

National University of Educational Planning and Administration

Guiding through the Preparation of School Development Plan

A Hand Book for the School Heads

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Introduction

School is the heart of matter and the School Head is a key figure in implementing change, while systemic leaders are prime movers for initiating efforts for improvement by setting direction of schools towards desired results. It is the school that is basic unit of change and all the efforts for improving schools revolves around. The basic commitment to school transformation calls for high concern for "holistic improvement of a school" through concerted efforts and continuous engagement of "Usö."

School Development and School Improvement Planning: The leading aim in Indian context

Two terms are often used interchangeably to explain development in a school situation. One is School Improvement Planning (SIP) School development plan (SDP). Both are seen as the first step to quality initiatives in school system across the country.

School improvement plan is a road map providing direction for the school to move forward in enhancing the overall development as well as learning in the schools. It is holistic in nature covering each and every aspect of schools and its progress. The plan sets out changes schools needs to make to bring out desired results and eventually achieve goals and targets within a particular time frame.

The school development is a plan which has certain goals, objectives and mechanisms to attain the objectives decided by the school in a given point of time.

It is more an in-house activity carried out by in-school teaching and non teaching staff along with community and parents and other stakeholders, with School Head as leader to set targets and chalk out details on how and when these can be achieved. The basic idea is to provide direction to school for development.

It may be noted, that the objectives identified for the school development plan are in measurable terms, so that when the goals and objectives of school development plan is

REMEMBER

School development plan is not a charter of demands.

It is an activity wherein teachers, parents, staff and other stake holders work together in teams to reflect and reinvent what works best for the school to improve in a phased manner

Each school draws its own roadmap for improvement based on its specific

Requirements

Priorities

Goals

Targets

Monitoring & Evaluation mechanisms

Time frame for each activity

Follows context- specific drive for improvement

implemented and completed, the school should be in a position to state that such measurable achievement has been made out of the school development plan of the school.

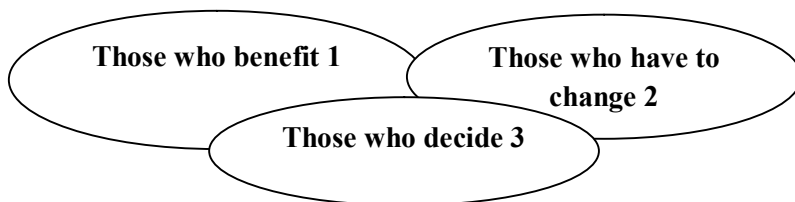
School Development is more school based, while school improvement planning signify that all Schools have a common code to follow.

Legitimising quality education for all In India, the recently announced Right to Education Act, 2009 (RTE Act) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) looks at School Development Plan as ultimate goal for every school and School Improvement planning as ultimate to bring transformation of the entire school system. The ultimate goals of both, School Improvement and school development plans are to lock schools into a continuous cycle of improvement and development.

Activity 1

Reflect on where your school stands today in terms of its strengths and weaknesses? What two priority areas you would like to improve in your school and why?

Who should be involved in planning for School Improvement?



The onus of planning for improvement lies with the teams working together from different schools, community and other stakeholders along with systemic administrators. The preparation of a School-based Development Plan involves three different categories of clientele. One is those who actually are expected to implement the plan at the school level. The second category is those who benefit from the exercise. The third category is those who take decisions for making the implementation of the plan feasible. This understanding places

Planning for School-based Development Plan:

- School Head
- All the Teachers
- Leaders/Monitors of the Classes
- Members of School Management Committee
- Retired teachers
- Educated youth
- Any other educated person in the community

Note: (The composition of SMC includes elected representatives of the local authority, parents/guardians of children in the school with at least three-fourth of members as parents or guardians with proportionate representation of parents from the disadvantaged groups).

the importance of active participation of parents, community, mothers and other actors, pupils, teachers and School Development Management Committee, School Management Committee high on agenda for preparation of School Development Plan.

The entire effort for school improvement lies also with systemic administrators who actually take decisions for the schools. It is an activity wherein all working in the school as well as the beneficiaries and the community members involved in the management of the school work together in order to attain the goals set for the school to achieve as per its requirements, needs and priorities.

School Development Plan: Beginning of the cycle

As has been discussed in the beginning, the school-based development being a plan for the entire school, all the stake holders (the school head, teachers, administrative staff, students, parents, members of the School Management Committee (SMC), resource persons who are responsible for the school should develop the school plan in a team. A school-based development plan reinforces shared ownership among the teachers, students, staff, parents and community members and persons who can be resourceful. The role of the school head master becomes more as a facilitator, who creates environment conducive to the preparation and implementation of a realistic plan for school development.

Schools differ widely and so do parameters of quality, strengths, weaknesses, requirements, and priorities for each school. Accordingly standards, goals, targets are not the same for all schools. The questions to ponder here are:

- Can all schools have same priorities?
- Same goals?
- Same performance targets?
- Even for the same school, priorities for improvement vary with time
- Then how can same standard be prescribed for all contexts?
- Can parameters of quality identified for one school be applicable in other schools?

Initiating in-school changes from within are not uniform for all schools. Even for the same school, priorities may vary with time. When schools differ then how can same standards be prescribed for contexts. Each school follows its own trail for improvement, based on its requirements and priorities. The first principle of school development plan is to deal each school within a contextual framework. Each school is expected to function as per certain norms, wherein the School Head and teams of teachers develop a plan for development of the school.

The whole idea behind preparation of the school-based plan is to make the school perform and function satisfactorily to ensure that the objective of imparting quality education is achieved. School-specific development plan seems to be closer to its reality. A school-based development plan therefore provides scope for a school to develop its own plans, implement as well as execute it. This plan is more realistic and workable as it involves consensus of all stakeholders. Vision and diagnosis is the foremost guiding principle for all development processes to follow. Every school plans activities towards its development according to its requirements. A school may have teaching learning process as top most priority for improvement of results, for the other school it could be punctuality and regularity of teachers. Similarly for one school, the development plan may be seen as an exercise to improve pupil achievement, while in other management of physical resources, still in other improving performance specifically in English language and Mathematics, in another school improving methods of teaching could be listed as top priority etc. Ultimately, it is for the school to decide on the changes and follow up activities which the school deem appropriate/fit for its development. However, it should be kept in mind that the School Development Plan has to be conceived as a plan of the school wherein the entire staff of the school as well as the stake holders can actively contribute to the development of the school.

While the School Head enjoys autonomy in the preparation and implementation of School Development Plan, the role of administration becomes more supportive and facilitative in the entire effort of school improvement. One goes with planning to navigate roadmap it has set for itself that helps in attainment of desired goal and targets within stipulated time frame.

The preparation of a school-based development plan involves different steps in phases, more driven by vision and teams within the school, following a trail of sequential steps. Figure __

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graph TD; V([VISION  
A Participatory Approach]) --> SIG[Specifying Institutional Goals]; SIG --> SDP(School Development Plan); SDP --> ECFM[Establishing Continuous Monitoring and Feedback Mechanism]; SDP --> SEC[Specifying Expected Outcomes and Success Criteria]; SDP --> OMEP[Organizing Overall Monitoring and Evaluation Process]; SDP --> AR[Assessment of resources]; SDP --> FT[Formation of teams]; SDP --> SPD[Setting Priorities for development]; SDP --> TS[Target Specification]; SDP --> MAR[Mobilizing and Allocating Resources];
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VISION
A Participatory Approach

Establishing Continuous Monitoring and Feedback Mechanism

Specifying Expected Outcomes and Success Criteria

Organizing Overall Monitoring and Evaluation Process

Assessment of resources

Formation of teams

Setting Priorities for development

Target Specification

Mobilizing and Allocating Resources

Specifying Institutional Goals

School Development Plan

Activity

Imagining where you want your school to be in the next 5 years, chalk out few activities that first come to your mind following the trail:

From where to begin, what to achieve and how to proceed for greater achievement

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graph LR; A[What do we have in the school?] --> B[What we want to achieve?]; B --> C[What can be done to improve?]
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The diagram illustrates a sequential process for school improvement. It consists of three yellow rectangular boxes with black borders, each containing a question. The boxes are connected by large, red, 3D-style arrows pointing from left to right. The first box asks 'What do we have in the school?', the second asks 'What we want to achieve?', and the third asks 'What can be done to improve?'.

Towards Preparation of a School Development Plan

Preparation of a school-based development plan can be divided into three stages: the planning stage, the implementation stage and monitoring and evaluation stage. There are a set of systematically arranged steps followed in the course of preparation of the school-based development plan.

Planning stage

Step1. Understanding and Analysing School Situation

Prepare Format for developing a School Profile (for details see Annex ____)

Step2. Identification of Requirements and Action Areas

This could be separately drawn for different levels of School stages

Step3. Formation of teams

Follow the format as

TEAMS	Members	Responsibilities/ Functioning	Role of the Team in SIP Process	Themes Required for Training
Planning Team				
Action Team				
Appraisal Team				
Leadership Team				

(See filled up specimen in Annex ____)

IMPLEMENTATION STAGE

Step4. Setting Priorities

Select two major priorities. Describe what activities can be taken up for each month and on whom the responsibility should rest for both priorities separately

Priority One (Identify) _____

Time line Year 1	Activities	Responsibilities
Month 1		
Month 2		
Rest of months to continue		

(See filled up specimen in Annex _____)

Step5. Setting Goals

As far as possible, choose the goal for the school that is realistic and feasible. This is the real reflection of what exactly you want. One needs to strive towards achieving desired results by setting a deadline. Decide where you wish to reach. Select two major goals. Follow the format for both goals separately as follows:

Goal One _____

Target	Strategies	Time Lines	Responsibilities	Monitoring	Revisions

(See filled up specimen in Annex _____)

MONITORING AND EVALUATION STAGE**Step6. Current Year Priorities/ Goals/ Key Issues:**

Keeping in view the identified priorities and goals, one or two key issues need to be specified which can taken up for monitoring and later as a parameter for evaluation. This exercise follows a definite trail.

Priority 1: _____**Goal:** _____**Priority 2:** _____**Goal:** _____**Key Issue 1** _____**Key Issue 2** _____

Time line	Activities	Team Involved	Training Areas	Monitoring System	Evaluation mechanism	Resources and Costing
Year 1						
Month 1						
Month 2						
Rest of months to continue						

(See filled up specimen in Annex _____)

The steps drawn separately would give a fragmented picture. Therefore a consolidated plan can follow accruing from all the completed steps. The format to guide this exercise will give a comprehensive picture of what exactly a school is looking for its improvement in one year time line.

Priority		
Target		
Task/s		
Timescale	Personnel	Strategies
Monitoring and review	Evaluation	Resources
Miscellaneous Notes	Costing	

(See filled up specimen in Annex _____)

A collective exercise generates synergy required to bringing about changes in the schools for its development. A thorough analysis can lead to a feasible and practical plan that calls for pursuing a definite course of action.

LET US MOVE STEP BY STEP

The Planning Stage involves three foundational steps: Understanding and analysing situations, identification of requirements and action areas and formation of teams

The process of school development begins with a deeper understanding of the school, parents, community and most importantly the learners enrolled in the school. A detailed understanding of the stake holders as well as the position where the school stands in terms of enrolment, performance and other activities needs to be analysed (audited). This will in turn generate idea

about the areas in which the school needs improvement and a development plan can accordingly be prepared keeping in view the expected outcomes out of such a planned activity.

Therefore, the planning process involves the need to understand the school, the facilities, the staff, community and the stake holders who will be involved in the school planning process. The school staffs needs to introspect what they have, what they want and how to obtain it through this exercise of School Development Plan.

Activities to be performed

The diagnostic exercise carried out in the beginning paves way to the planning process of the activities for the purpose of school development. Therefore, the staff should analyse the available information of school and demography and then plan for the activities to be undertaken by the school.

Begin from Situational Analysis

A beginning can be made to understand where we do and our school stand on different parameters? What facilities and resources does our school have? How many students are there class-wise, section-wise? What are their attendance rate and achievement levels? What are their health conditions, family backgrounds, living standards etc? How many teachers are there in the school? What are their academic and professional qualifications, interests, likings, disliking, teaching standards, motivation levels etc? To whom are we catering to? Who is the community depending on our school, its socio-economic profile, income and occupational levels? What resources are available at the local level and how can these be optimally utilized? Who are the resource persons who could contribute their expertise to the school and members of the school management committee? Based on base-line information the school can get prepared for chalking out a realistic plan for itself. It is not sufficient to collect information on school, but a systematic analysis of the situation on where the school stands can guide in the development of the school plan. The

Understanding school and community

- ✓ *School data*
- ✓ *Enrolment*
- ✓ *Future enrolment requirement*
- ✓ *Teachers & requirement*
- ✓ *Understanding Community (demography)*
- ✓ *School facilities*

collected base line data can be of much use to navigate direction for preparation of the school-based development plan.

Form Teams

Advance planning on team composition couple with defined responsibilities to each team facilitates in bringing fast track changes in the school. The School Development Plan may have three to four teams depending upon the availability of staff. The number of members to be incorporated into each of the team is also flexible and again depends upon the staff available in the school and outside. Different sized schools ranging from small to large set ups can have different sized teams, not only from within the school but can be extended further to parents, community members, school administrators, local leaders, educated youth, social activist etc. However, teams can be identified in advance while the school development plan is being prepared in the school:

- Team to plan for the school development at different intervals;
- Team to implement the plan;
- Team that provides leadership and support;
- Team to monitor and evaluate implementation of the plan and provide feedback and constructive suggestions for the school from time to time.

The teams are formed to share the responsibilities for preparation and implementation of the school development plan. This activity also enables teaches and staff to work in teams and utilise their potentials and talents that enhances their sense of belongingness to the school. This will bring them more closer to the school and its development. For each school, at least formation of four teams seems to be a workable proposition.

Identify the following teams:

- Planning Team
- Action Team
- Leadership Team
- Appraisal Team

<i>Teams</i>
<ul style="list-style-type: none">• Planning Team• Action Team• Leadership Team• Appraisal Team

Once the teams are identified, next is to specify and describe roles and responsibilities of each team. This could be followed by detailing out the plan on training and capacity building identifying themes for training of each team.

In the entire process of planning for constitution of teams, their roles and responsibilities, training requirements, the school head plays a more facilitative role in encouraging teachers and other staff of the school to take active part in planning, implementation and achievement of the school development plan. The school head can make intermittent interventions in the execution of the plan. The focus of the school head should always be on creating teams, opportunities for open dialogues and forum for improvement of the proposed school development plan activity.

Activities to be performed

Once the activity or activities are identified, please discuss among the staff to be associated with each of the team in order to undertake the activity of the school till the activity is accomplished in the stipulated time frame and planned activity is accomplished.

Identify Action Areas

Identifying activities for a school development is a crucial task. Deciding on an activity requires consent of all the staff members. The ownership of the school-based development plan remains a major concern. One may consider the plan as by the school, of the school and for the school wherein all the stakeholders of the school own it and are also responsible for its success and failure equally, thereby limiting the scope of blame game in the plan.

Any activity which leads to the development of the school can be taken up by a school. However, the schools being centres of learning, it will be appropriate for the schools to consider such activities which can lead to the development of the school over a period of time. One thing which has to be kept in mind is that the duration for implementing the school development plan is very important, as the duration reminds the school to move systematically ahead with the plan and achieve it in time for

A wide range of activities can be planned for the school, provided that they are felt very much essential and can contribute to the development of the school as a whole. (For e.g., it can be:

- (a) Academic*
- (b) Administrative*
- (c) Co-curricular*

which there is a need to monitor the progress of the proposed school development plan. It is a well known fact that a plan can not be construed without proper monitoring and evaluation procedure. The systematic monitoring, timely rectification of the problems coming across in the plan and a method of evaluating it for betterment of the school development plan becomes very essential. In fact, the school planning, monitoring and evaluation should go hand in hand. This puts the plan in right direction or right path without stumbling upon problems at the end of the plan duration and ending up with an incomplete planned activity.

There are a wide range of activities which can be taken up for the school development plan.

These activities can be broadly classified into three areas:

1. Planning Academic activities (learning skills)
2. Planning Administrative activities (Improvement in the administration)
3. Planning Co-curricular activities (Sports/Games/Cultural)

1. Planning Academic activities can be (for e.g.) Improving learning skills, Improving Language skills, Subject specific skills (Maths, Science and Language Improvement), Writing and reading skills, Reasoning abilities and communication skills.

Examples of Prioritizing an Activity

Identifying talented children in various classes and providing special coaching they can perform much better and obtain good results

Identifying English and Mathematics as a priority area in another school

Deciding on measures to be taken for increased student attendance as a priority for improving performance

2. Planning Administrative activities can be (for e.g.) Facilitating teachers and other staff in their activities, stream lining the administrative procedures, clarity in administrative communications, sharing administrative information among the teachers and staff, systematic maintenance of records and registers of the school, regular meetings with the school management committee and recording the minutes of the meetings, holding positive school development meetings on a regular basis.

3. Planning Co-curricular activities can be (for e.g.) creating conducive atmosphere for planning co-curricular activities in the school, identifying the possible co-curricular activities in the school, identifying the talented teachers and students as well as resource persons who can provide inputs for developing co-curricular activities in the school. This activity depends upon the expertise available in the school as well as making the school facilities functional in order to perform such activities, for e.g., NCC/Scouts require instructor and a good ground for exercises, sporting activities require a sports coach, ground and the talented children to play the game.

Activities to be performed

The school is free to choose any activity or activities, provided that such an activity can lead to development of the school, but a word of caution is that these activities should be realistic in nature and to a great extent measurable. A school if deems it possible may also take up more than one activity in areas of (i) academic improvement (ii) school improvement and (iii) improvement in administration.

Create a climate of communication, cooperation and collaboration

The initiative comes from the School Head by opening a dialogue with all the stake holders about developing a plan and deciding a plan and the advantage accrued from developing such a plan for the school. The Head of the school begins discussions on where the teachers would like to see their school in future. As roadmap as an assessment of resources and requirements follow. It is not sufficient to take stock of resources but also entails understanding the school and people on where they stand, i.e., what is the present position of the school, what they have, what they need and how to fulfil these requirements. The dialogue needs to be reinforced without any bias for the suggestions made by the teachers, students, parents and the staff while they identify the problem areas of the school which if solved can lead to the development of the school. Formal meetings and dialogues can be mooted by parents and the concerned education officers. These dialogues will ultimately lead to pin pointing the immediate concerns of the school. Accordingly, the School Head authorises, delegates responsibility to teachers and staff to plan activities for school development to make them accountable. In this entire endeavour, the attitude of School Head needs to be encouraging and positive. An important factor is that of creating opportunities for reflecting, discussing and working together to achieve a defined target.

Activities to be performed

The School Head can convene a meeting with all the staff members to reflect and share on

- The best in the school
- What more is required to improve the school academically?
- What can be done to transform the school into an innovative and vibrant organization?

Implementation of the Planned Activity

This stage requires discussions and consensus on two important steps: One is setting priorities and second is sketch goal (at the most two goals) for the school.

Systematic planning of various activities is the key to successful school planning, but implementation of the planned activity for the school is all the more crucial. It requires high level of team work and cooperation among the stake holders. Each and every strategy planned for implementation of the school development plan activity for the school has to be discussed and understood thoroughly. Another important dimension could be that of having a black board or may be a flip chart in the staff room for encouraging reflections and open discussions on what exactly the priority school needs to take care of and how the teams should strive towards achieving desired goals by defining roles and responsibilities of each team. Decide where you wish your school to reach with details of activities to help reach the goal and time targets for each activity. It is not only discussion, but the blueprint of the plan that needs to be with each and every stake holder with the responsibilities indicated and assigned to each of them, information of the identified activity, time decided for each of the activity and the responsible team members etc. Such initiatives will facilitate in keeping a track on the progression of activities at regular intervals with time targets. The time limits set for each of the proposed activity of the school development plan enables all the team members to understand how they are moving in implementing the activity, or whether there are any hurdles in sticking to the proposed time line and what can be done to perform the assigned activity in time. If there is a hurdle it can be discussed in a meeting and an alternative for the problem can be identified so that the plan implementation is on the right track.

Activities to be performed

After finalising the activity or activities by the school and the teams to work for these activities to be accomplished, the teams should keep in mind that the assigned activities has to be performed with great care, in the sense that personal indifferences and other feelings should be kept aside and as a part of the school development should work with a team spirit to achieve the goals and objectives of the school development activity or activities.

Adapt flexibility in implementing the plan

The process followed in the preparation of school plan can be rigorous, yet can be flexible in adoption and implementation with intermediate corrective measures through monitoring and evaluation. But it is mostly the internal monitoring and feedback mechanism carried out in this exercise. It may be clarified that the monitoring and evaluation will be done only from within the stake holders of the school. The myth that evaluation has to be done by external experts is not followed in such an arrangement.

Flexibility allows school development team to be analytical and at the same time critical. Monitoring, evaluating and reporting back to the team about progress of implementation of the development plan provides a direction for the changes needed to be made in order to achieve the desired goals.

Activities to be performed

All the information available with the school for e.g., the school, community, facilities and other such information may be compiled and discussed at length and what are the gaps for improvement in order to (i) identify and (ii) undertake activities for the school development

Monitoring progress: The responsibility of the monitoring team is crucial in taking into account the proposed school development activity of the school and its objectives into consideration. The monitoring and feed back team, after having a clear picture of the activity/ies and expected outcomes of the school development plan, develops a checklist and keeps a track of the progress made in the activities and if there is any road block it tries to bring to the notice of all the stake holders. This activity of monitoring and feedback in the school ensures proper progress of the planned activity in the school and this being a regular and continuous process reducing the problems encountered in carrying out the plan thus enabling it to move in the right direction.

REVIEW MONITORING AND FEEDBACK

- ✓ To Review for the Current Year
 - Key Issues
 - Each Priority
 - Goal (s)
- ✓ To chalk out activities, month-wise on the monitoring plan
- ✓ To decide on evaluation mechanism and teams for monitoring of progression
- ✓ To identify training areas for effective monitoring

GOAL ACHIEVED

Activities to be performed

Monitoring team gives regular feed back of the progress made in the school development activities. It has to be done internally and not through external groups to ensure that all the proposed activities assigned to the teams are moving in the right direction. Lapses, if any also get indicated to help warrant corrective measures on time while activities are performed.

Evaluating the expected outcomes

Evaluation is the process by which the school is in a position to understand whether the desired goals and objectives of the institution are achieved or not. If not achieved, one is in position of reasoning out the source and suggests corrective measures to overcome the impediments and hurdles.

Though a variety of evaluation methods may be followed, , but for the purpose of evaluating the school development plan, the evaluation will be in terms of achievements of the goals set in the planned activity, what would/could have been better ways of achieving the activity, what remedies are required so that in future such problems do not happen/occur. Here, in this exercise of School Development Plan the evaluation is done from within the school, i.e., the school staff and the



stake holders who are responsible for the entire activity of school development plan. The question of external evaluation, criticism and branding is minimised to a great extent, while the evaluation which will be undertaken will only provide inputs in improving the school plans further and achieving them to the maximum extent will remain the mission of the whole school. While evaluating the activity, if there are some measurable achievements made, due to the implementation of the school development plan they can act as a major achievement for the school, for e.g., the results, the scores in subjects, the prizes won, the certificates for activities received by the school in the locality all indicates quantitative improvement in the schooling activities.

Model Activity Plan for School Development Plan

- Stage I : *Understanding the school and community around*
- Stage II : *Discussions and brain storming to identify the school priorities for development*
- Stage III : *Identifying Activity/Activities for the School*
- Stage IV : *Objectives of the Activity identified and expected outcomes and duration*
- Stage V : *Distribution of responsibilities and formation of teams*
- Stage VI : *Carrying out the activity decided by the school (implementation)*
- Stage VII : *Discussions on Feed back and remedial measures if any*
- Stage VIII : *Discussions over achievement of the planned activity and its objectives (outcome)*

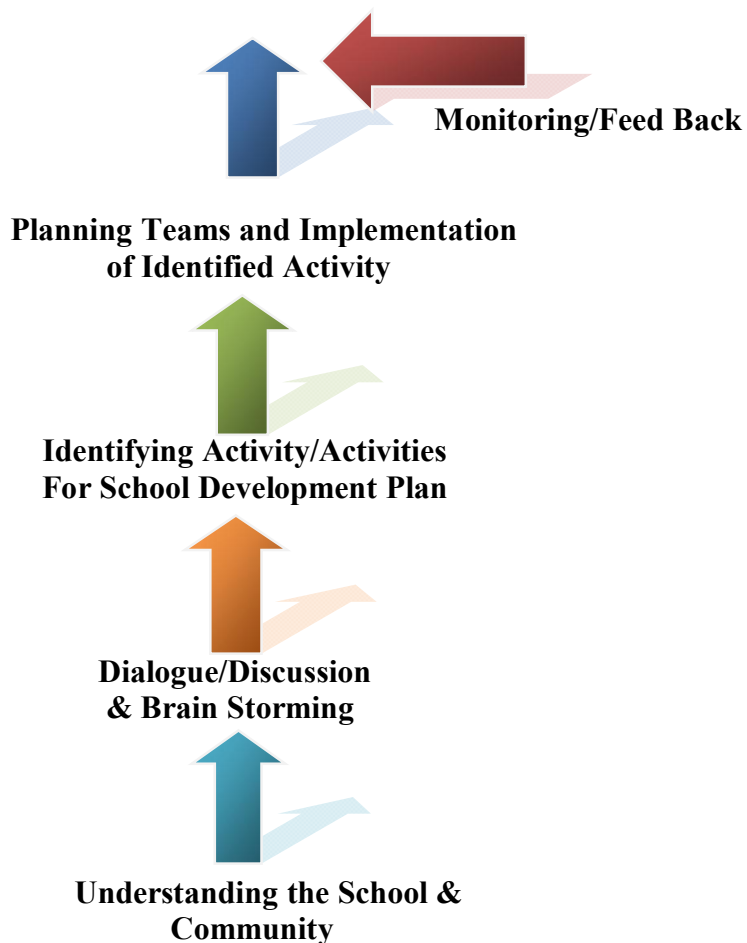


Fig: School Development Plan: The Process Involved

School Improvement Planning: Completing the Cycle

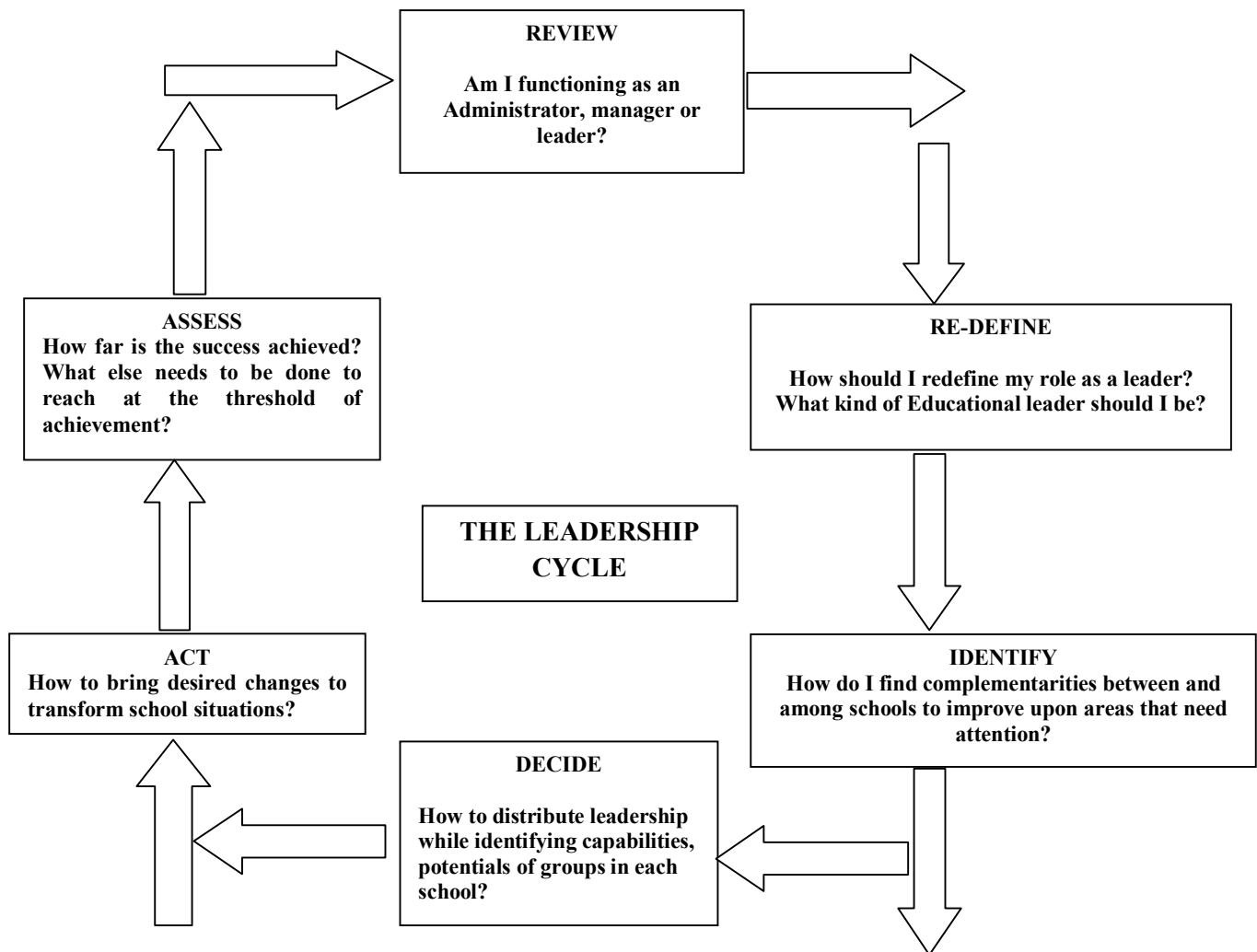
As discussed earlier, school-based development plan focuses on working specific details for a particular school. It is the School Head who is the prime mover of the entire initiative of change at school level.

School improvement planning is driven by a set of well-established developmental processes are expected to be uniform throughout the school system in the country. Improving school system rests largely with systemic administrators who take decisions for the schools along with School Heads to implement changes in the school they belong to. Given the understanding of diversity in schools in terms of size, location and patterns of change, the magnitude of school improvement planning is quite wide and the leadership requirements for addressing the large sector of diversity among

schools is demanding. This calls for clarity in division of roles as leaders, responsibilities within the framework of school improvement , the degree of autonomy in decision making for schools, conviction and trust for each other etc.

The foremost requirement is therefore to understand the cycle of leadership one needs to judge on the integrity as leader, introspect through to drive schools towards constant change and improvement.

LEADERSHIP CYCLE REINFORCING IMPROVEMENT IN SCHOOLS



The cycle of leadership and school improvement follows a definite course of action to bring about desired changes in oneself and schools. Change can never happen overnight. Once one is certain about the capacity one holds as leader, the entire cycle of improvement gets driven by the

ways schools can be made to improve. Implementing the entire course of school improvement usually takes five years. The entire time span can be divided year wise as follows:

- **year 1 is taken up as the planning process**
- **year 2 is the first year of implementation**
- **year 3 is the year in which implementation continues**
- **year 4 is focused on revision of school improvement plans**
- **Revision of School Improvement Plan based on 2-3 year trend**

The process followed in school improvement is an iterative cycle.

Year 1: Shaping the Plan

To initiate the process of transformation, foremost in the planning phase that begins with *formation of committees*, both in house and across schools to take care of several responsibilities, more on the lines of distributed leadership.

The second step involves *consultations, discussions, review and feedback on targets and goals* with teaching staff, parents, community, school management committee and stakeholders, staff and School Heads of neighbouring schools for example.

Third step is to *create scope and sequence of activities* that will serve as roadmap to be followed by each committee or different committees to work on the assignments.

Fourth step would be *to set time targets for each activity* finalized in the preceding step.

Fifth step involves *planning of resources, costing and funding sources*. Mobilizing locally available resources from different sources, including those with immediate community, exploring funding sources, estimating costs, cost budgeting and controlling costs are some of the measures taken for making the plan implementable.

Suggestion: Expand time span for this activity. Give more time to planning, while time can be compressed on several other activities. The entire improvement plan rests on strong foundations of planning; otherwise the best plans might get crippled at the implementation stage.

Year 2: First year of Implementation

The process of implementation would happen for three consecutive years with periodical review and revision of the plan followed by changes in implementation.

Year 3, 4 and 5: Implementation continues

It's time for revision of school improvement plan and implementation plan based on 2-3 year trend. This would result in locking the schools in the cycle of continuous improvement by thorough review, redefining roles and responsibilities as leaders, evaluating and judging the plan, monitoring progression and assessing what works in diversity of situations which is implementable in different school situations.

Exemplars of School Development Plans in the Schools

BRIEF HISTORY OF TALAGADIA VILLAGE

The village Talagadia is situated in the Gram Panchayat Kantore under Korai Block of Jajpur district. It is four kilometres away from the National Highway-V. It is adjacent to the village Talati. The Block office and district headquarter are eight and thirty five kilometres respectively from the school. Kalingnagar industrial area is also nearly ten kilometres away. The Ashram school is adjoining one of the temples located at the southern side of the village. There are two ponds and a temple of Lord Jagannath in the middle of the village. These temple campuses are used as cultural centre by the villagers. People gather here for different occasions and also for celebrating festivals. The concrete road connecting to the National Highway passes through the northern side of the village. A field consisting palm trees, coconut trees and mango trees are found at the entrance of the village, which provides scenic beauty to the village.

Coconut trees planted on either sides of the village road adds beauty to the roads. There is also a Post Office, Aanganwadi meant for pre-schooling, At the centre of the village there are few grocery shops and other shops.

The whole village is electrified with a 64 K.V transformer. The roads connecting to different streets are made out of permanent concrete and constructed under the Pradhan Mantri Gram Sadak Yojana (PMGSY). People depend mainly on tube-wells for drinking water.

POPULATION

The total population of the village is nine hundred fifty and it is divided into four wards. People from different categories such as Brahmin, Kshatriya, Oil extracting castes, Weavers, Cooks, including the Scheduled Castes and Soboro Tribes are the permanent inhabitants of this village. The streets are further divided into four parts representing different caste categories. Despite the presence of all the caste categories represented in the village, the whole village acts as a single family maintaining very good discipline, brotherly feelings of brotherhood celebrating all the festivals in common.

SOCIAL STATUS

The village is patri-archical in nature. The senior most male member in the village is treated as village chief. He presides over the village mass meeting and takes decision according to the situation. While giving judgment he never drifts away from the traditional values and laws of the village. The village chief is no less than a judge in the context of providing justice to the people.

ECONOMY

The village economy is self-sufficient in nature. The villagers can be classified into different occupational categories such as: farming, plantations, serving in the government sector, industry, and also small scale business. About seventy percent of the population is dependent on cultivation of land and it forms the primary source of their livelihood. Due to industrialisation in the recent past, many people in the village have shifted their occupation and started working in the industries.

RELIGION

Majority of the villagers are Hindus. They worship lord Shiva and Jaganath. Many festivals are observed in the village. They maintain harmony during this period.

AVAILABLE GOVERNMENT FACILITIES

The government has made a greater contribution in terms of village development. The various schemes of Government such as Bharat Nirman, PMGSY, PMRY, and MNAREGA are successfully implemented here. Anganwadi Centre has also been provided for pre-school children. However, Primary Health centre is not available in the village.

THE TALAGADIA ASHRAM SCHOOL

LOCATION

Talagadia Ashram School is under Kantore gram panchayat of Korai Block in Jajpur district. It was established in the year 1950 in the southern side of the village surrounded by pure agricultural lands from all the three sides in order to provide educational facilities to the tribes residing in the village. The environment and discipline of the school reflects the basic principle of an Ashram. It occupies nearly 1.5 acres of land and it is eight, ten and thirty five kilometres away from the Block Headquarter, National Highway and District Headquarter respectively. The road connecting it with the above said Head Quarters is good for communication and transportation. Daily market, Primary Health Centres, Community Health Centre are also not far away from it. There is a cemented boundary wall with two iron gates in its north and southern sides providing protection to the school. The beautiful flower garden with the statue of Pandit Gopabandhu Das in the middle of the school enhances the beauty of the school. Besides the school has a fine terracotta picture of legends, pictures of tribal cultures and various wall carvings and paintings depicting its scholastic significance.

INFRASTRUCTURE

The school consists of two hostel buildings one for Scheduled Tribe boys and another one for girls. The school also has seven class rooms adjoining the headmaster's office. The hostel building for girls is two-storied. A very low height boundary wall is raised around the school.

Both the hostel building and classrooms are used for multipurpose activities due to inadequacy of class rooms. Electrification facility is available under MADA scheme and water facility is available through bore-well which is supplied to different places through taps. Other facilities like Play ground, Library, Laboratory, Dining Hall, Kitchen, Store room and Staff Quarters are not available in the school. The number of toilets and latrines available in the school is four

which is not adequate to meet their daily needs, Moreover, due to low height boundary wall there is a problem of protection and security for the girl boarders residing in the hostel. The present space for the school /Campus is not sufficient for 350 boarders presently enrolled in the school hostel. There is a need for about 3 more acres of land from the government.

COMMITTEES

The school has constituted various committees such as SMC, PTA, MTA, School Health and Hygiene Committee. These committees contribute in both curricular and co-curricular matters. These committees are always playing a vital role in preparing plans for the development of the school and also providing full support and assistance in converting the plans into actions. The meetings are regularly held by the Headmaster through timely notifications in order to ensure greater involvement and participation of all the members.

NATURE, ENROLMENT AND STAFF POSITION

It is co-educational in nature and is from class I to VII. The total strength of the school is three hundred sixty (360). Out of which three hundred twenty eight are boarders from among the Scheduled Tribe children and only thirty two are day scholars.

The school is under the ST & SC Development Department, Government of Odisha. It also receives financial assistance from Sarva Sikhsha Abhiyan, such as Mid- Day Meal and TLM.

STAFF POSITION

The school has nine teachers including the Headmaster and also four non-teaching staff (03 cooks and other assistants and one Lady Watch Guard) serving the school. Staff positions are as follows:

S. No	Name	Position
1.	Debabrata Das	In charge
2.	Smt. Pramila Sahoo	Asst. Teacher
3.	Rabindra Ku. Samal	Asst. Teacher
4.	Indra Gura	Asst. Teacher
5.	Anusuya Barik	Contract Teacher
6.	Sudhasankar Biswal	S.S
7.	Damayanti Das	S.S
8.	Santoshi Behera	S.S
9.	Liparane	S.S

ACADEMIC STATUS

The school has a good academic record. The students are provided with sufficient number of text books and other study materials but text books are not available for teachers. Subject specific teachers and science laboratory is not available due to which academic guidance to the students is not possible. Teacher pupil ratio (subject wise, grade wise) is satisfactorily manageable.

TEACHING – LEARNING PROCESS

No combined classes are conducted in school because there are sufficient numbers of teachers available. Wall magazines, idea box, contextual wall paintings and facilities for wall activities for students are being regularly organised.

Home work is assigned to the student by all the teachers and they also conduct unit tests to evaluate student's performances. Time table is followed strictly as it is an essential element for improving school quality. Length of each period is forty minutes and recess for 50 minutes.

Remedial classes are conducted so as to promote the standard of the weaker students in the school by the teachers from time to time. Special attention is given to communicate with parents regarding the progress of their children. Parent's valuable suggestions, proposals are given priority to great extent while making special plans by the teachers, for the well being of the students.

The school has 5 teachers and 360 students having classes I-VII and is co-educational in nature.

Due to non-availability of residential facilities for teachers the teachers are unable to provide more academic attention and support apart from regular class periods. Songs, debate, dance, drama being essential and vital components for creativity and development of students is not regularly practised as classical music teacher and art teacher are not available.

Activity Selected for School Development Plan

It is working along the path of rapid development keeping in view the targeted vision that has been identified in making the school as a "School with above 95% results in 5th and 7th class

Stage I: Understanding the school and community situation

The staff of the school was invited for a dialogue on planning for a school development activity by the school head. The school head provided all the school based information (data) to all the teachers before having a discussion, this also included the examination results of the children according to their class and subject wise information etc. The process of dialogue among the teachers and staff was initiated with an open discussion without imposing any of pre-conceived ideas by the school head. The existing situation of the community, the facilities of the school and the abilities of the school children was discussed at great length. The available schooling facilities including the strength of teachers was all discussed keeping in mind the performance of the school.

Stage II: Discussions and brain storming to identify the school priorities for development

The teachers and the school staff after having a detailed discussion relating to the activities of the school and analysing the performance of the school for the past three years as well as the performance of the children across various classes the teachers felt that they should move further in their academic activities. The teachers and the school head also considered the role of parents in providing support to the children and their role in the schooling activities. These discussions were also held with the members of the school management committee and their opinion regarding taking up an activity for the school development plan was also mooted. The members of the school management committee also felt the need for identifying a school development plan which can take the school forward in its performance and provide good academic opportunity to the children so that it can enable them to get good career opportunities.

Keeping in view of the satisfactory academic performance made by the school, the teachers as well as the members of the school management committee felt that the school should take up such an activity which can make the school as one of the best performing schools in the locality. For achieving this kind of an objective the teachers, parents and the school management committee members felt that the school should in the direction which can bring about overall improvement among the performance of all the children studying in the school. The members also felt that in order to achieve this kind of a challenging goal, the school should develop multiple activities in all the spheres of schooling, i.e., which can lead to holistic development in

the school and ultimately make the school a perfect school in the village. The discussions paved way to pin point a specific activity of school development plan for the school, the school management committee members felt that the school teachers should develop the plan of action of such an activity and put up in the next meeting of the SMC

Stage III: Identifying Activity/Activities for the School (School Development Plan)

While having discussions with the school management committee members it was felt that there is a need for involving some of the persons from the community who can provide some support in the activities of the school development plan. The school although has some inadequacies the teachers manage the school satisfactorily. The teachers have stated that they get adequate support from the Community as well as the members of the School Management Committee. The results of the school children are also reported to be quite satisfactory. The better results in the school has encouraged the school management committee members and the teachers of the school to take up some activity which can enhance the performance of the school further and can generate a sense of satisfaction among all the stakeholders. This has resulted in selecting the theme of making the school a best performing school with good results in the classes 5th and 7th for the school development activity for the current year.

The meetings with the SMC was conducted and the minutes of the meetings were recorded and reviewed before proceeding further in the consequent meetings. A conscience reached in taking up a school development plan for the school.

Before embarking upon the proposed school development planned activity for the school the stakeholders weighed the pros and cons of the activity. This included what are the activities which can be taken up in order to improve the school performance and which can be easily measured. The existing facilities available with the school in terms of teachers and their experience as well as involvement and commitment, the teaching learning material available in the school, the expertise which can be obtained from the resource persons available in the community and the attitude of the children in taking active participation in the teaching-learning process of the school and

Activity selected for the School Development Plan

“Improving performance of the children in the class 5th and 7th examinations” – to attain more than 95% results in these classes.

overall school culture permitting conducive environment to take up challenges and responsibilities as well as to work together in teams.

The teachers and the members of the school management committee felt that the school has more positive factors in order to take up greater challenging tasks and instead of going for infrastructural development of the school, all the stake holders felt that quality of the school can be achieved only when the performance of the children in terms of results are good, therefore, such activities should be taken up in order to improve the teaching-learning process in the school. This included creating greater scope in the school in order to provide best learning experiences, spending more time in curricular activities, subject wise debates, quiz-competitions and providing specialised additional coaching to the children and a variety of evaluation mechanisms in order to ensure effective learning process taking place in the school. Even the children having difficulties in learning were identified and their problems are rectified on a continuous basis.

In order to achieve such a challenge, the teachers agreed to put extra efforts and work for more time than the prescribed time, the parents also came forward in supporting the school activities, the school management committee also roped in some of the local persons to support the school in its school development plan.

Stage IV: Objectives of the Activity identified and expected outcomes and duration

A systematic planning of the activity was carried out. The teams also decided the time factor for each of the activity to be carried out. The School Management Committee members and the teachers as well as the staff of the school felt that there is a need for improving the results of the school more particularly in the class 5th and 7th end examinations. As there is no detention policy in the schools at the primary and middle levels the performance of the school only can be assessed on the basis of the results in the 5th and 7th classes. As the children were striving harder to perform in these examinations, the SMC members felt that there is a need for providing academic support to the children so that the school can achieve better results in the final examinations. Therefore, the school selected the activity of **“Improving performance of the children in the class 5th and 7th examinations”**. The school took up this activity as a challenge and planned a variety of actions in order to attain the best results in the 5th and 7th class of the

school. Although the children performed better, the school decided to attain better results i.e., about 95% in these two classes. This required involvement of all the teachers to come up with strategies for teaching their respective classes, in addition, the teaching learning process in the school has to be planned in such a way that all the children get equal attention and their learning needs are taken into consideration. A variety of teaching activities as well as evaluation techniques were discussed in order to assess the extent to which the children are coping up with their studies. It was also felt that there is a need for providing supplementary information in all the subjects to be taught in these two classes.

Stage V: Distribution of responsibilities and formation of teams

In order to carry out the school development activity, the teachers along with some of the members of the school management committee formed into various teams. Each of the team took the responsibility of one of the sub-activities identified for the school development plan. Wherever, the school felt that expertise of some retired teachers and other persons available in the community are required for a particular activity where the expertise in the school is not available, these resource persons were also requested to support and provide their expertise for carrying out the School Development Plan activity of the school. The various activities which were planned are:

- ✓ Identification of slow learners in the 5th and 7th classes
- ✓ Subject wise teachers prepare a list of the students according to their abilities
- ✓ Subject wise teachers developed strategies for teaching the children in their respective subjects
- ✓ Identification of supplementary reading material
- ✓ Identification of teaching aids and resource material
- ✓ Identification of lessons which are difficult to understand (as suggested by the children)
- ✓ Type of extra coaching required for the children
- ✓ Identification of assessment methods, types and their frequency
- ✓ Maintaining the performance indicators of all the children in order to monitor their performance

- ✓ Method of obtaining feed back to be obtained from the children regarding the problems they encountered in each of the subject that are taught
- ✓ Consolidation plan of overall performance of the children in all the subjects
- ✓ Identification of resource persons (if any) for the various subjects
- ✓ Identification of methods of quarterly review of the activities planned for the school development activities

Each of these activities identified were discussed in detail after taking into consideration the availability of the resources in the school, the resources of the school comprised the material resources (teaching-learning) and the expertise of the teachers. The locally available resources were also taken into consideration. However, in order to perform all these activities the teachers felt there is a need for having small teams which can take up small activities of the school development plan.

Stage VI: Carrying out the activity decided by the school (implementation)

After careful identification of activities of the school development plan, a time based plan for carrying out all the proposed activities.

Activity	Time Required
Identification of slow learners in the Classes 4 th , 5 th , 6 th , and 7 th .	During reopening of the school (within 20 days)
List of students classified according to their abilities	-do-
Teachers developed action plans in their respective subjects	During reopening of the school (within 25 days)
Teachers along with competent SMC members and local resource persons form into three basic teams (Planning team/Action team/Monitoring team)	-do-
Identification of supplementary material and books for the library	-do-
Procurement of supplementary material and teaching aids	-do-
Discussing with children the topics which are difficult ó subject wise	During the beginning of the second month (20 days)
Planning for extra coaching/remedial coaching etc	-do-
A meeting of SDP-Teams and SMC members (2 days)	At the end of the second month
Discussions for organising evaluation of children (subject wise)	-do-
Maintaining evaluation results class-wise/subject-wise/child-wise and	-do-

discussions with in the teams ó Developing a conducive Monitoring & Feed back mechanism	
Implementation of the planned proposed activities by the teachers (subject-wise/class-wise)	Third month
Discussions within the teams about the adaptation of the proposed activities and the difficulties encountered in order to find out suitable remedies	End of Third month
Organising varieties of assessments (fortnightly) covering every aspect of learning (knowledge, skill, conceptualisation and presentation of the content taught ó understanding, reproducing and presenting orally and in written form of assessment)	Fourth month onwards
The records of the assessment are maintained and discussed in the SMC meetings as well as the children are given guidance in understanding and improving their performance	Third week of every month
Proceeding with the planned activities with further improvement in the process of implementation ó Quarterly progress reports are maintained to understand the progress made by children and the weak learners are provided with extra coaching and mentoring	Improvements made on regular basis
The year end examinations and results proved to improve and the children performed better than the previous year in various subjects	Measurable indicators of performance ó subject wise results & pass %

Stage VII: Discussions on Feed back and remedial measures, if any

At every stage of the proposed school development activity, the monitoring committee gave the progress made by each of the team with respect to their activity. The teams of the School Development Committee decided that every third week in a month the discussions will be held with the monitoring and feed back team to understand the possible modifications required in the proposed teaching-learning activities. This also provides a forum to discuss the assessment reports of the children (class-wise/subject-wise) so that improvements can be made in the proposed planned activity by the various teams. The meetings held on regular basis within the School Development Plan teams improved the activities and also enabled them to revise their activities from time to time. The discussions provided all the teams the direction to move in a coordinated planned direction for making the school development plan a successful exercise. All the teams took up the responsibilities of undertaking the activities with great care and enthusiasm.

**Stage VIII: Discussions over achievement of the planned activity and its objectives
(outcome)**

The result of the school was found to improve with the children majority of the children obtaining more than 90 percent marks in most of the subjects. The School Development Activity of the school enabled the teachers to understand the gaps in teaching-learning process and also enabled them to take up innovative approaches of teaching. The school development plan in the school also made all of them to work in teams and in coordination with each other, the teachers also took feed back from the children to improve teaching of their respective subjects. This also paved way to plan for a better school development plan for the next academic session with more rigour and systematic planning. The results which were measurable in terms of marks obtained by each of the student in various subjects and overall improvement in the percentage of children obtaining higher percentages increased (Above 80-90%).

**SPECIMENS OF FILLED IN FORMATS OF SCHOOL PROFILES AND
DEVELOPMENT PLANS**

TWO PRIMARY SCHOOLS OF PUNJAB

**SCHOOL PROFILE 1
Government Primary School Panjoli Kalan
Block Sirhind- I Fategarh (Punjab)**

I. BASIC INFORMATION

The Government Elementary School, Panjoli Kalan was established in 1957. It is situated in V.P.O Panjoli Kalan, Block- Sirhind of District, Fatehgarh, Sahib (Punjab). It is independent primary school from class I-V and co-educational. the school started in the summer from 8.00 to 2.00 and in winter 9.00 to 3.00. There is primary school and Anganwadi in the school campus.

Class wise student strength

	Class I	Class II	Class III	Class VI	Class V
Boys	6	8	5	2	9
Girls	4	1	4	4	4
Total	10	9	9	6	13

Caste and Age: 2008-2009

	6-11	12-15	16& Above	Total
SC	41	2		
OBC	17			
Gen	1	-		
Total	59	2		

2008-2009

	6-11	12-15	16& Above	Total
SC	41	2		
OBC	17			
Gen	1	-		
Total	59	2		

Sex and Caste: 2008-2009

	SC	ST	OBC	Gen	Total
Boys	25	-	5	-	30
Girls	18	-	10	2	30

2009-2010

	SC	ST	OBC	Gen	Total
Boys	28	-	6		
Girls	25	-	8		
Total	42	-	14		

2010-11

	SC	ST	OBC	Gen	Total
Boys	25	-	5	-	30
Girls	9	-	6	2	17
Total	34		11	2	47

There are three teachers (ETT teachers). Punjabi is the medium of instruction and no of classrooms are five, teacher pupil ration is (Subject wise and Grade wise) 1:16. Adequacy of space, open air and is available to students is 6000 square feet approx , 3800 square feet approx respectively and adequacy of ventilation is corridors front 9 feet wide behind 5 feet wide.

II. SCHOOL LOCATION

District headquarter and DIET 21 kilometer each far away from the vital sites, block headquarter, BRC are 25 kilometers from the vital sites, CRC and post office/ banks are 3 kilometer each far away from the vital sites, but nearest primary school is 1 kilometer far away from the vital sites, nearest upper primary schools is 0.100 kilometer far away from the vital sites, nearest secondary schools is 0.100 kilometer from the vital sites , dispensary run by the government is 0.300 kilometer far away from the vital sites, primary health center is far away from the 0.300, bus stop are nearest 0.100 far away vital sites. Nearest railway station and weakly markets are 17 kilometer each far away from the vital sites.

III. BASIC FACILITIES

Condition and ownership of the school building is very good. Playground/ garden is available for the student in 600 square feet area. Condition of boundary wall is good. Main gate of school is in good condition. Drinking water (water cooler), electricity, store room, kitchen, separate room for extra curriculum activities are available. Condition of toilets is good. There is separate toilet for students (girls/boys) and teachers but facility of canteen is not there. Facility of library is there, library is small and maintained in a classroom. Facility of laboratory and hostel for children and staff not available.

IV. FACILITIES WITHIN CLASSROOMS

Classes are held in class rooms and the conditions of classrooms are good. Availability and utilization of blackboard, chalk, duster, table and chair for teachers. Mats, maps/globe, charts, TLMs, mathematics kit, cupboard, bookshelves, computer etc available in the school. students of class I- II are sit on the mats and students of class III- V sit on the desk/ benches.

V. ACADEMIC INPUTS

Textbook availability for teachers and students 2010-11

Grade	Availability of Textbooks for children	Availability of textbooks for students
I	10	
II	9	
III	9	
IV	6	
V	13	
VI	-	
VII	-	
VII	-	
Remarks: children of all categories are providing with fee text books from the SSA and Punjab text book board. teachers are provided with only teaching manuals during teachers training		

VI. PROFILE OF THE SCHOOL TEACHERS

Teaching which class and subjects?	Age and Gender	Designation	Highest Qualification Academic and Professional	Teaching Experience	Salary	Year since teaching in the school	whether teachers live in the same village
primary all subjects	31M	ETT/MT	MA(English) (economic) PGDCA B.Ed	5 ¹ / ₂ years	17664/-	2007 (23-02-07)	NO (18 kms far)
primary all subjects	31M	ETT	MA(English) MA(Hindi)	4 ¹ / ₂ years	17664/-	2007 (18-05-07)	NO (31kms far)
primary all subjects	31F	ETT	B.A B.Ed	3 years	17664/-	2007(20-04-07)	NO (24 kms far)

VII. TEACHING AND LEARNING PROGRESS

First and second, third and fourth classes are combined together. Walls of class rooms are painted with white wash and having 'BALA' work done on it. Teacher gives the homework daily to the students. Time table is provided by the state authority from this very session. TT is the essential element for improving school quality. The length of period is 1 hour 60 minutes. 30 periods are held in a week. Five periods are held daily for 4th and 5th class students but the remedial classes are not available. Radio lessons for students in the time table is also available. Academic calendar is provided by the state authority. weak students are given special help in the last working hours of the day.

VIII. LEARNING EVALUATION AND FEEDBACK

From this very session the school follows Non detentions policy. Monthly from this very session frequency/ intervals are held in examination. Monthly result record register, term wise result record register, progress cards. School held the PTA meeting on the last working day of the month. Parents of students are laborers.

IX. SCHOOL COMMUNITY RELATIONSHIP

The schools have a Village Education Committee with nine members. School does not have any school management committee. Participation/ contribution of other community members to school functioning is kind. Members are trained twice in a year. VEDC chairman and most of the members are very much concerned with the well being of the schools.

X. SCHOOL FINANCES

Financial assistance received by the school in cash school grants is Rs 5000/- per year and repair grants is 7500/- per year. Rs 12500 are utilized in funds and in last year also. VEDC decide the about the utilization of fund. No difficulties are faced in utilization of grants. Grants are adequately used after discussing with VEDC members.

XI. MONITORING AND SUPERVISION

State authority to block level. Cal authorized personnel in this hierarchy monitoring of a special program õparho punjasõ is done by CMT/BMT at regular basis.

XII. MID DAY MEAL

Provision and management of mid day meal? Is management of MDM a problem in your school?

Yes it is running smoothly somehow.

XIII. INCENTIVES

13.1 Source and kinds of incentives and year of introduction in of incentives

NA

13.2 Beneficiaries and Amount of Scholarship

NA

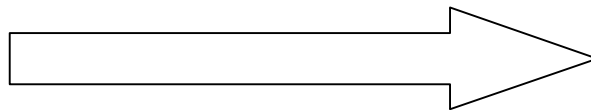
XIV. HEALTH CHECK UP

Primary Health Center (mini) arranged for medical examination of children. In the month of April 2010 last check up held. During medical check up if any defect pointed out iv students, they are referred to neighborhood dispensary and if need to hospital.

An indepth analysis of the school profile can be carried out. The profile, realistic in all ways serve as the basic input for the preparation of development plan for the school.

EXEMPLARS' IN THE WORKSHEETS FOR GUIDANCE FOLLOWS

REMEMBER THE ENTIRE ACTIVITY HAS TO BE DONE WITH THE ENTIRE SCHOOL STAFF INCLUDING NON ACADEMIC AND OTHERS--- NOT AN INDEPENDENT EXERCISE



SCHOOL DEVELOPMENT PLAN
For
Government Primary School Panjoli Kalan
Block Sirhind- I Fategarh (Punjab)

WORK SHEET- 1
VISION OF THE SCHOOL

TO MAKE THE SCHOOL TO BE RECOGNIZED AS INSTITUTION OF EXCELLENCE

WORKSHEET 2
SWOT ANALYSIS OF IDENTIFIED SCHOOL

STRENGTH	<ol style="list-style-type: none"> 1. Infrastructure 2. Trained teacher availability 3. Community support (in kind) 4. Dedicate and devotion of teacher
WEAKNESS	<ol style="list-style-type: none"> 1. Lack of non- teaching staff 2. Lack of funds for various activities 3. Awareness of the community about education in real sense 4. Migrant labor/ class 5. Average performance of students.
OPPORTUNITIES	<ol style="list-style-type: none"> 1. Support of NGOs/NIRs/ Government 2. Availability of Non Teaching Staff 3. Public awareness 4. Teacher training
THREATS	<ol style="list-style-type: none"> 1. Unaided unrecognized/ recognized school mushrooming 2. Imposition of state policies which may not suit the local requirement 3. Natural calamities 4. Administration of and classification of schools various of teachers and schools are divided in three categories i.e. of education. 5. Panchayati raj institution and deputy of education PRI and ULB are under more threat of shunting out.

WORKSEET 3

INDICATORS FOR SCHOOL IMPROVEMENT

1. Increase in enrolment (100% enrollment)
2. More students to take part in co-scholastic activities
3. Improvement in academic states
4. Involvement of parents/ community on the whole.

WORKSHEET 4

REQUIREMENTS FOR IMPROVEMENT OF THE SCHOOL

1. **Administrative**
 - a. Funds for classrooms, furniture
 - b. Funds for room/ watchman+ clerk
 - c. Funds for sports material

- d. Funds for conducting awareness rallies

2. Academic

- a. Awareness rallies
- b. Enrolment drives

WORKSHEET 5

IDENTIFICATION OF ACTION AREAS

NAME OF THE SCHOOL:

- Awareness Rallies in villages
- Enrolment drives
- To meet/ contact / involve NGOs/ NRIs/ Renowned persons of villages
- Discussion with block/ district authorities for providing funds
- Campaigning

WORKSHEET 6

PLANNING STAGE: FORMING TEAMS

- Identify Planning Team, Action Team, and Appraisal Team (Staff/ Parent Teams, Principal and Administration Team)
- Identify The School-Based Team
- Describe How The Team Will Function
- Describe the Plan to Train Staff

TEAMS	Members	Responsibilities/ functioning	Role of the team in SIP Process	Themes required for training
Planning Team	HT, SMC, CRC	How to arrange funds and other resources for the fulfilment of vision	Very important role in framing out the plans policies	How to plan organizing awareness rallies
Action Team	School staff and SMC members	To implement the plans and policies to organize awareness rallies	Instrument of 6-14 years children and to meet higher authorities for the requirements	Enlistment and development of relations with community
Appraisal team	BP/HT/ SMC president	Shall monitor the working to action plans being implemented	To strength the working of action team	How to monitor and motivate
Leadership Team	BREO/CRC/ HT	Shall monitor and quite also to motive the community to participate	Shall participate in programmes being held by school and motivate the community to coordinate with school	Leadership quality

WORKSHEET 7
IMPLEMENTATION STAGE: SETTING PRIORITIES

PRIORITY ONE: Academic Improvement and Increase in Enrolment

Time line	Activities	Responsibilities
Year 1	To become competent up to work	
Month 1 September 2010	Enlistment of children who are not enrollment in student. Prepare the students for norms co-scholastic activities	Survey team shall analysis the reasons out of school children teacher will ensure the preparation for activities
Month 2 October	Motivate the commodity to en-roll this words in government school through awareness rallies and demos their enrolled students	Impressive team will ensure the proper organization of completion
Month 3 November	Holidays and organizing school level cultural programme and competition in the village	Action team will ensure the proper organization of competition
Month 4 December	Arranging and organizing regular activities of regular intervals	HT with the help of CRC will ensure
Month 6 January	Community will be award about the medical faculties, health check up in the school	Help from health department can be seek
Month 7 February	Academic evaluation of student	School staff
Month 8 March	Campaigning for enrolment /admission in school will the help of SMC	HT and CRC will coordinate with SMC to make its success
Month 9 April	New admission and priority of feasible facilities to students	School impression should be effective
Month 10 May	Make a child land community to feel good to get admired. Home assignments and project work be students.	HT and school staff
Month 11 June	Summer vacations summer camp (all co scholastic activities)	SMC and school staff
Month 12 July	Evaluation and assessment of prepare the child for games and co-scholastic activities.	Plan team/action term/appointment team will analyses the working status of institute
Month 13 August	Organization of competitions and games	All teams will analyses and interpret the result of the annual play being implemented last year.
Remark	Basically our school main priority is to increase the enrolment of school by awareness in the push	

Priority Two: Bringing improvement in infrastructure

Time line year 1	Activities	Responsibility
Month 1 September 2010	Planning term will formulate the list of requirements such as uniform, stationary.	Ht/School./ SMC will approach the authorities for the fulfilment of requirements
Month 2 October 2010	With provided funds uniforms and stationary items will be pronged for students	CRC/HT with the help of SMC will route for the required items
Month 3 November 2010	Funds for books/ magazines will be arranged.	HT/CRC will meet high authorities for the funds
Month 4 December 2010	A well readings cranes or library is to be established to enforce the reading ability and understanding skill of students.	BPO/BRC/HT will ensure the availability of books and library furniture.
Remark	<p>From the infrastructure side, school is fully equipped with all facilities. In planning we cannot take only one aspect of academic environment as a whole rather all other activities side by side during the session.</p> <p>In Punjab, there are mini libraries in 13400/- Primary School than 200 books are provided in every Primary school. Monthly bal magazine like -Primary Sikhyaø -preetbariø -aale bholeøø nikkian barumbhlaøare also prvided in every school.</p>	

WORKSHEET 8

IMPLEMENTATION STAGE: SETTING GOALS

GOAL ONE: To raise enrolment/ admission in school.

Target	Strategies	Time lines	Responsibilities	Monitoring	Revision
All out of school children to get admitted in school.	To make an academic environment of school as much competent to include students of all categories in the school. (awareness rallies enrollment drives)	Within 1-2 months	HT/staff with the coordinator and cooperative of SMC/VEDC and community rallies and drives will be held in the village to aware the public about the school performance and facilities.	Working of school will be monitored by the HT/CRC. SMC may also monitor the working of school so that they can convince all other parents on quality grounds.	Campaigning will be remised on regular basis

GOAL TWO: To develop reading habit and skill

Target	Strategies	Time lines	Responsibilities	Monitoring	Revision
All students to be able to read properly and encourage readings development of reading habit	A well equipped library will be set up with interesting books as per the level of students. Reading competition will be held at regular basis	Continuous process	The school staff will ensure that students are being able to read simple books first.	SMC/CRC/HT will monitor its working	

CMT/SMT/CRC/BRC/district authority/ state authorities monitor the functioning of readings corners and readings all time by time. Various competitions are to be held and monitored regularly

WORKSHEET 9

MONITORING AND EVALUATION STAGE: SETTING PRIORITIES: CURRENT YEAR
PRIORITIES/GOALS

Goal: To develop reading habits and skill

Time line year 1	Activities	Team involved	Training Areas	Monitoring system	Monitoring system
Month 1	Campaigning and enrolment drives	Appraisal team and leadership team	How to supervise the campaigning and enlistment process	Whether rallies held properly and any feasible msg conveyed In the rallies	
Month 2	Enrolment and enlistment status of school	Appraisal team and leadership team	-	-	Whether the targeted situated are admitted though complaining
Remark	Enrolment drives are to be organized before starting the session. Monitoring teams will ensure the success of campaigning and awareness rallies. Monitoring and evaluation system will go into the depth and check whether the children for whole planning is done get admitted in school or any of them are out of government school or going to same disturb schools. Quality checks may define for the success of plan.				

WORKSHEET 10

SCHOOL IMPROVEMENT STRATEGIC PLAN

(Focus: One Year)

Priority Development of reading ability and understanding level of student		
Priority To make the school as much competent to enrich the students readings ability and theirs understanding level		
Priority Set up of reading corners and arrangement of books development of Bal magazine of school level		
Timescale	Personnel	strategies
With a high pace in the starting then concentrate on it at as a routine activity thorough out the year	Leadership team action team planning team	To set up a mini reading corner at the initial level then approach. The higher authorities for the availability of required furniture and valuable books as per the level of children. Various competition and quizzes will be organized to motivate and encourage readability among students.
Monitoring and review	Evaluation	Resources
Appraisal team and leadership team	Monitoring team will evaluate the readings ability of students and maintenance of reading corner in school.	Local authority, local publications SMC NBT, state text book board
Miscellaneous notes -	Costing	

School 2
SCHOOL PROFILE

Government Primary School, Bardarkhari
District Roopnagar, Punjab

I. BASIC INFORMATION

The Government Primary School, Bardar was established in 1974. The school is situated in village bardar post pur khari, district Roopnagar, Punjab. It is independent primary school from class I-V for co- educational. There is no primary and anganwadi in the school campus. There are two teachers in the school, one is for ETT all subjects and another is for JBT all subjects. there is a space for adequacy, open air, and ventilation.

Class wise student strength

	Class I	Class II	Class III	Class VI	Class V
Boys	5	3	9	5	5
Girls	6	6	7	10	6
Total	11	9	16	15	11

Sex and Caste

	SC	ST	OBC	Gen	Total
Boys	-	-	25	4	29
Girls	2	-	36	5	43
Total	2		61	9	72

II. SCHOOL LOCATION

District headquarter, block headquarter, BRC, DIET are 25 kilometers each from the vital sites, but the primary school, upper primary schools, secondary schools, dispensary run by the government, primary health center, bust sto0are nearest from vital sites about 0-3 kilometers. CRC is 6 kilometers from the vital sites. But weakly markets and post office/ banks are 8 kilometers quite far from the vital sites. the nearest railway station is 20 kilometer far from the vital sites.

III. BASIC FACILITIES

The playground, Boundary walls, Main gate, Drinking water, Kitchen and Electricity is available for the students. Provision and condition of Toilet/ separate toilet for Girls/Teachers, library corner is also available for teachers and students. There are no facilities of separate room for teachers, store room, canteen for students and teachers, any availability of laboratory, separate room for extra curriculum activities, no hostel for the children and staff.

IV. FACILITIES WITHIN CLASSROOM

Class held for the most of the school days in rooms. The class rooms are in a good condition. There is availability and utilization of Blackboard, chalk, duster, table, and chair for the teachers. Mats and benches for students. Maps/ globe, charts, TLMs, bookshelves, mathematics kits are also available for the students, ramps of disable students.

V. ACADEMIC INPUTS

Text books availability for teachers and students

Grade	availability of textbooks for children	availability of textbooks for teachers
I	Yes	
II	Yes	
III	Yes	
IV	Yes	
V	Yes	

VI. PROFILE OF THE SCHOOL TEACHERS

Teaching which class and subject?	Age and Gender	Designation	Highest Qualification Academic and Professional	Teaching Experience	Salary	Year since teaching in the school	Whether teachers live in the same village
III+V all subject	56 year male	HT	Metric JBT	30 years	30000/-	2005	NO

VII. TEACHING AND LEARNING PROCESS

No classes are combined in the school. Walls in the classroom are decorated with the maps and charts of different topic. Teachers give the home work daily to the students and checked daily. 48 teaching periods are held in one weak and the length of one period is 48 minutes. No arrangements of TV/Radio lessons in the time table. No academic calendar is in the school. Remedial classes are conducted in the school for time to time .weak students are helped through õParo Punjeõ programme where they are taught in the respect õMaholiõ instead of class.

VIII. LEARNING EVALUATION AND FEEDBACK

Monthly examinations are held in the school. The school maintained the records of monthly test in the register.

IX. PARTICIPATION AND ATTENDANCE OF CHILDREN

10.1 Performances of children by caste (general impression)

	Very Good		Good		Average		Below		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
SC			Good	Good						
ST										
OBC			Good	Good						
General			Good	Good						
Total										

10.2 Attendance status and performance (general impression)

	2009				2010			
	0-10 days	11-20 days	21 above days (yes)	Total	0-10 days	11-20 days	21 above days (yes)	total

Family background of the children is poor and uneducated and their income below 10000 yearly

X. SCHOOL- COMMUNITY RELATIONSHIP

The schools have a Village Education Committee and have 11 members and maintained the VEC meeting registers. Constituted last three years. PTA, MTA, VEC are the other frequency for the committee meetings. Participation/ contribution of other community members to school functioning is kind. Times to time training programmes are organized for its members. Parents teachers meetings are also held. The school conducts activity for awareness generation in the form of meeting assembly and Bal- Sabha and illiterate type of competition. They help us for the school requirements. Some parents contribute the improvement of the school.

XI. SCHOOL FINANCES

Financial assistance received by the school from SSA. Grants received from SSA source. Funds are utilized. VEC and school headmaster decide about the utilization of fund. No difficulty faced in utilization of grants. -----.

XII. MONITORING AND SUPERVISION

CRC, block, district level, and state team have official responsibility for supervision/ frequency in the visit/ last school visit major activities supervision.

XIII. MID DAY MEAL

13.1 Provision and management of mid day meal? Is management of MDM a problem in your school?

MTA committee

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

Maintain the records

XIV INCENTIVES

14.1 Source and kinds of incentives and year of introduction of incentives.

Free books from SSA and Child welfare Department

14.2 Beneficiaries and Amount of Scholarship

Scholarship given to SC students

XV HEALTH CHECK UP

15.1 Arrangement for medical examination of children

Time to time examination from health department

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

Last three months (May 2010)

SCHOOL DEVELOPMENT PLAN

Government Primary School, Bardarkhari **District Roopnagar, Punjab**

WORK SHEET- 1

VISION OF A SCHOOL

1. To ensure the enrolment of out of school children.
2. The school up to standard in all respect rating in better school.

WORK SHEET 2

SWOT ANALYSIS OF IDENTIFIED SCHOOL

Strengths	<ol style="list-style-type: none">1. Building and land2. Dedication of teacher3. Community sport4. Good atmosphere
Weakness	<ol style="list-style-type: none">1. Lack of teacher2. Lack of transportation3. Lack of funds4. Lack of furniture
Opportunity	<ol style="list-style-type: none">1. Funds from government and furniture form government2. Teacher appointment by government
Threats	<ol style="list-style-type: none">1. Community is not aware about school education.2. Poverty of local people effects the school enrolment.

WORKSHEET 3

INDICATORS FOR SCHOOL IMPROVEMENT

1. Take part in culture activity
2. Increase enrolment
3. Increase in attendance

WORKSHEET 4

REQUIREMENT FOR IMPROVEMENT OF THE SCHOOL

Administrative

- a. Funds for classrooms, furniture
- b. Funds for headmaster room
- c. Funds for sports material
- d. Funds for conducting awareness rallies

- e. Funds for library books and library rooms.

Academic

- a. Requirements of teachers

WORKSHEET 5

IDENTIFICATION OF ACTION AREAS

- Increase Awareness levels in village
- To meet NGOs, Local Authority
- Discuss with district education officers of department
- Awareness campaign
- Enrolment drives

WORKSHEET 6

PLANNING STAGE: FORMING TEAMS

- Identify Planning Team, Action Team, and Appraisal Team (Staff/ Parent Teams, Principal and Administration Team)
- Identify The School-Based Team
- Describe How The Team Will Function
- Describe the Plan to Train Staff

TEAMS	Members	Responsibilities/ functioning	Role of the team in SIP Process	Themes required for training
Planning Team	HT, SMC, CRC	How to arrange funds and other resources for the fulfilment of vision	Very important role in framing out the plans policies	Organizing awareness rallies
Action Team	School staff and SMC members	To implement the plans and policies to organize awareness rallies	Survey of village and motivate community	How to aware the people
Appraisal team	BP/HT/ SMC president	Shall monitor the working to action plans being implemented	Monitoring of projects	How to monitor and motivate
Leadership Team	BREO/CRC/ HT	Shall monitor and quite also to motive the community to participate	Shall participate in programmes being held by school and motivate the community to coordinate with school	Quality of leadership team

WORKSHEET 7
IMPLEMENTATION STAGE: SETTING PRIORTIES

PRIORITY ONE Academic

Time line year 1	Activities Arrangement of teacher	Responsibilities
Month 1 April	Enrolment by teacher campaign though children for increase the children school.	Ensure by the teacher SMC
Month 2 May	To cover them monthly syllabus monthly test will be held in last week to check the understanding level.	Concern teacher/ PTA members
Month 3 June	Summer camp	-
Month 4 July	Monthly syllabus and monthly test co curricular activities and quiz programme	School staff
Month 6 August	Monthly syllabus and revision test at the end of the month activity based learning during the month	Class teacher
Month 7 September	First term examination held in him first month. Monthly syllabus and revision sports/ games etc, competition second term starts	Teachers and community members
Month 8 October	Monthly syllabus and revision quiz relating syllabus will be held in this month	teachers
Month 9 November	Holidays and organizing school level cultural programs. Revision of the syllabus and academic side of the children.	„
Month 10 December	Second term exam to check the level of learning or understanding what they gained	„
Month 11 January	Reading habits to get improved by mini library to magazine	„
Month 12 February	Third term exam and revision	,
Month 13 March	Final exam and result community meeting for new session	SMC and community

PRIORITY TWO Improving INFRASTRUCTURE

Time line year 1	Activities	Responsibilities
Month 1	Planning term will be formulated the of requirement such as uniform stationary	School staff will approach as demand the authorities for the fulfillment of requirement
Month 2	Funds for book/magazine will be arranged	HT/CRC/BRC will meet high

		authorities for the funds
Month 3	Library rooms and books for children based on activity	„
Month 4	Arrangement of desks and furnitureø for children	„

WORKSHEET 8

IMPLEMENTATION STAGE: SETTING GOALS

GOAL ONE Reading habit

Target	Strategy	Time lines	Responsibilities	Monitoring	Revisions
Purchase books, magazine	Purchase books from the market. Set the time table and motivate the students for reading, set the books in almirah and issue books for students.	Regular activity	Teacher	Regular monitoring by HT/ CRC	Monthly magazine will be purchased. Regular activities will be done during the year.

WORKSHEET 9

MONITORING AND EVALUATION STAGE: SETTING PRIORITIES: CURRENT YEAR PRIORITIES/GOALS

Priority 1: Reading habit and skill

Priority 2: to develop reading skill among the students

Priority 3: infrastructure i.e. library, room desks and furniture

Time line year 1	Activities	Team involved	Training Areas	Monitoring system	Evaluation system	Resources and costing
Month 1 September	To monitor the set up of library	Approval team leadership team	How is set up library reading cell registrar	Out book of library issuance of books	Physical verification of library and library records	-
Remark	The same process of monitoring will continue whole year					

WORKSHEET 10

SCHOOL IMPROVEMENT STRATEGIC PLAN

(Focus: One Year)

Priority	Reading habit and skill
Priority	To develop reading habit and skill of the students
Priority	1. Set up of library and arrangements of books 2. Organizing competition of reading

Timescale	Personnel	strategies
Through out the year	Teacher and SMC	To approach authority for arrangement of books and furniture. Existing for reading in time table Regular completion/ quiz Motivate and encourage reading among students

Monitoring	Evaluation	resources
Appraisal team and leadership team	Monitoring team shall evaluate the pace of learning ability in students timely	-
Miscellaneous notes	Costing	
-	-	