

CASE STUDY DOCUMENTATION FOR GHS **MANGMETONG**



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Mangmetong a village in Mokokchung district of Nagaland, as per Population Census 2011 has a total population of 4159 consisting of 775 households. Of the total working population a majority of these workers are either salaried or cultivators (owner or co-owner), while a marginal of them are either agricultural labourers or daily wage earners. It is important to understand here that more than 50 % of the students enrolled at GHS Mangmetong fall under the category of this lower tier of working population. It is indeed commendable to mention that the literacy rate of Mangmetong village achieved a percentage of 91.10% which was higher as compared to Nagaland with 79.55% as per 2011 Population Census.

The school was established in 1958 as Government Middle School, Mangmetong, and in the year 2010 the school was upgraded to Government High School. The enrolment of students at GHS Mangmetong is mostly from within the village with the exception of a couple of students who are from outside the village. The total student enrolments for the year 2021 are as follows: Total Enrolled: 96 Boys: 57 Girls: 39

SCHOOL MANAGEMENT DURING PANDEMIC

At times like this, with the outbreak of Coronavirus Disease (Covid-19) and that in time was declared a pandemic, every nation world-wide was caught unaware. And for the first time in the 21st century, nations were unacquainted to such situation of massive extent. Lockdowns were imposed all over the globe and almost every system and aspect of life was affected during this pandemic. But over time, nations have now come to deal with the pandemic situation and people have started to live a new normal. Likewise, all over the world the education system too during this pandemic have faced a great deal of challenges. During such times, the only alternative to not let the schooling year go to waste was the introduction of virtual/online method of teaching. While online method of teaching has been effective for most, teachers and students alike in most rural areas are still struggling to manage with real time online classes due to internet connectivity. Mangmetong village is no exception as stable and good connectivity is an issue in almost all the hilly regions of Nagaland. Teachers were also caught unprepared during this pandemic because the normal way of classroom interaction with students came to a standstill.

The school faced a lot of challenges while trying to adopt/adapt to online teaching. Digital Divide being one of the key challenges faced while adopting online teaching method. Especially in rural areas, as is the case here, internet connectivity is a major obstacle for both teacher and student. Most of the time due to power snag, and network connectivity issues teachers could not keep in touch with children on time. Also since it was the first time to conduct online classes, the teachers as well as the students were faced with difficulties in using various applications or other platforms. As a result of which it caused hindrances for the smooth flow of teaching learning process initially. Again not every student is fortunate to have access to smart phones at all times, due to which they could not attend online classes or submit their homework/assignments on stipulated time.

The school management, thereafter, to overcome these challenges and after careful considerations of all the factors decided to start WhatsApp groups for specific classes. Using this platform, manageable video lessons, assignments, activities, relevant materials from the internet, worksheets, and so forth are sent to the students. This enabled the students to download, view and work on, in a lenient time frame without the added pressure of network

issues or bad connectivity. As a result, the positive aspect through all of this is that a major part of the responsibility of learning is shifted to the students themselves. This aspect is thus in line with the Constructivist Approach of teaching and learning and is often not possible in real classroom situations. The school management also decided to allow limited number of students to physically meet their subject specific teachers at the school during school hours (8:30 am – 1:30 pm). This way the students can approach their subject teachers with any problems/clarifications related to the subject.

School activities during pandemic:

The school provides a range of extracurricular activities through the various clubs present. This case study will focus particularly on the activities conducted in the year 2021 under the Youth and Eco Club. With due approval from the authority, the club members lead by the teachers in-charge of the club have undertaken various activities. These activities are briefly highlighted as follows:

January – June, 2021

1. The club members agreed to undertake the sanitizations of classrooms and cleaning of the school compound.
2. In order to mark the World Environment Day, the club organized a plantation drive under the Theme “Ecosystem Restoration” on 5th June 2021. Various fruits and flower saplings were planted in and around the school campus.
3. With the active cooperation from life skill teachers the club members undertook life skill activity lessons. The club members were actively engaged and experienced firsthand knowledge in skills like knitting and cooking classes for the girls, woodwork classes for the boys and various art and craft lessons.

July – August, 2021

The club members lead by the teachers’ in-charge with special assistance from agriculture teacher conducted a short program on sensitization on rain water harvesting and conservation of water. The club members were imparted the knowledge about the importance of harvesting rain water and its conservation. That how through harvesting rain water it helps in recharging the ground water, eradicate the scarcity of water during dry season, and the help it provides to the farmers to grow crops even in dry season. The members were given practical knowledge on how to set up simple rain harvesting system at home with locally available materials.

CONCLUSION

As evidently, the school provides as much exposure to the students to not just get themselves acquainted but contribute during worldwide events, impart life skill lessons, as well as sensitizations on various themes as deemed fit by the authority. As in the case of rain water harvesting and conservation of water, when we consider the geographic location of the region there is a lack of sufficient water resources available to meet the demands of the region. Hence the participation of the students for such activities such as rain water harvesting, the practical knowledge acquired will not only last a lifetime but inspire them to put into effect such practices in their daily lives.

The robustness of SMDC as already highlighted constantly monitors the teaching-learning practices and developing a conducive teaching environment. Thereafter, the SMDC can be viewed as the mediating force that is transforming the teaching-learning processes by being sympathetic to the students' receptiveness to diverse teaching approaches to ensure an inclusive learning atmosphere. To this effect, several meetings are conducted all through the year with the inclusions of not just the teachers and the school managements but also with parents and other stakeholders that contribute towards the school.

ILLUSTRATIONS

School



*SMDC members of
Mangmetong village*



An SMDC meeting in progress



File photo

Distributing Mid-day meal during pandemic



*GHS Mangmetong 2020-21 batch temporary Hostel residents with mentor
Hostel residents*



Hostel residents with mentor





Study hour



Residents leaving the hostel



Plantation drive during pandemic by the members of Youth and Eco club on 5th June 2021 under the theme “Ecosystem Restoration” bearing fruits.