

# Sankalpa Jatra

Module of Cluster level SMC members Training

2016-17



**Axom Sarba Siksha Abhiyan Mission**  
**Kahilipara, Guwahati-19**

## Guideline for Resource Persons

1. From each SMC consisting of 13 members , 6 members will be trained at the cluster level and the remaining 7 SMC members will be trained by the concerned head teacher within one week and the date and venue will be communicated to the CRCC.
2. There should not be more than 40 trainees in a training venue. Two Resource persons will impart training to them. Separate room should be arranged if the number of trainees exceeds 40. In that case two additional RPs will be engaged.
3. The duration of training will begin at 9.30 am to 5 pm.
4. The trainees will be divided into four groups before commencement of the training programme. There will be a maximum number of 10 trainees in a group and each group will be given a name local significance.
5. The RP will ask questions to the trainees in group as a whole. The same member of a particular group should not be allowed to give reply each time a question is asked, rather the RP will cautiously observe that all the members in a group take part in the group discussion. The participants will sit on the floor in such a manner that everybody gets chances to actively participate in the training.
6. If possible RP will show power point presentation with the help of the projector.
7. Relevant videos 'Kamal', "Beti Bachao, Beti Padhao" and RTE 'Anthem' will be used by the RPs in between the training.
8. The RP will write down on flip-charts the answers given by the participants. At the end he/ she will consolidate the discussion by giving his / her own comments. The RP will always keep in view the economical use to words and time, while conducting a discussion.
9. A copy of the training Manual will be distributed to each participants. It is to be distributed after commencement of the training programme.
10. The RP will ask each committee to fill up the participants' response sheet ( feedback format) just before the conclusion of the training. He/she will lay emphasis on filling in correct and full information in the boxes given at the top of the response sheets. After finishing the work , the RP will collect the response sheets ( feedback format) from the participants and submit these to the concerned co-ordinator/ official in charge of the training programme.
11. The RP will discuss the letter and the 15 points activities of the Hon'ble Education Minister, Assam Dr. Himanta Biswa Sarma to the teacher of Govt/ provincialised schools of Assam.
12. At the end , the National anthem/ song will be sung by all every day. The RP will propose a vote of thanks to all persons for their co-operation and announce the training programme concluded.

## Preface

With the implementation of Right To Education Act-2009 , by the Govt. of India the responsibility of the guardians, teachers, local authority , SMCs along with Govt. has increased in context to universalisation of qualitative free and compulsory Education . This training has been designed for enhancing the skill and for the smooth functioning of activities in this context and also to acquaint the trainees in some important and new areas under RTE Act 2009. Therefore, it is expected that your kind co-operation will help to uplift the quality of Education in our state.

Further, your active participation and co-operation in this training programme will help effective implementation of the projects introduced by the Govt. of India and will play an important role for the development of the nation as well.

To develop our future generations as strong and good citizens, we have a serious responsibility of developing them not only academically, but also physically, mentally and as socially responsible individuals. Therefore, new areas like, 'Let us Read', ' Rastriya Abhiskar Abhiyan', ' Empowerment of girls Child( Beti Bachao, Beti Padhao), 'Behavioural change', 'Swachh Vidyalaya', ' Gunotsav', ' Shaala Siddhi'etc. has been incorporated in this training module. The active co-operation of SMC will help in the effective implementation of this programme.

Hope, this training programme will definitely help all the members of SMC as well.

We extend our heartiest regards to all participants by inviting their participation and kind co-operation.

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Aruna Rajoria, IAS  
Mission Director,

SSA, Assam

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# Training Module

## Module of Cluster level SMC members Training

To

Respected, .....

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সৰ্বশিক্ষা অভিযান, অসম  
সকলোৰে পঢ়ো সকলোৰে আগবাঢ়ো



### Objective of the Training:

- To introduce the duties and responsibilities of Teacher and SMCs members under RTE Act, 2009.
- To know more about it, let us read, our duties for behavioral change of students, Cleanliness, Swachh vidyalaya and community participation, Disaster management , Empowering of girls child ( Kanyar Uthan) , Responsibilities of Teachers and SMCs for Educational development of children, Rastriya Abiskar Abhiyan, Gunotsav, Saala Sidhi, Vidyanjali etc.
- To provide opportunity for unity among the community and make an unified effort for development of the school.
- To discuss how to implement the programmes of the Education Department under RTE Act, 2009.
- To orient the members for skill development for maintenance of accounts and maintenance of expenditure of fund allotted to school systematically and update it regularly.

	<b>Let us know/introduce</b>	<b>Time: 30 minutes</b>
<b>Objective</b>	<p>After self introduction the participants will be able to :</p> <ul style="list-style-type: none"> <li>• Know each other to acquire prior knowledge about to be achieved from the resource training.</li> <li>• Share their feelings/ suggestions.</li> </ul> <p>( Registration should be ensured before the self introduction of participations) .</p>	

Self introduction will be initiated with start : Ball- throwing activity.

9 RP will keep a ball ready in advance at the training venue) By addressing everyone the Resource person will through the ball to the front. By catching the ball the participants will introduce him/ herself as follows—

- Name and designation—
- SMC & Address represented-

After giving his/her introduction the participant will throw the ball to another participant and the game will continue till the last participant has given his/ her self introduction. The RP will ensure that all participants had participated equally and after introduction of the last participant the RP will introduce himself/herself.

After self introduction the RP will ask the following questions

- What was the objective of the activity?
- How interesting was the activity?

Is there any other game for self introduction? Sum up the session after group discussion.

### **The objectives of training schedule and recapitulation of last year's training.**

	<b>The participants will be able to know</b>
<b>Objective</b>	<ul style="list-style-type: none"> <li>• The objective of the 3 days training</li> <li>• Different areas of training and their relevance</li> <li>• The conceptual ideas of last training</li> <li>• The effectiveness of training at school level.</li> </ul>

The RP will explain the following objectives:

- To discuss the duties and responsibilities of SMC.
- To orient about quality improvement of school through various programmes of Sarba Siksha Abhiyan.
- To orient the SMC about school development plan, Swachh Bharat Swachh Vidyaalaya Abhiyan, implementation of various programmes, utility of school annual funds.

The RP will recapitulate the matter with the participants last year experience.

## Reading Enhancement Programme

### Activity-1 :

**Introduction:** The RP will draw the following picture in the black board. Call one or two participants to the board and instruct them to move to the rooms as the arrow indicates



The above picture is a of Bank/ Post office. To which room you will go to deposit your money?

**Read' with the help of following note.**

Reading and writing are one kind of strategy of learning. Reading develops the habit of study and its skills. The foundation of learning language of children is class 1&11. If the children do not acquire the skill of learning at this stage then it becomes an obstacle for acquiring the skills in the higher classes. Emphasizing the importance of reading in class 1&2. MHRD, Govt of India has introduced the programme 'Padhe Bharat Badhe Bharat' under this programme developing reading skills Govt of Assam has introduced the programme 'Parho Aha' and is being implemented in twelve districts on experimental basis in class 1&11 of primary schools. During the financial year,2016-17 it has been decided to extend this 'Parho Aha' programme to another eight districts. Subsequently this programme will be extended to all the other remaining districts.



## Responsibilities of SMC in 'Parho Aha'( Let us Read) programme

The programme will cover the following areas are-

- Holistic development (listening, speaking, pronunciation, development of oral language, concept of printing and writing) of children of class 1&11.
- Learning assurance of class 1&11
- Assistance from state, district, block and cluster level resource unit.
- Supply of various resource material for development of language to the selected schools.
- Provision of two period for language learning in class 1&11,daily.

### Co-operation:

- Domestic waste materials/Books( Calender,story books, old text books, various pictures, hand made things etc) may be used as wall hanging for improvement in making the class room transaction attractive .
- To help in preparation and collection of reading and teaching learning material.
- For development of the skill of story telling, recitation, speech a local resource person may be identified and they may be invited for transaction during Saturday session
- To help in collection of story books,fables,Children magazine, Science news, news papers etc. available in that locality.
- To create a congenial environment for reading.

### Monitoring :

- To ensure at least two periods for language learning in daily routine of class 1&11.
- To ensure use of teaching learning material during class room transaction
- To ensure language learning transaction for class 1&11 only by trained teachers.
- To organize reading, recitation and extempore speech, dictation competition etc.
- To keep provision for wall magazine to display the poems, story, articles, pictures, drawing etc by the students.
- To ensure reading activity in morning assembly.
- To help in showing the progress in the programme 'Parho Aha' in the monthly meeting of SMC.

## Behavioural Change– What to do?

**Introduction:** The resource person will ask the following questions in order to gather the opinion of the participants and help them to observe their behaviour in terms of cleanliness and also discuss the necessity of behavioural change in this aspect.

What should be the areas of behaviour in school and at home for the following-

Sanitation	Drinking water	Individual cleanliness	Cleanliness of atmosphere

**Note:** In every school drinking water, Sanitation and in the cleanliness programme the main area of importance is change of habits. . Like the in co-operation of the areas in the text book, and with the help of practical Education in side the school campus, the classroom or in the prayer assembly is important. Their behaviour change depends upon application of activities in the school campus.

### Drinking water :

- To be careful in drinking water
  - Keeping under covered
- To know how to purify water
  - - To identify impure water.

### Child behaviour area of change

### In sanitation :

- To abide by the rules of sanitation
- To increase awareness.

### Cleanliness :

- To maintain individual cleanliness
- To maintain the Cleanliness of the environment.
- To increase awareness.

## Roles for the behaviour change of child

<ul style="list-style-type: none"> <li>• We will always be clean</li> <li>• We will always wash our hand before eating.</li> <li>• We will always cover the food and drinking water</li> <li>• We will always clean the school and the school campus</li> <li>• We will always through the garbage in the dustbin and campest <i>pit</i></li> <li>• We will always use mosquito net at night</li> <li>• We never spit here and there</li> <li>• We will always come to school neatly, keep the school clean and abide by the rules of school.</li> <li>• We will always come to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Will show respect to the teacher, parents and the senior citizen.</li> <li>• Students are the citizens of our country. We will always try to keep intact the respect for the country.</li> <li>• We use sanitary latrine</li> <li>• We brush our teeth in the morning and before going to bed.</li> <li>• We wash our hands before going to bed.</li> <li>• We wash our hands after urine and latrine.</li> <li>• We come to school wearing shoes and sandal.</li> <li>• We bath regularly.</li> <li>• We cut our nail and hair short.</li> </ul>
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### Action plan :

The activities to be done by the concerned SMC, Student parliament and the teachers :

Sl no	Activity	Work allotment
1	To open and inspect the toilets in the morning and provide water before closing of the school and also locking it.	As a group leader of the student parliament the members will form students union. There will be 5 students in each group and the groups will supervise all the activities.
2	To clean the surrounding of well, Tube well and to supervise the water facilities.	
3	To supervise the cleanliness of the students in the morning assembly.	Student groups will supervise the areas of cleanliness by interchanging.  ( Observed by the teacher time to time.)
4	To facilitate the students for hand wash before midday meal.	
5	To clean the school campus and to arrange the expulsion of garbage.	
6	To arrange for proper outlay of filthy water.	

Sl no	Activity	Work allotment
7	To supervise the functioning of source of water and latrine.	The activities will be done by the students one by one according to the teacher and the school managing committee.
8	The rules of health and sanitation activities by the students.	Daily observation by the teacher and SMC members will discuss in groups , individually, about the pure water, sanitation, hand wash in group and safety measures to protect the child health. (as mentioned in the dairy) and necessary action will be taken by arranging health camps for the school.

Note: To perform the activities smoothly the SMC will entrust responsibilities to the teachers one by one.



## Records of Children's daily behaviour

Date—

Class:

## Behaviour of a child according to the areas and comments.

Sl no	Name of child	Morning bath	To take active part in the cleanliness of school	Washing of hands before food	Not to go to the toilet on bare foot	Using water in toilet	Not to spit here and there	Use of dustbin	Use of pure drinking water	Cutting of Nails	Regular brushing of teeth	Date / month	Comment
1													
2													
3													
4													

**Symbol:**(Coloured dot )**Red-**Negligence of cleanliness**Yellow-**Medium.**Green-**Cleanliness

**Instruction:** The teacher will hang the information in a chart paper in all the classes and discuss the information with all students along with the student Government.

✓ **Instruction:** The resource person will ask the following questions

**Questions :** What do you mean by health?

**Health is physical, Mental and Social well being.**

Discuss the various areas of health according to the following—

### Physical Health

- To maintain of body parts.
- Participation in activities
- Free from disease
- Cleanliness
- Attractive personality
- Well nourished



### Mental Health

- To be to do duties .
- Decision making
- To participate in creative work
- To think freely.

### Social Health

- |   |                          |
|---|--------------------------|
| — Maintaining friendly relationship with everyone | — Respect for all        |
| — Participating in games/ activities with friends | — Exchange               |
| — Helping attitude towards others                 | — Responsible            |
|   | — Attractive personality |
|   | — Well nourished         |

### ✓ Water related disease

Cause of disease	disease
1. Disease for drinking polluted water	1. Diarrhea 2. Dysentery 3. Cholera 4. Jaundice 5. Infected by Giardia 6. Worm Infection
2) Disease from impure water	1. Louse, ring worm 2. Eye disease
3) Disease from insecticide	1. Malaria from Anopheles 2. Filarial from Culex Mosquito 3. Dengue from Addis Mosquito

### Urine related disease

1) For Latrine in open place	1. Diarrhea 2. Cholera 3. . Dysentery
2) Infected by the worm	1. Anemia 2. Malnutrition 3. Stomachache due to indigestion abdominal disorder may occur.
3) Ordure and urine, spit and cough infected disease.	1. T.B.

### To get rid of Diarrhea and dehydration:

ORS or any other Liquid juice can be prepared by following the under going points.

#### Preparation of ORS or any other fluid

#### Instructions :

- |  |                             |
|--|-----------------------------|
| 1) Boiling water in higher temperature | 2) 2. Salt: 1 teaspoonful   |
| 3) 3.Sugar or jiggery: 8 teaspoonful   | 4) 4. Lime juice: 1spoonful |

Mixed salt and sugar with water to prepare the juice. Any One suffering from Disease should take the mixer at regular interval. It is necessary to maintain all these four mixture in our day to day diet.

✓ Following are some of the food charts for balanced diet

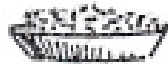
**Energy food**



Boiled paddy



Chapatti



Fried paddy



corn , sweet potato

**Nutritious food:**



Peas



Beans



Milk



Fish, meat, egg

**Fibre :**



Grind any kind



Brinjal

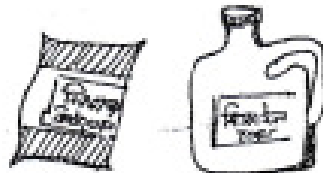
Banana

Drumstick



Raw banana

**Oily Food :**



Edible oil

**Preventive Food :**



Spinach



Carrot



Papaya



pumpkin



Tomato



orange/ Lime



**To ensure sanitation and to acquaint with Cleanliness of school what we can do as members of SMC and how?**

<b>Subject</b>	<b>What to do</b>	<b>Problem arise if it is not done</b>
(1) Sanitation	Use toilet & latrine	Various diseases may be caused –Dysentery, Diarrhea, worm infestation etc.
2. Personal Cleanliness		
Hand	Both the hands should be washed properly before and after using toilet and also before & after taking food.	Dysentery, Diarrhea, worm, respiratory diseases
Mouth and Face	Mouth and face should be washed with soap.	Eye disease, Dysentery, diarrhea, cholera, worm etc.
Body use towel.	Should take bath and use clean cloths regularly use toilet.	Louse, Dysentery, Diarrhea, cholera, worm etc.
Leg	Use shoes and sleepers	Causing of tape worm and may caused gastric problems.
Teeth	Teeth should be Cleaned in the morning and before sleep at night.	Foodstuff may remain between teeth and may cause pain and decaying of teeth.
Waste materials and water	Waste should be thrown in the dustbin. Proper drainage should be maintained.	<ul style="list-style-type: none"> <li>- May spread virus of any kind of diseases.</li> <li>- Gles and mosquito may carry the viruses of malaria, Dengue etc.</li> </ul>
Cleanliness of food	Wash fruits and vegetables. -Keep prepared food, sweet etc under cover. - Utensils should be washed properly.	

## Swachh Vidyalaya and Community participation

**Instruction:** The RP will ask the meaning of 'Swachh' or Cleanliness and explain to the participations what activities are included in the 'Swachh Bharat Mission' by the GOI.

### Swachh Vidyalaya and Community participation

**Swachh Vidyalaya :** According to RTE Act- 2009, each school should provide pure drinking water and separate toilet for boys and girls. Moreover, the Supreme court has ordered all the state Govts. To provide pure drinking water and toilets to all schools. The SSA and other significant national have been given order to ensure drinking waters, Cleanliness and toilets in schools.

**Swachh Vidyalaya Award:** For inspiring the school authority as well as the community for upliftment of the health of students and the environment of schools of Assam, Govt of Assam has adopted the ' Swachh Vidyalaya Award' programme. Already 16 schools has been awarded, popularized conservation of environment, cleanliness along with the Wash( Water, sanitation and health )  
Since 2016, MHRD, GOI has initiated this award.

### Minimum Elements of Swachh Vidyalaya–

**Instruction:** The RP will divide the participants in 4 groups keep in conformity Session 11&111

**Group 1:** Good effects of use of lavatory.

**Group 11:** What should be the facility for drinking water and diseases caused by impure water.

**Group 111:** Systems of waste disposal and how should it be.

**Group iv:** Necessity of washing hands and its system.

### Good effect of using toilets:

- ☞ Passing stool in open space may spread disease.
- ☞ Using sanitary toilets for passing stool is safe.
- ☞ No disease can infest if foul smell does not persist/exist.

- ☞ Toilets should maintain privacy and also should be comfortable.
- ☞ Water should be flushed, before and after use.

### Drinking water:

Drinking water should be collected from safe source and then purified. Water from tube well and wells are safe, but it should be boiled, cooled and filtered before drinking. Impure water also causes , eye infection, skin disease or worms.

### Waste:

Substances which are of no use is called waste. Waste are of two types-solid and liquid. Waste should be collected in dustbins. Decomposed waste can be thrown into compost pit which can be used as manure. Substance which do not decay, can be reused and recycled. Good drainage should be arranged for liquid outlet. Drains should not be blocked sporadic waste may cause, Diarrhea, Malaria, Dengue, Typhoid etc.

### Necessity of hand washing :

Washing hands is a good habit which should be developed in order to avoid diseases. Everyone should wash hands before meals and after using the toilet. Virus and infections elements remain in the hands, and may cause diseases when we touch our eyes ,skin, nose etc. One third of diarrhea can be avoided by washing with soap. Students do not know the correct procedure of hand washing. Teachers and the mothers group can help in forming habits in students for hand washing through observation and providing necessary suggestions.

### Procedure of hand wash:

Wet hands first and use the soap. Rub both hands properly, on both sides. Wash it with water.



Toilet and Group hand washing place



Hand Washing Process

**School Management Committee should give ample emphasise on water facility, sanitation and supply of water in toilets regularly–**

- ★ Water should be installed nearby the toilets, where PHED connection is available.
- ★ Force lift hand pump should install, where tubewell is available.
- ★ If above facilities are not available in any school, make arrangement of a Bucket in toilet and ensure regular supply of water in the bucket.
- ★ Make arrangement for water supply harvesting.

**Important indicators of Evaluation of Sachha Vidyalaya Puraskar**

- |   |  |
|---|--|
| ★ Water safety and maintainance           | ★ Water disposal mechanism             |
| ★ Hygiene practice related to MDM.        | ★ Personal hygiene and awareness       |
| ★ School environment and its maintainance | ★ Child participations                 |
| ★ Protective and inclusive facilities     | ★ Operation and maintainance           |
| ★ Community Participations                | ★ Behaviour change & capacity building |
| ★ Toilet condition and uses.              |  |

**In 2016, The MHRD under Govt of India has declared a Swachh Vidyalaya Award in the following 39 nos of questions have been included to adjudge the Swachh Vidyalaya school.**

1. How is drinking water facility in school ?
2. How much water in the school is appropriate for drinking ?
3. How is water stored in the school ?
4. Is the quality of water tested ?
5. What is the provision of water in the toilet ?
6. Where do they get water to wash hands after using the toilet?
7. Where do they get water for washing hands before mid day meal?
8. Is rain water harvesting done in the schools?
9. Are there separate washrooms and toilets for boys and girls?
10. How many toilets are there for boys and girls?
11. How many latrines are there for boys and girls?
12. Are there latrines and toilets available for students with special needs?
13. Are the latrines and toilets suitable for all ages and heights of boys and girls?
14. Are there separate toilets for teachers and staff of the schools?
15. Whether there are provision of hooks for security and for hanging towel in the wall of the lavatories?

16. Is there is necessary ventilation for light and air provided in the lavatories of the schools ?
17. Is there any separate dustbins in the schools for removal of garbage ?
18. Is there any provision of incinerators to destroy of the garbage caused by the seasonal cycles ?
19. Whether any provision of hand wash is there after using the lavatory ?
20. Whether soaps are kept in the lavatory of the schools?
21. Whether there is provision of washing hands by all the students before having their mid day meal?
22. Whether soaps are used by the students for washing hands before having their mid day meals?
23. Whether all the students wash their hands before consuming their meals?
24. Whether there is provision of washing hands according to the heights for all aged students?
25. Whether dustbins are provided in each and every classrooms, kitchens, lavatories and other places?
26. How are the solid garbage disposed in the schools?
27. How are the liquid garbage disposed in the schools?
28. Whether adequate measures are taken in the school boundaries for water clogging?
29. Whether are classrooms and school boundaries kept clean every day?
30. Whether the lavatories are frequently cleaned and washed?
31. Whether appropriate materials are there to clean the lavatories/toilets?
32. Whether at least two teachers have taken training on sanitation and health or not?
33. Who supervises the sanitations of the lavatories and toilets?
34. Is there any active student council for taking a proper role for regular practice of health and sanitation?
35. Who supervises and monitor the washing of hands by soap of the students and cooks?
36. Is there any action taken in the morning assembly on the teaching safe health and sanitation?
37. Are there any discussion taken up with the students in the case of cleanliness during the seasonal cycles?
38. In the case of ' health and sanitation' are there any competition ( Essay, Art ,Debate) taken place?
39. Are there poster on health and sanitation, water usage in the school?

**Special direction: It should be ensured that the above mentioned 39 indicators in schools should be present and every year's 'Swachh vidyalaya Puraskar' these school will participate. If in any school the above mentioned indicators are not present then the SMC's members should prepare one special planed for mat and submit it to the concerned Mission Co-ordinator**

For maintenance and repairing of the elementary of Swachh Vidyalaya the head teachers and other teachers cook/helper of MDM, guardian, SMC, student council and school authority along with the community can prepare an activity plan on daily, weekly, 15 days, monthly, quarterly and annual basis as given below:

**Work plan :**

<b>Daily</b>	<ul style="list-style-type: none"> <li>• Regularly Cleaning bathrooms, kitchens, floors of the school, entrance door, surroundings of the school.</li> <li>• To clear out the dirty clogged water in the schools surrounding.</li> <li>• Cleaning of the stored goods/ products, desks and benches, students books and other required things.</li> </ul>
<b>Weekly</b>	<ul style="list-style-type: none"> <li>• Cleaning the blocked drains and gutters and also repairing the broken or waste papers of the school.</li> <li>• Observing/ monitoring whether the schools look etc are in good shape or not.</li> </ul>
<b>Fortnightly</b>	<ul style="list-style-type: none"> <li>• Cleaning the walls and all types of furniture and goods.</li> <li>• Cleaning all the unused, unwanted things from the are of the school.</li> <li>• Observing clogged water and arrangement to clear it out.</li> </ul>
<b>Monthly</b>	<ul style="list-style-type: none"> <li>• Observing and repairing the schools wall, ceiling, cracked ridge, roof etc.</li> <li>• Proper arrangement should be done to maintain clean water stored in tanks.</li> <li>• Keeping the first aid kit at the appropriate place so that the students can use it whenever required.</li> </ul>
<b>Quarterly</b>	<ul style="list-style-type: none"> <li>• The management should see that there are no holes in the water tanks, water does not remain blocked in an area and regular cleanliness is done in the school surroundings.</li> <li>• If there is electricity provision in the school then the wires, switches, light bulb, fan etc should be monitor and its proper functioning should be seen.</li> </ul>
<b>Yearly</b>	<ul style="list-style-type: none"> <li>• Proper cleaning and repairing arrangement during the vacations of the school.</li> <li>• Repairing the walls of the schools building and it's coloring.</li> <li>• Cleaning the drains and gutters of the school.</li> <li>• Remaking, repairing of the school's black board, information board, name plates and electricity related equipments.</li> <li>• Ensuring that the lids of the garbage pit is properly covered .</li> <li>• The water source of the lavatories/ toilets and the taps of the drinking water and the area of the tube well should go through proper maintains and cleanliness.</li> <li>• Before consuming the mid day meal there should be arrangement of hand washing by soap.</li> <li>• Once in a year buckets, mugs, brush, nail cutters, mirror should be brought.</li> </ul>

**Instruction:** The resource person will ask the participants to tell their experiences during the time of distress and he will initiate discussion with the help of the following note.

It is difficult for the children to prepare themselves to face the sudden distress and the loss (specially physical and mental) caused by the distress. It is very difficult for the young children because they are very sensitive; to some extent they are destitute of the power of understanding, inexperienced to express their also in capable of understanding during the time of distress. Here they need full support, help and assurance during the time of distress.

(A) Steps to be taken by the school during the time of distress / calamity.

Calamity	Activity	Sub-activity	Time / Date	By when it will be done.
Before calamity	To enhance awareness	To organize, competition among the students.	Any date or each Saturday, which will be convenient for the school management committee.	By the disaster management committee of the school.
	(2) To practice Mock drill	Practice mock drill once in a week.	Every Saturday-Sunday	To practice with the help of local resource person. The disaster management the matter.
	To identify the safe and secured place and to create awareness regarding do's and don'ts will be useful for the students	Make list of things of required during unexpected calamity, passage for exit, necessary things, which are to be used in the time of rescue, and make list of safe and secured place.	Any date convenient for the school management Committee.	Disaster management Committee and local N.G.O.
During calamity	Make contact with the concerned Department and personals according to the nature of calamity.	Contact the concerned office immediately ( fire brigade etc.) over telephone .	During the time of calamity.	The teacher who is related with the president of the disaster management Committee.
After calamity	For repairing and re-structuring contact the concerned office immediately.	After the occurrence of the calamity	By the distress management committee on the day calamity.	

(B) Preparing disaster management plan for each school by following the model given below:-

<p>Short description of the school.</p>	<ol style="list-style-type: none"> <li>1. Name of the school, District Code, Name of the Head Teacher, Village, Panchayat, Assembly, Revenue Circle, Police Station, District, Block, History of the school etc.</li> <li>2. Construction of the school building.</li> <li>3. To number the building blocks, classroom, lavatories/toilets of the school.</li> <li>4. Whether there is a pain path way and railings nearby the staircase to the sick patients upwards i.e. the building.</li> <li>5. Total amount of land.</li> <li>6. Distance of the school from the main road.</li> <li>7. Identification of the vacant place in the school boundary (playground, prayer hall / community hall / nearby vacant place).</li> <li>8. Description of any big tree situated near the school building.</li> <li>9. Description of any tall building situated near the school.</li> </ol>
<p>Map</p>	<p>To draw a evacuation map of the school showing the direction of exit during the calamity.</p>
<p>Formation of Disaster management committee</p>	<p>It is necessary to form a special disaster committee to prepare the children to face the imminent calamity, as they are not aware of the disaster all the time.</p> <p>Members of the committee-</p> <ol style="list-style-type: none"> <li>1. Principal-Head Teacher-President.</li> <li>2. Five parents/Guardians of students of the school (They should not be the members of the school management committee and there should be the female members out of the five members).</li> <li>3. An officers from the education department.</li> <li>4. One member from the local fire brigade (if available)</li> <li>5. Member from the local PHE/CEC</li> <li>6. Member from the local N.G.O.</li> <li>7. Member from the village panchayat.</li> <li>8. Members from the N.C.C., Red cross society (if available)</li> <li>9. Village head or chief member of the village.</li> <li>10. One teacher from school-Convent member</li> <li>11. President / Vice President, School management Committee-adviser. .</li> </ol>

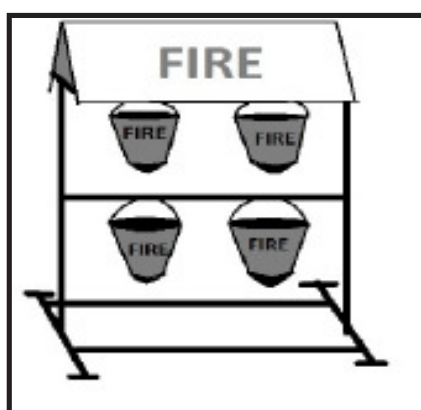


Preparedness Plan	Steps should be taken for formation of volunteers for prepared plan, information about rescue, contact number, artificial mock drill, training for the members of the school disaster management committee, formation of volunteers for first aid and keep stock of the things.
Mitigation plan	Preparation of short and every team planning for prevention of disaster.
First aid box.	<p>The disaster Management school committee should ensure the availability of the first aid box in the school.</p> <p>The equipments that should be available in the first aid box' are-</p> <ul style="list-style-type: none"> <li>* Bandage cloth</li> <li>* Sanitary (Napkin) etc.</li> <li>* Scissor</li> <li>* Bandage Clean Cloth</li> <li>* Antiseptic cream/ liquid.</li> <li>* Cotton</li> <li>* Clean Cloth.</li> <li>* Candles and torch light with spare cells and match box.</li> </ul>
List of important phone numbers and presents that can be contacted immediately	<ol style="list-style-type: none"> <li>1. Local police station (100)</li> <li>2. Local Revenue circle office</li> <li>3. Nearby fire station office</li> <li>4. Nearby Hospital</li> <li>5. Nearby Ambulance service (108)</li> <li>6. Village Head</li> <li>7. Any other person</li> <li>8. District Elementary Education officer</li> <li>9. Deputy Inspector of school Block Elementary Education Officer</li> <li>10. Assistant Inspector</li> <li>11. District Project Engineer</li> <li>12. Deputy Commissioner.</li> <li>13. Additional Deputy Commissioner.</li> </ol>
List of things that are easily available in the school or village near the school	<ol style="list-style-type: none"> <li>1. Fire extinguisher</li> <li>2. First Aid Box.</li> <li>3. Blanket</li> <li>4. Ladder</li> <li>5. Sand box .</li> <li>6. Stretcher to carry the sick people.</li> <li>7. Rope</li> <li>8. Hammer/ Axe.</li> <li>9. Spade/Tools for evacuation</li> <li>10. Boat</li> <li>11. Vehicle for evacuation or Recovery Van.</li> <li>12. Any other necessary things.</li> </ol>
Responsibility and duty of the school Disaster Management Committee.	
<ol style="list-style-type: none"> <li>1. Creating an awareness among the student's about all types of calamity.</li> <li>2. Creating awareness about imminent disaster among the people of nearby school.</li> <li>3. To organize mock drill among the local people and the students.</li> <li>4. To help the school authority to minimize the loss during the time of disaster.</li> <li>5. It is the duty of the school disaster management committee to inform immediately the higher authority if there is any fear / apprehension of imminent calamity for the upcoming days.</li> <li>6. Keep contact with the Govt. Department and local authority.</li> <li>7. It is the duty to see if the building is being constructed by using the measures for preventing disaster during the time of construction.</li> </ol>	

8. Arrange meeting for creating awareness to prepare to face the disaster. If there is any damage in the building or any other loss, then it should be immediately informed to the concerned authority for repairing or re-structuring through the school management committee.
9. Inform all the concerned authority and public about the disaster immediately.
10. Organize entertainment programme for relaxation for those students who are injured or victim of disaster.
11. Prepare and implement the scheme for disaster management.

**Pre-caution to be taken during the time of Fire and Earthquake.**

What should be done during fire	Know what should be done during earthquake.
<ol style="list-style-type: none"> <li>1. Fire extinguisher and a bucket full of sand should be kept in the school.</li> <li>2. It informs the fire service station over telephone or through a person immediately and give the proper address of the place where fire breaks out.</li> <li>3. Don't be excited during fire shift the flaming members to safe and safety place.</li> <li>4. Keep the passage / path free and clear for the fire brigade vehicle to arrive and don't crowd the place.</li> </ol>	<ol style="list-style-type: none"> <li>1. Immediately find a bench or table and hide under it by putting your head down and legs folded until the earthquake ends.</li> <li>2. Do not worry or get scared and run outside as dangerous things may fall on you.</li> <li>3. If it is possible, go to an open and safe place.</li> </ol>

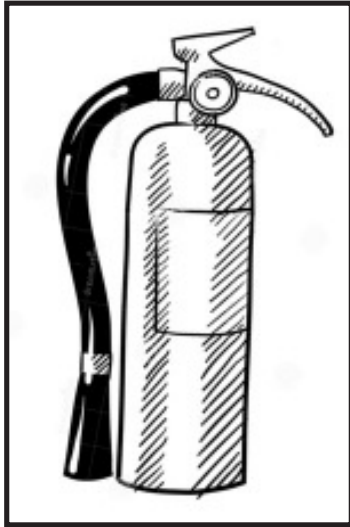


*Keep buckets full of sand in a convenient place within the school premises .*

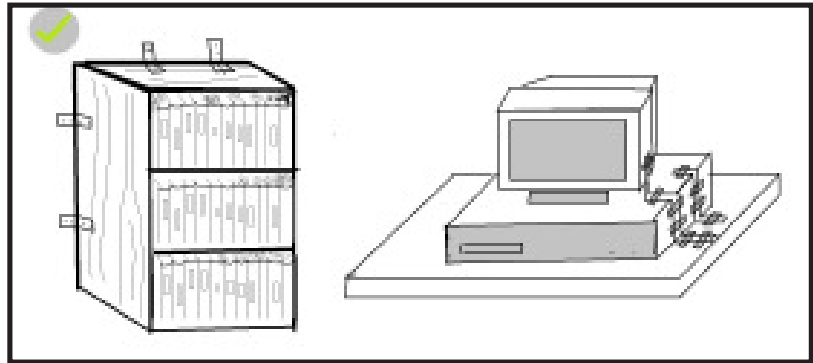


*Do not panic during the time of calamity and act with patience as there are appropriate measures for saving lives.*

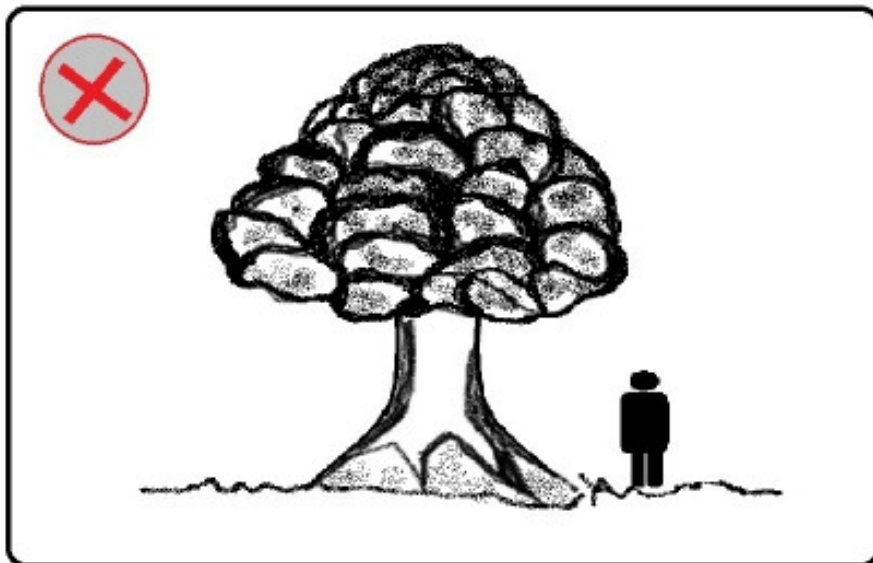
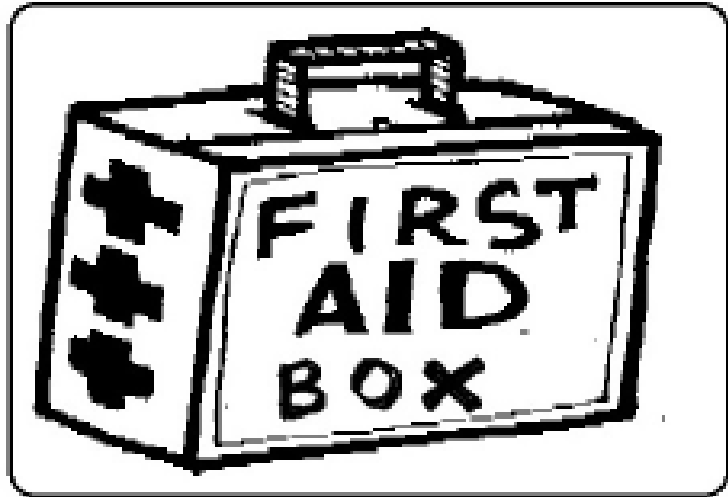
## Necessary pre-caution to be taken before and during the disaster.



Keep the fire extinguisher in a place that can be easily formed



Keep the Almirah and heavy thing a place that can be easily formed static and attached to the wall



Don't stand under a tall tree.

## Kanyar Uthan

(Beti Bachao and Beti Padhao)

**Instruction: The resource person will ask the participants to say something about politicians, social reformers, sportsman or brave women along with their names and initiate discussion regarding the education of girl child.**



**Mother Teresa**

Mother Teresa is a Nobel prize winner and a Catholic saint who devoted her life for the services of human beings of the world.



**Indira Gandhi**

Indira Gandhi was the first female Prime Minister of India. She was the central figure of Indian National Congress and a politician.



**Pratiba Devi  
Sing patil**

Pratiba Devi Singh Patil is the first female president of India



**Marry Kom**

Marry Kom is a glorious sports woman of India who also won a Bronze medal for women's Boxing in the Olympic in the year 2012



**Indira P.P. Bora**

Indira P.P. Bora is a renowned satriya dancer of Assam, who is an awardee of the Sangeet Natak Akademi award.



**Malala  
Yousoufzai**

Awardee of Nobel Peace Prize.



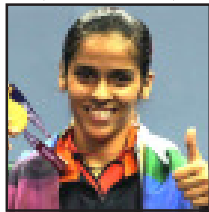
**Sakshi Malik**

Sakshi Malik is an Indian women wrestler. Who has won Bronze medal in Olympic 2016



**P. V. Sindhu**

Pursala Venkata Sindhu is an Indian professional Badminton player. She is the 1st Indian Olympic Badminton Player to win Silver Medal.



**Saina Nehwal**

Saina Nehwal is an Indian professional Badminton player. She was rank as the World No. 1 Badminton Player in 2009.



**Manalisa Baruah**

Manalisa Barua is a famous table tennis player. She won Arjun award in 1987.



**Dipa Malik**

Dipa Malik won Silver Medal in Shotput in Rio Pera Olympic in 2016. She is the first medal winner in Pera Olympic Indian .



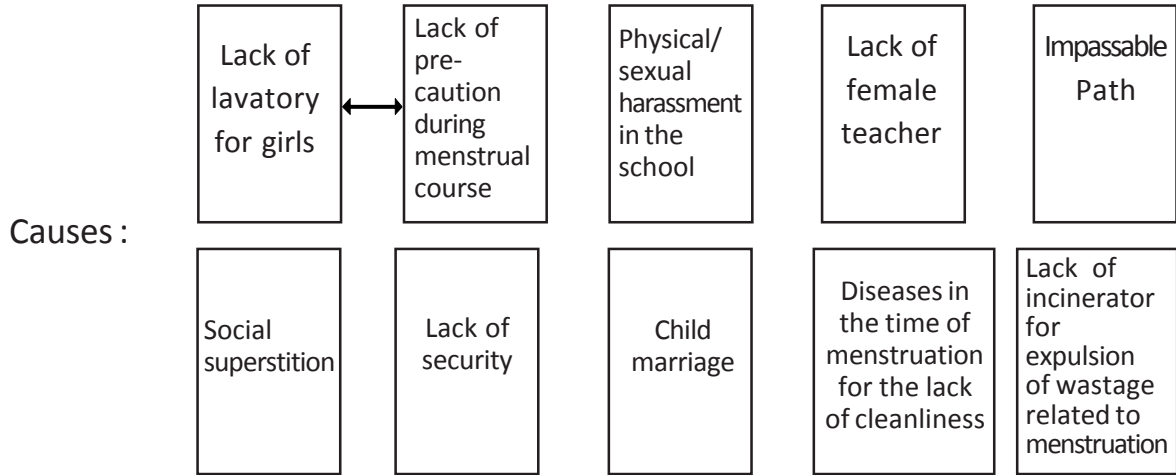
**Gunjan Sharma**

Gunjan Sarma a student of Class VIII was able to rescue 10 yong school children from the grip of Kidnappers at the age of 14 by keeping herself as hostage.

**Instruction: The resource person will collect the data from the participants by explaining the statement given below and initiate discussion on the agenda about the upliftment of girl child.**

The following questions will be displayed and recorded in the flip chart.

**Question:** It is seen that the attendance of girl child decreases in the school after the attainment of their puberty. What are the causes?



**What do you want your child to become in the future .2. Know from some of the participants.**

Name of the child	sex	Engineer	player	Doctor	Teacher	Administrative officer	Bank employee	Pilot/ driver

(In the present day context, it is considered as very important to give quality education to girl child along with the boys equality)

Let us know something about the programme for the 'upliftment of the girl child'-

Thought there is no differences between boys and girls in our state in comparison to other states, yet the mentality of uplifting girl child in some places or time is still exist. By birth thought a woman are equal. In Indian philosophy, women are given importance from the creation of the earth. Many steps are taken to expand women's education after independence.

As result of much effort in India the literacy rate women's/Female education has been improved up to 74.08% and the males up to 82% according to 2011 census. Unfortunately, in Assam, the literacy rate of women is 67.27% and in case of male it is 78.4%. On the other hand, Kerala bags the first position with 93.91%, in the second Mizoram has 91.58%, and in the third position Bihar has minimum literacy rate of 63.82%

By giving importance on the social status and expansion of women's education, India government has undertaken a special scheme known as 'Beti Bachao and Beti padhao' SSA Assam has taken steps to educate every girl child in Assam.

**Instruction: The trainees will be asked to discuss the following topics and the group leader from each group ( 3 groups) will present the discussion and the resource person will initiate the discussions.**

The main points of the programme 'Kanyar Uthan' are that should be known-

### Child marriage

★ Child marriage women's getting married before 18 for girls and before 21 for boys.

Difficulties resulted from child marriage-	What can be done if child marriage occurs
<ul style="list-style-type: none"> <li>• Child is deprived of their education due to child marriage, and leads a life of sorrow, increased tendency of offence, exploited, weak health or to die pre maturedly.</li> <li>• Child marriage violets the human rights of the children.</li> <li>• The child where she becomes pregnant way suffer from malnutrition along with the new born baby, Even they may face death.</li> </ul>	<ul style="list-style-type: none"> <li>• Child marriage is punishable under the prohibition of child marriage Act-2006.</li> <li>• According to the census of Unicef 2014 the rate of child marriage in India is 47% You can complain to your nearest police station verbally over telephone, mail, fax or by hand written letter, on the number 1098 if there is any arrangement for child marriage.</li> <li>• Responsibility should be taken by each conscious person, guardians, teacher, management committee/ mothers group to create awareness among the children.</li> </ul>

### Child Trafficking



The resource person will initiate discussion regarding child discussion keeping in touch with the news published by the news papers.

★ A child trafficker is that person who takes away the children from their home and society under the age of 18 to fulfill his own interest ( Who is not a man of good nature)

Let us know about the child trafficker	To prevent child trafficking
<ul style="list-style-type: none"> <li>• Providing false employment trafficking is done</li> <li>• Kidnapping through deceiving</li> <li>• By misusing the power</li> <li>• Threatening</li> <li>• Tempting false financial assistance.</li> <li>• Providing marriage falsely</li> <li>• By temptation.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the regular attendance of students by the SMC/Mother groups</li> <li>• Discuss freely with the students about the child trafficking.</li> <li>• Try to know the things- which students wants to go to any other place, why they wants to go , with whom they'll go, where they'll go, when will they go, how long will they stay, what will they do ? etc..</li> <li>• Take measures to inform the police station immediately, local administration, if any students goes missing.</li> </ul>

## Sexual Oppressions

Any ill-natured person who shows the interest to fulfill his sexual desires by touching the students physically, or makes certain gestures, or expresses certain abominable comments is called as sexual oppression.

1. In our society the children have been a victim of various cases of sexual oppression. In a report by 'Asian Centre for Human Rights' it shows that from 2001 to 2011 in India 48,338 members of children have faced sexual oppression. According to the C.I.D. of Assam, in the last 3 years 4754 children have gone missing, among these 2753 are girls. These children are doubted to be taken to indulge them in sexual work.
2. An act is made to obstruct sexual oppression of children called 'Children's sexual oppression safety Act'. According to it the people related with the crime of sexual oppressions of children are subjected to punishment under its section of Law. According to this Act, a complaint can be registered at the local police station and also at the toll free number 1098 can be contacted.
3. The parents and teachers should educate/ inform the children's about the points mentioned below:
  - ★ The children's should be made aware that if ever they had to face sexual oppression than they should be able to express about it and along with this the father mother should be conscious about the child's mental change.
  - ★ The parents should teach their children to be confident on themselves and if someone tries to affect any type of action on them they should object them.
  - ★ The children should be made aware and adequate knowledge should be given about the various parts of their body and the changes that occur with their mind and body.





## Session-7

## Accountability of Teacher and SMC for Educational Development of Students

**Instruction:** Resource person will present the following events to participants and will initiate the responsibility of teachers with the help of expressing the feelings of the participants.

The head master of a school arrive one hour late after the beginning of the school. The reason of late arrival is – Marketing for MDM while coming to school.

**Note:** To perform a work or assigned task fruitfully and smoothly may be termed as responsibility towards that work of a person or a department.

**Instruction:** Resource person will remind the responsibilities of SMC and teachers without any conflict.

Responsibilities of teachers	Responsibilities of SMCs
<ul style="list-style-type: none"> <li>• C attendance and punctuality.</li> <li>• Ensure attendance of all students.</li> <li>• Regular evaluation of students.</li> <li>• Ensure quality and joyful teaching – learning process.</li> <li>• Create child centric learning environment.</li> <li>• Put emphasis to CWSN.</li> <li>• Ensure achieving learning competencies class and age wise.</li> <li>• Maintain regularity and punctuality.</li> <li>• Completion of whole curriculum within prescribed time limit.</li> <li>• Evaluation of each child and provision of additional class if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular supervision by SMC president/ members</li> <li>• Observe the arrival and departure time of teacher at school.</li> <li>• Create awareness among the guardians and community on regular attendance teachers and academic issues.</li> <li>• Make alternative arrangements in the absence of regular teachers.</li> <li>• Appraised the higher authority about presence and absence of teachers.</li> <li>• Inspire and appreciate the dutiful and punctual teachers.</li> <li>• Observe regular activity of school.</li> <li>• Prepare school development plan and implementation.</li> <li>• Utilization of fund allotted to school.</li> <li>• Implement various activities in school as per Govt. direction.</li> </ul>

## Rastriya Abiskar Abhiyan

MHRD Govt. of India has prepared a structure named Rastriya Abiskar Abhiyan. It will generate creativeness and inquisitiveness about Science and Mathematics among the children. It will also increase the tendency towards the use of ICT among the children and will inspire and support the brilliant students in the field of education and resource.

RAA will cover all the students in the age of 16-18 years. It will also contribute towards extension and publicity of Science, Mathematics, Information Technology in various programme organized by SSA/RMSA.

### Objectives :

- Popularize learning of Science , Mathematics and Information Technology .
- To involve students with Science, mathematics and Information Technology through observation, experimentation, analysis, model preparation etc.
- To create eagerness, inquisitiveness etc. among students towards Science, mathematics and Information Technology.
- To create inner active and exploring learning environment by enhancing the thinking capacity at school level.
- Improve mathematics and Science to appropriate level class wise.
- To inspire students to convert the schools as a hub of innovation.

### Role of SMC for effective implementation of RAA :

- To play the role as mediation among the parents/Community and Govt. implementation team.
- To take steps for making guardians and community active for popularization of Science and mathematics.
- To organize various types of fairs, workshops competitions, discussions, meetings etc.
- To arrange class room transaction, sharing at the school level with the help of locally available. Scientists or Resource person etc.
- To make necessary arrangement for bringing students to other local educational institutions.
- To ensure participants of students in various Science, mathematics related programme.
- To provide necessary informations and materials to students for implementation of various projects.
- To extend necessary co-operation for forming Science club, mathematics club etc.
- Playing role for collection of donation for the person who got grants from local municipality, town committee, panchayat etc.
- Establish good relationship with various association and NGOs.
- To involved with the various Social festivals celebrate locally.
- To inspire for involving with modern information technology.
- To evaluate various programme organized at the school level.

**Instruction: Resource person will explain about the 'Gunotsav' programme with the help of following note.**

Gunotsav is a special drive for assessing the standard of quality of school. The various areas to be included are- Educational development of children, curriculum activities. Use of resources and active participation of community.

Govt. of Gujarat is being implemented Gunotsav for assessing the standard to quality of schools since 2009. It has been recognized as best practice during twelve Five years plan. This programme has sought to be implemented in Assam. Already Hon'ble Minister, Education, Assam has announced in budget speech.

#### **Main objectives:**

- ★ To identify the learning gap of every child through CCE.
- ★ To ensure educational progress and enhancement of learning skill of every child at elementary stage.
- ★ To evaluate curricular, co- curricular, areas availability of infrastructure, utilization and other related facilities and community participation etc of schools.
- ★ To determine Educational gaps and preparation of effective plans for removed of these gaps.
- ★ To ensure participation of teachers, students, administrations and community from the beginning and increase responsibility for acquiring quality education.
- ★ To get co-operation among school and education system for effective implementation of activities of schools and uplift of quality education .

#### **Some of the main areas of this programme:**

- ★ Conferment of Unique DISE ID for convenient of determination educational development every child.
- ★ To achieve evaluation, increase concept of number, reading, writing of every child of each school.
- ★ Evaluation of content based knowledge of children and development of competencies.
- ★ Ensure to achieve the aim of teaching –learning.

Evaluation to be performed in two ways – (1) Self Evaluation and (2) External evaluation.

- 1) Self evaluation: Self evaluation will be performed in presence of the members of SMC.
- 2) External evaluation: External evaluation will evaluate teachers with the help of OMR.

### **The special duty of SMC to be done in case of evaluation of students and schools.**

- 1) Prepare the school appropriately.
- 2) Ensure 100% attendance of teachers and students during the days of evaluation.
- 3) Ensure attendance and co-operation of the members of SMC during evaluation.
- 4) Co-operate external evaluation.
- 5) Provide support and taking progress in case of educational development of children of the school after evaluation.

#### **Session-10**

### **Shaala Siddhi**

Saala Siddhi is a programme designed and implemented by Govt. of India for assessment of school's evaluation and its quality. It is a kind of self evaluation done by those personnel who are not directly but closely associated with education system of the nation. The main objects of Saala Siddhi is to ensure the learning competency of children and comprehensive development of school through evaluation. This programme consist seven (7) main domains and forty five (45) core standard and these are-

- Evaluation of functioning school
- Availability and access of school
- Use of Teaching –learning process and its evaluation.
- Development of and capacity of learners
- Capability of teachers in case of development of the school and students.
- Leading and direction of the school properly.
- Overall education development , health and hygiene and fruitful community involvement. In this evaluation curricular,-co-curricular , infrastructure, regular meeting of SMC, school development plan and all school level function / festival would be included. In this context school management committee would be involved in conducting regular meetings and also preparing the school development plan.

#### **Session-11**

### **Bidyanjalee**

As per instruction and approval of MHRD ,Govt. of India 100 elementary school of Assam have been selected for implementing a Scheme named 'Bidyanjalee' with a view to developing the co-curricular aspects of children. Through this programme opportunity is provided to those persons who have experiences in co-scholastic aspects, retired teachers, retired Govt. officers and youth showing interest to render their honorary service to the society. Measures have been taken to apply for this service under this programme though online. This programme will be implemented on 31<sup>st</sup> December,2016.

The role of SMC and members in successful implementation of Bidyanjalee:

- a) Aware generation about the programme
- b) Selected experts in the field of co-scholastic areas may render their service to the selected schools.
- c) Extending their helping hands in implementing the Bidyanjalee programme at school level properly .

**Instruction: The resource person will ask some questions to the participants during the session in order to make them aware about the different areas to be concentrated during Social Audit assessment through discussion he/ she will make the participants understand the different benefits that are available for the school after community assessment.**

Social Audit and evaluation of comprehensive development booklet distributed to each school in the training during the financial year 2015-16. It was requested to submit the proceedings in the public meeting after filling up the booklet by social Audit unit. It was also requested to submit the same by the concerned head teacher after approval in the public meeting and filling up the by the CRCC

Let us see how the activities during 2015-16 has been implemented.

- Was the booklet titled-' Social /Community Audit and Assessment on Comprehensive Development " received ?
- Whether the report of the above mentioned booklet filled up in the public meeting and submitted to the authority concerned?
- Submitted / Not submitted.
- After receiving the approval in the public meeting, whether the respective headmaster filled up the necessary section / portion for the CRCC and submitted it accordingly?
- Submitted / Not submitted.
- Whether the CRCC collected the documents and submitted it to their respective block?
- Submitted / Not submitted.

In the current year the scheduled will be accomplished in every school. The School Management Committee will therefore provide their complete support for this purpose.

## Community Resources Mapping

- ✍ What is community resources mapping?
- ⇒ community resources mapping is to give scope to the inhabitants of a particular/ definite region to find out the surrounding assets and to develop a map accordingly.
- ✍ Why do we need a community resource map?
- ⇒ We need a community resource map specially:
- (1) For all round development of a school.
  - (2) To identify and assess all the assets of a community
  3. To provide scope for participation to all the classes of people of a society.
- In one word, it is needs to raise the standard of living
- ✍ Usefulness of community resource mapping.
1. It helps to identify all the resources and energy/ power of a society.
  2. It helps to develop the social relationship and the spirit to work in group.
  3. It helps to provide scope to do great work in the society.
- ✍ Different types of community resource mapping:
- It can be done in four ways.
- A. Social Mapping
  - B. Resource Mapping
  - C. Mobility Mapping
  - D. Vann Diagram



**Instruction: The resource person will encourage the participants to utilize the received fund as per the instructions given by the authority concern.**

Preparing and implementation of a worthy School Development Plan (SDP) is the key instrumental in brining development of a school. It is, therefore, prime responsibility of all concerned including SMC, Local Authority and the line departments/institutions/ organizations to extend necessary support to prepare an effective plan in each school.

A Plan contains two major areas, viz,- a list of activities to be carried out and the fund required to execute such activities within specified time. After taking stock of present situation of the school, one has to prepare a list of activities according to the need of time (short term/long term) and then to search for fund/resource to implement such activities.

The school, now-a-days, is getting fund from various sources to implement school development activities. The RTE Act,2009 has given emphasis in proper utilization of such funds. Few major role and responsibilities of SMC in respect to proper utilization of the fund that received from appropriate Government, Local Authority and from other sources as enumerated below:

- ⇒ Prepare the tentative expenditure statement for 3 years based on School Development Plan.
- ⇒ The School Management Committee should follow the rules and regulations that are circulated /directed by appropriate Government/Local Authority in respect to proper utilization of grants.
- ⇒ The amount sanctioned/received and expenditure incurred by SMC should be made public.
- ⇒ In case of delay in getting the sanctioned amount in accordance to School Development Plan, the SMC should utilize the saving fund/fund so received as priority of works.
- ⇒ The SMC should make public of annual accounts. It is mandatory to reflect the receipt/expenditure in cash book along with the voucher number. The utilization certificate of all such expenditure is to be submitted to concern BMC/BEEO within specified time.
- ⇒ The annual receipt and expenditure statement should be mentioned in the Display Board.
- ⇒ Ensure proper utilization of community contribution.

Presently, the schools are receiving funds like Annual School Grants, Maintenance Grants, grants for MDM, grants for school building construction, additional class room construction, construction of toilet etc based on certain criteria.

An Instructional Manual is supplied by the concerned department to all schools in order to ensure proper utilization of fund according to the instructions.

## Different Books of Accounts, Registers & other important records need to be maintained at SMC Level

**Instruction:** The resource person will explain in detail with example about different register to be kept in schools along with its proper utilization.

1. Fund Receipt Register)

Date	Ch. No./ Bank Transfer Advise no.	From whom the fund received	Purpose of fund received

2. Bank Passbook/Statement)

3. Cheque Issue Register)

Date	Cheque No.	Amount (in Rs.)	To Whom Paid	Purpose of Payment	Signature of Member Secretary	Signature of President

4. Proceeding Book of SMC

5. Acquaintance Cum Payment Register

Date	Name of Recipient	Designation	Purpose of Payment	Amount	Signature of Receiver	Remarks



6. Voucher Record File

7. Cash Book

RECEIPT							DISBURSEMENT/ PAYMENT						
Date	Voucher No.	Particulars	L/F	Cash	Bank	Total	Date	Voucher No.	Particulars	L/F	Cash	Bank	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14

8. Ledger Book

Month/Date	Particulars	Folio no	Debit	Credit	Dr or Cr	Balance

9. Stock Register

Month/Date	Particulars	Receipt			Issued Quantity	Balance Stock	Remarks
		Quantity	Rate	Amount			

9. (a) Stock register consumable e.g. Chalk, Duster, Evaluation Workbook etc.

(b) Stock register (Non-consumable e.g. Desk-Bench, Almirah, Chair, Fan, Computer, utensils for Cooking etc.)

Month/Date	Particulars	Receipt			Issued Quantity	Balance Stock	Remarks
		Quantity	Rate	Amount			

10. Fixed Assets Register, e.g Desk-Bench, Almirah, Chair, Fan, Computer, utensils for Cooking etc.

Name and description of the Fixed Assets .....						
Date	Particular of Asset	Particulars of Supplier		Cost of the Assets	Location of the Asset	Remarks
		Name and Address	Bill No. and Date			

11. TLM Register-

Sl. No	Class	Subject(s)	Lesson(s)	Name of the TLM	Signature of Teacher allotted grant	Remarks

12. Grant Utilization Register

Sl. No.	Name of Grant	Date of fund receipt as per Bank pass book	Amount receipt	Financial Year of fund release	Amount Utilize (in Rs.)	Purpose of utilization of Grant	Balance	Date of submission of U/Cs	Remarks

13. Free Text Book Register

Sl. No	Class	Subject	Medium	Actual requirement to BMO /CRCC	Date of receipt of FTB	Receipt from BMO/CRCC	Distributed to students	Balance	Remarks

14. Civil Works Register

Year of Sanction	Date of fund received (as per Pass Book)	Installment	Fund received for ACR / NSB / Major Repair /Girls Toilet	No. of Unit	T.S. Amount	Amount Receipt	Date of Completion	Remarks
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

The following register cum documents to be maintained in school for construction.

A. Format of Expenditure Statement for Civil Works Grants

Date	RECEIPT			EXPENDITURE					Remarks
	Particulars of Receipt	Cash in hand	Cash at Bank	Particulars of Expenditure	Vr. No.	Rate	Quantity	Amount	
1	2	3	4	5	6	7	8	9	10

Management

(Member Secretary)

School Management Committee

President

School Management Committee

B. Format of REGISTER for maintaining Mason/ labour payment for Civil Works Activities)

Date	Name of Mason / Labour	Amount Paid	Signature or Thumb Impression of receiver	Payment made by (Name & Signature)	Remarks
1	2	3	4	5	6

Management

(Member Secretary)  
School Management Committee

President  
School Management Committee

15. Donation Register

SI No.	Name of Donor	Address	Nature of donation	Value/amount	Date of receipt	Purpose of Utilization	Remarks

16. Audit Compliance Register

Sl. No	Period of accounts covered by audit	Audit Para no.	Date of receipt	Brief details of the audit Observation	Replies / Action Taken	Date of Settlement	Remarks

17. Bank Reconciliation Statement

Instruction : For example Bank Reconciliation Statement will be prepared and inform to participant its importance

Closing Bank Balance as per Cash Book at the end of the month : .....

Add :

(i) Cheque issued but not presented/Cleared: .....

**Date Ch.No. Amount To whom paid**

(ii) Credit entries made in the bank but not shown  
in the Cash Book.....

**Date Ch. / DDNo. Amount To whom paid**

.....

Total

.....

**Less:**

(i) Amount deposited to bank but not credited in Bank Account

.....

(ii) Bank Charges debited in the bank account but not accounted

for in the Cash Book .....

Total

.....

Bank Balance as per Bank Pass book/Bank Statement

at the end of the month .....

18. Social Audit Register

## Procurement Procedure at SMC level under SSA

The RP will discuss in detail the methods/techniques of purchasing commodity at school level. She/he will work out a Comparative Statement by showing a Quotation as an example—

- Minimum 3 nos. of Quotations are to be collected locally for comparison of rates and a comparative Statement is to be prepared.
- The SMC shall approve rates for different items considering quality, reasonable prices etc. and marked lowest rate.
- The Comparative Statement should be signed by minimum 3 members of the Committee i.e., President, Member Secretary & a Member.

Format for Comparative Statement of Rates

Name of Party	Item wise rate quoted				Remarks
	Item 1	Item 2	Item 3	Item 4	
A.B.C Stores	25	30	20	15	
DEF Enterprise	<b>22</b>	<b>29</b>	<b>18</b>	<b>12</b>	<b>Lowest Rate</b>
GH Hardware	26	32	24	16	

Management Committee  
..... Member

Management Committee  
..... Member Secretary

Management Committee  
..... President



**Provide equal facilities to every differently able children in every aspects of society**

**Minimum 10 SMC meetings in every school must be conducted in every year. Minutes of the meeting should be sent to the SMO**

**Every teacher of the school will hang their photo along with name and date of joining in a convenient open place in the school. SMC will ensure such hanging of information they will monitor it regularly.**

# Training Booklet: 2016-17

## Participants feedback format



1. Name of the participants .....
2. Representation of the education committee/ Mothers group name:.....
3. Cluster:.....
4. Educational Block .....
5. Age:.....

6. Sex: Male  Female

Female  (Mention in numeric)

7. Cast: General  other backward cast  Schedule cast  Schedule tribe   
Riligious minority  (Mention in numeric)

### Part-2 : Participants response

1. How do you feel in participating the training? (give ✓ Marks)  
Feeling good  Feeling bad  No Comment
2. Do you think that the participants of the training is beneficial for you? (give ✓ Marks)  
Yes  No  to some extent
3. Your view on training time (give ✓ Marks)  
Adequate  less time  more time  very less
4. On which subject mentioned below you feel difficulty at the time of training. (give ✓ Marks)  
Lack of time  explanation of the resource person is hard  subject matter not touched  
 improper fooding arrangement  Lack of required aids  Number of participants as  
more  No difficulty found
5. How do you find the activities of the training (give ✓ Marks)  
Good  Bad  Hard  Easy
6. Which subject do you like or dislike which is inPcluded in the training  
Like Dislike  
(a) (a)  
(b) (b)
7. Which important matter you have learn through the training.  
.....
8. Your suggestions/ views  
.....

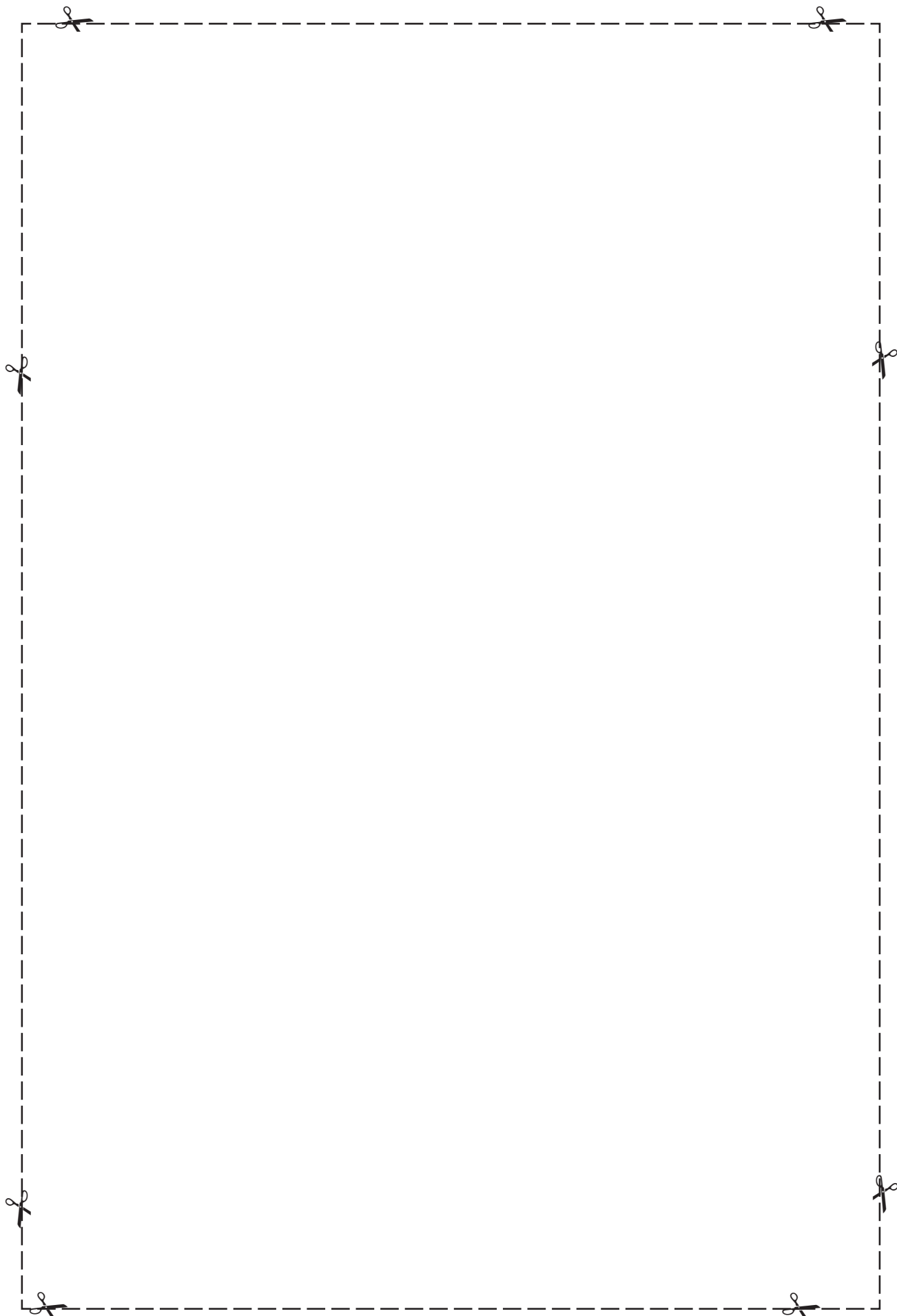
Resource person name and sign

Date :

Participant's sign

Date :





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**Hon'ble Education Minister of Assam Dr. Himanta Biswa Sarma has provide an Education Revolution outline/ guideline for all the Government School teachers of Assam.**

## **15 Point Activities**

1. Regular Classroom transaction ( teaching).
2. Making teaching attractive.
3. Special importance on Mathematics teaching ( Education).
4. Special importance on English speaking.
5. Adequate importance on Science Education ( teaching)
6. Discussion on Indian Civilization and culture.
7. Moral Education.
8. Regular games and sports and song.
9. Study of Magazine, News paper, other books.
10. Search for creativity among students.
11. Debate, Speech, story telling, drawing, mock parliament, moot court.
12. Importance on Social service, environment, cleanliness, plantation.
13. Regular meeting with parents, teachers and SMC members.
14. Special emphasist on Scholarship test and education of complicated subject.
15. Importance on making your school a leading school of this country.

The school management committee shall give priority as well as provide help/ support in conducting and achieving the above mentioned 15 point activities.

**Note:** Please excuse any unintentional fault in this Edition of 'Sankalpa Jatra'. It is our prerogative to correct any faults/ mistakes as an when pointed out by the readers