of Space : Yes.
- 4.4. Adequacy of Open Air : Yes.
- 4.5. Adequacy of Ventilation: Yes.

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

Blackboard - √ Chalk - √ Duster - √ Chair for Teachers - √

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
1.	<i>No children have.</i>	<i>Not available</i>
2.	<i>-do-</i>	<i>-do-</i>
3.	<i>-do-</i>	<i>-do-</i>
4.	<i>Available to all children.</i>	<i>Available to all teachers.</i>
5.	<i>Not available.</i>	<i>Not available.</i>
6.	<i>Available to all children.</i>	<i>Available to teachers.</i>
7.	<i>-do-</i>	<i>-do-</i>
8.	<i>-do-</i>	<i>-do-</i>

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification Academic and Professional	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	Male	Headmaster	M.A. Sanskrit & (B. Ed.)	22	7575/-	2006-07	No.	Yes.
	Male	Assistant Teacher	M.A. (B. Ed.)	22	6500/-	2007	No.	Yes.

	Male	Assistant Teacher	B.A. (D. Ed.)	12	5200/-	1995	Yes	Yes
	Male	Assistant Teacher	M. Sc. (B. Ed.)	12	5200/-	2005	No.	Yes.

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
NO OTHER STAFF IN THE SCHOOL							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

Yes, 1, 2 and 3.

9.2. Sitting arrangement (grade wise) in the school

9.3. Appearance of walls in the classrooms

Work done by students attached on the wall.

9.4. Assigning of home work to students

N.A.

9.5. Availability of a time table in the school? Deciding authority for the time table?

Yes.

9.6. Length of teaching periods (in minutes)

40 minutes.

9.7. Number of teaching periods in a week: 42

Due to absence of teachers in class 1, 2, 3 & 5, no period is given.

Grade – 4, Hindi – 6, English – 6.

Math, Environmental Science, Life Science, Civics - 6 periods in each grade.

9.8. Allocation of Number of periods per week for various subjects in different grades

9.9. Arrangement for T.V/Radio lessons for students in the time table

Yes.

9.10. Presence of academic calendar in the school?

No.

9.11. Conduct of remedial classes in the school

No.

9.12. Are weak students given any special help?

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

No detention policy.

10.2. Frequency / Intervals in which examinations are held

Monthly.

10.3. Kinds of records maintained for the performance of students

Marksheet.

10.4. How is the performance communicated to the concerned child and parents?

Inform about all children.

10.5. Follow up of the periodic test with the children with poor performance

Devote more time.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below Average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC	-	-	-							
ST				1 (100.0)	1 (100.0)	0.00	0.00	0.00	1	1
OBC				0.00	4 (100.0)	4 (100.0)	0.00	0.00	4	4
General							0.00	0.00	-	
Total				1 (20.0)	5 (100.0)	4 (80.0)	0.00	0.00	5	5

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good	0	0	-	0	1 (50.0)	0		1 (20.0)
Average	1 (100.0)	4 (100.0)		5 (100.0)	1 (50.0)	3 (100.0)		4 (80.0)
Poor	0	0		0	0	0		0
Total	1	4		5	2	3		5

11.4. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
SC								
ST	0	1	1 (100.0)	0	0		1	1
OBC	1 (25.0)	1 (25.0)	3 (75.0)	3 (75.0)	0		4	4
Total	1 (20.0)	2 (40.0)	4 (80.0)	3 (60.0)	0		5	5

11.5. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence						Main reason	
	1 to 3 days	4-7 days	8-15 days	More than 15 days	No Absence	Total No. of children		
ST	0	0			1 (100.0)	1	*Relative's house *Not well	
OBC	2 (66.7)	1 (33.3)			0	3	* Relative's house	
Total	2 (50.0)	1 (25.0)			1 (25.0)	4		

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

Yes, 10 Members, No record.

12.2. Does school has SMC? Year of formation of VEC/ SMC What is the number of SMC members?

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning (cash, kind)

12.5. Training of present VEC/ SMC members

Only few members have been given training.

12.6. Activity school conducts for involving parents?

On National Celebration days – Republic Day.

12.7. Does the school conduct activity for awareness generation?

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

Rajya Shiksha Vibhag – Rs.5,000/-.

13.2. Grants received from different sources

No.

13.3. Utilization of funds

With the help of PTA.

13.4. Utilization of funds last year

With the help of PTA – (As written in the Questionnaire).

13.5. Who decides about the utilization of fund?

P.T.A.

13.6. Difficulty faced in utilization of grants

No.

13.7. Adequacy of grant for the purpose for which it was given?

Yes.

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

D.E.O.

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

Yes.

15.2. Nature of duties teachers perform to carry out the management of food for the children

Maintain Record.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Scholarship – SC, ST and OBC.

16.2. Beneficiaries and Amount of Scholarship

XVII. HEALTH CHECK UP

17.1. Arrangement for medical examination of children

Not Done

17.2. Last health check up

17.3. The mechanism adopted for attending to the minor defects pointed out in the medical examinations

OBSERVATIONS/ COMMENTS OF THE PROJECT STAFF

Situated at distance of 15 kilometer from Rewa city, the school is at a distance of 4 k.m. from the main road. Majority of the population belong to ST and OBC category. This school with eleven children functions from Grade 1 to VIII. It is interesting to find that Grade I, II, III and V have no students. The class-wise distribution of students along with the category to which they belong is as follows:

Class	SC	ST	OBC	Gen
IV	2	-	1	-
VI	1	1	1	1
VII	1	1	-	-
VIII	-	2	-	-

The most interesting point about the school is that there are four teachers (all male) working in the school for 11 students. The teacher-student ratio comes to 1:3 which is the highest among several schools visited. The enrollment is declining with only marginal increase during 2005-06 and 2006-07. In 2002-03, the total number of students enrolled was 48 constantly declined to 25, 18, 20, 25 consecutively and in the current academic session, it further dropped to 11.

With all human and physical facilities available in the school, teacher absenteeism, and irregular attendance is quite rampant. Practically each day of visit, the team found either one or two teachers present in the school and the classroom transactions are mainly conducted in multigrade settings. They were coming to school on circulation. The timing of the school is from 10:30 a.m. to 4:30 p.m. It was generally seen that the teachers were coming late to the class and would begin classroom teaching at their own will. Teachers are not very enthusiastic about teaching. Although the teachers claimed that they are honest and working hard to provide quality education but the organization of the teaching-learning process did not show any systematic pattern to make the school more effective. The school is multigrade. Generally multigrade teaching is done in those schools where one teacher per grade is not available. In this school, at least for the current session, there is one teacher for each grade. But even then teaching is multigrade. The reason given by teachers was that because the number of students in each class is very low (maximum 4 in class VI) so all children are put together in a single room. Since it is a small school with relatively large number of teachers, personal guidance to every student is possible which can make the teaching more effective. However, learning level of the students were found to be quite low. The students of class VI, VII and VIII were not able to read Hindi sentences properly. The reason given by the teachers for the poor performance of students was that it is because of the illiteracy and lack of effective learning environment available at home. While changing the home environment is not within the capability of the school, it can definitely influence the learners' activities by giving guided home assignments. Unfortunately class work is not regular and homework is rare.

During informal discussions with the villagers, it came to view that they are interested in their child's education, but preferred to send them to an EGS centre which is slightly far from the village. After graduating from Grade V from that centre, they attend a school in other village at Hardi Shankar, Amiliki. One can not claim that there is no demand for education, but due to distance one has to cover to reach another school away from the village, the possibility of children dropping out before or after completion of primary schooling becomes grave.

SCHOOL DEVELOPMENT PLAN

IDENTIFICATION OF ACTION AREAS

Rationalization of Teachers
Improving teaching skills

STRENGTHS

Good infrastructural facilities, well constructed school building, adequate teaching resources

WEAKNESS

- No co ordination between school and community due to which the school has low enrolment and EGS center close to this school has more student strength because Guruji is more hard working and takes interest in his profession possessing good teaching skills
- Four teachers managing 11 students in 2008. This year (2009-10) the school is left with 9 children (1 child in grade five, while no child in grades 1-4. From grade 6-8, 8 children have been enrolled)
- Lack of co ordination among teachers leads to shirking of responsibilities towards school

FORMING TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
Students	Students	H.M	Students and Parents with diverse common interests
teachers	selected teachers	Parents	
parents	parents	Director of School Education/DPI	
representatives from community	Sarpanch	CAC	
CAC	Director of School Education/DPI	faculty members from DIET	
faculty members from DIET	CAC	DIET Principal	
DIET Principal	DIET Principal	M.P Department of Education	

DPC	faculty members from DIET		
BRC			

How The Teams Will Function

Conducting several meetings for planning by involvement of teachers, parents, CAC and DIET representatives

SETTING PRIORITIES

Priority one : to improve enrolment, attendance and retention of children

Activities

Conduct survey, meetings with community and PTA members, activities related to planning curriculum transaction, identification of children out of school and never enrolled children

Priority two: to maintain cordiality in relationships among teachers

Activities

To organize meetings among teachers, PTA members, community representatives, DIET personnel to discuss about the modalities of bringing children to schools and enrolling them
Implementing decisions taken in these meetings

Making attempts to find solutions to address subject-wise difficulty children face in their studies

SETTING GOALS

G1: to improve enrolment and attendance of children

Strategies

To enroll 100 percent children (age-group 6-14) in the school by encouraging PTA members, community representatives to help in this regard and approaching DPI/ Department of education to initiate enabling conditions for school to accommodate children. Rationalization of teachers can help in this regard.

Time Line: 1 month and revision in the 2nd month

G2: to maintain cordiality in relationships of among teachers and community

Strategies

To organize series of meetings among teachers, PTA members, community representatives, Bringing all at one common platform

Time Line: 1 month and revision in the 2nd month

PRATHMIK KANYA PATHSHALA, DIHIYA

I. BASIC INFORMATION

1.1. Name of the School : PRATHMIK KANYA PATHSHALA, DIHIYA

1.2. Year of establishment : 1951

1.3. Address : Village – Dihiya

Distt – Rewa (M.P.)

1.4. Name of the School Head/ Principal/Head Teacher : Shri Devidayal Shukla

1.5. Age of the School Head/ Principal/Head Teacher

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational ✓

1.7. Timings/Working in Shifts and Break Timings: 10.30 A.M. to 4.30 P.M.

Lunch Break – 1.00 P.M. to 1.45 P.M.

1.8. Primary School and Anganwadi in the School Campus: No.

1.8. Total School Students Strength:

Boys 46

Girls 71

Total 117

1.9. Caste & Age 2008

	6 – 11 years	12 – 15 years	16 & Above	Total
SC	4 (100.0)	0 (.0)	-	4
ST	9 (90.0)	1 (10.0)	-	10
OBC	5 (71.4)	2 (28.6)	-	7
Gen.	17 (100.0)	0 (.0)	-	17
Total	35 (92.1)	3 (7.9)	-	38

2009

	6 – 11 years	12 – 15 years	16 & Above	Total
SC	4 (100.0)	0 (.0)	-	4
ST	9 (90.0)	1 (10.0)	-	10
OBC	2 (28.6)	5 (71.4)	-	7
Gen.	15 (88.2)	2 (11.8)	-	17
Total	30 (78.9)	8 (21.1)	-	38

1.10. Sex and caste

1.11. Grades in the School :

1.12. Minimum and Maximum Age Range:

1.13. Medium of Instruction : Hindi

III. SCHOOL LOCATION

3.1. Approach Road : Pucca road.

3.2. Distance from vital sites : Block Headquarter – 13 Km.

CRC - 8 Km.

Railway Station – 18 Km.

III. BASIC FACILITIES

3.1. Condition and Ownership of the School building

Own school in good condition.

3.2. Availability of Playground/Garden : N.A.

3.3. Condition of Boundary Wall : N.A.

3.4. Availability of Main Gate : N.A.

3.5. Availability of Drinking Water : Hand pump.

- 3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers : N.A.**
- 3.7. Availability of Electricity : N.A.**
- 3.8. Availability of Separate Room for Teachers : Yes.**
- 3.9. Availability of Library : N.A.**
- 3.10. Availability of Store Room : Yes.**
- 3.11. Availability of Canteen : N.A.**
- 3.12. Availability of Kitchen : Yes.**
- 3.13. Availability of laboratory : N.A.**
- 3.14. Availability of Separate room for extra curricular activities : N.A.**
- 3.15. Availability of Hostel for children and Staff : N.A.**

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)

Number of students : 117

Number of Classrooms : 2

- 4.3. Adequacy of Space : Sufficient.**
- 4.4. Adequacy of Open Air : Sufficient.**
- 4.5. Adequacy of Ventilation : Sufficient.**

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

Useable - Blackboard, Chalk, Duster, Table & Chair for teachers, Mats for students, Maps, Globe, Charts, Mathematics kit, Bookshelves.

Not useable/unavailable – Bench for students, Sports Kit, Science Kit, Ramp for disabled, Computer.

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
Grade 1 & 2	All children.	Not available to any teacher.
Grade 3, 4 & 5	To few students only.	

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	Male	Assistant Teacher	Hr. Secondary B.T.C.	21	Rs. 9875 + D.A.	1986	No.	Yes.
	Female	Assistant Teacher	P.G. B. Ed.	09	Rs. 4260/-	1998	No.	Yes.

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
No Administrative Staff Appointed							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

Yes. Boys and girls together.

9.2. Sitting arrangement (grade wise) in the school

Inside the room.

9.3. Appearance of walls in the classrooms

Charts hanging on the walls.

9.4. Assigning of home work to students

Regularly given.

9.5. Availability of a time table in the school? Deciding authority for the time table?

Yes.

9.6. Length of teaching periods (in minutes)

60 minutes.

9.7. Number of teaching periods in a week

30.

9.8. Allocation of Number of periods per week for various subjects in different grades

9.9. Arrangement for T.V/Radio lessons for students in the time table

Yes.

9.10. Presence of academic calendar in the school?

Calendar of last year.

9.11. Conduct of remedial classes in the school

No.

9.12. Are weak students given any special help?

Yes.

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

No detention policy.

10.2. Frequency / Intervals in which examinations are held

Monthly.

10.3. Kinds of records maintained for the performance of students

Maintain in registers.

10.4. How is the performance communicated to the concerned child and parents?

Inform about all the children.

10.5. Follow up of the periodic test with the children with poor performance

Extra time is given to students.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC			1 (25.0)	2 (50.0)	2 (50.0)	2 (50.0)	1 (25.0)		4	4
ST			2 (20.0)	3 (33.0)	3 (30.0)	5 (55.6)	5 (50.0)	1 (11.1)	10	9
OBC			2 (28.6)	1 (14.3)	4 (57.1)	5 (71.4)	1 (14.3)	1 (14.3)	7	7
General			10 (58.8)	8 (50.0)	5 (29.4)	4 (25.0)	2 (11.8)	4 (25.0)	17	16
Total			15 (39.5)	14 (38.9)	14 (36.8)	16 (44.4)	9 (23.7)	6 (16.7)	38	36

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good	0 (.0)	3 (75.0)	1 (25.0)	4	0 (.0)	2 (40.0)	3 (60.0)	5
Average	7 (33.3)	7 (33.3)	7 (33.3)	21	7 (36.8)	9 (47.4)	3 (15.8)	19
Poor	8 (61.5)	4 (30.8)	1 (7.7)	13	7 (58.3)	5 (41.7)	0 (0.0)	12
Total	15 (39.5)	14 (36.8)	9 (23.7)	38	14 (38.9)	16 (44.4)	6 (16.7)	36

11.4. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
SC	0 (.0)	0	2 (50.0)	3 (75.0)	2 (50.0)	1 (25.0)	4	4
ST	1 (10.0)	3 (33.3)	7 (70.0)	2 (22.2)	2 (20.0)	4 (44.4)	10	9
OBC	0	0	5 (71.4)	7 (100.0)	2 (28.6)	0	7	7
General	3 (17.6)	2 (12.5)	7 (41.2)	7 (43.8)	7 (41.2)	7 (43.8)	17	16
Total	4 (10.5)	5 (13.9)	21 (55.3)	19 (52.8)	13 (34.2)	12 (33.3)	38	36

11.5. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence					Total No. of children	Main reason
	1to 3 days	4-7 days	8-15 days	More than 15 days	No Absence		
SC	1 (25.0)	0 (.0)	-	-	3 (75.0)	4	* Fear in going to school
ST	1 (10.0)	0 (10.0)	-	-	9 (80.0)	10	*Not well * Relative's place
OBC	2 (33.3)	1(16.7)	-	-	3(50.0)	6	*Not well * Relative's place
General	0	0	-	-	17(100.0)	17	*None
Total	4 (10.8)	1(2.7)	-	-	32 (86.5)	37	

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

Yes.

12.2. Does school has SMC? Year of formation of VEC/ SMC What is the number of SMC members?

Yes.

2002 (SMC).

14 Members.

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

Monthly PTA meetings/SMC meetings.

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning (cash, kind)

All participate in the meetings.

12.5. Training of present VEC/ SMC members

No training.

12.6. Activity school conducts for involving parents?

No.

12.7. Does the school conduct activity for awareness generation?

Meetings are organized

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

School help – Rs.7,320/-

For School Building – Rs.2,000/-.

13.2. Grants received from different sources

State Education Department – Rs.7,320/-.

13.3. Utilization of funds

Decided by the PTA.

13.4. Utilization of funds last year

Decided by the PTA.

13.5. Who decides about the utilization of fund?

PTA.

13.6. Difficulty faced in utilization of grants

No.

13.7. Adequacy of grant for the purpose for which it was given?

Not adequate.

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

BRC.

Economic expenses of school.

Teachers' Diary.

MDM Register.

Teachers'/Students' attendance register.

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

MDM School.

15.2. Nature of duties teachers perform to carry out the management of food for the children

Carry foodgrains from Headquarter, Vegetables and other ingredients from market and to maintain record.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Source : Education Department

Uniform – 2004

Scholarship – 1990

Books – 1982.

16.2. Beneficiaries and Amount of Scholarship

Only SC & ST girls receive the scholarship.

XVII. HEALTH CHECK UP

17.1. Arrangement for medical examination of children

17.2. Last health check up

17.3. The mechanism adopted for attending to the minor defects pointed out in the medical examinations

OBSERVATIONS/ COMMENTS OF THE PROJECT STAFF

This school is located in the village Dihiya. There are two teachers in this school. In the month of January, the school was practically managed by a head Teacher while the other teacher was on leave due to health problems. Head teacher stays in that village but assistant teacher commutes from Rewa.

So far as physical infrastructure facilities are concerned, school consists of two buildings. One building is newly constructed. Another is old where all kinds of school accessories and teaching learning material are stored. Now classes are functioning in new building with two rooms. In one room, Grade 4 and 5 are functioning and in another room Grade 1, 2 and 3 are functioning. There is no any school boundary in the school. No latrine and toilet facilities are available. Kitchen shed and drinking facility is available in the school.

During the interaction with the teachers and students, it was found that head teacher manages the school perfectly but his class room transaction is not very effective. Students showed inability to divide and multiply the simple decimal sums. Only few students answered the question but with great difficulty. On another occasion, it was found that two classes are going on simultaneously in a single room with students of each class sitting opposite to each other. There were two blackboards in opposite directions. On Saturday, all students are gathered in a room and are asked to narrate a story or sing a song. The students participate in such activities wholeheartedly. During focused group discussions with the community, it was found that the president of PTA is illiterate and ignorant of several things happening in the school. She rarely is involved in any school affair and no effort is made to conduct regular meeting in the school. No register is maintained. MDM is prepared in the school but sometimes MDM is not prepared due to shortage of accessories. Menu is not followed in daily preparation of food. The cooked food is average in standard, both quantity and quality. The school was found deficit in several ways.

SCHOOL DEVELOPMENT PLAN

IDENTIFICATION OF ACTION AREAS

To provide School Building to accommodate 119 students from Grades I to V
To provide additional teacher

STRENGTHS

Cordial relations between teachers and community
Students and teachers are regular in attending school
Clean school campus
Frequent meetings of teachers and parents

WEAKNESS

One teacher remains absent due to ill health
In the absence of boundary wall, there are greater chances of accident because the school is located near the main road

FORMING TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
Head Teacher/ Teachers	Students	Teachers	Parents alongwith children with interest in co curricular activities
PTA representative and few members	Few Selected Teachers	H.M.	Teachers H.M.
DPC/ DEO	PTA representative and Village Sarpanch or representative	PTA representative	Community members
CAC	CAC	CAC	
DIET Principal and one-two Faculty members	DIET Faculty members	DIET Faculty members	
Director Public Instruction	H.M.	Department of Education	

How The Teams Will Function

Arrange meetings with PTA members, community representatives, CAC and DIET Faculty Members to discuss about the planning and management of resources available within the school

Role of the Team in the SIP Process

To ensure that all activities revolve around improvement of the school

SETTING PRIORITIES

Priority one : to construct school building

Activities: to plan for requirements in the school building and to put the proposal with SSA personnel

Responsibilities: Village Sarpanch and community

Activities: to assign the responsibility to an agency for construction of school building and begin the civil works

Responsibilities: Village Sarpanch

Activities: Inspection and supervision of the building under construction

Responsibilities: Engineer and community

Time Line: 1 year

Priority two : to make provision for additional two teachers

Activities: meetings with Director Public Instruction and PTA members and representatives

Responsibilities: H.M.

Activities: to arrange for training and capacity building of the new teachers to motivate, encourage and sensitize them to the new job

Responsibilities: CAC

Time Line: 6 months

SETTING GOALS

G1: to construct school building and one additional room

Strategies

To arrange frequent meetings with Director Public Instruction of PTA members, teachers to discuss requirements of the school

To propose strong linkages between the School and Parents to streamline and ensure their contribution to school improvement

To plan for construction of school building and one additional room

Time line: 6 months

G2: to make provision for additional two teachers

Strategies

To advertise for the vacant teaching posts

On the basis of merit, teachers to be short listed and called for the interview

Training of newly inducted teachers

Time line: 3 months

SCHOOL PROFILE

SHASKIYA PRATHAMIK SHALA, RAURA, REWA

I. BASIC INFORMATION

1.1. Name of the School : SHASKIYA PRATHAMIK SHALA, RAURA, REWA

1.2. Year of establishment : Don't know.

1.3. Address : Raura, Rewa.

1.4. Name of the School Head/ Principal/Head Teacher : Shri Ram Kripal Saket

1.5. Age of the School Head/ Principal/Head Teacher

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational ✓

1.7. Timings/Working in Shifts and Break Timings: Before Lunch - 10.30 A.M. – 1.20 P.M

Lunch Break – 1.20 P.M. – 1.40 P.M.

After Lunch – 1.40 P.M. – 4.30 P.M.

1.8. Primary School and Anganwadi in the School Campus: ½ km away from the School.

1.8. Total School Students Strength:

Boys

Girls

Total

1.9. Caste & Age 2009

	6 – 11 years	12 – 15 years	16 & Above	Total
SC	23 (74.2)	8 (25.8)	-	31
OBC	20 (69.0)	9 (31.0)	-	29
Gen	3 (75.0)	1 (25.0)	-	4
Total	46 (71.0)	18 (28.1)	-	64

2008

	6 – 11 years	12 – 15 years	16 & Above	Total
SC	26 (83.9)	5 (16.1)	-	31
OBC	24 (88.9)	3 (11.1)	-	27
Gen	3 (75.0)	1 (25.0)	-	4
Total	53 (85.5)	9 (14.5)	-	62

1.10. Sex and caste

1.11. Grades in the School :

1.12. Minimum and Maximum Age Range: 01 to 05

1.13. Medium of Instruction : Hindi and English as a subject.

IV. SCHOOL LOCATION

4.1. Approach Road : Pucca Road

4.2. Distance from vital sites : 14 Km from Block Headquarter

III. BASIC FACILITIES

3.1. Condition and Ownership of the School building : Semi Pucca, own

3.2. Availability of Playground/Garden : No/No

3.3. Condition of Boundary Wall : No

3.4. Availability of Main Gate : No

3.5. Availability of Drinking Water: Handpump

3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers : No

3.7. Availability of Electricity : No

3.8. Availability of Separate Room for Teachers : No

- 3.9. Availability of Library : No
- 3.10. Availability of Store Room : No
- 3.11. Availability of Canteen : No
- 3.12. Availability of Kitchen : No
- 3.13. Availability of laboratory : No
- 3.14. Availability of Separate room for extra curricular activities : No
- 3.15. Availability of Hostel for children and Staff : No

IV. PHYSICAL INFRASTRUCTURE

- 4.1. Student Strength (Grade-wise) : 1 – 21, 2 – 13, 3 – 17, 4 – 31,
5 - 25

Number of students

Number of Classrooms

- 4.3. Adequacy of Space : No, in all class rooms.
- 4.4. Adequacy of Open Air : Yes
- 4.5. Adequacy of Ventilation : Yes

V. FACILITIES WITHIN CLASSROOMS

- 5.1. Classrooms where actual teaching takes place:

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

Blackboard, Chalk, Duster, Table and Chair for teachers, Mats and Benches for students, Maps, Globe, Charts.

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
1.	<i>Available to all children.</i>	<i>Available to all teachers.</i>
2.	<i>-do-</i>	<i>-do-</i>
3.	<i>Available to some children.</i>	<i>-do-</i>
4.	<i>-do-</i>	<i>-do-</i>
5.	<i>-do-</i>	<i>-do-</i>

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	1	Assistant Teacher	M.A.	14 years	10,000	2007	No	Yes
	1	Assistant Teacher	Higher Secondary	10 years	4284/-	2002	No	Yes
	1	Assistant Teacher	Madhyamik (10 th)	10 years	4284/-	1998	No	Yes

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
No Administrative Staff appointed							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

Yes, Class 1 and 2, 3

Class 4 and 5.

9.2. Sitting arrangement (grade wise) in the school

All students sit in open space. (As written)

9.3. Appearance of walls in the classrooms

Attached paintings and charts.

9.4. Assigning of home work to students

Some time.

9.5. Availability of a time table in the school? Deciding authority for the time table?

No.

9.6. Length of teaching periods (in minutes)

Not available.

9.7. Number of teaching periods in a week

9.8. Allocation of Number of periods per week for various subjects in different grades

9.9. Arrangement for T.V/Radio lessons for students in the time table

No.

9.10. Presence of academic calendar in the school?

9.11. Conduct of remedial classes in the school

No.

9.12. Are weak students given any special help?

Trying to improve.

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

No detention policy.

10.2. Frequency / Intervals in which examinations are held

Half yearly.

10.3. Kinds of records maintained for the performance of students

Marksheets.

10.4. How is the performance communicated to the concerned child and parents?

Inform only about weak students.

10.5. Follow up of the periodic test with the children with poor performance

Trying to improve by giving more time to the students.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC			8 (25.8)	11 (35.5)	11 (35.5)	13 (41.9)	12 (38.7)	7 (22.6)	31	31
ST	-	-	-	-	-	-	-	-	-	-
OBC			13 (44.8)	12 (41.4)	12 (41.4)	9 (31.3)	4 (13.8)	8 (27.6)	29	29
General			1 (25.0)	2 (66.7)	2 (50.0)	0	1 (25.0)	1 (33.3)	4	3
Total			22 (434.4)	25 (39.7)	25 (39.1)	22 (34.9)	17 (26.6)	16 (25.4)	64	63

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good	0 (.0)	1 (50.0)	1 (50.0)	2	1 (12.5)	3 (37.5)	4 (50.0)	8
Average	10 (30.3)	14 (42.4)	9 (27.3)	33	21 (40.4)	19 (36.5)	12 (23.1)	52
Poor	12 (41.4)	10 (34.5)	7 (24.1)	29	3 (100.0)	0	0	3
Total	22 (34.4)	25 (39.1)	17 (26.6)	64	25 (39.7)	22 (34.9)	16 (25.4)	63

11.4. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
SC	1 (3.2)	4 (12.9)	14 (45.2)	25 (80.6)	16 (51.6)	2 (6.5)	31	31
ST								
OBC	0	3 (10.3)	16 (55.2)	25 (86.2)	13 (44.8)	1 (3.4)	29	29
General	1 (25.0)	1 (33.3)	3 (75.0)	2 (66.7)	0	0	4	3
Total	2 (3.1)	8 (12.7)	33 (51.6)	52 (82.5)	29 (45.3)	3 (4.8)	64	63

11.5. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence						Main reason	
	1to 3 days	4-7 days	8-15 days	More than 15 days	No Absence	Total No. of children		
SC	None	None	None	None	31	31	None	None
OBC	1 (3.6)			1 (3.6)	26 (92.9)	28	Went to relative's home and not well	
General					4 (100.0)	4		
Total								

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

Yes, 2004. 13 Members.

12.2. Does school has SMC? Year of formation of VEC/ SMC What is the number of SMC members?

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

Once in a month.

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning (cash, kind)

12.5. Training of present VEC/ SMC members

N.A.

12.6. Activity school conducts for involving parents?

Only on Independence Day/Republic Day.

12.7. Does the school conduct activity for awareness generation?

We invite all.

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

Rajya Shiksha Vibhag – Rs. 2000/-.

13.2. Grants received from different sources

School Fund – Rs.4,000/-.

T.L.M. – Rs.1,000/-.

13.3. Utilization of funds

With the help of PTA.

13.4. Utilization of funds last year

With the help of PTA (As written)

13.5. Who decides about the utilization of fund?

Head Teacher and other teacher.

13.6. Difficulty faced in utilization of grants

No.

13.7. Adequacy of grant for the purpose for which it was given?

No.

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

CAC & PTA.

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

Yes.

15.2. Nature of duties teachers perform to carry out the management of food for the children

Bring food materials from the dealer.

Bring vegetables from the market.

Maintain the record.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Free uniform.

Scholarship

Free books.

16.2. Beneficiaries and Amount of Scholarship

All girls, SC, ST.

XVII. HEALTH CHECK UP

17.1. Arrangement for medical examination of children

17.2. Last health check up

17.3. The mechanism adopted for attending to the minor defects pointed out in the medical examinations

OBSERVATIONS/ COMMENTS OF THE PROJECT STAFF

The school functions with 107 children, of which 51 are boys and 56 girls managed by three teachers. On the day of visit (02-02-08) only two teachers were present. The other teacher was on leave for the past one and half months. He was on medical leave as shared by teachers. But when the conversation became more friendly, the headmaster, after conforming his anonymity, revealed that the teacher belongs to upper caste and he has some political connections. He comes to school once a month. A villager informed that the third teacher never comes to school and whenever he comes to school it is only for beating the children and not for teaching. The school building is old. It is half kuccha and half pucca. It has one room and one verandah. But classes are never held inside the room as the space is not sufficient. Classes are held under a tree near the building. All the five grades are grouped in two. Class I, II and III in one group and class IV and V in another. Only during monsoon season, the classes are held inside the school building whose roof leaks. On all the visits, teachers were found engrossed in teaching and students were found playing in the school inattentive of the presence of the teachers. There was no such thing as called discipline maintained in the school. Some of the students were wearing very dirty dresses. No TLM is used during the teaching process. Blackboards are not available for all the five classes. Use of blackboard is minimum. The headmaster told that due to MDM the classes get disturbed as when cooking starts, it distracts the attention of students. Food is cooked in open under the same tree under which classes function. Textbooks to all students are not available. There is no timetable in the school. Of the two teachers, one was appointed in an EGS school in another village because the EGS gurujis were on strike. So, all the five classes were taught by the headmaster alone for about a week.

SCHOOL DEVELOPMENT PLAN

IDENTIFICATION OF ACTION AREAS

Regularity in student attendance
Participation of Community
Communication with parents
Remedial teaching
Construction of boundary wall
Maintain clean school premises by providing a dust bin at one corner of the school
To provide a Library to the school, this can be done by arranging a book donation camp

STRENGTHS

Sufficient space , including provision of a kitchen
On an average attendance ranges between 75-95 percent for 91 students in the school
Availability of a playground in the school
Children are more or less average in their performance
In class V 17 out of 25 children passed out in the year 2009
Timely disbursement of books, scholarships to students

WEAKNESS

There are almost 10 children who either do not attend school or come to school just for 1-2 days in a week
No provision of library or any reading corner
The land allotted to the school doesnot belong to government but to a private owner due to which the school lands into difficulty when any development project is to be initiated in the playground of the school
The school premises is although recently constructed but lacks cleanliness and beautification of walls with pictures and other attractive images/ paintings

FORMING TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
Head Teacher	H.M.	Teacher	PTA President
PTA representative	Teacher	BRC	2 Social workers
Community	PTA representative	BEO	Tehsildar

BRC/CAC	Community	DEO	
Director Public Instruction	PTA members	Director Public Instruction	

How The Teams Will Function

Arrange meetings with PTA members and community representatives to discuss about the conflict arising due to share of school land between private owners and school authorities and assign responsibilities to few capable people to look into these matters.

Making arrangement for Training and professional development activities for bringing improvement in the school in the areas like how children can be made regular to school, how library can be improvised, cleanliness of school premises, to assign duties to NGOs and interested people from the community to conduct remedial classes, encourage PTA and community members to take interest in the school development activities etc

Role of the Team in the SIP Process

To ensure that no child is left behind—all are enrolled in the school, 100 % attendance,

Sharing Vision for the school with community and parents, medical examination of student at regular intervals, celebrate local festivals , sensitizing children with folk songs, and arranging exhibitions etc

Professional Development of the Staff

To arrange for training of PTA representatives and students to chalk out modalities for bringing children to school and ensuring that they do not drop out before the completion of primary school cycle.

Conducting remedial teaching classes

SETTING PRIORITIES

Priority one : Remedial teaching

Activities: Class-wise Preparation of a list of subject-wise weak children and arranging and allotting time for each subject

Responsibilities: Class Teachers,

Activities: Conducting test by end of each month and identifying difficult portions for children and again arranging for additional classes and support

Responsibilities: Class Teachers and social workers

Activities: Bringing subject-wise weak children with other children and evaluating all children together

Responsibilities: Class Teachers, Head Teacher/H.M., committed Social workers

Time Line: 6 months

Priority two : School Premises to be kept clean and tidy

Activities: To sensitize about the importance of clean and hygienic environment and to impart training to all

Responsibilities: School Teachers

Activities: to arrange for personal hygiene of students

Responsibilities: School Teachers and parents

Activities: to arrange for dust bin in the school, seeking help from community members to carry out cleaning drive of toilets

Responsibilities: Class Teachers, Head Teacher/H.M., committed Social workers

Activities: to beautify school walls

Responsibilities: H.M., teachers, Students and community

Time Line: 6 months

SETTING GOALS

G1: Remedial teaching for Weak students

Strategies

- Identification of children weak in studies
- Identification of Areas from where these children belong to
- Appoint Teachers, Students, Social workers for imparting remedial teaching
- Arrangement for TLMs and its utilization
- Budgeting time before during or after school Hours and exploring the venue where classes can be conducted
- Interface between all Children weak or normal at one platform

Time line: 2 months

G2: To arrange for frequent meetings/ interface between teachers, community members and parents in particular to strengthen interpersonal relations among all

Strategies

- With the help of Director Public Instruction, frequent meetings to be arranged with school Heads, teachers, parents and community members

Time line: 1 month and revisions to begin in the next 1 month

SCHOOL PROFILE

EGS-LAUKAPUR, AMILIKI

I. BASIC INFORMATION

1.1. Name of the School : EGS-LAUKAPUR, AMILIKI

1.2. Year of establishment : 1997

**1.3. Address : Village – Amiliki
Post Office – Amiliki
Distt. Rewa (M.P.)**

**1.4. Name of the School Head/ Principal/Head Teacher : Shri Ram Karan
Vishwakarma**

1.5. Age of the School Head/ Principal/Head Teacher

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational √

1.7. Timings/Working in Shifts and Break Timings: 10.30 a.m. – 4.30 p.m.

Lunch Break : 1.00 p.m. – 1.45 p.m.

1.8. Primary School and Anganwadi in the School Campus: No.

1.8. Total School Students Strength:

Boys 23

Girls 22

Total 45

1.9. Caste

Caste & Age

2008

	6 – 11 years	12 – 15 years	16 & Above	Total
SC	6 (85.7)	1 (14.3)		7
ST	2 (100.0)	0 (.0)		2
OBC	12 (92.3)	1 (7.7)		13
Gen.	5 (100.0)	0 (.0)		5
Total	25 (92.6)	2 (7.4)		27

2009

	6 – 11 years	12 – 15 years	16 & Above	Total
SC	2 (28.6)	5 (71.4)		7
ST	2 (100.0)	0		2
OBC	8 (61.5)	5 (38.5)		13
Gen.	4 (80.0)	1 (20.0)		5
Total	16 (59.3)	11 (40.7)		27

1.10. Sex and caste

1.11. Grades in the School : 1 to 5.

1.12. Minimum and Maximum Age Range:

1.13. Medium of Instruction : Hindi.

V. SCHOOL LOCATION

5.1. Approach Road : Kutcha road.

5.2. Distance from vital sites : Block Headquarter – 10 km.

Railway Station - 15 Km.

III. BASIC FACILITIES

3.1. Condition and Ownership of the School building : Hut. Provided by community.

3.2. Availability of Playground/Garden : N.A.

3.3. Condition of Boundary Wall : N.A.

3.4. Availability of Main Gate : N.A.

3.5. Availability of Drinking Water : Stored Water.

3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers : N.A.

3.7. Availability of Electricity : N.A.

3.8. Availability of Separate Room for Teachers : N.A.

3.9. Availability of Library : N.A.

3.10. Availability of Store Room : N.A.

3.11. Availability of Canteen : N.A.

3.12. Availability of Kitchen : N.A.

3.13. Availability of laboratory : N.A.

3.14. Availability of Separate room for extra curricular activities : N.A.

3.15. Availability of Hostel for children and Staff : N.A.

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)

Number of students : 45

Number of Classrooms 1

4.3. Adequacy of Space : Sufficient.

4.4. Adequacy of Open Air : Sufficient.

4.5. Adequacy of Ventilation : Sufficient.

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

Useable - Blackboard, Chalk, Duster, Table & Chair for Teachers
Mats for students, Maps, Globe, Charts.

Not useable/Unavailable - Benches for students, Mathematics Kit, Science Kit, Bookshelves, Computer.

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
1 to 5	All children.	All Teachers.

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
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	Male	Guruji	Hr. Secondary D. Ed.	11 years	Rs. 2,500/-	1997	Yes	Yes
	Female	Guruji	Graduate D. Ed.	11 years	Rs. 2,500/-	1997	Yes	Yes

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
No staff.							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

Yes. Grade 1 and 2.

9.2. Sitting arrangement (grade wise) in the school

Students sit in the open ground.

9.3. Appearance of walls in the classrooms

Black walls.

9.4. Assigning of home work to students

Regularly given.

9.5. Availability of a time table in the school? Deciding authority for the time table?

No time table.

9.6. Length of teaching periods (in minutes)

40 minutes.

9.7. Number of teaching periods in a week

42.

9.8. Allocation of Number of periods per week for various subjects in different grades

N.A.

9.9. Arrangement for T.V/Radio lessons for students in the time table

Yes.

9.10. Presence of academic calendar in the school?

Academic calendar of last year.

9.11. Conduct of remedial classes in the school

No.

9.12. Are weak students given any special help?

Extra time is spent with them.

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

No. No detention policy.

10.2. Frequency / Intervals in which examinations are held

Monthly, half yearly, annually.

10.3. Kinds of records maintained for the performance of students

Mark sheets, Result sheet.

10.4. How is the performance communicated to the concerned child and parents?

Inform about all children.

10.5. Follow up of the periodic test with the children with poor performance

More time is given to them.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC	0.00		4 (57.1)	2	3 (42.9)	4		0	7	6
ST	0.00		0	2	2 (100.0)	0	0	0	2	2
OBC	0.00		5 (38.5)	10	8 (61.5)	3	0	0	13	13
General	0.00		3	3	2	2	0	0	5	5

			(60.0)		(40.0)					
Total	0.00		12 (44.4)	17	15 (55.6)	9	0	0	27	26

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good		12 (44.4)		12		8 (53.3)	9 (81.8)	17
Average		15 (55.6)		15		7 (46.7)	2 (18.2)	9
Poor		-				0	0	0
Total		27		27		15	11	

11.4. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
SC	0		7 (100.0)		0		7	
ST	0		2 (100)		0		2	
OBC	0		13(100)		0		13	
General	0		5 (100)		0		5	
Total	0		27(100)		0		27	

NOT AVAILABLE FOR 2009

11.5. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence						Main reason	
	1to 3 days	4-7 days	8-15 days	More than 15 days	No Absence	Total No. of children		
SC	6 (85.7)	1 (14.3)				7	* Not well * Relative's house	
ST	2 (100.0)	0				2	* Not well * Relative's house	
OBC	12 (92.3)	1 (7.7)				13	*Not well *Relative's house *Engaged in domestic work	
General	5 (100.0)	0				5	* Not well	
Total	25 (92.6)	2 (7.4)				27		

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

No.

12.2. Does school has SMC? Year of formation of VEC/ SMC What is the number of SMC members?

No.

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

Monthly PTA meetings.

**12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning
(cash, kind)**

No help.

12.5. Training of present VEC/ SMC members

N.A.

12.6. Activity school conducts for involving parents?

Annual functions

Republic Day

Independence Day.

12.7. Does the school conduct activity for awareness generation?

Meeting.

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

TLM – Rs.500/- per Teacher per year.

MDM – Rs.2.0 student.

Scholarship – Rs.90/- girl students.

13.2. Grants received from different sources

Social Welfare Department – Rs.150/- for SC, ST Girls/year.

13.3. Utilization of funds

Decided by PTA.

13.4. Utilization of funds last year

Decided by PTA.

13.5. Who decides about the utilization of fund?

PT A.

13.6. Difficulty faced in utilization of grants

No.

13.7. Adequacy of grant for the purpose for which it was given?

Yes.

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

BRC & CRC / Monthly.

Teachers Diary

MDM Register

Teachers'/Students' attendance register

Economic expenses of the school.

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

MDM.

15.2. Nature of duties teachers perform to carry out the management of food for the children

Carry foodgrains from Headquarter

Vegetables and other ingredients from market.

Maintain record.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Source – Education Department & Social Welfare Department

Uniform – 2005

Scholarships – 2005

Books - 1997

16.2. Beneficiaries and Amount of Scholarship

- Uniform to all girls**
- Scholarships to SC/ST girls only**
- Books to all.**

XVII. HEALTH CHECK UP

17.1. Arrangement for medical examination of children

17.2. Last health check up

17.3. The mechanism adopted for attending to the minor defects pointed out in the medical examinations

OBSERVATIONS/ COMMENTS OF THE PROJECT STAFF

This is a multigrade school with 45 students managed by two teachers. The teacher-student ratio is 1:22. The school was visited on 09-02-08 & 13-02-08. Only one teacher was present on both the days and the other one was on strike. During these days, the teachers of EGS schools were on strike demanding salary increment.

The school has no building. Although the fund has been released for the school building almost six months back but construction had not started. It runs under a small hut, the roof of which is covered with plastic which is torn apart. The students must be facing problems during rains. The space around the school is very unhygienic. There is a cattle herd adjacent to the school and cow dung is spread over the area. Large shrubs are also grown up around the hut. The space in the front of the school is used for thrashing grains.

Infrastructure facilities are not good. There is only one blackboard and that also in a dilapidated form. No TLM is available in the school. That is what was found whenever the school was visited. Neither playground nor boundary wall exists in the premises. There is total absence of electricity and drinking water facility. The water is stored in utensils from someone's home.

SCHOOL DEVELOPMENT PLAN

ACTION AREAS

Construction of School Building
Increasing enrolment
Cordial relations with community
Construction of kitchen
Provision of Reading corner and library in the school

STRENGTHS

Two-teacher school with less number of children—personalised teaching

WEAKNESS

Absence of well constructed School Building, play ground, absence of toilet, road to school is kutcha, school functions in private property due to which the owner sometimes makes use of his house.

FORMING TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
PTA Representative	PTA Members	CAC	BAC Amliki
EGS Guru ji	EGS Guru ji	BAC Rewa	Community representatives
CAC	CAC	Rewa DIET Principal	BRCC
BRCC	Teachers	BRCC	

How Teams Will Function

Ensuring 100 percent enrolment (PTA members), regular attendance by approaching Parents and community , special attention to weak students (Teachers) , construction of School boundary Wall (with co operation of MLA) , cleanliness of school premises (community, peer group of children and Teachers), provision of a dust bin

SIP Process: 100 percent enrolment (responsibility by teachers and PTA members), training (responsibility through parents) special attention/remedial teaching , children specially girls with disabilities to be brought to school (teachers)

Professional Development

Training of PTA members (CRC/CAC)
10-day training by BRCC
2-day training by CAC/CRC
Once in every month by CAC for all teachers

SETTING PRIORITIES

Priority one: Construction of School Building

Activities: To co ordinate and arrange for facilities in school like walls, roof, doors, provision of a portion of the building for girls etc.

Responsibilities: Teachers with Community Members

Time Line: 6 months

Priority 2 : To improve the performance of 15 Students identified as weak in studies and all round development of all children

Activities

Identification of weak students and appropriate teaching-learning materials for them
Borrowing books from community and utilize them as TLMs
To seek co operation from volunteer teachers , conduct monthly test
Taking interest in personal hygiene and cleanliness of children
Improving skills of reading and writing in Hindi by organizing learning ladders to make children cross the first ladder that comprises of recognition and writing of 16 letters out of 20
Improving skills of recognition and calculations of mathematics by organizing learning ladders to make children cross the first ladder that comprises of solving sums by doing correct calculations on 4 questions out of 5

Time line: 3 months

SETTING GOALS

G1: 100% enrolment and attendance

Strategies

Seeking co operation and help for ensuring 100% attendance of irregular children, organizing enrolment drives and awareness camps for making people understand the importance of education in life

Time line: 6-8 months

G2: Provision of sufficient teaching aids and a playground

Strategies

Consulting community for the betterment of playground in the school to make them contribute for organizing sports events and meeting the expenses on equipments and play materials

To frame and follow a proper time table where interests, requirements and needs of students are accommodated

Time Line: 10-12 months

DINDORI

Government Primary School, Pandripani

UEGS Ladradar

Prathmik Shala, Udhoor

Government Middle School Tharpathara

SCHOOL PROFILE
Government Primary School, Pandripani

I. BASIC INFORMATION

1.1. Name of the School: PRATHAMIK SHALA, PANDRIPANI

1.2. Year of establishment : no response

1.3. Address : Pandripani, Dist. Dindori

1.4. Name of the School Head/ Principal/Head Teacher : SMT C.V. Dhurwey

1.5. Age of the School Head/ Principal/Head Teacher :

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational _____

1.7. Timings/Working in Shifts and Break Timings:

1.8. Primary School and Anganwadi in the School Campus: at a distance from the school

1.8. Total School Students Strength:

Boys: 38

Girls: 60

Total: 98

1.9. Caste

1.10. Sex and caste

1.11. Grades in the School : 01-05

1.12. Minimum and Maximum Age Range: 06-14

1.13. Medium of Instruction: Hindi and English as a subject: Hindi

VI. SCHOOL LOCATION

6.1. Approach Road: Kuchha road

6.2. Distance from vital sites: 60 km from BRC

III. BASIC FACILITIES

3.1. Condition and Ownership of the School building: Pucca and owned by the school

3.2. Availability of Playground/Garden: no

3.3. Condition of Boundary Wall: dilapidated condition

3.4. Availability of Main Gate : no

3.5. Availability of Drinking Water: no source of drinking water

3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers: no

3.7. Availability of Electricity: no

3.8. Availability of Separate Room for Teachers: no

3.9. Availability of Library: yes

3.10. Availability of Store Room: no

3.11. Availability of Canteen: no

3.12. Availability of Kitchen : yes

3.13. Availability of laboratory: yes (no number is mentioned)

3.14. Availability of Separate room for extra curricular activities: no

3.15. Availability of Hostel for children and Staff

No availability

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)

Number of students 1-37, 2-17, 3-12, 4-17, 5-15

Number of Classrooms: 02

4.3. Adequacy of Space: not adequate

4.4. Adequacy of Open Air: adequate

4.5. Adequacy of Ventilation: adequate

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place: 02

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

Number of teaching class 1, chalk, duster, chair and table for teachers, Maps, study material are only available in the school.

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
<i>1</i>	<i>All have text books</i>	<i>All have text books</i>
<i>2</i>	<i>Do</i>	<i>Do</i>
<i>3</i>	<i>Do</i>	<i>Do</i>
<i>4</i>	<i>Do</i>	<i>Do</i>
<i>5</i>	<i>do</i>	<i>Do</i>

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	Female	A.T	12 th pass	Nil	20 yrs	Rs. 10850	No	Yes
	Male	S3	12 th pass	Nil	6 yrs	Rs. 2875	no	no

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
NO ADMINISTRATIVE STAFF APPOINTED							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

no

9.2. Sitting arrangement (grade wise) in the school

9.3. Appearance of walls in the classrooms

Plain wall

9.4. Assigning of home work to students

NA

9.5. Availability of a time table in the school? Deciding authority for the time table?

Yes

9.6. Length of teaching periods (in minutes)

9.7. Number of teaching periods in a week

9.8. Allocation of Number of periods per week for various subjects in different grades

Hindi: 7

English: 7

Maths : 7

Environmental Science: 7

Science: 7

Social Science: 7

Physical Education: 7

Note: Same for all the grade (1-5)

9.9. Arrangement for T.V/Radio lessons for students in the time table

No

9.10. Presence of academic calendar in the school?

9.11. Conduct of remedial classes in the school

No

9.12. Are weak students given any special help?

No

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

Class 1 to 5

10.2. Frequency / Intervals in which examinations are held

Monthly

10.3. Kinds of records maintained for the performance of students

Syllabus report

10.4. How is the performance communicated to the concerned child and parents?

Informed about only weak student.

10.5. Follow up of the periodic test with the children with poor performance

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
ST			19 (47.5)	14 (35.9)	18 (45.0)	19 (48.7)	3 (7.5)	6 (15.4)	40	39
OBC			0	2 (50.0)	3 (75.0)	2 (50.0)	1 (25.0)		4	4
Total			19	16	21	21	4	6	44	43

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good		1 (20.0)	15 (39.5)	16 (37.2)	0		16 (45.7)	16 (37.2)
Average		1 (20.0)	20 (52.6)	21 (48.8)	2 (25.0)		19 (54.3)	21 (48.8)
Poor		3 (60.00)	3 (7.9)	6 (14.0)	6 (75.0)		0	6 (14.0)
Total		5	38	43	8		35	43

11.3. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
ST	0	8 (20.5)	6 (15.0)	0	34 (85.0)	31 (79.5)	40	39
OBC	0	0	0	0	4 (100.0)	4 (100.0)	4	4
Total		8 (18.6)	6 (13.6)	0	38 (86.4)	35 (81.4)	44	43

11.5. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence						MAIN REASON
	1to 3 days	4-7 days	8-15 days	More than 15 days	No Absence	Total No. of children	
ST	18 (45.0)	4 (10.0)	0	0	18 (45.0)	40	* Children unwell
OBC	0	0	0	0	4 (100.0)	4	None
Total	18 (40.9)	4 (9.1)			22 (50.0)	44	* Children unwell

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

no

12.2. Does school has SMC? Year of formation of VEC/ SMC What is the number of SMC members?

no

12.3. Frequency of PTA /VEC/ SMC / MTA meetings? PTA

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning (cash, kind) PTA

12.5. Training of present VEC/ SMC members:NO

12.6. Activity school conducts for involving parents?

SOME INTEREST IS TAKEN

12.7. Does the school conduct activity for awareness generation? NO

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

Rajya Sikhsha Bibhag Rs. 3000

13.2. Grants received from different sources

no

13.3. Utilization of funds

Materials for using in schools

13.4. Utilization of funds last year

Study materials

13.5. Who decides about the utilization of fund?

Teacher incharge

13.6. Difficulty faced in utilization of grants

yes

13.7. Adequacy of grant for the purpose for which it was given?

no

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

BRC, once in a Month , CAC REGULARLY

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

yes

15.2. Nature of duties teachers perform to carry out the management of food for the children

Bring all goods from dealers and vegetables from the market and keeping record

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

yes

16.2. Beneficiaries and Amount of Scholarship

Rs. 150 for girls.

XVII. HEALTH CHECK UP

17.1. Arrangement for medical examination of children

YES

17.2. Last health check up

LAST YEAR

17.3. The mechanism adopted for attending to the minor defects pointed out in the medical examinations

SCHOOL DEVELOPMENT PLAN

ACTION AREAS

To make School Building more comfortable

Provision of Drinking water

Toilet facilities to be created

Boundary wall

To bring improvement in the performance of Children attaining C and D Grades

To ensure regularity among children who remain absent frequently

STRENGTHS

90% attendance

100% pass percentage for the past five years

No out of school or never enrolled child in the village

WEAKNESS

Old school building demanding repair and there in in sufficient space for a school to function

Being a forest area, no constructed approachable road

Absence of drinking water facility

Absence of toilets in the school

No contribution/co operation from parents and community due to which physical facilities in the schools remain constrained

FORMING TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
DIET Faculty Member	H.M.	H.M.	PTA President
BRC/CAC	Teacher	Teacher	H.M.
H.M.	Community (Students, PTA)	Students	Teacher
Teacher		Parents	
Community			

How Teams Will Function

Identify a list of school-related problems

Generate a list of Requirements and Priorities

Plan time-bound activities and tasks

Monitoring and Supervision

Evaluation

Role of the Team in the SIP Process

Planning, administration and management for school-based activities (chalking out time lines, resource mobilization, evaluation procedures etc)

Articulating Vision and ensuring Joint responsibility of all teams for improvement of the school

Professional Development of the Staff

To plan and prepare a list of training activities, schedules, institutional arrangements, co ordinate training related activities required by the staff for bringing improvement in the school.

SETTING PRIORITIES

Priority one: To improve the educational standards of children

Activities: Class-wise Preparation of a list of Children with B,C, D grade and identification of reasons for their low performance

Responsibilities: H.M. and Teachers

Activities: Ensuring that the work is complete
Responsibilities: Planning and Action Team

Activities: Evaluation, Monitoring and Supervision
Responsibilities: Action Team

Activities: Identification of Training Needs and conducting Professional activities
Responsibilities: Leadership Team

Time Line: 9 months

Priority two: To ensure the completion of planned tasks

Activities: To further explore the reason for irregularity among children
Responsibilities: Planning Team

Activities: To revise the list, priority tasks, target group etc
Responsibilities: Action Team

Activities; Monitoring and Supervision
Responsibilities: Leadership Team

Activities: To ensure achievement of short- term targets
Responsibilities: Leadership Team

Time Line: 6 months

SETTING GOALS

G1: To Bring 100% Improvement In The Attendance Of Children

Strategies

- To create joyful environment in the classrooms
- To give opportunity and freedom to all children to learn, understand and express themselves
- To create an attraction for the school
- To organize school functions to celebrate and honor children who are regular to the school

Time line: 2.5 months

G2: To ensure retention and regularity among children in the entire academic year with frequent reiterating the process

Strategies

- Organizing a variety of programmes in the school to help retention in the school
- To tap potential among children and give opportunity to them come out with their talent
- Strengthening school-community linkages

Time line: 2 months

DRAFTING PLAN: AN ONGOING PROCESS

Planning activities: Planning Team

- Preparation of a list of Children who are not regular in the school (10 days)
- Identification of reasons for their low attendance
- Exploring alternative solutions to problems
- Financial management and mobilization

Implementation activities: Action Team

- Meetings to be arranged to seek co operation from Gram Pradhans, different sector departments, NGOs, social activists, mothers and responsibilities to be assigned to ensure regular attendance of each child in the school .
- In the coming month, school beautification and cleanliness drives will be conducted by mobilizing existing funds from the school
- Every Saturday, children assembly will be organized
- Taking permission from higher authorities to revise timings of the school in accordance to the convenience of children and parents through proper consultations with them
- Ensuring participation of children with special needs by making arrangements to help them reach school and back.
- Organizing school functions to honor children who are regular to the school

Monitoring and Supervision (Leadership Team)

- Counseling the parents of children identified with irregular attendance to urge them to send their children to school.
- Seeking co operation of other children to follow up with their peer group

Evaluation (Leadership Team and Appraisal Team)

Monitoring and reporting attendance every month through preparation of portfolio of each child who is irregular in the school, and thus ensuring their regularity and attendance in the school

SCHOOL PROFILE UEGS LADRADADER

I. BASIC INFORMATION

1.1. Name of the School: UEGS LADRADADER

1.2. Year of establishment : 1998

1.3. Address : Ladradader, P.O: Gopalpur, Dist: Dindori

1.4. Name of the School Head/ Principal/Head Teacher : Mr. Dharamsingh Paraste

1.5. Age of the School Head/ Principal/Head Teacher

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational _____√_____

1.7. Timings/Working in Shifts and Break Timings:

1.8. Primary School and Anganwadi in the School Campus: far away from the school

1.8.Total School Students Strength:

Boys : 20

Girls: 14

Total: 34

1.9. Caste

1.10. Sex and caste

1.11. Grades in the School: 01 to 05

1.12. Minimum and Maximum Age Range: NA

1.13. Medium of Instruction: Hindi and English as a Subject

VII. SCHOOL LOCATION

7.1. Approach Road: Forest Road or no road at all

7.2. Distance from vital sites: 50 km from the CRC

III. BASIC FACILITIES

3.1. Condition and Ownership of the School building: Semi pucca & Government

3.2. Availability of Playground/Garden: no

3.3. Condition of Boundary Wall: no

3.4. Availability of Main Gate: no

3.5. Availability of Drinking Water: no

3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers: no

3.7. Availability of Electricity: no

3.8. Availability of Separate Room for Teachers: no

3.9. Availability of Library: no

3.10. Availability of Store Room: no

3.11. Availability of Canteen: no

3.12. Availability of Kitchen: no

3.13. Availability of laboratory: no

3.14. Availability of Separate room for extra curricular activities: no

3.15. Availability of Hostel for children and Staff: no facility neither for children nor for teacher

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)

Grade 1-8 students

Grade 2-8 students

Grade 3-6 students

Grade 4-7 students

Grade 5-5 students

Number of students: 34

Number of Classrooms: no class room

4.3. Adequacy of Space: not relevance for this school

4.4. Adequacy of Open Air : not relevance for this school

4.5. Adequacy of Ventilation: not relevance for this school

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

Nothing is available in the school

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
Nothing is available in the school		

VII. PROFILE OF THE SCHOOL TEACHER

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	Male	Incharge	12th	no	2500/-	11	1	1

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
NO ADMINISTRATIVE STAFF							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

No.

9.2. Sitting arrangement (grade wise) in the school

All sit in row

9.3. Appearance of walls in the classrooms

Under construction

9.4. Assigning of home work to students

Never

9.5. Availability of a time table in the school? Deciding authority for the time table?

NA

9.6. Length of teaching periods (in minutes)

NA

9.7. Number of teaching periods in a week

9.8. Allocation of Number of periods per week for various subjects in different grades

9.9. Arrangement for T.V/Radio lessons for students in the time table

No

9.10. Presence of academic calendar in the school?

9.11. Conduct of remedial classes in the school

9.12. Are weak students given any special help?

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

In all classes they promote everyone.

10.2. Frequency / Intervals in which examinations are held

Annually

10.3. Kinds of records maintained for the performance of students

No record.

10.4. How is the performance communicated to the concerned child and parents?

No attempt by the teacher.

10.5. Follow up of the periodic test with the children with poor performance

All are promoted.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
ST			2 (18.2)	1 (9.1)	6 (54.5)	5 (45.5)	3 (27.3)	5 (45.5)	11	11
OBC			0	2 (66.7)	1 (33.3)	1 (33.3)	2 (66.7)	0	3	3
Total			2	3	7	6	5	5	14	14

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good		3 (21.4)		3		3 (25.0)	0	3 (21.4)
Average		6 (42.9)		6		4 (33.3)	2 (100.0)	6 (42.9)
Poor		5 (35.7)		5		5 (41.7)	0	5 (35.7)
Total		14		14		12	2	14

11.3. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
ST	0	0	11 (100.0)	9 (81.8)	0	2 (18.2)	11	11
OBC	0	0	3(100.0)	3 (100.0)	0	0	3	3

Total			14	12	0	2	14	14
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11.4. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence					Total No. of children	MAIN REASON
	1to 3 days	4-7 days	8-15 days	More than 15 days	No Absence		
ST	5 (45.5)	0	0	0	6 (54.5)	11	*Children not well
OBC	1 (33.3)	1 (33.3)	0	0	1 (33.3)	3	*Children went to relative's place *Other
Total	6 (42.9)	1 (7.1)	0	0	7 (50.0)	14	*Children unwell

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

Yes. PTA

12.2. Does school has SMC? Year of formation of VEC/ SMC What is the number of SMC members?

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

Once in six months.

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning (cash, kind)

12.5. Training of present VEC/ SMC members

No training

12.6. Activity school conducts for involving parents?

Whenever they are called for the meeting they do not attend.

12.7. Does the school conduct activity for awareness generation?

No, nothing like that.

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

Rajya shikhsa Bibhag give Rs. 2500 per year and Rs. 4000 per year for construction

13.2. Grants received from different sources

No other grants

13.3. Utilization of funds

School construction and maintainance

13.4. Utilization of funds last year

School construction

13.5. Who decides about the utilization of fund?

PSS chairperson and Incharge teacher

13.6. Difficulty faced in utilization of grants

No

13.7. Adequacy of grant for the purpose for which it was given?

No.

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

CRC

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

Yes

15.2. Nature of duties teachers perform to carry out the management of food for the children

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Free uniform, scholarship

16.2. Beneficiaries and Amount of Scholarship

Girls(ST and Baiga) Rs. 150

XVII. HEALTH CHECK UP

17.1. Arrangement for medical examination of children

NA

17.2. Last health check up

NA

17.3. The mechanism adopted for attending to the minor defects pointed out in the medical examinations

NA

SCHOOL DEVELOPMENT PLAN

ACTION AREAS

Construction of Toilet
Construction of Boundary Wall
Provision of furniture, blackboard, Tat patties(mats for children to sit on) chalk and other teaching-learning materials
Provision of a teacher

STRENGTHS

Construction of School Building almost complete
Drinking water facility provided

WEAKNESS

Absence of community participation and co operation
High incidence of Never enrolled children and drop out
Irregular attendance on the part of children
Single teacher School
High Drug intake impacts school attendance

FORMING TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
Head Teacher	Head Teacher	Head Teacher	Head Teacher
		PTA representative	PTA representative
		Students	Social Workers

How Teams Will Function

Identify school-related problems and preparation of a list as per the requirements
Time targeted planning
Managing resources for the Schools in the light of requirements
Training
All activities for improving school
creating a vision for School Improvement
Assigning responsibility with all stakeholders for bringing improvement in the school
Monitoring
Appraisal
Evaluation

SETTING PRIORITIES

Priority one: Bringing children to school

Activities: preparation of list of children who are regularly coming to school
Responsibilities: Class Teacher

Activities: Identifying children irregular to school and finding out the causes of irregularity
Responsibilities: Action and Planning Teams

Activities: Reporting and Monitoring
Responsibilities: Leadership Team

Activities: Arranging Teacher-Parent-Student meetings and seeking their attention towards education of their children

Responsibilities: Action Team
Time Line: 11 months

Priority two: Special Attention to Weak students

Activities: Remedial Teaching
Responsibilities: Head Teacher/ Teacher

Time Line: 8 months

SETTING GOALS

G1: 100% Attendance of 5-14 age group children

Strategies

To give special attention to children by the teacher and monitoring by CAC, BRC, BEO and CEO

Time line: 3 months

SCHOOL PROFILE

ADIMJATI PRATHAMIC SHALA, UDHOOR

I. BASIC INFORMATION

1.1. Name of the School: ADIMJATI PRATHAMIC SHALA, UDHOOR

1.2. Year of establishment :1998

1.3. Address : Udhoor, Karanjia, Dist. Dindori

1.4. Name of the School Head/ Principal/Head Teacher : Sh Bishram Lal Paraste

1.5. Age of the School Head/ Principal/Head Teacher

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational _____√_____

1.7. Timings/Working in Shifts and Break Timings: Before lunch 10:30 – 2:00 PM

LUNCH BREAK-30 Min.

After Lunch: 2:30-4:00 PM

1.8. Primary School and Anganwadi in the School Campus: at a distance from the school.

1.8. Total School Students Strength:

Boys: 20__

Girls _14_

Total 34__

1.9. Caste

1.10. Sex and caste

1.11. Grades in the School : 01-05

1.12. Minimum and Maximum Age Range:

1.13. Medium of Instruction: Hindi and English as a subject

VIII. SCHOOL LOCATION

8.1. Approach Road: No Road

8.2. Distance from vital sites : Block HQ-50 Km

III. BASIC FACILITIES

3.1. Condition and Ownership of the School building: Semi-Pucca & Own

3.2. Availability of Playground/Garden: no

3.3. Condition of Boundary Wall: no

3.4. Availability of Main Gate: no

3.5. Availability of Drinking Water: no

3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers: no

3.7. Availability of Electricity: no

3.8. Availability of Separate Room for Teachers

3.9. Availability of Library: no

3.10. Availability of Store Room: no

3.11. Availability of Canteen: NA

3.12. Availability of Kitchen: no

3.13. Availability of laboratory: no

3.14. Availability of Separate room for extra curricular activities: no

3.15. Availability of Hostel for children and Staff: no

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)

Number of students: 1-8,2-8,3-6,4-7,5-5

Number of Classrooms: no classroom

4.2. Adequacy of Open Air : do

4.3. Adequacy of Ventilation: do

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe, Charts, TLMs, Science Kits, Mathematics Kits Ramp for disabled child, Cupboard, Bookshelves Computer etc.

Nothing is available in the school

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
1	<i>Very few children have</i>	<i>No</i>
2	<i>Some have</i>	<i>no</i>
3	<i>All have</i>	<i>no</i>
4	<i>All have</i>	<i>no</i>
5	<i>All have</i>	<i>no</i>

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	M	Incharge	12 th	11 years	2500/-	11 years	yes	yes

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
NO ADMINISTRATIVE STAFF AVAILABLE							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

Yes, 1-5 sit in row

9.2. Sitting arrangement (grade wise) in the school

Sit in row

9.3. Appearance of walls in the classrooms

Under construction

9.4. Assigning of home work to students

Never

9.5. Availability of a time table in the school? Deciding authority for the time table?

NA

9.6. Length of teaching periods (in minutes)

No fixed period

9.7. Number of teaching periods in a week

NA

9.8. Allocation of Number of periods per week for various subjects in different grades

NA

9.9. Arrangement for T.V/Radio lessons for students in the time table

No

9.10. Presence of academic calendar in the school?

No

9.11. Conduct of remedial classes in the school

No

9.12. Are weak students given any special help?

No

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

All promoted

10.2. Frequency / Intervals in which examinations are held

Annually

10.3. Kinds of records maintained for the performance of students

No

10.4. How is the performance communicated to the concerned child and parents?

No attempt

10.5. Follow up of the periodic test with the children with poor performance

All promoted

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC										
ST	0.00	0.00	1 (4.8)	6 (30.0)	17 (81.0)	6 (30.0)	3 (14.3)	8 (40.0)	21	20
OBC	0.00	0.00	0.00	0.00	2 (100.0)	2 (100.0)	0.00	0.00	2	2
General										
Total	0.00	0.00	1	6	19	8	3	8	23	22

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good			6 (27.3)	6	0 (.0)	0 (.0)	6 (54.5)	6 (27.3)
Average			8 (36.4)	8	2 (25.0)	2 (66.7)	4 (36.4)	8 (36.4)
Poor			8 (36.4)	8	6 (75.0)	1(33.3)	1 (9.1)	8 (36.4)
Total			22	22	8	3	11	22

11.4. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
ST		8 (40.0)		3 (15.0)	21(100.0)	9 (45.0)	21	20
OBC					2 (100.0)	2 (100.0)	2	2
Total		8 (36.4)		3 (13.6)	23	11 (50.0)	23	22

11.5. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence						Main reason	
	1to 3 days	4-7 days	8-15 days	More than 15 days	No Absence	Total No. of children		
ST	4 (19.0)	2 (9.5)	0	0	15 (71.4)	21	*Children unwell	
OBC	0	1(50.0)	0	0	1 (50.0)	2	Child unwell	
Total	4 (17.4)	3 (13.0)			16 (69.6)	23		

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

NA

12.2. Does school has SMC? Year of formation of VEC/ SMC What is the number of SMC members?

NA

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

NA

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning (cash, kind)

Yes PTA

12.5. Training of present VEC/ SMC members

NA

12.6. Activity school conducts for involving parents?

NA

12.7. Does the school conduct activity for awareness generation?

NA

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

Rajya Sikhsha Vibhag: Rs. 2500 per year including Rs. 4000 per year for construction

13.2. Grants received from different sources

NA

13.3. Utilization of funds

construction

13.4. Utilization of funds last year

construction

13.5. Who decides about the utilization of fund?

PSS chairperson and

13.6. Difficulty faced in utilization of grants

No

13.7. Adequacy of grant for the purpose for which it was given?

No

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

CRC

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

No

15.2. Nature of duties teachers perform to carry out the management of food for the children

Bring goods from the dealer and making record.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Free Uniform

Scholarship

Free books

16.2. Beneficiaries and Amount of Scholarship

Uniform- ST Girls

Scholarship Rs. 150 to ST Girls and Baiga

XVII.HEALTH CHECK UP : NO ARRANGEMENT

SCHOOL DEVELOPMENT PLAN

IDENTIFICATION OF ACTION AREAS

100 percent Enrolment
Retention
Regular Attendance

STRENGTHS

Teacher stays in the same village and is willing to work

WEAKNESS

Absence of co operation from parents, therefore workload increases
No help from Village Sarpanch

TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
HM	HM		HM
Teacher	Teacher		Teacher
Student	CAC		Student
CAC			CAC
Parents			Parents

How Teams Will Function

Short-term planning for Enrolment, Retention, Regular Attendance, results, incentives

Professional Development of the Staff

Time to time Based on short-term targets and priorities of the school

SETTING PRIORITIES

Priority one: Increase in Enrolment

Take steps to ensure that all children are enrolled in the school (Action and Leadership Team)
Approach parents (Action and Leadership Team)
Arrange enrolment drives (Action and Leadership Team)
Plan for 100 percent enrolment and see to it that it gets materialized also (Action and Leadership Team)

Time Line: 5 months

Priority two: Improvement in Retention

Recognition and identification of hurdles and problems children face while coming to school
Tap potential among children and give opportunity to them come out with their talent
Create an environment charged with life in the classrooms
Organize pleasant occasions that promise success of each child
Make efforts for each child to show better performance in the examination

SETTING GOALS

G1: Enrolment of 5-14 year old children

Strategies

- To prepare a list of all children in this age group
- To prepare them to come to school
- To sustain fear-free caring environment in the school
- Joyful Teaching-learning transaction
- To teach science and Mathematics by helping the child to learn from nature and exploration of the outside environment
- To make extensive use of teaching aids

Time line: 3 months

G2: To ensure regular attendance and retention of enrolled children of age group 5-14 years

Strategies

To prepare a profile of all children
Approaching parents for sending children to school
To arrange for clean environment and co curricular activities in the schools(even swings)
To celebrate admission days of the school
To create fear-less safe and comfortable environment in the school
To make plans for new entrants by the planning, action and leadership teams

Time Line: 2 month

SCHOOL PROFILE

M.S. THARPATHARA

I. BASIC INFORMATION

1.1. Name of the School: M.S.THARPATHARA

1.2. Year of establishment : 1997

1.3. Address : Karanjia, Dindori

1.4. Name of the School Head/ Principal/Head Teacher : Budh Ram Marawi

1.5. Age of the School Head/ Principal/Head Teacher : NA

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational: ____√____

1.7. Timings/Working in Shifts and Break Timings:

1.8. Primary School and Anganwadi in the School Campus: Yes

1.8. Total School Students Strength:

Boys: 24

Girls: 08

Total: 32

1.9. Caste:

1.10. Sex and caste:

1.11. Grades in the School: 06-08

1.12. Minimum and Maximum Age Range: NA

1.13. Medium of Instruction:

IX. SCHOOL LOCATION

9.1. Approach Road: Kaccha Road

9.2. Distance from vital sites: (i) Block HQ- 20 Km (ii) DIET: 70 Km

III. BASIC FACILITIES

3.1. Condition and Ownership of the School building: Pucca/Own

3.2. Availability of Playground/Garden: No

3.3. Condition of Boundary Wall: Not good

3.4. Availability of Main Gate: No

3.5. Availability of Drinking Water: No

3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers: No

3.7. Availability of Electricity: No

3.8. Availability of Separate Room for Teachers: No

3.9. Availability of Library: No

3.10. Availability of Store Room: Yes

3.11. Availability of Canteen: NA

3.12. Availability of Kitchen: No

3.13. Availability of laboratory: No

3.14. Availability of Separate room for extra curricular activities: no

3.15. Availability of Hostel for children and Staff: NA

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)

Number of students: 6-06, 07-07, 08-19

Number of Classrooms: 3 (for each class)

4.3. Adequacy of Space: yes

4.4. Adequacy of Open Air: yes

4.5. Adequacy of Ventilatio: yes

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

3

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	M	Incharge Teache	13/No	9 yrs	4082/-	9yrs	no	yes

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
No Adm. Staff							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

No

9.2. Sitting arrangement (grade wise) in the school

Grade 6- Children sit in rows

Grade 7- Children sit in rows

Grade 8- Children sit in rows

9.3. Appearance of walls in the classrooms

Paintaings made by students

9.4. Assigning of home work to students

Sometime.

9.5. Availability of a time table in the school? Deciding authority for the time table?

Yes.

9.6. Length of teaching periods (in minutes)

40 min.

9.7. Number of teaching periods in a week

36 periods in a week

9.8. Allocation of Number of periods per week for various subjects in different grades

Hindi: 3; English: 3; Maths : 3; Environmental Science: 3; Science: 3; Social Science: 3; Physical Education

9.9. Arrangement for T.V/Radio lessons for students in the time table

No.

9.10. Presence of academic calendar in the school?

Yes

9.11. Conduct of remedial classes in the school

No

9.12. Are weak students given any special help?

No

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

No, no detention policy.

10.2. Frequency / Intervals in which examinations are held

Monthly, half-yearly and annually

10.3. Kinds of records maintained for the performance of students

Marksheet, record in register.

10.4. How is the performance communicated to the concerned child and parents?

Inform parents

10.5. Follow up of the periodic test with the children with poor performance

Try to improve.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC	-		-	-	-	-	-	-	-	-
ST	0.00	0.00	1 (20.0)	2 (66.7)	3 (60.0)	1 (33.3)	1 (20.0)	0.00	5	3
OBC	-		-	-	-	-	-	-	-	-
General	-		-	-	-	-	-	-	-	-
Total	0.00	0.00	1	2	3	1	1	0.00	5	3

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good			2 (66.7)	2 (66.7)		1 (100.0)	1 (50.0)	2 (66.7)
Average			1 (33.3)	1 (33.3)		0	1(50.0)	1 (33.3)
Poor			0	0		0	0	0
Total			3	3		1	2	3

11.3. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
ST	0	0	1(20.0)	1(33.3)	4 (80.0)	2 (66.7)	5	3
Total	0	0	1(20.0)	1(33.3)	4 (80.0)	2 (66.7)	5	3

11.4. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence						MAIN REASON
	1to 3 days	4-7 days	8-15 days	More than 15 days	No Absence	Total No. of children	
ST	5 (100.0)	0	0	0	0	5	*children not well *fear in going to school
Total	5 (100.0)	0	0	0	0	5	

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

Yes, 9

Yes

12.2. Does school has SMC? Year of formation of VEC/ SMC. What is the number of SMC members?

No

2007

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

Monthly

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning (cash, kind)

No.

12.5. Training of present VEC/ SMC members

Training to some members.

12.6. Activity school conducts for involving parents?

Independence day and Republic day

13.7. Does the school conduct activity for awareness generation?

Meeting

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

Cash

13.2. Grants received from different sources

Rajya Shiksha Bibhag-Rs. 2000

TLM- Rs. 1000

School building- Rs. 4000

13.3. Utilization of funds

According to need

13.4. Utilization of funds last year

According to need

13.5. Who decides about the utilization of fund?

PTA

13.6. Difficulty faced in utilization of grants

No

13.7. Adequacy of grant for the purpose for which it was given?

No

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

BRC & CRC/ Monthly/teachers diary, MDM register, attendance register

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

Yes

15.2. Nature of duties teachers perform to carry out the management of food for the children

Carrying food grains from HQ, vegetables and other material from market, maintain record.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Incentives	Year
Uniform	for long time
Scholarship	for long time
Free books	for long time

16.2. Beneficiaries and Amount of Scholarship

ST Boys: 200/-

ST Girls: 300/-

For 5th pass ST girls 500/-

XVII. HEALTH CHECK UP

17.1. Arrangement for medical examination of children

NA

17.2. Last health check up

NA

17.3. The mechanism adopted for attending to the minor defects pointed out in the medical examinations

NA

SCHOOL DEVELOPMENT PLAN

ACTION AREAS

Enrolment
Retention
Regular Attendance

STRENGTHS

Committed Teachers

WEAKNESS

Working Parents take children with them and sometimes children earn also for their families. When approached personally, they become regular to school for few days. Parents are ignorant of importance of education

TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
HM	HM	HM	HM
Teacher	Teacher	Teacher	Teacher
Parent	Parent	Parent	Parent
CAC	CAC	Student	Student
Student	Panchayat Head	Panchayat Head	Panchayat Head
DIET	DIET		

Functioning of Teams

Planning activities based on action areas with short-term targets and long term goals with time line by taking co operation of community and panchayat members. Follow up activities from time to time. Help will be taken from active members of the community.

Professional Development of the Staff

- Identification of Training Needs and Preparation of complete training plan
- co ordination with CAC, BRC, DIET

SETTING PRIORITIES

Priority one: Increasing Enrolment

Activities: Prepare the profile of children in the village
Responsibilities: Planning Team

Activities: Enrolment drive
Responsibilities: Action Team

Activities: Approaching parents for sending children to school
Responsibilities: Leadership Team

Activities: Identifying difficulties which hinder their coming to school and chalking out strategies for 100% enrolment
Responsibilities: Planning and Action Team

Time Line: 6 months

Priority two: Ensuring Retention

Activities: Causes/ hurdles children face in coming to school
Responsibilities: Planning Team

Activities: to make behavior of teachers more friendly
Responsibilities: Action Team

Activities: To identify and nurture children potential and talent
Responsibilities: Planning and Leadership Teams

Activities: To create opportunities for children to ensure their success
Responsibilities: Action Team

Activities: To attempt better school results
Responsibilities: Action and Leadership Teams

Time Line: 6 months

SETTING GOALS

G1: Enrolment of 5-6 year old children

Strategies

- To prepare a list of all children in this age group

- To prepare them to come to school
- In case not ready, explore the reason and then prepare plan for their enrolment and take appropriate steps for bringing them to school
- Revision month-wise

Time line: 5 months

G2: To ensure retention of enrolled children of age group 5-6 years

Strategies

Identifying causes and difficulties which hinder children from coming to school
To create a fearless environment in the school
Strengthening teacher-parent relationships

Time Line: 1 month

RAJNANDGAON

Government Primary School, Konari
Government Primary School Mokhali
Government Primary School Rudgaon
Government Primary School, Rampur

SCHOOL PROFILE

I. BASIC INFORMATION

- 1.1. Name of the School : **GOVERNMENT PRIMARY SCHOOL, KONARI**
1.2. Year of establishment : 1971
1.3. Address : Konari, Rajnandgaon.

1.4. Name of the School Head/ Principal/Head Teacher : Smt. J.K. Khobgurbh

1.5. Age of the School Head/ Principal/Head Teacher :

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational: ✓

1.7. Timings/Working in Shifts and Break Timings: Before Lunch : 10.30 A.M – 1.30 P.M.

Lunch Break : 1.30 P.M. – 2.10 P.M.

After Lunch : 2.10 P.M. – 4.30 P.M.

1.8. Primary School and Anganwadi in the School Campus: Yes

1.8. Total School Students Strength:

Boys: 67

Girls: 50

Total 117

1.9. Caste: SC – 0 OBC – 7 Muslim – 0 ST – 0
General – 0 **Total = 7**

1.10. Sex : Boys – 2 Girls – 5 **Total = 7**

Caste & Age 2009

Caste	6-11 years	12-15 years	16 & Above	Total
OBC	3 (42.9)	4 (57.1)	-	7
Total	3	4	-	7

2008

Caste	6-11 years	12-15 years	16 & Above	Total
OBC	5 (71.4)	2 (28.6)	-	7
Total	5	2	-	7

Caste & Attendance 2008

Caste	0 – 10	11 – 20	21 & Above	Total
OBC	0	1 (14.3)	6 (85.7)	7
Total	0	1	6	7

2009

Caste	0 – 10	11 20	21 & Above	Total
OBC	-	-	6 (100.0)	6
Total	-	-	6	6

1.11. Grades in the School: 01 to 05

1.13. Medium of Instruction: Hindi

1.14. Attendance

	0 – 10 days	11 – 20 days	21 & above	Total
2008	0	1	6 (100.0)	7
2009	0	0	6 (100.0)	6

II. SCHOOL LOCATION

- 2.1. Approach Road: Semi Pucca
- 2.2. Distance from vital sites: (i) Block HQ 3 KM
(ii) DIET: 70 Km

III. BASIC FACILITIES

- 3.1. Condition and Ownership of the School building: Pucca and Own
- 3.2. Availability of Playground/Garden: Yes/No
- 3.3. Condition of Boundary Wall: Yes
- 3.4. Availability of Main Gate: Yes
- 3.5. Availability of Drinking Water: Yes
- 3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers: Girls – No
Teachers - Yes
- 3.7. Availability of Electricity: Yes
- 3.8. Availability of Separate Room for Teachers: Yes
- 3.9. Availability of Library: No
- 3.10. Availability of Store Room: No
- 3.11. Availability of Canteen: No
- 3.12. Availability of Kitchen: Yes
- 3.13. Availability of laboratory: No
- 3.14. Availability of Separate room for extra curricular activities: No
- 3.15. Availability of Hostel for children and Staff: No

IV. PHYSICAL INFRASTRUCTURE

- 4.1. Student Strength (Grade-wise) 1 – 29, 2 – 24, 3 – 29, 4 – 21,
5 – 17.
- 4.2. Number of Classrooms 3
- 4.3. Adequacy of Space: No
- 4.4. Adequacy of Open Air: Yes
- 4.5. Adequacy of Ventilation: Yes

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
1.	<i>Available to all children</i>	<i>Available to all teaches.</i>
2.	- do -	- do -
3.	- do -	- do -
4.	- do -	- do -
5.	- do -	- do -

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	F	H.M.	Graduate	26	7250	30.07.96	No	No
	F	Teacher	M.A.	26	6950	04.06.2003	No	Yes
	M	Teacher	Graduate	24	6850	06.07.2003	No	Yes

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
No Adm. Staff							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

Yes.

9.2. Sitting arrangement (grade wise) in the school

Grade 1 & 2

Grade 4 & 5

9.3. Appearance of walls in the classrooms

Chart and other painting attached.

9.4. Assigning of home work to students

Not available.

9.5. Availability of a time table in the school? Deciding authority for the time table?

Yes and Teacher decide.

9.6. Length of teaching periods (in minutes)

35 minutes

9.7. Number of teaching periods in a week

24

9.8. Allocation of Number of periods per week for various subjects in different grades

N.A.

9.9. Arrangement for T.V/Radio lessons for students in the time table

Yes

9.10. Presence of academic calendar in the school?

No

9.11. Conduct of remedial classes in the school

Yes

9.12. Are weak students given any special help?

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

N.A.

10.2. Frequency / Intervals in which examinations are held

Once in a month.

10.3. Kinds of records maintained for the performance of students

Register.

10.4. How is the performance communicated to the concerned child and parents?

Inform about all students.

10.5. Follow up of the periodic test with the children with poor performance

Extra guidance and meeting with parents.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC	-									
ST	-									
OBC	0.00		2 (28.6)	4 (100.0)	4 (57.1)	1 (100.0)	1 (14.3)	1 (100)	7	6
General										
Total	0.00		2	4	4	1	1	1	7	6

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good		0	2 (100.0)	2			4 (100.0)	4
Average		1 (25.0)	3 (75.0)	4			1 (100.00)	1
Poor		0	1 (100.0)	1			1 (100.00)	1
Total		1 (14.3)	6 (85.7)	7			6 (100.0)	6

11.4. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
OBC	0	0	1 (14.3)	0	6 (85.7)	6 (100.0)	7	6
Total			1 (14.3)		6 (85.7)	6 (100.0)	7	6

11.5. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence						Main reason	
	1to 3 days	4-7 days	8-15 days	More than 15 days	No Absence	Total No. of children		
OBC	4 (57.1)	2 (28.6)	0	0	1 (14.3)	7	*engaged in domestic work	*not well *others
Total	4 (57.1)	2 (28.6)	0	0	1 (14.3)	7		

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

Yes, 10 members.

12.2. Does school has SMC? Year of formation of VEC/ SMC. What is the number of SMC members?

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

Once in a month.

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning (cash, kind)

Support is not adequate.

12.5. Training of present VEC/ SMC members

N.A.

12.6. Activity school conducts for involving parents?

Cultural programme.

12.7. Does the school conduct activity for awareness generation?

Rally.

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

Rajya Shiksha Bivag – 4000/-.

13.2. Grants received from different sources

13.3. Utilization of funds

Table, Bench.

13.4. Utilization of funds last year

Other goods for school use.

13.5. Who decides about the utilization of fund?

Head Teachers and other teachers.

13.6. Difficulty faced in utilization of grants

No.

13.7. Adequacy of grant for the purpose for which it was given?

Yes.

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

B R C

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

Yes

15.2. Nature of duties teachers perform to carry out the management of food for the children

Bring goods from the dealer.

Bring vegetables from the market.

Maintain records.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Free Books, Uniforms and Scholarships.

16.2. Beneficiaries and Amount of Scholarship

All children – Books.

SC & ST – Uniform and Scholarship.

OBSERVATIONS/ COMMENTS OF THE PROJECT STAFF

The school is located at around 20 k.m. away from the main town of Rajnandgaon. The school has its own building and boundary but has no playground. We went to the school for data collection at 7. 30 a.m. in the morning but nobody was there in the school. The school has two male teachers including head teacher. Total 159 children have been enrolled in the school but very few children were present on that day because the exams were already over. In all the government schools in Rajnandgaon district, annual examination are over by first week of April 2008, but school opens up to 30th April. After annual examination, generally children do not come to school. However, we actually waited in the school more than an hour and one teacher came to the school after one hour late in the school. On that day, we were trying to take Competency Test of grade 4 and grade 5 but only 2-3 students were present in the class. Finally, two children with the permission of school teacher were sent to call grade 4 & 5 children to come to school for Competency Test. After waiting for an hour 12 children came to school (Grade 4 and 5) came for the Test.

SCHOOL DEVELOPMENT PLAN

ACTION AREAS

Beautification of School Premises

Plantation around the School

Provision of a play ground

Enrolment drives and all round development of children

Utilization of available resources

STRENGTH

Has potential for Whole School Development and all round development of children

WEAKNESS

Low co ordination among teachers and community

TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
H.M.	H.M.	H.M.	H.M
Teachers	Teachers	Teachers	BRC
DPI	Students	Parents	CRC
			DEO
			DPC
			Teachers
			Parents

How Teams Will Function

- Serious following up the Time table, conducting Enrolment drive, Maintaining School Discipline (Planning Team)
- Dividing responsibilities, streamlining activities as per the time table, maintaining regularity in the conduct of classroom teaching (Action Team)

- Evaluation and Monitoring, mobilizing community participation (Appraisal Team)
- Role : Conducting timely school activities, managing school well, evaluating and monitoring school progress, mobilizing resources for the school, constitution of student cabinet/ parliament, formation of teacher-parent association (Leadership Team)

Professional Development of the Staff

Conducting and organizing need based training assessment exercises

Priority one: 100 % attendance

Activities

Arranging for sufficient teaching aids, interest-related school activities, beautification of classrooms, paying attention to the mental development of children, arranging magazines for students

Time line: 6 months

Priority 2 : to concentrate on development activities for students

Activities

Planning for coverage of portions in the syllabus while keeping in view the degree of retention among students, maximum utilization of teaching aids, activities planning as per the interest of students, creating enabling conditions for children to learn

Time line : 6 months

SCHOOL PROFILE

GOVERNMENT PRIMARY SCHOOL, MOKHALI

I. BASIC INFORMATION

1.1. Name of the School : **GOVERNMENT PRIMARY SCHOOL, MOKHALI**

1.2. Year of establishment : 1880

1.3. Address : Village – Mokhli
P.O. – Karamtara,
Dongargaon Block, Rajnandgaon.

1.4. Name of the School Head/ Principal/Head Teacher : Mr. Purender Kumar Sater
(In-Charge)

1.5. Age of the School Head/ Principal/Head Teacher :

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational: √

1.7. Timings/Working in Shifts and Break Timings: 10.30 A.M. – 4.30 P.M.
Lunch Break – 1.15 P.M. – 2.15 P.M.

1.8. Primary School and Anganwadi in the School Campus: Yes

1.8. Total School Students Strength:

Boys: 86

Girls: 73

Total 159

1.9. Caste: SC – 5 ST – 2 OBC – 102 Gen – 1 Muslim – 0

Total = 110

1.10. Sex : B – 59 G – 51 Total = 110

Caste & Age 2008

<i>Caste</i>	<i>6-11 years</i>	<i>12-15 years</i>	<i>16 & Above</i>	<i>Total</i>
<i>SC</i>	<i>3(100.0)</i>			<i>3</i>
<i>ST</i>	<i>3(100.0)</i>			<i>3</i>
<i>OBC</i>	<i>101 (99.0)</i>	<i>1 (1.0)</i>		<i>102</i>
<i>Gen</i>	<i>1 (50.0)</i>	<i>1 (50.0)</i>		<i>2</i>
<i>Total</i>	<i>108</i>	<i>2</i>		<i>110</i>

2009

<i>Caste</i>	<i>6-11 years</i>	<i>12-15 years</i>	<i>16 & Above</i>	<i>Total</i>
<i>SC</i>	<i>3 (100.0)</i>	<i>0</i>		<i>3</i>
<i>ST</i>	<i>3 (100.0)</i>	<i>0</i>		<i>3</i>
<i>OBC</i>	<i>93 (91.2)</i>	<i>9 (8.8)</i>		<i>102</i>
<i>Gen</i>	<i>1 (50.0)</i>	<i>1 (50.0)</i>		<i>2</i>
<i>Total</i>	<i>100 (90.9)</i>	<i>10 (9.1)</i>		<i>110</i>

Caste & Attendance 2008

<i>Caste</i>	<i>0 – 10</i>	<i>11 – 20</i>	<i>21 & Above</i>	<i>Total</i>
<i>SC</i>	<i>0</i>	<i>3 (60.0)</i>	<i>2 (40.0)</i>	<i>5</i>
<i>ST</i>	<i>0</i>	<i>1 (50.0)</i>	<i>1 (50.0)</i>	<i>2</i>
<i>OBC</i>	<i>4 (3.9)</i>	<i>27 (26.5)</i>	<i>71 (60.6)</i>	<i>102</i>
<i>Gen</i>	<i>0</i>	<i>0</i>	<i>1 (100.0)</i>	<i>1</i>
<i>Total</i>	<i>4(3.6)</i>	<i>31 (28.2)</i>	<i>75 (68.2)</i>	<i>110</i>

2009

<i>Caste</i>	<i>0 – 10</i>	<i>11 – 20</i>	<i>21 & Above</i>	<i>Total</i>
<i>SC</i>	<i>-</i>	<i>2 (40.0)</i>	<i>3 (60.0)</i>	<i>5</i>
<i>ST</i>	<i>-</i>	<i>0</i>	<i>2(100.0)</i>	<i>2</i>
<i>OBC</i>	<i>-</i>	<i>30 (30.9)</i>	<i>67 (69.1)</i>	<i>97</i>
<i>Gen</i>	<i>-</i>	<i>0</i>	<i>1 (100.0)</i>	<i>1</i>
<i>Total</i>	<i>-</i>	<i>32 (30.5)</i>	<i>73 (69.5)</i>	<i>105</i>

Attendance

	<i>0 – 10 days</i>	<i>11 – 20 days</i>	<i>21 & Above</i>	<i>Total</i>
<i>2008</i>	<i>4 (3.6)</i>	<i>31 (28.2)</i>	<i>75 (68.2)</i>	<i>110</i>
<i>2009</i>	<i>0</i>	<i>32 (30.5)</i>	<i>73 (69.5)</i>	<i>105</i>

2. SCHOOL LOCATION

2.2. Approach Road: Kaccha Road.

2.3. Distance from vital sites: Block HQ : 20 Km.

Nearest Primary School – 3 Km.

III. BASIC FACILITIES

- 3.1. Condition and Ownership of the School building: Half pucca, own building.
- 3.2. Availability of Playground/Garden: No.
- 3.3. Condition of Boundary Wall: Not good.
- 3.4. Availability of Main Gate: No.
- 3.5. Availability of Drinking Water: Hand Pump.
- 3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers: Common toilet.
- 3.7. Availability of Electricity: No.
- 3.8. Availability of Separate Room for Teachers: No.
- 3.9. Availability of Library: No.
- 3.10. Availability of Store Room: No.
- 3.11. Availability of Canteen: No.
- 3.12. Availability of Kitchen: No.
- 3.13. Availability of laboratory: No.
- 3.14. Availability of Separate room for extra curricular activities: No.
- 3.15. Availability of Hostel for children and Staff: No.

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)

Number of students: 159

Grade 1 – 23

Grade 2 – 37

Grade 3 – 39

Grade 4 – 32

Grade 5 - 28

4.2. Number of Classrooms: 2

4.3. Adequacy of Space: No.

4.4. Adequacy of Open Air: Sufficient.

4.5. Adequacy of Ventilation: Sufficient.

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

Usable – Blackboard, Chalk, Duster, Table & Chair for Teachers

Mats for students

Globe, Charts

Science Kit.

Not Usable/Unavailable –

Benches for students, Maps, Sports Kit, Mathematics Kit,

Ramp for disabled, Bookshelves, Computer.

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
<i>Grade 1 to 5</i>	<i>Text book to all</i>	<i>Only some teachers.</i>

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	Male	Incharge	Matric/B.T.C .	25 Years	14,352/ -	2003	No	Yes
	Male	Shiksha Karmi	M.Com/B.Ed .	7 months	4,000/-	2007	No.	No.

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
No Staff							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

Yes. Grade 1, 2 and 3. Grade 4 & 5.

9.2. Sitting arrangement (grade wise) in the school

Row wise in classrooms.

9.3. Appearance of walls in the classrooms

Blank walls.

9.4. Assigning of home work to students

Not given regularly.

9.5. Availability of a time table in the school? Deciding authority for the time table?

No.

9.6. Length of teaching periods (in minutes)

NA.

9.7. Number of teaching periods in a week

NA.

9.8. Allocation of Number of periods per week for various subjects in different grades

9.9. Arrangement for T.V/Radio lessons for students in the time table

No.

9.10. Presence of academic calendar in the school?

NA.

9.11. Conduct of remedial classes in the school

No.

9.12. Are weak students given any special help?

Yes. Inform the parents.

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

Up to Grade 4.

10.2. Frequency / Intervals in which examinations are held

Half yearly.

10.3. Kinds of records maintained for the performance of students

Mark sheet.

10.4. How is the performance communicated to the concerned child and parents?

Inform about all children.

10.5. Follow up of the periodic test with the children with poor performance

Discuss in the class.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC	0.00		1 (20.0)		2 (40.0)	3(4.2)	2 (40.0)		5	3
ST	0.00		1 (50.0)		1 (50.0)	3 (4.2)	-		2	3
OBC	0.00		45 (44.1)	19 (100.0)	39 (38.2)	65(90.3)	18 (17.6)	13 (92.9)	102	97
Gen	0.00		1 (100.0)		0.00	1 (1.4)	0.00	1(7.1)	1	2
Total	0.00		48	19	42	72	20	14	110	105

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good	0 (.0)	12 (25.0)	36 (75.0)	48		6 (31.6)	13 (68.4)	19
Average	0(.0)	11 (26.2)	31(73.8)	42		22 (30.6)	50 (69.4)	72
Poor	4 (20.0)	8 (40.0)	8 (40.0)	20		4 (28.6)	10 (71.4)	14
Total	4 (3.6)	31 (28.2)	75 (68.2)	110		32 (30.5)	73 (69.5)	105

11.4. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
SC	0	0	3 (60.0)	2 (40.0)	2 (40.0)	3 (60.0)	5	5
ST	0	0	1 (50.0)	0	1 (50.0)	2 (100.0)	2	2
OBC	4 (3.9)	0	27 (26.5)	30 (30.9)	71 (69.6)	67 (69.1)	102	97
General	0	0	0	0	1 (100.0)	1 (100.0)	1	1
Total	4 (3.6)	0	31 (28.2)	32	75 (68.2)	73	110	105

11.5. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence					Total No. of children	Main reason
	1to 3 days	4-7 days	8-15 days	More than 15 days	No Absence		
SC	3 (60.0)	0	0	1 (20.0)	1 (20.0)	5	* Child not well * Child went to relative's house *fear in going to school
ST	2 (100.0)	0	0	0	0	2	* Child went to relative's house *fear in going to school
OBC	43 (42.6)	15 (14.9)	1 (1.0)	0 (.0)	42 (41.6)	101	* Child not well * engaged in domestic work * Child went to relative's house *fear in going to school
General	0	0	0	0	1 (100.0)	1	
Total	48 (44.0)	15 (13.8)	1 (.9)	1 (.9)	44 (40.4)	109	* others *child not well *relative's place

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

JBS (2006)

12 Members

Register is maintained.

12.2. Does school has SMC? Year of formation of VEC/ SMC. What is the number of SMC members?

No.

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

VEC Meeting every three months.

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning

(cash, kind)

No participation (support).

12.5. Training of present VEC/ SMC members

No.

12.6. Activity school conducts for involving parents?

No.

12.7. Does the school conduct activity for awareness generation?

No.

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

Rajiv Gandhi Shiksha Mission School Grant – Rs.2,000/-

Teachers Grant – Rs.1,000/-

School Building – Rs.5,000/-

13.2. Grants received from different sources

No

13.3. Utilization of funds

For school maintenance.

13.4. Utilization of funds last year

Same as above.

13.5. Who decides about the utilization of fund?

Headmaster and Chairperson of JBS.

13.6. Difficulty faced in utilization of grants

No.

13.7. Adequacy of grant for the purpose for which it was given?

Yes.

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

CRC

Once in three months.

Teachers and students attendance register.

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

Yes.

15.2. Nature of duties teachers perform to carry out the management of food for the children

To maintain record.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Education Department

Uniform

Scholarship

Books

16.2. Beneficiaries and Amount of Scholarship

Book – all students

Uniform – only girls

Scholarships – SC Girls – Rs.250/-

ST Girls – Rs.250/-

SCHOOL DEVELOPMENT PLAN

ACTION AREAS

- To create a peaceful environment in the school
- To built a boundary wall
- Provision of play ground, toilets, drinking water
- To bring improvement in student enrolment
- Strengthening interpersonal relations between teachers and parents to understand children and their interests
- To plan for all round development of children with active involvement of teachers, parents, administrators, community members
- To encourage children participation in all school activities

STRENGTHS

- Potential for improving performance of children to 100 percent
- Community contributes to the evaluation of children

WEAKNESS

- Achieving Goals set for the School
- Utilization of time efficiently

TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
H.M.	H.M.	H.M.	H.M.
Teacher	Teacher	Teacher	Teacher
PTA Representative	Students	PTA Representative	Students
		Parents	Guardians
		Administrators	

		BEO	
		DEO	
		CAC	
		BRC	
		DPC	

How Teams Will Function

- Preparation of Time Table, Provision of uniform, belt, tie, Shoes for children , Maintaining School Discipline (Planning Team)
- Division of work among teachers, Monitoring activities as per the framed time table, regularization of classes on time etc (Action Team)
- Monitoring and Evaluation, enhancement in school-community relations, to strengthen school activities, taking personal interest in school affairs etc. (Appraisal Team)
- Formation of Teacher-Student Association, Formation of parent-teacher association, organization of Student assemblies for improving the school, organizing competitions and dividing children in accordance to their talent , ensuring participation of each child, monitoring school activities, finding solutions/alternatives for hindrance/ hurdles school faces etc. (Leadership Team)

SETTING PRIORITIES

Priority 1: Regular functioning of Classes

- To regularize punctuality among teachers (Action team)
- 100 percent student attendance (Appraisal Team)
- To make school activities attractive (Appraisal Team)
- Maximum utilization of teaching learning aids(Appraisal Team)
- Organizing co curricular activities ((Appraisal Team)

Time Line: 6 months

Priority 2: Streamlining Activities in accordance to the time table

- To frame the time table (Planning Team)
- National Anthem at the time of School assembly and linking it with value education (Action Team)
- Streamlining Co curricular activities (Appraisal Team)
- Organizing occasions for Sharing Books, arranging for dictation etc (Appraisal Team)
- Ensuring provision balanced nutritious diet during provision of mid day meal (Appraisal Team)
- Curriculum transaction in accordance to the school syllabus (Action Team)

SETTING GOALS

G1: 100 percent attendance and punctuality among Students

Strategies: To focus on all activities of children

G2: To generate interest in studies among children while following the school syllabus

Strategies

Teachers can form groups of children with varied interests, make extensive use of teaching aids to make it interesting for children, to engage them in joyful activities, to arrange for co curricular in addition to curricular activities etc

Monitoring and Revisions to take place at regular intervals

Time line: One academic year

SCHOOL PROFILE

PRATHAMIK SHALA, RUDGAON

I. BASIC INFORMATION

1.1. Name of the School : **PRATHAMIK SHALA, RUDGAON**

1.2. Year of establishment : 1949

1.3. Address : Village – Rudgaon

Cluster – Kirgi

Block – Dongargaon (Rajnandgaon)

1.4. Name of the School Head/ Principal/Head Teacher : Mr. Saket Kumar Gangir

1.5. Age of the School Head/ Principal/Head Teacher :

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational: √

1.7. Timings/Working in Shifts and Break Timings: 10.30 A.M. – 4.30 P.M.

1.8. Primary School and Anganwadi in the School Campus: No.

1.8. Total School Students Strength:

Boys: 123

Girls: 131

Total 254

1.9. Caste: SC – 3 ST – 12 OBC – 173 Gen – 0 Muslim – 0
 Total = 188

1.10. Sex : B – 91 G – 97 Total = 188

1.11. Medium of Instruction: Hindi

Attendance

<i>Year</i>	<i>0 – 10</i>	<i>11 – 20</i>	<i>21 & Above</i>	<i>Total</i>
2008	16 (8.5)	110 (58.5)	62 (33.0)	188
2009	5 (2.7)	75 (41.0)	103 (56.3)	183

Caste & Age

	6 – 11 years		12 – 15 years		16 & Above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
SC	1 (100.0)	1 (100.0)	0 (66.7)	0	-	-	1	1
ST	8 (100.0)	8 (88.9)	0	1 (11.1)	-	-	8	9
OBC	160 (93.0)	151 (86.3)	12 (7.0)	24 (13.7)	-	-	172	175
General	3 (100.0)	2 (66.7)	0	1 (33.3)	-	-	3	3
Total	172 (93.5)	162 (86.2)	12 (6.5)	26 (13.8)	-	-	184	188

3. SCHOOL LOCATION

3.2. Approach Road: Kutcha road.

3.3. Distance from vital sites: (i) Block HQ 16 Km.

(ii) DIET: 50 Km

III. BASIC FACILITIES

- 3.1. Condition and Ownership of the School building: Kutcha own building.
- 3.2. Availability of Playground/Garden: No.
- 3.3. Condition of Boundary Wall: No.
- 3.4. Availability of Main Gate: No.
- 3.5. Availability of Drinking Water: Stored water.
- 3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers: Common toilet.
- 3.7. Availability of Electricity: No.
- 3.8. Availability of Separate Room for Teachers: Yes.
- 3.9. Availability of Library: Yes.
- 3.10. Availability of Store Room: No.
- 3.11. Availability of Canteen: No.
- 3.12. Availability of Kitchen: Yes.
- 3.13. Availability of laboratory: No.
- 3.14. Availability of Separate room for extra curricular activities: No.
- 3.15. Availability of Hostel for children and Staff: No.

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)

Number of students: 264

Number of Classrooms: 5

Grade 1 – 53

Grade 2 – 60

Grade 3 – 46

Grade 4 – 60

Grade 5 - 45

4.3. Adequacy of Space: No.

4.4. Adequacy of Open Air: Sufficient.

4.5. Adequacy of Ventilation: Sufficient.

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

Useable - Blackboard, chalk, duster, Table & Chair for teachers.

Mat for students.

Globe, Chart, Sports Kit.

TLM, Bookshelves.

Not useable/Unavailable

Benches for students

Map, Science Kit

Ramp for disabled

Computer.

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
<i>Grade 1 to 5</i>	<i>To all children.</i>	<i>To all teachers.</i>

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	Male		10 th /BTI	23	1440/-	2002	No	Yes
	Male	Head	12 th /D. Ed.	11	10,730 /-	1997	No	Yes

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
No Staff.							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

No.

9.2. Sitting arrangement (grade wise) in the school

Grade 3 & 4 - in class room.

Grade 1, 2 & 5 – in verandah.

9.3. Appearance of walls in the classrooms

Blank.

9.4. Assigning of home work to students

Regularly given.

9.5. Availability of a time table in the school? Deciding authority for the time table?

Yes.

9.6. Length of teaching periods (in minutes)

35 minutes.

9.7. Number of teaching periods in a week

42.

9.8. Allocation of Number of periods per week for various subjects in different grades

9.9. Arrangement for T.V/Radio lessons for students in the time table

Yes.

9.10. Presence of academic calendar in the school?

Current year calendar.

9.11. Conduct of remedial classes in the school

No.

9.12. Are weak students given any special help?

Yes.

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

Up to Grade 5.

10.2. Frequency / Intervals in which examinations are held

Monthly/Half-yearly/Annually.

10.3. Kinds of records maintained for the performance of students

Marksheet.

10.4. How is the performance communicated to the concerned child and parents?

Inform all the children.

10.5. Follow up of the periodic test with the children with poor performance

Help in their studies.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below Average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC	0.00		2 (66.7)	1(1.7)	1 (33.3)	0	0.00	0	3	1
ST	0.00		5 (41.7)	6 (10.3)	6 (50.0)	2(1.8)	1 (8.3)	0	12	8
OBC	0.00		62 (35.8)	49 (84.5)	84 (48.6)	106 (97.2)	27 (15.6)	16 (100.0)	173	171
General				2 (3.4)		1(.9)		0		3
Total	0.00		69	58	91	109	28	16	188	183

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good	0	36 (52.2)	33 (47.8)	69	0 (.0)	22 (37.9)	36 (62.1)	58
Average	5 (5.5)	66 (72.5)	20 (22.0)	91	4 (3.7)	43 (39.4)	62 (56.9)	109
Poor	11 (39.3)	8 (28.6)	9 (32.1)	28	1 (6.3)	10 (62.5)	5 (31.3)	16
Total	16 (8.5)	110 (58.5)	62 (33.0)	188	5 (2.7)	75 (41.00)	103 (56.3)	183

11.4. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
SC	0	0	2 (66.7)	1 (33.3)	1 (33.3)	2 (66.7)	3	3
ST	1 (8.3)	0	6 (50.0)	1 (9.1)	5 (41.7)	10 (90.9)	12	11
OBC	15 (8.7)	5 (3.0)	102 (59.0)	73 (43.2)	56 (32.4)	91 (53.8)	173	169
General	-	-	-	-	-	-	-	-
Total	16 (8.5)	5 (2.7)	110 (58.5)	75 (41.0)	62 (33.0)	103 (56.3)	188	183

11.5. Caste and Period of absence during last month and Main reason of absence

Caste	Period of absence						Main reason
	1 to 3 days	4-7 days	8-15 days	More than 15 days	No Absence	Total No. of children	
SC	1 (33.3)	1(33.3)	0	0	1(33.3)	3	*Not well *engaged in domestic work
ST	6 (50.0)	4 (33.3)	0	0	2 (16.7)	12	*Not well *engaged in domestic work
OBC	57(32.9)	22 (12.7)	0	1 (.6)	93 (53.8)	173	*not well *engaged in domestic work
General							
Total	64 (34.0)	27 (14.4)	0	1 (.5)	96 (51.1)	188	*others *children not well

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

Yes, 2002, 16 Members

12.2. Does school has SMC? Year of formation of VEC/ SMC. What is the number of SMC members?

No.

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

VEC Meeting monthly.

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning

(cash, kind)

Help in community mobilization

12.5. Training of present VEC/ SMC members

No.

12.6. Activity school conducts for involving parents?

12.7. Does the school conduct activity for awareness generation?

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

State Education Department – Rs.9,000/- per year.

13.2. Grants received from different sources

13.3. Utilization of funds

Building, stationary, charts.

13.4. Utilization of funds last year

Same as above.

13.5. Difficulty faced in utilization of grants

No.

13.6. Adequacy of grant for the purpose for which it was given?

No.

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

C R C	Teachers' Diary
Monthly	MDM Register
January, 2007	Economic expenses of school.
Teachers and Students attendance register.	

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

Yes.

15.2. Nature of duties teachers perform to carry out the management of food for the children

To maintain record.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives

Education Department

Uniform – 2007

Scholarship – 2000

Book – 2005

16.2. Beneficiaries and Amount of Scholarship

SC Girls – Rs.250/-

ST Girls – Rs.200/-

SCHOOL DEVELOPMENT PLAN

ACTION AREAS

The school is functioning in tent at present but shortly it will be shifted to a newly constructed building where five classrooms are under construction. The classes will begin to function and open space close to the building will soon be made ready to be utilized as playground for the school. Beautification of classrooms will be the next step. Help from Parents and community will be sought. There are few villagers who dropped out in the Grade V and VIII. They have got enrolled to appear for board examinations. The village is heading towards universal literacy. Due to literate parents, children have started going to school.

STRENGTHS

Has potential of improving performance of children. This is supported by the evidence that in this school, 60 % children were placed in poor grade category in July 2009 declined to 50% in August and by September came down to 25 % . This shows that performance of half of the low performers improved in two month's time. 15 % placed in the category of very good grade in July improved to 20 % in August which further increased to 40% by September 2009.

Planning Team	Action Team	Appraisal Team	Leadership Team
	Representatives from Community	Community	
	Parents	Students	
	Teachers	PTA members	
	H.M.	Student Clubs	

How Teams Will Function

Plantation, mobilizing contributions from community and senior students for bringing improvement in the school plant (Action Team)

Co operation from teachers, community, student club for streamlining school functioning, to maintain 100% attendance with the help of PTA representative, ensuring teachers-parents collaborative efforts for reporting children who remain absent from the school (Appraisal Team)

SETTING PRIORITIES

Priority one : 100 percent attendance to be the goal of the school

Activities

Ensuring Teachers- Student Clubs-Community collaboration to bring at least 25% improvement in regularity with which children attend the school

Linking Panchayat members with planning for the school to bring 35 % improvement in attendance

Sharing interesting school activities with children to attract them nearer to bring 50% improvement in attendance

Approaching parents and community and discussing students who are irregular to school to ensure 90% improvement in attendance

Beautify classrooms to make them attractive for children to attain the goal of 100 % attendance

Time Line: 6 months

Priority 2: to provide a playground to the school and encourage participation in sports competition

Activities

Providing all sports related facilities and equipments and material by developing linkages with community, parents, students

Time line: 6 months

SCHOOL PROFILE
PRATHMIK SHALA, RAMPUR

I. BASIC INFORMATION

- 1.1. Name of the School : **PRATHMIK SHALA, RAMPUR**
1.2. Year of establishment : 1958
1.3. Address : Village – Rampur

Distt. Rajnandgaon (Chattisgarh)

1.4. Name of the School Head/ Principal/Head Teacher : Shri G.R. Banjare

1.5. Age of the School Head/ Principal/Head Teacher :

1.6. Type of Educational Institution (by Gender)

Boys _____

Girls _____

Co-Educational: √

1.7. Timings/Working in Shifts and Break Timings: 10.30 A.M. – 4.30 P.M.

Lunch Break : 1.30 P.M. - 2.15 P.M.

1.8. Primary School and Anganwadi in the School Campus: Yes

1.8. Total School Students Strength:

Boys: 86
Girls: 74
Total 160

1.9. Attendance

	0 - 10 days	11 – 20 days	21 & above	Total
2008	0	15 (12.2)	108 (87.8)	123
2009	0 (.0)	29 (24.2)	91 (75.8)	120

1.10. Caste & Age

2008

Caste	6 – 11 years	12 – 15 years	16 & above	Total
SC	8 (100.0)	0		8
ST	36 (97.3)	1 (2.7)		37
OBC	69 (92.0)	6 (8.0)		75
Total	113 (94.2)	7 (58)		120

2009

Caste	6 – 11 years	12 – 15 years	16 & above	Total
SC	6 (75.0)	2		8
ST	32 (84.2)	6 (15.8)		38
OBC	68 (88.3)	9 (11.7)		77
Total	106 (86.2)	17 (13.8)		123

1.11 Caste & Attendance

2008

Caste	0 – 10	11 – 20	21 & above	Total
SC	-	0	4 (100.0)	4
ST	-	9 (28.1)	23 (71.9)	32
OBC	-	5 (6.1)	77 (93.9)	82
Muslim	-	1 (20.0)	4 (80.0)	5
Total	-	15 (12.2)	108 (87.8)	123

2009

Caste	0 – 10	11 – 20	21 & above	Total
SC	-	0	4 (100.0)	4
ST	-	12 (37.5)	20 (62.5)	32
OBC	-	13 (16.5)	66 (83.5)	79
Muslim	-	4 (80.0)	1 (20.0)	5
Total	-	29 (24..2)	91 (75.8)	120

1.12. Sex and caste: Boys 66 Girls 57 Total 123

1.13. Medium of Instruction: Hindi

4. SCHOOL LOCATION

- 4.2. Approach Road: Pucca Road.
- 4.3. Distance from vital sites: (i) Block HQ 16 Km
(ii) DIET 50 Km
(iii) Railways Station 10 Km

III. BASIC FACILITIES

- 3.1. Condition and Ownership of the School building: Pucca owned building.
- 3.2. Availability of Playground/Garden: Yes
- 3.3. Condition of Boundary Wall: Yes
- 3.4. Availability of Main Gate: Yes
- 3.5. Availability of Drinking Water:
- 3.6. Provision and Condition of Toilets/Separate toilet for Girls/Teachers: Yes
- 3.7. Availability of Electricity: No
- 3.8. Availability of Separate Room for Teachers: No
- 3.9. Availability of Library: No
- 3.10. Availability of Store Room: No
- 3.11. Availability of Canteen: No
- 3.12. Availability of Kitchen: Yes
- 3.13. Availability of laboratory: No
- 3.14. Availability of Separate room for extra curricular activities: No
- 3.15. Availability of Hostel for children and Staff: No

IV. PHYSICAL INFRASTRUCTURE

4.1. Student Strength (Grade-wise)	Grade 1 – 22
	Grade 2 – 35
	Grade 3 – 40
	Grade 4 – 37
	Grade 5 - 26

Number of students: 160

Number of Classrooms: 2

4.3. Adequacy of Space:	Sufficient
4.4. Adequacy of Open Air:	Sufficient
4.5. Adequacy of Ventilation:	Sufficient

V. FACILITIES WITHIN CLASSROOMS

5.1. Classrooms where actual teaching takes place:

5.2. Availability and utilization of Blackboard, Chalk, Duster, Table and Chair for teachers, Desks, Mats and Benches for students, Maps/Globe , Charts, TLMs, Science Kits , Mathematics Kits Ramp for disabled child , Cupboard , Bookshelves Computer etc.

Usable – Blackboard, chalk, duster, chair for teachers, Mat for students, Maps, Globe, Charts TLM.

Not Usable/Unavailable – Table for Teachers, Benches for students, Sports Kit, Science and Maths kit, Ramp for handicapped, Bookshelves, Computer.

VI. ACADEMIC INPUTS

6.1. Text Books availability for teachers and students

Grade	Availability of Textbooks for Children	Availability of Textbooks for teachers
<i>Grade 1 to 5</i>	<i>Textbooks for all children.</i>	<i>Textbooks only for few teachers.</i>

VII. PROFILE OF THE SCHOOL TEACHERS

Age	Gender	Designation	Highest Qualification <i>Academic and Professional</i>	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village	Were they present on the day of the visit
	Male	Head Teacher	Matric/BT 1	35	16056/-	2000	No	Yes
	Male	Assistant Teacher	Matric/BT 1	22	14865/-	1984	No	Yes
	Female	Assistant Teacher	Matric/BT 1	23	14074/-	2004	No	Yes
	Male	Shiksha Karmi	Higher Secondary/BT 1	09	4760/-	1999	Yes	Yes

VIII. PROFILE OF THE ADMINISTRATION STAFF

No. of Administrative Staff	Gender	Designation	Highest Education Qualification	Pay Scale	Year of joining this school	Residing in the same village	Presence on the day of the visit
No Staff.							

IX. TEACHING AND LEARNING PROCESS

9.1. Whether Multigrade? If yes? Which classes combined? Where are the classes held?

Yes.

Grade 1 and 2.

9.2. Sitting arrangement (grade wise) in the school

Students sit in classrooms, row wise.

9.3. Appearance of walls in the classrooms

Charts work by students.

9.4. Assigning of home work to students

Regularly given.

9.5. Availability of a time table in the school? Deciding authority for the time table?

Yes.

9.6. Length of teaching periods (in minutes)

40 minutes.

9.7. Number of teaching periods in a week

36.

9.8. Allocation of Number of periods per week for various subjects in different grades

9.9. Arrangement for T.V/Radio lessons for students in the time table

Yes.

9.10. Presence of academic calendar in the school?

Current session.

9.11. Conduct of remedial classes in the school

No.

9.12. Are weak students given any special help?

No.

X. LEARNING EVALUATION AND FEEDBACK

10.1. Up to which class does the school follow Non detention policy?

Up to Grade 2.

10.2. Frequency / Intervals in which examinations are held

Half yearly and annually.

10.3. Kinds of records maintained for the performance of students

Mark sheet and record in register.

10.4. How is the performance communicated to the concerned child and parents?

Discussion in JBS meetings.

10.5. Follow up of the periodic test with the children with poor performance

Extra care given to them.

XI. PARTICIPATION AND ATTENDANCE OF CHILDREN

11.1. Performance of children by Caste

	Very Good		Good		Average		Below average		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
SC	0.00		2 (50.0)	8 (13.1)	2 (50.0)	0	0.00		4	8
ST	0.00		7 (21.9)	15 (24.6)	20 (62.5)	19 (38.8)	5 (15.6)	3 (30.0)	32	37
OBC	0.00		22 (26.8)	38 (62.3)	43 (52.4)	30 (61.2)	17 (20.7)	7 (70.0)	82	75
General	0									
Muslim	0.00		1 (20.0)		1 (20.0)		3 (60.0)		5	
Total	0.00	61	32	61	66	49	25	10	123	120

11.2. Attendance Status and Performance in the years 2008 and 2009

	2008				2009			
	0-10 days	11-20 days	21 and above days	Total	0-10 days	11-20 days	21 and above days	Total
Good		1 (3.1)	31 (96.9)	32		10 (16.4)	51 (83.6)	61
Average		9 (13.6)	57 (86.4)	66		17 (34.7)	32 (65.3)	49
Poor		5 (20.0)	20 (80.0)	25		2 (20.00)	8 (80.0)	10
Total		15 (12.2)	108 (87.8)	123		29 (24.2)	91 (75.8)	120

11.4. Caste and Attendance

	0-10 days		11-20 days		21 and above		Total	
	2008	2009	2008	2009	2008	2009	2008	2009
SC	0	0	0	0	4 (100.0)	4 (100.0)	4	4
ST	0	0	9 (28.1)	12 (37.5)	23 (71.9)	20 (62.5)	32	32
OBC	0	0	5 (6.1)	13 (16.5)	77 (93.9)	66 (83.5)	82	79
Muslim	0	0	1 (20.0)	4 (80.0)	4 (80.0)	1 (20.0)	5	5
Total	0	0	15 (12.2)	29 (24.2)	108 (87.8)	91 (75.8)	123	120

11.5. Caste and Period of absence during last month and Main reason of absence

	1-3 days	4-7 days	8-15 days	More than 15 days	Not absent	Total	Main Reason
SC	3 (37.5)	0	0		5 (62.5)	8	*Not well
ST	11 (28.9)	5 (13.2)	0		22 (57.9)	38	*Not well * went to relative's place *engaged in domestic work
OBC	11 (14.5)	5 (6.6)	1 (1.3)		59 (77.6)	76	*Not well *Relative's place *Engaged in domestic work
Total	25 (20.5)	10 (8.2)	1(.8)		86 (70.5)	122	*Not well *Relative's place *Engaged in work

XII. SCHOOL- COMMUNITY RELATIONSHIP

12.1. Does the school have a Village Education Committee? What is the number of VEC members? Does the school maintain VEC meeting register?

J BS (2007)

11 Members

Yes.

12.2. Does school has SMC? Year of formation of VEC/ SMC. What is the number of SMC members?

No.

12.3. Frequency of PTA /VEC/ SMC / MTA meetings?

No.

12.4. Participation/ contribution of VEC/ SMC and PTA/ MTA in school functioning (cash, kind)

JBS Members help in community mobilization.

12.5. Training of present VEC/ SMC members

NA.

12.6. Activity school conducts for involving parents?

No programmes.

12.7. Does the school conduct activity for awareness generation?

Meetings are organized.

XIII. SCHOOL FINANCES

13.1. Nature and Kind of financial Assistance received by the school

TLM – Rs.2000/- Others – Rs.500/- per teacher
School building – Rs.600/-.

13.2. Grants received from different sources

NA.

13.3. Utilization of funds

TLM, School renovation, charts etc.

13.4. Utilization of funds last year

Same as above.

13.5. Who decides about the utilization of fund?

JBS

13.6. Difficulty faced in utilization of grants

No.

13.7. Adequacy of grant for the purpose for which it was given?

Yes.

XIV MONITORING AND SUPERVISION

14. 1. Official responsible for supervision / Frequency in the visit/ last school visit/ major activities supervised.

BRC & CRC, BEO & DEO

Once in three months. Economic expenses of school.

Teachers/students attendance register.

MDM Register.

XV. MID DAY MEAL

15.1. Provision and management of mid day meal

MDM School.

15.2. Nature of duties teachers perform to carry out the management of food for the children

Maintain record.

XVI. INCENTIVES

16.1. Source and kinds of Incentives and year of introduction of incentives\

Uniform : For a long time.

Scholarship : Year not mentioned.

Books)

16.2. Beneficiaries and Amount of Scholarship

SC Girls/Boys - Rs.250/-

ST Girls/Boys – Rs.250/-

XVII.HEALTH CHECK UP

17.1. Arrangement for medical examination of children

17.2. Last health check up

17.3. The mechanism adopted for attending to the minor defects pointed out in the medical examinations

OBSERVATIONS/ COMMENTS OF THE PROJECT STAFF

Both, Government Primary School Rampur and Government Middle School, Rampur are located within a single walled boundary. A big open well (within the school compound) is used by both the schools as well as by the neighbouring community for drinking water, when the hand pumps dry up because of low water level. The water of the well is not safe for drinking. Both the schools are being headed by a single head master. In GPS-Rampur, there are total four teachers. However, on two different visits to the school, at one time two teachers were present and on another occasion three teachers were present.

The school building is in a dilapidated condition. During rainy season, water enters from the leaked roof in the classrooms and it becomes very difficult for teachers to conduct classes under such pathetic conditions. There is a grave problem of sufficient space for students to sit. Grade 3 and 4 are combined together in a single room. Grade 5 students sit in a separate room which has very little space. It has a very small blackboard and which is not in a good condition.

There was a girl in class four who suffered speech disability. The fellow children although understand whatever she says, which came to me as a surprise. Not only that, the children were very friendly to her and did not outcast her due her inability. During one of the visits to the school, no teacher was found in Grade 3 and Grade 4. One teacher was teaching English lessons through tape recorder to Grade 1 and Grade 2, without understanding much of the content. The walls of the hall in which first two grades are taught, were displayed with names of months and days of the week in both English and Hindi. Unfortunately, the names of the days of the week were spelt incorrectly in English.

SCHOOL DEVELOPMENT PLAN

ACTION AREAS

To provide three comfortable classrooms since these are functioning in a tented roof with four built walls

To make boundary wall and surrounding trees colourful

To approach reputed local actors, scholars and social workers to seek their contribution to improve the school

To seek help from Self Help groups and Women Groups/ society which is active in the village

STRENGTHS

Reaching almost 100 % attendance

No child has ever dropped out from the school and neither are there any never enrolled children

WEAKNESS

Needs teacher co operation in improving school performance to 100%

Low co operation or assistance from parents which hamper 100 percent results

TEAMS

Planning Team	Action Team	Appraisal Team	Leadership Team
H.M.	H.M.	H.M.	H.M.
Teachers	Teachers	Parents	Assistant Teachers
Parents	Community members	Administrators	
Community members			

How Teams Will Function

Conduct meetings with parents and Village education Committee to share the importance of education for children (Action Team)

Ensuring compulsory presence of parents in all the meetings (Appraisal team)

SETTING PRIORITIES

Priority 1: to improve the performance of children weak in studies

Activities

Preparing a list of children weak in different subjects

To examine the degree and level of weakness in different students

Giving special attention to them by making them sit in a group

Weekly evaluation

Ensuring that parents take interest in the studies of their children and are made familiar with their standards they have attained from time to time

Time Line: 6 months

Priority 2: To improve the school plant

Activities

Functioning of tented classrooms in constructed infrastructure

Seeking co operation to the maximum possible extent from the community

Painting school walls colorful and attractive

Tree plantation

Creating opportunities for mental development of children

Creating interest among children towards education by organizing cultural and social events in the school

Time line: 6 months

SETTING GOALS

G1: 100 percent school result

Strategies

Target 100 % result

Teachers to conduct meetings with parents from time to time

Monitoring by HM, CAC, BRC, BEO, DPC, CEC and others

Conducting quarterly, six monthly and annual examinations to understand their level of performance

G2: to regulate school functioning and create conducive environment for physical, social, emotional and mental development of children

Strategies

Making school campus green and clean beautifying all corridors, boundary wall and trees ensuring contribution from community coupled with review, monitoring and revisions

SCHEDULE

12th October 2009

0930 hrs: Registration

1000-1100 hrs : Inauguration

Welcome and Introduction to the Workshop: Rashmi Diwan

Inaugural address: Shri Nand Kumar
Secretary
School Education
Govt. of Chhatisgarh
Raipur, Chhattisgarh

1100-1130 hrs: Tea Break

1130-1330 hrs: School Improvement Planning: Concept and Methodology

Speaker: Rashmi Diwan
Chair : Shri Nand Kumar

1330-1430 hrs: Lunch Break

1430-1530 hrs: VISION EXERCISE

Open house: Developing a Vision for Schools

1530-1545 hrs: Tea Break

1545-1715 hrs: Synthesis of Emerging key points/elements

Rashmi Diwan

1715 -1730 hrs : Tea Break

1730-1930 hrs: Group Work : *Understanding the Schools and Context* : Rashmi Diwan

Examining School Profiles and understanding the situation in which each functions

Identification of **Action Areas for School Improvement** taking different components from the School Profiles while keeping in view vision exercise and key elements into view

13th October 2009 : UNDERSTANDING SIP PROCESS

0930-1115 hrs: Introduction to CREATE ZONES OF EXCLUSION

Madhumita Bandopadhyay

1130-1300 hrs: SWOT analysis of 12 Schools in three Sites keeping in view the Zones of Exclusion

Rashmi Diwan

1300-1400 hrs: Lunch Break

1400-1530 hrs: GROUP WORK : Forming teams

Nalini Juneja, Rashmi Diwan, Madhumita

- *Identify planning team, action team, and appraisal team (staff/parent teams, principal and administrators team)*
- *Identify the school-based Leadership Team,*
- *Describe how the team will function*
- *Describe the role of the team in the SIP process*
- *Describe the plan to train staff*

1530-1545 hrs: Tea Break

1545-1700 hrs: GROUP WORK contd

1700 – 1830 hrs: Group Work for Planning : Functions Each Team will Perform

1830-1845 hrs: Tea Break

1845 hrs: Presentation of Group Reports

14th October 2009 : IMPLEMENTATION STAGE- EVOLVING STRATEGIES

0930-1130 hrs : GROUP WORK on Setting priorities for Individual Schools

GROUP WORK: Time lines, Activities and Responsibilities (Priority-wise- two priorities one by one))

NAME OF THE SCHOOL _____

PRIORITY ONE _____

Time line

Activities

Responsibilities

Year 1

Month 1

Month 2

Month 3

Month 4

Month 5

Month 6

FOR PRIORITY TWO SAME EXERCISE REPEATED

1130-1145 hrs: Tea Break

1145-1300 hrs: Presentation of Group Reports

1300-1400 hrs: Lunch Break

1400-1530 hrs: Group Work on Setting GOALS for Individual schools

- *Exercise : Preparing a list of goals keeping in view the priority areas*
- *Exercise : Take one goal on Priority and Prepare a Chart (the group can work on two goals)*

NAME OF THE SCHOOL _____

GOAL ONE _____

Target	Strategies	Time lines	Responsibilities	Monitoring	Revisions
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FOR GOAL TWO SAME EXERCISE REPEATED

1530-1545 hrs: Tea Break

1545-1830 hrs: Group Work (contd)

1830-1845 hrs: Tea Break

1845 hrs: Presentation of Group Reports

15th October 2009: SUSTAINING THE PROCESS OF SIP

0930-1130 hrs: Group Work : Monitoring And Evaluation Stage

Setting Priorities: Current Year Priorities/ Goals/ Issues

Select Two Priorities for Each School

Priority 1: _____

Goal : _____

Key Issue : _____

**Objectives Activities Time line Key Personnel Training and Capacity Building
Monitoring Systems Evaluation mechanism Resources and costing**

SAME EXERCISE REPEATED FOR PRIORITY 2

1130-1145 hrs: Tea Break

1145-1300 hrs: Group Work contd

1300-1400 hrs: Lunch Break

1400- 1530 hrs: Presentation of Group Reports

1530-1545 hrs: Tea Break

1545- 1745 hrs: Strategic Planning and Management Stage— as an on going process

Group Work : Drafting the Plan FOR EACH SCHOOL

NAME OF THE SCHOOL: _____

Time Line	Activities	Time required	Responsibilities
Year 1			

Group Work : Implementing the Plan (FOR EACH SCHOOL)

NAME OF THE SCHOOL: _____

Time Line	Activities	Time Required	Responsibilities
Year 1-2			

1745-1930 hrs: Presentation of Group Reports and Valediction

Chair: Shri Nand Kumar

Policy Issues in School Improvement Planning : Madhumita Bandopadhyay

Major Highlights of the workshop: Rashmi Diwan

Summing up : Prof Nalini Juneja

ANNEX III**LIST OF PARTICIPANTS**

Sl. No.	Name	Designation	Name of Institute	District
1.	Braj Bhan Singh Gautam	B.A.C.	Janpad Shiksha Kendra Bijag	Dindori
2.	Omkar Baghel	A.T. (C.A.C.)	P.S. Pandripani	Dindori
3.	Basant Kumar Dhurwey	A.T.	M.S. Thad	Dindori
4.	Rajeev Kumar Sahu	BRCC	J.P.S.K. Bajag	Dindori
5.	P.K. Adhikari	Principal	DIET Kabhidham	Kabirdham
6.	N.M. Sharma	U.D.T.	Govt. H.S.S. Narayanpur	Kanker
7.	R.P. Aditya	D.P.C.	RGSM	Mahasumund
8.	P.S. Samund	Principal	DIET Raipur	Raipur
9.	K. Kumar	Joint Director	RGPSM	Raipur
10.	Sujata Gupta	Asstt. Director	DPI	Raipur
11.	Mohit Kumar Verma	U.D.T.	M/s Abha Shukal Shankar	Raipur
12.	Awadha Ram Verma	U.D.T.	M/s Abhya Shukal Shankar	Raipur
13.	G.S. Tomar	APC	RGSM Raipur	Raipur
14.	Deepak Dubey	DPC	RGSM Raipur	Raipur
15.	Neelam Arora	Asstt. Pro.	SCERT	Raipur
16.	J.K. Prasad	Asstt. Pro.	SIEMAT	Raipur
17.	R.K. Verma	Asstt. Pro.	SIEMAT	Raipur

Sl. No.	Name	Designation	Name of Institute	District
18.	Karan Singh Chandrakar	APC	RGSM Raipur	Raipur
19.	T.K. Sahu	Principal	DIET Kharagarh	Rajnandgaon
20.	Umesh Ram Sahu	H.M.	P.S. Rudgaon	Rajnandgaon
21.	Atul Sharma	SKG. 03	P.S. Mokhali	Rajnandgaon
22.	Birendra Kumar Yadav	SKG. 03	P.S. Mokhali	Rajnandgaon
23.	Khilesh Kumar Sahu	SKG. 03	P.S. Rudgaon	Rajnandgaon
24.	Lila Ram Sahu	C.A.C.	M/S Kirgi	Rajnandgaon
25.	Girdhar Lal Ramtake	H.M.	P.A. Aaree	Rajnandgaon
26.	Arvind Ratnakar	BRCC	BRC Dongargaon	Rajnandgaon
27.	Gajendra Hariharano	S.T.	BRC Dongargaon	Rajnandgaon
28.	K.R. Kowarchi	B.Ed. O	B.Ed. O. Dongargaon	Rajnandgaon
29.	M.R. Ansari	APC	DPO Rajnandagaon	Rajnandgaon
30.	Smt. Prema Sahu	SKG. 03	P/s Kotrasarar	Rajnandgaon
31.	Smt. Rekha Patel	H.M.	P/s Kotrasarar	Rajnandgaon
32.	Smt. Amita	SKG. 03	P/s Konari	Rajnandgaon
33.	Satish Pandey	DPC	RGSM, Rajnandgaon	Rajnandgaon
34.	Shrishty Kurre	S.K. 02	Govt. M/S Kotrasarar	Rajnandgaon
35.	Kamleshwar Singh	S.K. 01	DIET Khairagarh	Rajnandgaon
36.	Geeta Thakur	S.K. 03	Govt. P/S Rampur	Rajnandgaon
37.	Alka Sharma	S.K. 03	Govt. P/S Rampur	Rajnandgaon

Sl. No.	Name	Designation	Name of Institute	District
38.	Smt. Arti Shrivastava	S.K. 03	Govt. P/S Rampur	Rajnandgaon
39.	Arun Prakash Verma	CAC	Jan Shiksha Kendra Amilki	Rewa
40.	A.P. Tripathi	H.M. & CRC	Govt. M.S. Amilki	Rewa
41.	Ramkaran Vishwakarma	Teacher	Eg. S. Loukupur	Rewa
42.	Ramkripal Saket	Asstt. Teacher	Govt. P.S. Raura	Rewa
43.	Shyam Narayana Sharma	Principal	Diet Rewa	Rewa
44.	Ashok Patel	Lecturer	Diet Rewa	Rewa
45.	Dr. Tripti Shrivastava	Lecturer	Diet Rewa	Rewa
46.	Yogesh Chandra Mishra	D.P.C.	Z. SK	Rewa
47.	Rajendra Prasad Mishra	BAC	BRC Rewa	Rewa
48.	Harsh Singh	CAC	CRC Reaw	Rewa
49.	Dhanesh Pandey	CAC	CRC Madwa	Rewa
50.	Yogesh Agrawal	President	Mitra Samiti	RJN
51.	Jitendra Kumar Vaishnav	H.M.	P/S Konari	RJN
52.	Sukhdew Singh	H.M.	P/S Kadatola	Dindori
53.	Vikram Sharma	DEO	DPO, RGSM, RJN	Rajnandgaon
54.	V.P. Chandra	Lecturer	DIET Nagri	Nagri
55.	Dharma Singh Paraste	Asstt. Teacher	U.E.G.S. Lanaradoder	Dindori
56.	Alok K. Sharma	Asstt. Prof.	SCERT	Raipur
57.	Jyoti Chakraworty	Asst. Prof.	SCERT	Raipur

Sl. No.	Name	Designation	Name of Institute	District
58.	Utpal Chakraworty	Asstt. Prof.	SCERT	Raipur
59.	Sanjay Guhey	Lecturer	PGBT	Raipur
60.	Shahina Quraishi	S.K.G. 03	P/S Aari	Rajnandgaon
61.	B.R. Sahu	Asstt. Prof.	SCERT	Raipur
62.	R.S. Beghel	Asstt. Prof.	SIEMAT	Raipur
63.	K.K. Sahu	Lecturer	SIEMAT	Raipur
64.	A. Chawre	Dy. Director	SSA, RGSM	Raipur
65.	Y. Sheohare	Dy. Director	SSA, RGSM	Raipur