

Initiative 16

Leading Community Engagement to ensure Student Learning

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The School Context

Government Senior Secondary School is located in Devi Dass Pura village in Thanesar block of Kurukshetra district of Haryana. The school is managed by the Department of Education. It is situated in a rural area. The school is co-educational.



Challenges faced due to School Closure

During the lockdown when no child was allowed to come out from home, the biggest challenge in front of educators was to continue their education so that their year could be saved and their interest and daily routine of learning could be maintained. Conducting classes online was the way which helped the system a lot. As per the direction of higher authority, schools started commencing the classes through online mode with a great enthusiasm of teachers.



1. **Unavailability of smart phone with students:** After starting the online classes, the biggest challenge came across which was unavailability of smart phones with students due to their financial status. It took time to tackle the issue.
2. **Internet Issues:** In case students were having smart phone next concern aroused related to the internet. In village areas internet facility was not that much fluent and appropriate as it was required. Local leaders and SMC were involved to see the matter.
3. **Migration of families:** During lockdown, a great no. of people lost their jobs and unable to spend on their livelihood which resulted in the migration of families from Haryana to their native places like, Bihar, Jharkhand, UP and respective states. In the scenario, assuring that migrated students were admitted in their native schools was the concern, if they were not admitted anywhere else, continuing their studies from a distance was another challenge. For this, school retained admission of such students and providing them online classes as per the availability of resources. Parents of these students were also guided properly.
4. **Execution of online classes at part of teacher:** Using google meet, google classroom, google drive, google forms, WhatsApp, providing and creating e-content, creating PDF etc. was a challenge for our teachers who were expert in their subjects but found themselves helpless in the situation. For this, Directorate of School Education, MHRD, SCERT, NCERT and the entire higher level authority provided support, trainings, guidelines and time to time orientation to use the technology and to smoothly conduct the online classes.
5. **Execution of online classes at part of students:** The same issue of using technology was with students and come as a challenge in front of system, For the same. Our teachers helped them by visiting their home and through online mode too.
6. **Students' non serious attitude towards online classes:** The new way of teaching learning (Online mode) was very sudden to students and also difficult for teachers to keep an eye on each and every child. Making their visual off by students was very much annoying for teachers and difficult to make students sit for long. Therefore, duration of classes was reduced which affected their syllabus completion. It was biggest challenge to make students serious through online classes. By involving parents in classes and by conducting test worked a little for betterment. But till now this is major concern in online mode of teaching.

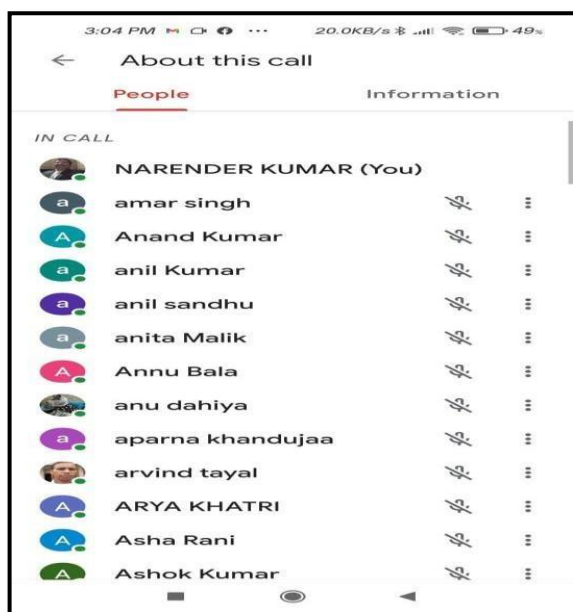
Innovative Leadership Practices for Mitigating Learning Gaps

Many innovations (along with teachers and community) were brought to ensure school functioning and student learning as a school leader. updating the subject to new demands, correcting materials, content presentations, managing field trips as well as bringing in new creative approaches to meet the present educational trends are a few among all the innovations.

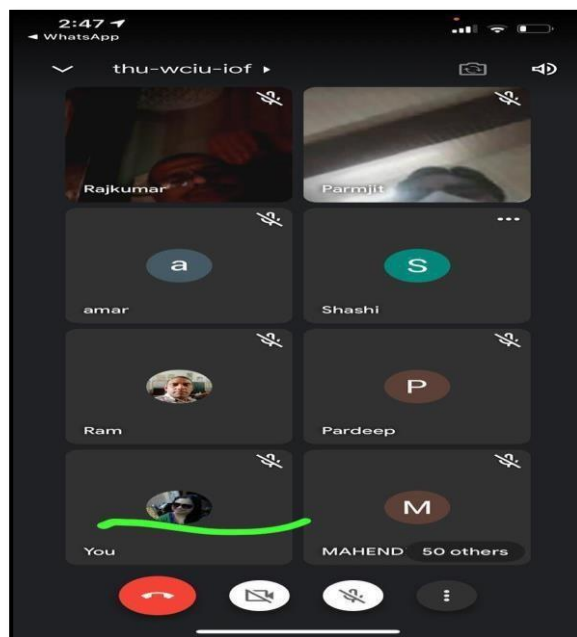
1. **Creating personal contacts with students:** classes in small group on alternate days and alternate times were organized. Same classes were repeated twice a day as per the availability of phone with students where it increases the workloads of teachers but they

worked hard to complete the task. They tried to have personal contact with each child either in group or as personal.

2. **Home visits:** Helping students and parents in attending online classes was one of the tasks during lockdown. For the same, teachers visited students at their home and guided them wherever they were facing problems. During home visits homework of students were also checked and instructed for online schooling. Parents were also guiding so that they could keep an eye on their child's education. Such home visits were working in multiple directions.
3. **Online classes:** This was the only way by which the education of our students could be continued. First of all, separate WhatsApp groups were created for each class, and separate groups were also created on google classroom where written documents assignments and other e-content used to share with students. Classes were conducted on google meet on daily basis.
4. **Organizing activities online:** Online activities like quizzes, essay writing, solving grid puzzles etc. were organized via google apps such as google forms and certificates were provided via certifyem. Such activities conducted at school, district, State and National levels organized by Education Department and Ministry of Human Resource Department.
5. **Providing e-content:** During pandemic, school played a vital role in channelizing the energy of students by arranging several recreational activities through online mode on different occasions. Taking selfie with a newly planted sapling on Environment Day, Selfie with Mom on Mother's Day, Yoga day Celebration, Photography Contest, Best out of Waste, Clay Modelling, Toys making, Celebration of National days and Festivals and many more.
6. **Training of teachers for conducting online classes:** Higher authorities were regularly guiding schools regarding the online system. Time was given to teachers for self-training with technical aspects by following the instruction received from higher authority. Selected teachers who learned the system easily were asked to give continuous help to others. It was assured that all teachers were able to conduct classes online with ease.
7. **Calling teachers to school (on Roaster Basis):** As per the guidelines of government, teachers were called on roaster basis and allowed to take classes from their home so that education of students can be continued.



Members of a WhatsApp call made between MEETteachers for class



Online Classes through Google

Collaboration with Community and Parents to Ensure Student Learning

In addition to preparing quality teaching content, it is common for school management to handle them with many additional roles including psycho-educator, social worker, counsellor, health worker, and a lot more. As a school leader, several innovations in combating unheard educational ordeals were taken up along with teachers, SMC, community members and parents.

1. **Meeting with leaders:** Meetings with local leaders was organized on regular basis to discuss the activities for continuing the education of students. Leaders were suggested to collaborate in continuing the education from in respective areas and also asked to provide support in the form of material, internet, electricity and sanitizing the areas time to time.
2. **SMC Meetings:** The role of School Management Committee (SMC) and health workers played crucial role during pandemic was highly appreciable. They collaborated with the system in a way by distributing free masks, gloves, sanitizers and free food to corona victims etc. Meeting with them was a regular practice during the tough time of lockdown.



3. **Online Parent Teacher Meeting (PTM):** School organized online PTMs to ensure connectivity with parents in order to discuss the status and pursuance of studies of their wards. This initiative helped teachers to access the students and grabbing the interest of students in education.
4. **Homes Visits:** Regular home visits were done by teachers in groups. Each group was assigned different village/area to check the notebooks of students, providing them library books and exchanging books and providing remedial classes.
5. **Community visits:** Our teaching and non-teaching staff went out to spread awareness regarding pandemic, social distancing, wearing of masks, sanitizing, and cleanliness, healthy life-style, eating habits, vaccination and other precautions.
6. **Shiksha Mitra:** In case of non-availability of internet and smart phones at home, neighbors and relatives were assigned as **_Shiksha Mitra_** of students to keep a track of their studies.



Way Forward

Home visits during this tough time worked like medicine to students' education. Therefore, such visits will be done in future also. At so many places, administration and government intervention plays an important role. During lockdown local leaders, Asha workers and so many other administrative and government representatives involved more actively in education system. Maintaining that involvement and zeal will be the future motto and regular integration will be maintained with them for their collaboration. During lockdown, PTMs were organized through google meet. Use of such virtual platform in various aspects of education proved a boom. This culture will be maintained in future wherever parents would not be able to come to school.

Conference Presentation

https://docs.google.com/presentation/d/1coWOadDUpyJPKYbPqRKBtRHIf73rUwIV/edit?usp=shari_ng&oid=103705547766060522301&rtpof=true&sd=true