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### **Abstract**

A staff meeting was called upon in the beginning of the session where the team identified challenges and problems of the school. Once the problems were identified, the staffs were encouraged to come up with innovative ideas and share it. It was decided to make three groups to take up three different challenges. After much discussion and brainstorming it was decided to take up three major challenges for the session 2018-19, namely-Improving spoken English of students- a group of five teachers were assigned for improving the spoken English of students of classes 3 to 8; mathematical table recitation up to 20- for this three teachers were engaged, worked with students to recite mathematical tables during zero hours and development of school kitchen garden – with the contribution of biodegradable vegetable peels and waste collected from students, finally were able to cultivate cauliflower and spinach in plastic bags at school. The school head wants to develop the entire village as a learning centre by building strong and productive school-community relations.

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### **Socio-Cultural Context of the School**



(School building and students)



(Map of Sajong Village)

Government Junior High School, Sajong is located in a village named Sajong which comes from Sikkimese Bhutia language literally meaning “the land facing the east direction”. It falls under Budang-Kameray GPU. The approximate population of Sajong is around 600 with a mixed population of Sikkimese Bhutias and Nepalis of Sikkimese origin.

Majority of the population are government servants excluding few families who are engaged in farming. So financially they can be assumed to be sound.

Although, the Sikkimese Bhutia which belong to Scheduled Tribe category speaks their native language (Lhokey) the common lingua-franca remains Sikkimese Nepali.

## [DRAFT]

The Bhutia's have their own culture and traditions with a touch of Buddhist inclination whereas Nepali follow Hindu culture and tradition but the most interesting part is too see how these two opposite culture blends together during different festivals where no one can distinguish who is celebrating which festival. Here one can definitely see communal harmony in its true essence.

The major challenges that the school was facing were

1. Unavailability of land for gardening.
2. Absenteeism.
3. Low performance in mathematical table recitation.
4. Poor in spoken English.
5. Poor co-ordination among staffs.

### **Efforts Initiated or the Process of Transformation**

A staff meeting was called upon in the beginning of the session where we tried to identify challenges and problems of the school. After much discussion and brainstorming it was decided to take up three major problems for the session 2018-19 namely: -

1. Improving the spoken English of the students.
2. Mathematical table recitation up to 20.
3. Development of School kitchen garden.

Once the problems were identified, the staffs were encouraged to come up with innovative ideas and share it. Once the ideas were shared, proper planning was done. It was decided to make three groups to take up three different problems.

#### **1. Improving the spoken English of the students.**



**(Kids practicing English conversation)**

A group of 5 teachers were assigned with improving the spoken English of the students. Classes 3 to 8 were the targeted group of students where classes were segregated as 3 & 4, 5, 6, 7 & 8. A provision in the school time table was made

to allocate spoken English period. During this period, individual teacher would groom students in spoken English. The students were encouraged to communicate in English and were reinforced with verbal and non-verbal cues even if they were speaking the wrong sentences. Gradually, the teachers were able to reduce the hesitation of the students. Since the schools were over burdened with the activities and programmes the desired result could not be obtained. Hence, we made it into another year's plan.

[DRAFT]

## 2. Mathematical table recitation up to 20.



Mathematical  
table Recitation  
by one of the  
Student up to 20

For this assignment three teachers were engaged. They had to make the students to recite the mathematical table during zero hours and the students were kept under their guidance and vigilance so that every time they met they had to recite the table. With tremendous hard work from the students and dedication from the esteem leader teacher the some of the students could recite the table up to in the morning assembly where they were given rewards.

## 3. Development of School kitchen garden.



(Cauliflower cultivation in plastic bags)



(Leased field)



(Its harvest time)

As I have already mentioned in the beginning, there were no extra land where we could have engaged the students for the kitchen garden. But as planned in the meeting, one of our senior teacher whose residence was close to our school agreed to provide some land for installing our kitchen garden but the problem was since it fall beyond our school complex it would be entirely a dramatic scene to depict in our case study. Then we came up with the idea that we would use plastic bags for the cultivation but at the same time it will be put under his jurisdiction so that the monkey attack could be monitored. Finally, with the contribution of biodegradable vegetables peels and wastes collected from the students, we were finally able to cultivate cauliflower and spinach in plastic bag at school as well as in small plot of land hired from the teacher at the end of the session.



[DRAFT]

### **Visible Results of Transformation**

Of course I could see a dramatic transformation in my school where the students belong to varied socio-economic back grounds and categories worked together and exchanged their ideas to achieve what initially we thought was impossible. This project has been successful in bringing up my staffs and students together as a one big family and achieve the common goals. Today we are not just running an institution rather we are running a family.



### **Further Areas for Change/ Transformation**

Though it has always been said that the school is the centre of a community. My plan for this new session would be to transform my school into a place where the villagers will have more credibility than the government appointed employee. I want to see the entire village as a learning centre.

### **School leader and Transformation**

Up till now I have always seen school heads are seen as a boss, managers and what not who are assigned with the job of getting good results in terms of measurable grades and marks. In future, I would really like to change the attitude of the mass in general that we the school heads are not what they think us to be, rather we are leaders and leaders has a long term vision. We don't simply guide our subordinates rather we are the path they are walking along. We don't force them to achieve goals but we reach the goals together. We don't command them but we are always there to empower them. It's more like, we are the path on which they are walking along. The path and the travelers reach the destination together.

***In my view school transforms when its head empowers his/her teachers to be leaders.***