

Theme: Pedagogical Leadership for Enhancing Student Learning Competencies

Smt Rehana Qussar

Head of Institution

Government Boys Middle School, Yarikalan, Chadoora

Budgam, Jammu and Kashmir

Email id: riyaz.dar0182@gmail.com; rehanaqussar@gmail.com

Mobile no.: 9797978449

Case Study and Transformation of GBMS Yarikalan

By Ms. RehanaQussar, HOI GBMS Yarikalan

Introduction:

Nestled in the serene yet underprivileged rural landscape of Yarikalan, Government Boys Middle School (GBMS) Yarikalan was once a forgotten institution, plagued by dwindling enrollment, outdated teaching methodologies, and inadequate infrastructure. However, under the transformative and visionary leadership of Ms. Rehana Qussar, the Head of Institution (HOI), the school has risen from obscurity to become a beacon of academic excellence, innovation, and community pride.

Through strategic initiatives and a dedicated approach, enrollment has surged from just 32 to 70, reflecting the growing trust and recognition of the school's innovative practices. Leadership in Action: Together Everyone Masters Success has been the guiding motto, uniting the entire team in their mission to uplift the institution and provide the best possible education to every child. This remarkable journey has been fueled by a collective effort, where every member of the team, from the teaching staff to the support personnel, works hand-in-hand to create an inspiring and dynamic learning environment.



Today, GBMS Yarikalan stands as a model of holistic education, seamlessly blending modern pedagogical practices with local values and culture. Ms. Rehana Qussar's and her team relentless efforts have not only enhanced the learning environment but have also fostered a sense of ownership and belonging among students, parents, and staff alike. Through initiatives rooted in Competency-Based Education and the principles of NEP 2020, the school has cultivated a thriving ecosystem of inquiry, creativity, and collaboration.

The institution now boasts a dynamic learning environment enriched with innovative teaching tools, a flourishing kitchen garden contributing to the Mid-Day Meal Scheme, and a strong emphasis on sustainable practices, including environmental conservation projects led by the students themselves. From implementing cutting-edge food pedagogy to promoting Early Childhood Care and Education (ECCE) training for support staff, GBMS Yarikalan has become a hub for transformative educational practices. What was once an

overlooked institution is now a source of pride for the community, proving that with vision, teamwork, and unwavering dedication, even the most underprivileged schools can shine on the path of excellence.

The remarkable progress achieved by the school has not only ensured 100% academic results but has also inspired numerous students from private schools to enroll in GBMS Yarikalan. By embracing NEP 2020 guidelines, competency-based education, and Sustainable Development Goals (SDGs), the school now serves as a model for transformation in government education.

Initial Challenges Faced:

1. **Declining Enrollment:** The school faced an acute challenge of dwindling student numbers due to a lack of trust in government institutions. Parents preferred enrolling their children in private schools, despite the higher financial burden.
2. **Outdated Infrastructure**
3. **Classrooms were poorly equipped, lacking both basic amenities and resources to make learning engaging. The absence of a conducive learning environment hindered student motivation.**
4. **Limited Pedagogical Resources:** Teachers relied on traditional rote-based methods, with minimal integration of modern teaching strategies or child-centered approaches.
5. **Neglect of Socio-Emotional and Environmental Awareness Themes** such as gender sensitization, civic responsibility, and environmental sustainability were rarely addressed.

Vision and Leadership: Upon assuming charge, Ms. Rehana Qussar envisioned a school that not only excelled academically but also served as a model for holistic education. Her approach was anchored in the principles of:

Competency-Based Education (CBE): Focusing on skills, understanding, and real-world applications.

Inclusivity and Equity: Ensuring equal opportunities for all, regardless of gender, socioeconomic status, or learning abilities.

At GBMS Yarikalan, our dedication to inclusivity has been evident through the remarkable growth of students like Masroor Sajjad, who has Cerebral Palsy, and Mohammad Aqib, who has Down Syndrome. These children have not only been active participants in school life but have also shown tremendous progress, reflecting the effectiveness of our initiatives and the support of their peers and



teachers.

Masroor Sajjad's journey has been particularly inspiring. This year, we introduced a wax therapy activity to aid in his physical development and enhance his motor skills. His progress has been noticeable, and his enthusiasm to engage in classroom activities has been heartening. His parents have expressed immense gratitude for the efforts of the school, acknowledging how this initiative has positively impacted their child's growth and confidence. Similarly, Mohammad Aqib has been a shining example of resilience and joy. Despite his challenges, he has participated actively in all school events, including Bagless Days and Harvest Festival, and has developed socially and emotionally. His parents have shared their heartfelt appreciation for the inclusive environment of the school, noting how it has provided him opportunities to thrive and feel valued as a part of the community.

The support extended to Masroor, Mohammad Aqib, and other CWSN students at GBMS Yarikalan is a testament to our commitment to ensuring every child receives the care, respect, and education they deserve. As we reflect on this year, their progress and the gratitude of their families remind us of the transformative power of inclusivity and compassion in education.



SDG Alignment: Integrating global educational and environmental goals into daily practices.

Community Engagement: Building trust with the local community to foster a sense of collective responsibility.

Strategies and Interventions:

1. Academic Excellence through Competency-Based Education
 - Introduced engaging, competency-based worksheets designed by the HOI herself, tailored to meet the unique needs of the students.
 - Conducted remedial classes and personalized learning sessions to support students struggling with basic skills.
 - Appointed an Academic Coordinator to monitor teaching quality, student progress, and curriculum implementation.
 - Organized regular Parent-Teacher Meetings (PTMs) to involve families in the educational journey and address their concerns.
2. Infrastructure Development
 - Established a kitchen garden to teach students about agriculture, sustainability, and nutrition. This space also serves as a living laboratory for hands-on learning.

- A greenhouse system shall be in place in the coming session, supported by Honourable MLA Chadoora Mr Ali Mohammad Dar Sahib which shall provide students with experiential learning opportunities in science and environmental studies.
- Enhanced the school's aesthetics with bulletin boards showcasing students' work, thematic content, and updates related to SDGs.
- Transformed the school into a print-rich environment, with colorful charts, maps, and educational posters displayed across classrooms and corridors.

3. Socio-Emotional Learning and Inclusivity

- Focused on gender sensitization, organizing activities and discussions to break stereotypes and promote equality.
- Celebrated cultural events such as Teachers' Day, emphasizing themes like inclusivity and respect for diversity.
- Encouraged students to explore their creativity through activities like art, dance, and drama, fostering emotional well-being.



4. Environmental and Civic Engagement

- Declared a Clean and Green Campus, integrating environmental sustainability into the school culture.
- Organized a plantation drive on Voters Day, where the first five voters planted trees, promoting civic responsibility and environmental awareness.
- Displayed geographical maps on playgrounds and walls, helping students develop spatial awareness and curiosity about the world.
- Transformation at GBMS Yarikalan goes beyond academics —it extends to nurturing the holistic development of every child. Snack time has emerged as an innovative form of pedagogy, where food becomes a medium of learning, discovery, and joy.
- Food Pedagogical Approach a new innovation: As the Head of Institution, Ms. Rehana Qussar, introduced Food Pedagogy as another innovative approach to engage our young learners. This method seamlessly integrates the joy of eating with cognitive and social development. Snack time is not just about nourishment; it's an opportunity for children to explore textures, flavors, and cultural connections, all while learning valuable life skills.
- The success of this approach, combined with the tireless dedication of my team, has drawn admiration from parents, the community, and even dignitaries like MLA Chadoora, Mr. Ali Mohammad Dar, who recently praised the exceptional progress of our students. This is a testament to the collective effort and innovative practices that define the spirit of GBMS Yarikalan.

5. Embracing Technology and Digital Literacy:

- Introduced interactive digital resources, including curated videos and animation, to make learning more engaging.
- Shared educational videos and innovative teaching practices on social media to

inspire other educators and gain community recognition.

6. Teachers' Day, Children's Day, and various festivals celebrated at GBMS Yarikalan brought us closer as a team, strengthened our bond with students and their parents, and showcased the true spirit of our school community. Students from all stages—FLN, Preparatory, and Upper Primary—actively participated in these celebrations, making them vibrant and memorable. We had the privilege of showcasing students' performance throughout the academic year during the Result Day Celebration, where parents were presented with a detailed overview of their children's achievements on the academic front. These events fostered a sense of unity and pride among the entire school community.



Key Achievements

1. 100 % Academic Results: GBMS Yarikalan has consistently achieved 100 % results, with students excelling in both internal and board examinations.
2. Increased Enrollment: Enrollment in FLN classes grew from 5 to 30 within nine months, and many students from private schools are now opting for GBMS Yarikalan due to its improved reputation.
3. Environmental Recognition: The school was declared the most clean and beautiful polling booth (31 Chadoora Constituency) during assembly elections.
4. Model of SDG Implementation: The integration of SDGs has made the school a pioneer in sustainability and global citizenship education.



Impact on Students and Community

Students: Improved academic performance and critical thinking skills due to competency-based education. Greater awareness of environmental and social issues through hands-on projects and discussions. Enhanced creativity and confidence through cultural and extracurricular activities.

Community: Increased trust in government schools, reflected in higher enrollment and

parental involvement. Stronger community-school collaboration, with parents and local leaders actively supporting initiatives like the greenhouse system.

Lessons Learned:

1. **Leadership is Key:** A committed and visionary leader can transform even the most under-resourced institutions.
2. **Community Collaboration is Crucial:** Engaging the community fosters trust and ensures the sustainability of initiatives.
3. **Focus on Holistic Development:** Education should go beyond academics, addressing socio-emotional, environmental, and civic dimensions.



Future Plans

1. Digital Transformation

Introduce smart classrooms and e-learning tools to enhance digital literacy among students and teachers.

2. Expanded Environmental Initiatives

Develop additional sustainability projects, such as rainwater harvesting and waste management systems. At GBMS Yarikalan, our commitment to education goes hand in hand with fostering environmental awareness. Recognizing the pressing issue of pollution near a nearby water body, we took the initiative to restore its natural beauty. The site was cleaned as part of a community-driven effort, and the concerned line departments were informed about the alarming piles of garbage accumulating in the area. To deepen the students' understanding of their surroundings, we invited a senior civil society member to share the history of this cherished water body, enriching their knowledge and fostering a sense of responsibility. This initiative inspired collective action, and as a result, a garbage collection system for the entire area has been successfully implemented.

This endeavor not only rejuvenated the water body but also instilled in our students and the community a profound sense of stewardship for their environment. It stands as a testament to the power of collaboration and the

transformative impact of education that extends beyond the classroom.

3. National and International Recognition

File detailed case studies with NCERT and Fulbright Teacher Exchanges to gain broader recognition for the school's achievements.

4. Advanced Training Programs

Provide ongoing professional development for teachers to adopt innovative and inclusive pedagogical practices. The transformation of GBMS Yarikalan under the leadership of Ms. Rehana Qussar is a testament to the power of vision, dedication, and collaboration. By addressing challenges head-on and embracing innovative practices, the school has set an example for others to follow. With its emphasis on academic excellence, environmental sustainability, and community engagement, GBMS Yarikalan stands as a beacon of hope and inspiration in the realm of public education.



A visit to the Mini Zoo at Pahalgam:

An enriching and eye-opening experience for the students of GBMS Yarikalan. Aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education and SDG 15: Life on Land, this excursion aimed to provide students with a deeper understanding of biodiversity, conservation, and the interdependence of all living beings. The zoo visit offered students an opportunity to observe a variety of animals in their natural-like habitats. From majestic leopards to playful bears and colorful birds, the children were fascinated by the diverse species and their unique behaviors. The educators ensured an enthusiastic and hands-on approach, encouraging students to ask questions, make observations, and reflect on the importance of preserving wildlife and their habitats. This holistic learning experience bridged the gap between theoretical knowledge and real-world understanding. The visit was designed to ignite curiosity, foster empathy towards animals, and instill a sense of responsibility for environmental conservation. Students learned about the fragile balance of ecosystems and how human actions impact wildlife, connecting the day's activities to SDG 15, which focuses on protecting, restoring, and promoting sustainable use of terrestrial ecosystems.

Such experiential learning activities are a cornerstone of the innovative pedagogical practices at GBMS Yarikalan, ensuring that students not only excel academically but also grow into environmentally conscious and responsible global citizens.

Philosopher House and Genius House

At GBMS Yarikalan, healthy competition is the cornerstone of our growth and progress. The Philosopher House and Genius House are two dynamic teams, always striving to

outdo each other in fostering holistic development. This spirit of rivalry was further ignited when the responsibility of maintaining the school's kitchen garden was distributed between the two houses.

The results were extraordinary. The kitchen garden flourished, providing fresh, organic vegetables that were used throughout the year for the Mid-Day Meals (MDM). Crops like maize and chilies thrived under their care, with surplus chilies stored for the upcoming session. This remarkable achievement was a result of the teamwork and dedication of all staff members, including our watchman, cooks, and MDM helpers, who worked hand-in-hand with their respective houses.

Under the leadership of the Head of Institution, Ms. Rehana Qussar, even our Aayas found inspiration to grow professionally. Motivated by her encouragement, they are now pursuing a certificate course in Early Childhood Care and Education (ECCE), empowering themselves with knowledge and skills for the benefit of our young learners.

This collective effort highlights the strength of teamwork, unity, and the drive to excel, making GBMS Yarikalan a model for innovation and collaboration in education.

Before concluding, it is essential to reflect on the remarkable milestones achieved by GBMS Yarikalan this year. The Harvest Festival Celebration was a vibrant event joined by JD DSEK Mr. Abdul Hamid Fani and CEO Budgam Mr. Rajiv Abrol that united students, parents, and the community, emphasizing the value of cultural heritage and agriculture. The consistent success of our Parent-Teacher Meetings (PTMs) has fostered a strong bond of trust between the school and parents, as evidenced by the steady influx of students from private schools. This shift highlights the faith in our team's tireless efforts, which have significantly enhanced the school's reputation.

We proudly celebrated 10 Bagless Days, each tailored to promote experiential learning and creativity, directly aligning with NEP 2020 objectives. These initiatives, combined with innovative teaching strategies, have led to measurable progress in learning outcomes. Our Annual Day Celebration, themed around Goal 4 of SDG, showcased our commitment to quality education and sustainability, inspiring students to aim for a brighter future.



The book-sharing initiative, where seniors gifted books to juniors, fostered values of reuse, recycling, and collaboration, creating an environment of mutual respect and learning. Parents and the community have expressed immense satisfaction and pride in the school's progress, reinforcing their trust in our vision. The journey of GBMS Yarikalan stands as a testament to the power of dedication, teamwork, and innovation in transforming education. We remain committed to achieving even greater milestones in the coming year, ensuring holistic development for every child while upholding the principles of NEP 2020.

"Toy Pedagogy: Learning Through Play, Building Futures Today!"

At GBMS Yarikalan, the innovative introduction of Toy Pedagogy for FLN (Foundational Literacy and Numeracy) Kids has revolutionized the way young learners engage with education. Spearheaded by the dynamic Head of Institution, Ms. Rehana Qussar, all toys were personally sponsored and meticulously arranged to align with the vision of NEP 2020 and the guidelines of the National Curriculum Framework for Foundational Stage (NCF-FS).

This playful yet purposeful approach has transformed classrooms into vibrant hubs of curiosity and creativity. Rooted in the principles of learning by doing and experiential learning, Toy Pedagogy seamlessly integrates cognitive, physical, and socio-emotional development. Activities involving toys are carefully designed to develop competencies such as problem-solving, fine motor skills, and teamwork, nurturing foundational skills in an engaging and meaningful way. The results have been phenomenal. Students are not just learning—they are thriving. This hands-on approach has sparked enthusiasm, enhanced their retention of concepts, and fostered a love for learning, making education a joyful experience. By leveraging the power of play, Ms. Qussar has ensured that GBMS Yarikalan remains a trailblazer in implementing NEP 2020 and NCF-FS, setting a benchmark for foundational education in the region.



Conclusion:

At the heart of the transformative journey of GBMS Yarikalan lies a visionary leadership that has consistently prioritized the holistic development of students while fostering a culture of collaboration and innovation among staff. The leadership team has been instrumental in aligning the school's practices with the goals of NEP 2020, ensuring that every child thrives in an environment of joy, inclusion, and competency-based education. Under this dynamic leadership, the school has embraced initiatives that encourage creativity, community involvement, and experiential learning.

From the successful implementation of 10 Bagless Days to the Annual Day Celebration themed around Goal 4 of SDG, the focus has always been on making education meaningful and impactful.

The leadership's dedication to fostering trust among parents and the community has led to a steady increase in enrollment, with many students transitioning from private schools

to join the thriving ecosystem of GBMS Yarikalan. The ability to inspire teamwork among staff, engage parents as partners in education, and cultivate a sense of ownership among students is a hallmark of effective leadership. By nurturing a shared vision and leading by example, the leadership has positioned GBMS Yarikalan as a model institution, proving that with the right direction and effort, government schools can excel and outshine expectations.

As this session concludes, the leadership rearms its commitment to continuous improvement, innovation, and creating opportunities for every child to achieve their fullest potential. Together, we march forward, united in purpose and determination to shape a brighter future for all.

All evidence in the social media platforms Both on Facebook and Instagram

"Leadership in Action: Together Everyone Masters Success!"

