

## CASE STUDY 10

**Name of School: Shambu Chandra Para SB School**

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Shambu Chandra Para SB School, situated in the Autonomous District Village of Lefunga, faces several significant challenges impacting its overall functioning and student success. The school, led by Head Teacher Dasharath Debbarma, serves grades 1 through 8 and has a total student strength of 23, with instruction delivered in Bengali. Despite its efforts, the school struggles with a low attendance rate of only 50%, compounded by competition from nearby private English medium schools, which attract the majority of students from the area. The linguistic background of the students, primarily Kokborok speakers, adds another layer of complexity as it diverges from the medium of instruction.

The local community demands English medium education, yet the school is unable to meet this demand due to its current resources and teacher qualifications. Among the five teachers, three are Kokborok speakers who have not passed the Madhyamik examination, and only two are graduate teachers. This disparity in qualifications affects the quality of education and limits the school's ability to innovate pedagogically. Additionally, the health of the students is generally poor, and there is a stark lack of parental involvement, with only a handful of parents attending meetings due to their work commitments as daily wage laborers. Although the area is well-connected by road, the absence of readily available transportation options further exacerbates attendance issues.

By addressing these reflective questions and considering the proposed solutions, headmasters can collaboratively work towards resolving similar challenges, thereby enhancing the educational experience and outcomes for their students.

Reflective Questions for Trainee Headmasters:

Enrollment and Attendance:

What strategies can be implemented to improve student enrolment and attendance in your school?

How can the school create a more engaging environment to retain students?

Addressing Competition:

What measures can be taken to make government schools more competitive with private English medium schools?

Language and Instruction:

How can the school balance between the medium of instruction and the linguistic background of students?

What resources or training can be provided to teachers to support multilingual education?

Community and Parental Involvement:

What strategies can be employed to increase parental involvement in school activities and meetings?

How can the school schedule meetings or events to accommodate the working hours of parents?

Teacher Development:

What professional development opportunities can be offered to teachers, especially those not Madhyamik passed?

How can teachers be motivated and supported to adopt innovative teaching methods?

Health and Wellbeing:

What health initiatives can the school implement to improve the overall health of students?

How can partnerships with local health services be established to provide regular health check-ups?

Reward and Motivation:

How can a system of rewards and recognition be developed to motivate both students and teachers?

What non-monetary incentives can be introduced to encourage better performance?

Infrastructure and Accessibility:

What transportation solutions can be explored to ensure students have reliable means to reach school?

How can the school utilize its road connectivity to benefit the students and staff?

### **Probable Solutions**

Reflecting on these challenges, headmasters in similar situations can consider several key questions to develop effective solutions. To improve enrollment and attendance, schools could implement community outreach programs that emphasize the benefits of education and introduce school feeding programs to address health concerns and attract students. Enhancing competitiveness with private schools may involve integrating English language classes alongside the existing curriculum and collaborating with nearby schools for resource sharing and joint initiatives. Supporting multilingual education is critical; providing language support classes in both Bengali and Kokborok, alongside teacher training in bilingual education strategies, could bridge the linguistic gap.

Boosting parental involvement might require scheduling meetings at times that accommodate parents' work hours and organizing community events to engage parents in school activities. Professional development for teachers is also essential; arranging workshops on modern pedagogical techniques and encouraging peer mentoring could elevate teaching quality. Health initiatives, such as partnering with local health organizations for regular check-ups and incorporating health education into the curriculum, would address the health issues

among students. Establishing a reward system to recognize both academic and extracurricular achievements could motivate students and teachers alike. Finally, exploring transportation solutions, such as a school bus service or community carpooling, and seeking support from local government or NGOs, could improve student access to the school.