

## Case Study

**On the theme of “ Whole School Development: Synergizing Leadership across School Ecosystem”**

### **01. School Name:-**

**Purv Madhyamik Vidyalaya Para Nankar**

**Block:- Naugarh, District:-Siddharthnagar**

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Location:- Remote area of an aspirational district of Uttar Pradesh.

### **02. A brief profile of the School:-**

- Total Students :- 113
- Teacher Strength:-01
- Class Rooms :- 03
- Administrative Staff:- 0
- Infrastructure:- Few Basic Facilities

### **03. The present Scenario of School:-**

- Key Strength:-
  - Cram Free School.
  - Fearless environment.
  - A Place of joy more than gaming.
  - Active social Engineering of HoS.
  - Works as facility center for the current students as well as earlier students also.
- Weaknesses
  - Lack of Teacher according to standard of RTE Act.
  - Teacher pupil ratio is 1:113.
  - Lack of Basic facilities and infrastructure.
  - Carelessness of few parents.
- Opportunity :-
  - After a long list of challenges in the present scenario of the School there are lot of opportunities are also available.
  - Student of the School can achieve academic success at National level/ State level competition as they have

achieved earlier in National Means- cum Merit Scholarship 2023-24 and Scheme for Residential Education for Students in High Schools in Targeted Areas (**SHRESHTA Scheme 2023**) Organized by Department of Social Justice and Empowerment for SC students.

#### **04. Description of community:-**

➤ Cultural Pressures:-

- It effects the scenario of the school because on the ground level the cultural activities are not in their original meanings. For example:- In today's scenario if we talk about a cultural activity of '**Marriage**' of a family member it takes more then 15-20 days of students in their house hold activities. Then after the whole family comes in financial crisis due to splurging after borrowing money from difference sources like relatives, bank and others which is the root cause of other challenges. As well as in **festival season, crops cutting season, paddy plantation season, time to time irrigation of crops** etc effects the student regularity in the School. Many more things are playing negative roles in effecting scenario of the School like feminization of poverty etc.

➤ Values:-

- Short term objective of their life.
- Simplicity.
- Sense of cooperation.
- Care of elders.
- Festival lovers.
- Innocent.
- Traditional thinking.

➤ Attitude:-

- Patriarchal.
- Conservative mind set.
- Lack of hygiene.
- Quarrel some (**Because of land based economy**).
- Superstitious and lack of scientific temperament.
- Prejudice.
- Traditional thoughts.

- Needs and expectations:-
  - Basic infrastructure in health, education, sanitation, poverty elevation, skill development, employment and community awareness programs for menstrual hygiene, anemic etc.
- Skills:-
  - Agricultural skills, Construction skills etc (**POP, Plumbing, Civil, Casual workers**).
- Chief Occupation :-
  - Unorganized sector allied with agriculture and constructions, Driver, Casual Labor, Farmer etc.

#### **05. The problem situations:-**

- What are the challenges
  - Irregularity of students.
  - Adverse Teacher-Pupil ratio ( **Which is 1:113**)
  - Extra-Academic work load.
  - Lack of teacher and other School staff.
  - Lack of modern infrastructure.
- Why there are issues:-
  - Irregularity of the students are because cultural pressures, younger brother's and sister's responsibility, house hold and agricultural tasks, carelessness of few parents, health issues, lack of psychological counseling of both parents and students for identification of child's skills.
  - Due to lack of holistic policy formation and execution by the government for fulfillment of teacher pupil ratio and basic infrastructure.
  - Due to lack of non-academic staff.

#### **06. The change Initiated:-**

- The Plan of Action:-
  - I got the chance to work as HoS of a closed school in **December 2021** after the pandemic of **COVID-19**. It was very difficult to call the students to the School due to their fear. Most of the parents of the student have lost their jobs during lockdown. They were facing critical financial crisis, which is the mother of other critical challenges. In such

circumstances, I decided to collect the students for opening the Close School, **Purv Madhyamik Vidyalaya Para Nankar**. Few of the students were already nominated in the school and few students were nominated by me after opening the School.

- By establishing fine balance between academics and extra-curricular activities, counseling of students and parents, sensitization and inculcation of values.
- Me and my students decided to face all the coming competitive examinations without fear. Either result comes in our favor or against us, but we will try. Continuous hard working of 12 to 15 months we were mentally ready to face coming challenges.
- We participated in following exams and activities.
  - **Block Level Competition**
  - **Rashtriya Aviskar Abhiyan 2022-23 (Project Work on “Soil Health Study”)**
  - **National Means-Cum Merits Scholarships 2022-23**
  - Scheme for Residential Education for Students in High Schools in Targeted Areas (**SHRESHTA Scheme 2023**) Organized by Department of Social Justice and Empowerment, Government of India for SC students.
  - **Educational Tour** of different places including “Space Lab”.

➤ Strategy:-

- Maximum students will participate in all exams and activities.
- Make the students able to learn the things or concepts, in other words students were “Learning to Learn”, How to learn ? And What to learn ?
- By establishing fine balance between academics and extra-curricular activities, counseling of students and parents, sensitization and inculcation of values.

➤ Outcomes :-

- In Block Level Competition total 25 students of 6 to 8 standard took participation only 03 students were score 1st Prize and 01 student was second in different contests.
- In the **National Means-Cum Merits Scholarships 2022-23 total 29 students** participated in one day exam which is the

largest participation of the School in the whole district Siddharthnagar. In which **06 students** declared pass and **02 students were in the Merit List of the district**. Both were holding rank 32.

- In the Scheme for Residential Education for Students in High Schools in Targeted Areas (**SHRESHTA Scheme 2023**) Organized by Department of Social Justice and Empowerment, Government of India for SC students. Total 09 Scheduled Caste Students participated in the exam. They **score All India Rank as follows-**

Sr.No.	Student's Name	Father's Name	School Name	All India Rank
1	Khushbu	Jaspreet	PMV PARA NANKAR	1446
2	Priya	Ram Bahal	PMV PARA NANKAR	1691
3	Shivangi	Jaspreet	PMV PARA NANKAR	1957
4	Surybhan	Ram Narayan	PMV PARA NANKAR	2201
5	Manoj	Dharmendra	PMV PARA NANKAR	2267
6	Priya	Vishnu	PMV PARA NANKAR	2376
7	Ravi	Umesh	PMV PARA NANKAR	2378
8	Neha	Umesh	PMV PARA NANKAR	2434
9	Naveen	Kanhaiya	PMV PARA NANKAR	3565

**Top 03 students** of the above list are finally selected for getting their further education of class 09 to 12 from reputed private residential institution and The Department of Social Justice and Empowerment, Government of India will **pay 4.7 lakh** for each students for their complete academic and residential expenses.

#### **07. Time taken to bring the change:-**

- It took 12 to 16 month to bring the change.
- Psychological treatments, remedial teaching, teaching in regional languages etc processes were involved.
- The failures were very interesting because most of the students who were not getting success in the above said exams or activities they took the result very positively. Instead of weeping or crying they were preparing themselves for the next challenge. Some times they under estimate themselves.
- The successes were very exciting and joyful. When the students faced the exams they feel more confident and excited. They behave fearless about exams

and other activities. Few of our students are getting their education in reputed residential institutions in the **SHRESHTA Scheme 2023**.

- **The learning lesson is “Keep Trying” and “Initiating the Things” Because without trying we can not get opportunity of participation and without initiating a task or challenges we can not achieve our “Success” or “Failure”. Both are essential for our students.**

#### **08. The Role of School Leadership:-**

- A HoS leads the holistic environment of a School. With a self motivated HoS With a strong will power, great planning and strategy we can achieve a huge goal of dynamic change in our school for our students. In my condition my students become fearless and confident about exams and other activities. They feel ready for any coming challenges, they do not think about the result. They belief in keep trying for initiating the tasks or challanges

#### **09. The Theory of Change:-**

- **“ Keep trying” with “Initiating the Things” are my mantras of leading for holistic development of my brave students. When they get success, they enjoy it and when they get failures they learn and observe the things why they got failures ? In both situations HoS and as well as a teacher achieves the goal of learning.**