

## CASE STUDY

### **1. School Name, Location and Complete Address, Phone Number, Mail ID**

Eklavya Model Residential School, Khumulwng, Jirania, West Tripura

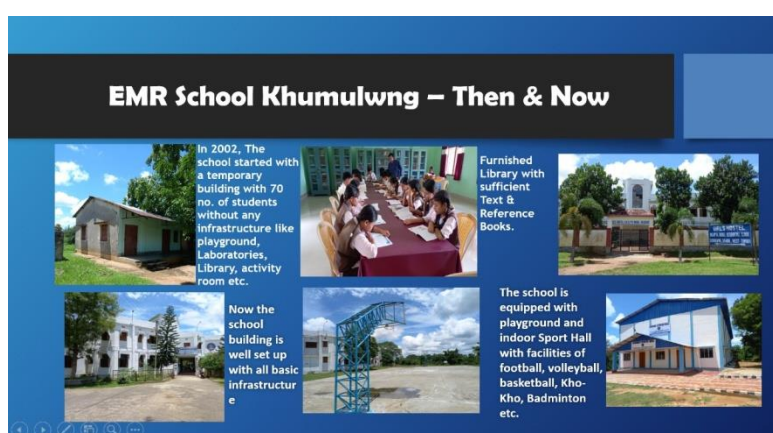
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### **2. A brief profile of the School which includes total student and teacher strength, classrooms, administrative staff, infrastructure**

The EMR School, Khumulwng was established on 19<sup>th</sup> July, 2002 under Article 275(I) initiated by the Ministry of Tribal Affairs, Govt. of India for the upliftment of Tribal population of the state and Nation, as well.



The School started with 60 nos. of student and 06 nos. teacher in a single building and now, it is a full pledged completely residential school and has been familiar as a brand school of Tribal education in the state for its multi specialties in Academic and Non-Academic fields.

At present, this school is having 429 nos. of student from Grade VI to XII (Co-Educational with Science and Arts Stream in Senior Secondary Level) and maintained expected student teacher ratio.

The number of Teachers is 26 and Non-Teaching staff is 18 (Administration and Multi Tasking)

The school is having one School Building with all desired infrastructure like Physics, Chemistry, Biology, Maths, Computer, Geography, Apparel Lab, Activity Room, Yoga Room, NSS Room, and required number of Class Rooms and other Administrative Rooms. Separate Hostels for Boys and Girls, staff quarter, Indoor Sports Hall, furnished play ground, Basket Ball Court etc. are the key ingredients of this school which has made this a well equipped school of the state.

### **3. The present scenario; Key Strengths and Weaknesses of the School (Strength Weakness Opportunity Threat Analysis).**

**Key Strengths-** This school has been achieved 100% result in Board (STD X and XII) Exams almost every year. Grabbing the students from first generation learners, a good number of tribal students of this school have been placed in good profession like Doctors, Engineers, Bank officers etc. One student of this school is pursuing Ph.D in Civil Engineering at IIT, Delhi.

Skill Lab of Trade (Apparel) has been established in this school with the Joint Initiative of CBSE and World Bank. Skill Lab is running smoothly and by this time, our students have been expert in Textile and Paper Jewelry making.

Our students make Traditional Dresses like Rignai, Risha etc. in our Skill Lab which are very popular in Tripura. They also do make Jewelry items from paper, thread, plastic which are also very attractive and have high demand in local market.

We do participate in various local Expo's and Mela's and have achieved a great acceptance. We have raised a fund in the school out of profit gained from the product of Skill Lab.

Skill/Vocational Education of this school is an additional feather and our students participated in 1<sup>st</sup> National Level CBSE Skill Expo held at Delhi in September, 2023 and invited attraction of CBSE and Skill India Officials. Various Entrepreneurs expressed their interest to take our products for commercial venture.



**STUDENTS IN SKILL LAB**



**PARTICIPATION IN CBSE SKILL EXPO**

Tribal are born with vocational traits and they have intensive interest and profound knowledge about their own traditional attire. From the years to years back, tribal make dresses reflecting their culture and tradition. Government has paid special care to honor the

culture of the tribal and the team teachers of this skill lab guide and teach our student to weave, design, Painting of traditional attire and thus EMRS, Khumulwng has been helping to honour and preserve the rich heritage and tribal culture of the Nation.



### **STUDY TOUR AT SINGAPORE**

CBSE also nominated me as a delegate to visit SINGAPORE to explore the Skill/Vocational Education System of Singapore and learn from the best practices of their institutions.



We have started our classes from standard VI to X through integrated Experimental Learning Pedagogy.

‘Experiential Learning Pedagogy’ in the light of NEP 2020 brings an enormous change in the Teaching Learning process in EMRS, Khumulwng, Jirania, West Tripura. Students are in the stress free environment doing their activities and learning by their own with the help of teacher’s guidance.

Student’s reflection on the topic taught is positive and the journey of this positive motivation of the students had started from the time when the teachers started their trainings on ‘Experiential Learning Pedagogy’ conducted by the TISS, MGIS and NESTS.

At present, our students are in this position that, they can assess themselves, they can evaluate their team work and mostly the peer reflections of the students make the learning more effective.

Our students are aware of ‘What to learn by doing’, ‘How to do’ and ‘why to do’ and this awareness makes the student’s attraction towards learning.

Our school is conducting regular classes on ‘Experiential Learning Pedagogy’ based and getting fruitful feedback from the students. The students from grade level 6<sup>th</sup> to 10<sup>th</sup> are joining on regular ‘Experiential Learning Pedagogy’ based classroom on ‘Integrated lesson Plan’ and ‘Individual Subject’s Lesson Plan’ with their full enthusiasm.



The teachers team of this school have created a joyful learning Environment which enhances learning capabilities of the learners. Every Child is born with special potentialities and here we do take care to nurture and explore their talents. Emphasis is encouraged to create interest of learning among the tribal kids. We have adopted joyful ELP to saturate basic purpose of Education.

Students are staying away from their family and team of teachers make our learner to feel, the school is very supportive and students remain busy with various creative activities. Any success stories of the students are complimented and teachers always stay very friendly with the students for their holistic development.

Here student teacher ratio is 16: 1 and teachers can reach to each and every student for all aspects and needs, as well.

Present days, our students are learning in a fear free with stress free environment, which is key point of success.

**Weaknesses- Remote** location, Tendency of Drugs addiction, Lack of Interest of Parents towards education.

**Opportunities -** The Tribal students can pay hard labour, if their faith and confidence could be gained. We have changed the complete scenario by counseling and motivating our learners and results have been reflected.

Skill based learning may be the alternative, as the tribal students are very skilled in hand work.

**Threats-** Orthodoxy in nature and Tendency of Drug addiction is the prime threads here.

#### **4. The description of community - cultural pressures; values, attitudes, needs and expectations; skills, chief occupation.**

The schools is located in the area of 100% Tribal population having various Tribes like Tripuri, Jamatia, Reang, Darlong, Kaipeng, Mog, Halam, Chakma etc and maximum are



**ELP IN CLASS ROOM**

illiterate and have no interest towards education. Whole area is mostly addicted with drugs and alcohol and they rarely go for medical treatment rather they like to have customary treatment. Local people are expert in hand work like Weaving, Paper Jewelry making etc. Maximum people are engaged in farming and small business here.

#### **5. The problem situation – What and Why; the challenges and issues:**

Since the inception of EMRS, Khumulwng located in TTAADC's Head Quarter having the different vulnerable Tribal Communities and dealing almost with the 1<sup>st</sup> generation learners is rather challenging. Insurgency Problems and locally prepared drugs (Wine) as customary norms of youth encircled with frequent addition created a major threat. Despite of language barriers educating the child in modern languages was a great challenge.

At once harmony/peace was rather important then education. Running residential school and living in the remotest areas rather challenging for life and livelihood which is now gradually transforming towards peace.

Keeping the children within the residential premises was a great challenge especially for education.

#### **6. The change initiated, the Plan of Action, Strategy, Outcome,**

Since the inception of the school on 19<sup>th</sup> July, 2002, I have been functioning as Principal In-Charge of the school with a few nos. of staff and student, as well.

##### **➤ Change Initiated:-**

To overcome challenge of drug (locally prepared wine from rice), we have taken a leap-forward by introducing a new club beside the other club activities. Anti addiction club is one such initiative to transform the students knowing its ill-effects and to disseminate the ideas among



students. We have conducted short-skit, **DRUG AWARENESS CAMPAIGN IN VILLAGE** seminar and work shop for awareness activities among the learners. It is felt that, the Percentage of addiction has been reduced to 2% to 3%.

Nothing can be changed overnight, though this action plan has been work out to remove a good percentage of student from this addiction. Our vigilance is still continuing to make 0% addiction creating various attempts beyond the knowledge of learners.

- At the 1<sup>st</sup> step, School has given importance on learning atmosphere and developing educational infrastructure.
  - At the 2<sup>nd</sup> step, we have been initiated to build trust and confidence of learner's interest towards education.
  - At the 3<sup>rd</sup> step, we have been initiated for overcoming the problems of water, electricity and other requisite materials like supply of vegetable, foods, firewood etc.
  - At the 4<sup>th</sup> step, developed other infrastructure like play ground for sports of different items and other Co-Curricular activities.
- **Plan of Action:-** I thought that, only education can change everything in life so that, the following action have been initiated by me as-
- Amicable learning atmosphere among students.
  - Importance on use of English rather than local colloquial languages so that, every inter and intra communication skills developed among the students.
- **Strategy and outcomes:-** The students from this Institution are pursuing Medical, Engineering and various Technical and Non-Technical courses throughout the country. Students also show outstanding performance equally in sports and cultural activities too.

**7. Time taken to bring the change, the processes involved, the failures, the successes, most importantly; the learning**

I believe in continuous and comprehensive efforts which may not be created a sudden change but in gradual progress.

Students are at the epi-centre of all processes related to educational progress. Learners Centric Activities with utilization of stress free education has given a rapid outcome in all spheres of school activities which termed the institution as prestigious one.

Despite of several failures have been accompanied in day to day phenomenon like the local issues, criticism etc. couldn't create any major encumbrances so far.

In the eyes of locality, the school is now stands at the back-bone of every success in the society. In comparison to all locally managed institutions, EMRS, Khumulwng has spread its branches in all sphere of development fostered by Ex – EMRS Students in various professions due to learner's friendly activities.

**8. The role of school leadership, behavior modeling and example setting by the head of school and other factors relevant to the transformation, other key influential personalities/groups – their feelings/views (expressed in verbatim as quotes)**

The role of Principal as a key leader of school like a ferryman in a boat. It is the behavior of a school head which would be the guidance in an exemplary manner. It is the Principal who make good academic, administrative, intra and inter disciplinary activities of the school. The stakeholders, locality, parents must be influenced by this Pedagogical Leadership in all spheres of school activities so that, every problems can be solved in a simplest manner. I have been successful so far in this regards.

**9. The theory of change – which means the turning points for the school head/leader, the reflections on what worked and why or the ‘mantra’ for change.**

Continues and comprehensive efforts, determination, interest and team work are the main yardstick of change. Our MANTRAS has been focusing to hard work and determination towards the fulfillment of the goal in life. This can be achieved with the steppingstone of successes.

Collaborative approach and decentralization of leadership turned all individual to a responsible guide with a lot of successful stories.

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