

Case Study 4 of 8

Name of School: Brikshada Reang Para SB School, District: Dhalai, Block: Ganganagar

Name of Teacher In-Charge: Mr. Subhash Chakraborty, C.T (Upper Primary).

Introduction:

Brikshada Reang Para SB School, located in Ganganagar, Dhalai, within the Tripura Tribal Areas Autonomous District Council, is pioneering an innovative approach to overcome language barriers faced by its students. With a significant number of Kokborok-speaking students who struggle with Bengali and English, the school has implemented a successful multilingual education program. This case study explores the strategies and impact of this initiative, highlighting the leadership of the head teacher, Mr. Subhash Chakraborty.



School Background:

Brikshada Reang Para SB School serves a diverse student body from the tribal areas of Tripura. The school is dedicated to providing quality education to its students, many of whom come from hillock regions and primarily speak Kokborok, the indigenous language.

Main Challenge:

The primary challenge faced by the school is the language barrier. Kokborok-speaking students have difficulty understanding Bengali and English, which are essential for their academic progress and integration into broader educational and social contexts.

Leadership and Vision:

The head teacher, Mr. Subhash Chakraborty, has shown exemplary leadership in addressing this challenge. His vision is to create an inclusive and supportive learning environment where language is not a barrier but a bridge to greater opportunities.

Key Leadership Strategies

Multilingual Classes:

Mr. Chakraborty introduced multilingual classes where instructions are given in Kokborok, Bengali, and English. This approach ensures that students can follow along and gradually become proficient in all three languages.



Engaging Activities:

The program includes a range of activities such as storytelling, songs, and games in multiple languages. These activities make learning fun and interactive, helping students to pick up new languages naturally.



Use of Visual Aids:

Visual aids such as flashcards, posters, and multimedia presentations are extensively used to reinforce language learning. These tools help in making abstract concepts more concrete and understandable.

Peer Learning:

Mr. Chakraborty encourages peer learning where students help each other in understanding different languages. This collaborative approach not only enhances language skills but also fosters a sense of community and mutual support.



Continuous Assessment:

Regular assessments are conducted to monitor the progress of students in all three languages. Feedback is used to tailor the teaching methods to meet the individual needs of students.

Impact on Students:

The multilingual education program has yielded significant success. More than 50% of the students across all classes now understand Kokborok, Bengali, and English. This achievement has several positive implications:

Enhanced Academic Performance:

Students are better able to comprehend and engage with the curriculum, leading to improved academic outcomes.

Increased Confidence:

The ability to understand and use multiple languages boosts students' confidence, making them more active participants in the classroom.

Broader Opportunities:

Proficiency in Bengali and English opens up wider educational and career opportunities for the students, allowing them to integrate more fully into mainstream society.

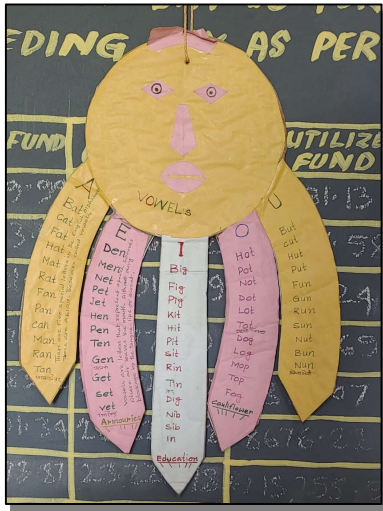


Learning multiple languages helps students appreciate and respect different cultures, fostering social harmony and cohesion.

Conclusion:



Brikshada Reang Para SB School, under the visionary leadership of **Mr. Subhash Chakraborty**, has successfully addressed the language barrier challenge through a comprehensive multilingual education program. This initiative not only enhances academic performance but also empowers students to become confident, multilingual individuals ready to seize broader opportunity.



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Mid-Day-Meal
