

**SECTION 1 :**

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**Theme: Instructional leadership in schools for transforming teaching learning  
Processes.**

## **SECTION 2 : DESCRIPTION OF THE CONTEXT OF SCHOOL**

South Bagma Samatalpara H.S School is a co-education school at a rural area ,established in 1960.The institution is at a village “Bagma” at Udaipur sub division under the jurisdiction of Gomati District of the state Tripura.At present there are 819 students in the school.Most of the people of the village belongs to “Ghosh” and “Pal” community. Ghoshes are milkmen and pals are potter in occupation. A major portion of the villagers are BPL.A remarkable portion of the students are tribal and most of them are from poor families and come from far away villages. Gurdians of most of the students are not educated enough and they give priority to earn their livelihood rather than the education of their wards. There are so many students who are the first generation school readers from their families. Though there are so many exceptions also.

Irregular attendance at school is a major problem. The school authority along with teachers regularly communicate with the guardians whose children remain absent frequently.Classwise guardian meeting are organized regularly to discuss about the academic performances of students. It is a hopeful matter that the involvement of community for proper functioning of the school is increasing day by day. Medium of instruction of the institution is Bengali. But mother tongue of the tribal students of are other than Bengali. So the tribal students feel quite discomfort to adopt themselves with the teaching learning process. It is a problem for the teachers also and they try to overcome it with all possible improved methods of teaching. All the tribal students are instructed to sit with a Bengali student in the joint benches of classroom so that they can learn Bengali.

### **SECTION 3 : AN IMPORTANT CHALLENGE THE SCHOOL LEADER HAD TO FACE AND INITIATIVES TAKEN TO DEAL WITH THE CHALLENGE**

After the publication of the results of Annual Examination 2018, it was noticed that the performance of most of the students of all classes in science and mathematics are not up to the mark. It was realized that teaching learning process in those two subjects are not going through proper way. It was a great challenge for the institution to overcome this problem.

To improve the teaching learning method in those subjects, the leadership (HM) arranged a meeting with concerned teachers. After a prolonged discussion following decisions were taken unanimously.

- Joyful teaching learning methods must be followed to make the students interested on those subjects.
- Number of periods allotted for those subjects should be increased.
- To make the students free from exam fobia, class tests will be arranged after regular interval on a brief syllabus.
- Special care will be taken for weaker students.
- In classrooms every weaker students will be instructed to sit with a better performed student.
- Better students will be asked to help their weaker classmates as far as possible.
- Students will be asked to perform projects works in groups under the guidance of teachers regularly.
- Teaching in science and mathematics must be followed through the use of proper teaching aids.
- Involvement of community like School management Committee, Parents of the students local Panchayat should be increased to fulfill objectives.

From the new academic session, teachings on these subjects are in progress through the above mentioned processes. Teachers have given full devotion to their works. Teachers always keep it mind that the students must not have fear on their lessons. Rather than being complicated, the contents must bring pleasure for them.

Most priority has been given on the use of teaching aids. There is no doubt that use of teaching aids brings a pleasant environment in the class room which is very suitable for teaching learning process.

- In respect of teaching aids leadership imposed following decisions after discussions with concerned teachers.
- Not only the conventional and traditional teaching aids, but also creative and innovative aids will be used.
- Creative teaching aids will be made by the students at school after collecting necessary materials with the help of teachers.
- Most of the materials required for making teaching aids should be collected through students so that they become saturated with the process.
- As per syllabus teachers will prepare list of innovative teaching aids for every class.
- Leadership (HM) will provide financial and all other support to the teachers for making teaching aids.
- Teaching aids must be designed in such a beautiful manner that they are able to draw the attention of students.
- Community will be requested to extend their helping hand to make the mission success.

As per above discussions, teachers have already prepared list of teaching aids for different classes which are now demonstrated in the classrooms. So far teachers and also the students have made some teaching aids. A few of them are mentioned below:

- A device to prove that hot air rises up.
- Newton's Colour disc.
- An electroscope: Using a bottle, copper wire and aluminium foil
- An arrangement consisting of a tuning fork and a ball suspended by the thread to prove that sound is produced by vibration.

- A device made up of two tin containers and a piece of wire to prove the propagation of sound.
- A simple electric circuit consisting of dry cell ,
- A glass box with lid provided a mirror at the base to show the reflection of light using laser beam.
- One bent and one straight PVC pipe to show the rectilinear propagation of light..
- Pieces of filter paper coated with tamarind paste and dried in sun, which act as indicator.\

Besides these, very often teachers make teaching aids using available materials instantly for one time use. Conventional teaching aids available in school laboratories, such as prism,mirror,magnet,balance, acid-base indicators, chemical,reagents,glass wares, models of biological science etc are also used as per requirements.

In making teaching aids it is kept in mind that the materials are easily available and are not of high price. So most of the teaching aids are of low cost or no cost. An almirah has been provided to preserve the teaching aids.

Parents of students also co-operate with school when the students are asked to bring some materials from their home. Parents provide those to them.

#### **SECTION 4: OUTCOME OF TAKEN INITIATIVES**

Now the leadership has no doubt to declare that there is a dramatic change in teaching learning process in science and mathematics. The classroom situation has been changed surprisingly. Every day the students expect that they will see something new.

There are few teachers who are not so strict to the students. In every class there are few stupid student used to make noise in their classes. Nowthose teacher also confess that such problem is a rare incident.

A great enthusiasm has been noticed in this respect. Now they are more curious and attentive. An incident may be mentioned to express their attitudes.

One day a teacher asked the students of class VII to bring one lemon full of juice and some pieces of paper coated with tamarind paste and hence dried. He decided to demonstrate the role of tamarind as acid-base indicator. Surprisingly on the next class 16 students brought lemon though there was need of only one. So many pieces of tamarind coated papers were brought. Such positive response from students give teachers encouragement.

But it is a continuous process. Already made aids should be used regularly. Along with more and more new aids will have to be designed. Thus the joyful and pleasant atmosphere which has already been created for teaching learning process in science and mathematics, must be maintained.

The leadership is just waiting for the result of coming Annual examination. Comparing the result with that of previous one outcome of the transformation will be realized. But we do believe that, we are in the right way to overcome our accepted challenge and a very positive change has been brought in the teaching learning process of science and mathematics through given initiatives.

## **SECTION 5 :**

A leader inspires all his subordinate staff by his activity and by actively motivating them to perform the duties which is given to each individual. To run a school smoothly is a collective work which needs smooth inter connecting activities. When I have joined at South Bagma Samatalpara H.S School, I conducted a meeting with all staff and consulted with them the various activities running in the school. I have made SWOT analysis and targeted the weakness and suggested the measures how to remove the weakness. One of the main problem is that the students are comparatively weak in science and math. I have arranged meeting separately with science teachers and it was discussed in the meeting that innovative science models or TLMs will be made with the help of the students. The teachers will give more emphasis on

demonstration methods rather than lecture method. Time to time monitoring of their performances is also observe seriously.

After implementation of the above mentioned steps, the science results of the students are comparatively better than earlier.

Our school is located in Agartala-Udaipur Road side. It poses a large play ground and the school posses many beautiful green plants. The students come from far away rural areas. To maintain the environment eco friendly more saplings are planted and the school is declared Tobacco and one time plastic free zone.

I have given emphasis in the teaching learning process. Personally I have given target to the teachers that no class will be left out. Boardwork, use of TLM may be used where applicable so that teaching learning process become joyful.

Long absenteeism and frequent absenteeism is most common among the students. AHM, Senior teachers and class teachers and SMC members were given responsibilities to increase the student attendance and to communicate with guardians personally. After taking the procedure attendance gradually increases.