

Initiative 45

Ensuring Continuity in Learning through the Mentor- Mentee system

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Nagaland

The School Context

GHSS is a government school located in Niuland rural block of Dimapur district of Nagaland. The school consists of Grades from 7 to 12. It is a co-educational school.

Challenges faced due to School Closure

In the year 2020, Covid- 19 has taken all of us by surprise. The school has to be closed down suddenly due to Nation-wide Lockdown. The closure of school which was expected to be for a few weeks has turned to months. Everything came to a standstill! In rural areas like Niuland, owning a P.C/ laptop is a big question and not everyone has access to smartphone. Besides, the biggest challenge is poor network connectivity and erratic power supply. Due to this, taking an online class was almost impossible.

Moreover, during the lockdown period, some students have returned to their villages where there is poor network connectivity and could not be contacted. Some of the contact numbers that the school collected during the time of admission were found to be not in use anymore. In the absence of physical class, the school resorted to WhatsApp class due to poor network connectivity. Despite the video lessons and notes being sent to them, the students failed to put the effort into their studies. Students started to show lack of interest in studies. They became laidback, they failed to submit their assignments, and some students even failed to appear for the online test which was conducted by the teachers.

Innovative Leadership Practices for mitigating learning gaps

To ensure the continuity of learning, the principal decided to initiate an electronic mode of learning. However, in rural areas like Niuland, owning a P.C/ laptop is a big question and not everyone has access to a smartphone. Besides, the biggest challenge is poor network connectivity and erratic power supply. Due to this, taking an online class was almost impossible.

Report on Mentorship - 2020 - class - 12		
Page's name.	Contacts Maintained	Remarks.
Roll No 8 MUGHANA DOTSA.	Whats app, phos call and Face to face interaction	<ul style="list-style-type: none"> ① Discussed about his progress in studies. ② Discussed about his better than average performance in the 1st mid term examination. ③ Advised him to maintain his sincerity in studies. ④ Discussed about his progress in his studies. ⑤ About his 1st mid term performance in his 1st mid term examination. ⑥ To be serious about his lessons.
Roll No 9 MUGHALU AYEMI.	↓ do	<ul style="list-style-type: none"> ① Discussed about his progress in his studies. ② Congratulated him on his stellar performance in his 1st mid term examination. ③ To maintain his sincerity. ④ To update his progress.
Roll No 10 NGOMUGHA V. ANOMI	↓ do	<ul style="list-style-type: none"> ① Discussed about his progress in his studies. ② Congratulated him on his stellar performance in his 1st mid term examination. ③ To maintain his sincerity. ④ To update his progress.
<p>General Remarks. Mughala and Ngomugha performed better in their 1st mid term examination. Mughala can do better.</p>		
MENTOR - J. TIANARO.		

Monthly sample Report submitted by Mentor Teacher: I Tianaro

Since online classes could not be conducted, the only option was teaching-learning through WhatsApp. Therefore, the Principal called for a staff meeting and after thorough deliberation, the teachers were advised to go for WhatsApp class. Routine was made in such a way that maximum of two subjects was taught in a day. The video lessons designed by the Department of School Education and other sources were being forwarded by the concerned subject teachers besides interacting with the students in the form of chat through WhatsApp according to the given routine. In the same way, assignments and assessments were being conducted through WhatsApp without making it strictly time-bound. The school head is added to all the subject WhatsApp groups to monitor the teaching-learning activities. When the lockdown was partially lifted, the school distributed printed notes occasionally besides calling the students to school for checking their notes, clearing of doubts, and submission of their assignments.

To reach out to those students who could not be contacted, the principal decided to contact these students through their respective Village Council Chairman, Students' Union body and Goan Buras. The personal details of the students were also listed and the issue was shared with the Additional Deputy Commissioner. She helped in providing the contact numbers of the village leaders and students body and also disseminated the information through various WhatsApp groups.

Through the respective village leaders and students' union leaders, the majority of the students could be contacted. They came forward to collect notes, submit assignments, and started to participate in an electronic mode of learning which is mainly through WhatsApp. There is a system of mentor-mentees that the school follows. Every year, the students are divided into groups corresponding to the number of teachers. To tackle the

above problem, the principal decided to emphasize the above policy. The sampling was done with the class 12 students. There were 39 students in class 12 and 14 teachers in the year 2020. In class 12, the students were divided into 14 groups, so 2/3 of students were placed under one teacher-mentor. The teachers were assigned to monitor the learning progress etc. of their mentees. The teachers contacted their mentees through phone calls, WhatsApp, or even text messages. The teachers/mentors were asked to submit a monthly report as to how many times and which way they have interacted with their mentees. They were also asked to report on the progress made by their mentees.

After the intervention made by their mentors, the majority of the students started to respond and made progress in their academic activities. It is observed that in the absence of regular classes, the idea of mentorship has been found immensely beneficial in the teaching-learning process more than ever. The constant communication between the students and teachers helped them keep on the right track and in touch with their studies. Towards the end of the academic session, out of 39 students enrolled, 35 students appeared and 27 passed the HSSLC examination conducted by the Nagaland Board of School Education.

Sl. No	Name of the Student	Mentor Teacher	Sl. No	Name of the Student	Mentor Teacher
1	ALO KHING	ROSCA T. JIMO	22	KITOLI KIBA	SENTIYALA
2	BOVITO CHISHI		23	LINOTOLI YEPTHO	
3	GHOKIVI YEPTHO		24	LINOTONI S AYE	
4	HENGWALO KHING	LIDANG	25	LITINA V ACHUMI	LYDIA SANGTAM
5	ILIYATO AYEMI		26	LIVIKA G	
6	MANTOK WANGNAO		27	LIVIYA K YEPTHO	
7	MUGHAKA WOTSA	I.TIANARO	28	LOVI	SADEMKOKBA
8	MUGHALU AYEMI		29	LYDIA S CHISHI	
9	NGOMUGHA V. AWOMI		30	MOROMI SAKIYA	
10	TOTO S HOLO	KAVITO SHOHE	31	MUGHAKALI K CHOPHY	VINOTOLI Z SEMA
11	V KAKISHE ZHIMO		32	NIKINA I AWOMI	
12	WIKENG		33	NIUTOLI SHOHE	
13	ALITO YEPTHO	MOATEMSU JAMIR	34	SIYA C KATH	ANIHO
14	ANIKA K YEPTHO		35	TOLI N ZHIMO	
15	ETHEL YEPTHO		36	VENISHA G YEPTHOMI	
16	H LILY ACHUMI	AGENO SESA	37	VIKINI K YEPTHO	DR. SUNEPSANsurajGLA
17	HOLIKA H CHISHI		38	Y AMMAN KONYAK	
18	I ILOVI CHISHI		39	HIKE ACHUMI	
19	INAKALI KIBA	TOSHIKALA			
20	JASMIN H YEPTHO				
21	KEMI SANGMAI				

Chart of mentor –mentees

Collaboration with community and parents to ensure student learning

By August 2020, the lockdown was partially lifted and the Govt of Nagaland allowed the schools to re-open the school for classes 11 & 12 following the COVID-19 SOP. However, despite the regular classes being started, three students of class 12 remained absent for weeks-Kashito S Zhimo, Shikali Zhimo and Tokutoli Achumi. Despite the repeated information being sent to them, they didn't turn up for their classes.



The principal assigned the class teacher Rosca T. Jimo to visit them in their homes, talk to them and interact with their parents as well and find out if there is any specific reason behind it. Accordingly, he visited and motivated them. No specific reason was given for their absence. The following day of the visit paid by their class teachers, all three of them started to attend their classes regularly. It is observed that the students became laidback and needed to be motivated to re-join physical classes.

Way Forward

Even after regular classes begun, the school continue with the mentor- mentees system which really help in the learning achievement of the students in their academics and in other areas like emotional and social wellbeing. The best mentor is being recognised and awarded in the school annual function.

Conference Presentation

<https://docs.google.com/presentation/d/1oG0PzVMR9X-43P8Z3XSL4lr6xcOUzVW7/edit?usp=sharing&oid=103705547766060522301&rtpof=true&sd=true>