

Case Study 6 of 8

Name of the School : **West Bokafa HS School** District: South Tripura

Name of the HM: Sri Subir Chowhan.

Introduction:

This school is situated in purely rural area under Santirbazar Sub-Division of South District. It has always flourished in the best learning environments. For that, the role of a leader is always significant. Students belong to the labour class, they have come from different cultures and belong to low economic status. Most of the parents are doing daily wages labour. The school head and faculty members has worked industriously to overcome the challenges and the result of that hard work can be seen when now almost 90% of the parents have started coming to parents teacher meeting and the school students are getting prizes and awards in various competitions. Problems of limited resources are also smartly handled with best management skill of school leader.. In short the school is a perfect example of perfect leadership. The leader of the school has ensured to work in all the major key areas of leadership.

Introduce the key challenges or areas of improvement that the headmaster addressed:

Students belong to the labour class, they have come from different cultures and belong to low economic status. Most of the parents are doing daily wages labour. This creates major challenge for the school administration to cater individual need of the students.

Background:

Students belong to the labour class, they have come from different cultures and belong to low economic status. Most of the parents are doing daily wages labour.

Percentage of ST students- 31%

SC students- 12%

OBC students- 9%

UR students- 48%

Problem Statement:

Students belong to the labour class, they have come from different cultures and belong to low economic status. Most of the parents are doing daily wages labour. This creates major challenge for the school administration to cater individual need of the students.

Diverse Cultural Backgrounds:

Students coming from different cultures may have varying educational backgrounds, learning styles, and expectations. Addressing these diverse needs requires customized approaches that can be resource-intensive for the school administration.

Low Economic Status:

Economic status often correlates with access to resources such as textbooks, technology, and even basic necessities like food and clothing. Students from low-economic backgrounds may require additional support to ensure they have equal access to educational opportunities.

Parental Involvement: Parents who are engaged in daily wage labor may have limited time and resources to support their children's education. This lack of parental involvement can impact students' academic performance and overall well-being, necessitating interventions from the school.

Solution Implemented:

In the tranquil town of West Bokafa, nestled amidst lush greenery, West Bokafa HS School stood as a beacon of hope and opportunity for its students. At its helm was Sri Subir Chowhan, a dynamic leader with a vision for holistic education. Faced with the challenge of nurturing well-rounded individuals, Sri Chowhan implemented a series of strategic initiatives, each aimed at fostering growth, resilience, and community spirit.

1. Parents Teachers Meeting: Sri Chowhan understood the pivotal role of parental involvement in a child's education. Hence, he organized regular **Parents Teachers Meetings**, providing a platform for open communication, collaboration, and mutual support between home and school.

2. Staff Meeting: Recognizing the importance of a united faculty, Sri Chowhan conducted frequent **Staff Meetings**. These sessions served as forums for professional development, idea sharing, and strategic planning, ensuring that every staff member felt valued and empowered to contribute to the school's success.

3. Counselling of Students: Sri Chowhan prioritized the emotional well-being of his students. He established a dedicated counselling program, offering personalized support and guidance to students facing challenges, thereby nurturing their mental resilience and fostering a positive learning environment.

4. Classroom Teaching: Sri Chowhan believed in the transformative power of effective teaching. He encouraged innovative **Classroom Teaching** methods, tailored to the diverse needs and learning styles of students, fostering a love for learning and intellectual curiosity.

5. Cultural Activities: Embracing the rich cultural tapestry of the region, Sri Chowhan curated a vibrant array of **Cultural Activities**. From traditional dance performances to literary festivals, these events celebrated diversity, fostered creativity, and instilled a sense of pride in students' heritage.

6. Physical Activities: Understanding the importance of physical health in overall well-being, Sri Chowhan promoted regular **Physical Activities**. Whether through sports tournaments, yoga sessions, or outdoor adventures, students were encouraged to stay active and develop healthy habits for life.

7. Study Trip: Sri Chowhan believed in the power of experiential learning. He organized enriching **Study Trips** to historical sites, museums, and natural wonders, providing students with firsthand experiences that complemented their classroom learning and broadened their horizons.

8. Eco Club Activities: Driven by a commitment to environmental stewardship, Sri Chowhan established an **Eco Club**. Through tree plantation drives, waste management initiatives, and conservation projects, students were empowered to become champions of sustainability and guardians of the planet.

9. Tree Plantation: In line with his eco-conscious ethos, Sri Chowhan spearheaded **Tree Plantation** efforts within the school premises and surrounding community. These initiatives not only beautified the environment but also instilled a sense of responsibility towards nature in students' hearts.

10. Mock Drill on Disaster Management: In preparation for unforeseen emergencies, Sri Chowhan organized regular **Mock Drills on Disaster Management**. Through simulations and

training exercises, students learned valuable life-saving skills and developed the confidence to respond effectively in crisis situations.

11. Awareness Rallies: Sri Chowhan believed in the power of collective action to drive positive change. He organized **Awareness Rallies** on various social issues, from environmental conservation to gender equality, inspiring students to become proactive agents of social justice and community empowerment.

Through Sri Subir Chowhan's unwavering dedication and visionary leadership, West Bokafa HS School emerged not just as a center for academic excellence, but as a nurturing haven where students thrived academically, emotionally, and socially, poised to become the leaders of tomorrow.

Implementation Process: School leader takes meeting of the staff before commencement of the new session. He assigns different charges to the staff on the same day so that the staff could work properly. He is always available for staff, students and parents. Principal takes meeting of the staff every month. School organizes Parents-Teachers Meeting thrice a year. This helps in building a healthy relationship between teachers and parents, which is necessary for good foundation of a child. The teacher and the students are always attentive. An ideal time table has been prepared before the beginning of the session so that the teachers could prepare themselves accordingly. It is the duty of teacher to maintain the academic ambience in the adjustment period which is implemented in the school. There are - blackboard, duster, chalk and a notice board in each classroom. The charts are pasted on the walls of the classroom to make the environment better for teaching-learning. The classroom teaching is insightful, interesting and enjoyable. The students use text books rather than guides. The teacher regularly checks the notebook of students and to make this process better; the notebooks of students are checked by the school principal time to time. Along with studies and formal education, it is important that the mental and physical faculties of the child is equally developed. If well developed, the child is sure to have a bright future and a proud citizen of the country. For such overall development, the students participate in other activities in equal measure. For instance, our students participate in organizing fests, extempore, play, declamation, debates, painting competitions, science fair, quiz contest, playing.

Outcomes:

- ✓ Visible results- Jayashree Debnath (Highest Score in H.S).
- ✓ Best Eco club Award given by State Govt, Tripura .
- ✓ Chief Minister Excellent Award .
- ✓ 3 (Three) students got success in NMMS Exam- Sahil Sarkar, Pritam Majumder, Joysang Mog (2022), Anamika Das (2023).
- ✓ Tripura Science & Mathematics Talent Search Award(2023)- Umanta Reang & Lila Tripura.

Result of Madhyamik Exam (Last three years):

2021- 100%

2022- 89%

2023- 98%

H.S Result (Last three years):

2021- 100%

2022- 90%

2023-96%

Attendance rate (last year)- 89%

Key Learning's:

In any organization, the human resources constitute its capital and the role of its leader is to give them a right direction to harness their innate potential. As a principal of the school, my first priority is to recognize the potential of all teachers and staff members and to channelize their energy and skill to achieve the goals. Our focus is always to solve problems rather than being judgmental of students' behavior. Whatever we have accomplished in this school is a result of team effort of all the staff members. The principal acts more like facilitator; however, it would not have been possible without the participation of our dear students. We earned their trust; motivated them to participate in our common Endeavour. Whenever they need guidance and support, we try our best to take them along. This approach definitely helps us to make a rapport of trust among students and teachers; consequently, strengthens the bond to achieve the goal. In our Endeavour, the parents of the students also cooperate and contribute in different ways to support our activities. In a nutshell, I can say that the efforts of the team enable us to implement the various activities in the school and help us to make a dent in the functioning of the school. Our best practices have attracted the student community at large with the result there is a greater demand to seek admission in our school. Parents are eager to shift their wards from private schools to our school to obtain quality at little or no cost.

Best Practices Highlighted:

Certainly! Here are some actionable insights that headmasters can apply to address the challenges of catering to the needs of students from diverse cultural backgrounds and low economic status:



Parent-Teacher Meeting



Awareness Rallies



World Environment Day



Youth & Eco Club



Best Eco Club Award



Drawing Competition



Students' Counseling Session



Encouragement of Students
