

## CASE STUDY

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## INTRODUCTION

The academic year of 2021 also happened to fall under the same unfortunate reword of the Covid 19 pandemic, which resulted in the closure of schools and other educational institutions from April with effect from 21-04-21 onwards.

Subsequently, in May 2021, the Department of School Education had issued an order to conduct the online classes for all the schools with effect from 25th of May which had been extended and continued till 19th September 2021. Despite all inconveniences the pandemic has caused, our school could successfully conduct and initiate classes, tests, examinations, and co-curricular activities in the hybrid mode of the teaching-learning process for the convenience of the children. To uplift the spirit of the school and the students, the school also engaged itself with the community of Tzurangkong, the SMDC members, and the parents of the students which created a collaborative environment, meeting the common learning goals outside the classroom. The collaborative partnerships included Covid-19 based activities and initiatives and the community's contribution towards the school's infrastructural development.

The following topics are the facets of school leadership, focusing on the transformation brought about by the school.

1. Leading School – Community partnerships
2. Leadership in Crisis situations

## **Leading School – community partnerships**

Partnerships between schools and the community offer a clear benefit. They enhance learning opportunities and services benefitting both the community and the school sharing a goal. The services include community contribution in the development of school infrastructure, mentoring, and various types of counseling services provided by the school to the community leaders and the masses.

1. The headmaster and the teachers of GHS Tzurangkong conducted a meeting in March 2021 prior to the notice declared by the Department of School Education for the conduct of online classes with regards to the requirements of infrastructural facilities and necessary hygienic bathrooms. The toilet for boys and girls have been unhygienic and improperly built since a long time ago and there have been no initiatives from the Department. There have been multiple complaints posed by the students for the lack of excretion facility in the washroom leaving room only for urinating which is also on the verge of a breakdown. Consequently, it was concluded that the school administration would approach the leaders of the community and members of SMDC for a helping hand. This approach for help was agreed upon and, the Chairman of Tzurangkong range along with some SMDC members managed to have an appointment with our honorable Minister of Tribal Affairs Shri. Temjen Imna Along for the provision of the bathroom for both girls and boys. Fortunately, this appeal was granted and the process for the new bathrooms is under construction.



a. Faculty and SMDC meeting



b. Meeting with the community



a. Toilet in use(Present)



b. Under construction

2. Furthermore, the bare minimum facilities of a proper school are also lacking. From the beginning, the school did not have a library which is very important for students for learning information and general knowledge. Secondly, there is also no science lab without which, students are unable to learn the practical quality of science. Lastly, the

school also needs an E-learning room for the students as well as the teachers to develop new ideas for uplifting school education and the learning process. As a result, some SMDC members of the community successfully convinced Samagra Shiksha Abhiyan (SSA) to construct extended rooms mainly for the E-learning classroom and school library, which would be completed in February 2022.



a. Extended room under construction



b. Extended room to be completed (Present)

3. With the ongoing Covid Pandemic, the school teachers provided mentoring sessions in the community areas of the nearby villages of the range on the 5<sup>th</sup> of November 2021 to demonstrate the precautionary measures and remedies for preventing and tackling the Covid Crisis. In the mentoring sessions, the teachers carried posters that had instructions along with them to thoroughly describe and discuss the hazardous effects of Covid and how it was necessary to practice self-precautions by regularly wearing masks, washing hands, maintaining distance, and using hand sanitizers. This demonstration was conducted in Nagamese as well as in Ao dialect wherever necessary to communicate with the community better. The masses of the community enthusiastically reciprocated their gratitude towards the teachers and agreed to follow the rules. In the following week, the headmaster along with the staff members also conducted a meeting with the parents of the children for a pledge towards the contribution for the precautionary measures to tackle the Covid crisis for the benefit of the community and primarily for individual wellbeing.



A .Location 1. Demonstration in public area



B. Location 2. Demonstration in public area



C. Covid-19 Pledge with parents

## **Leadership in Crisis situation**

The Covid-19 impact was everywhere, which resulted in the closure of Schools and other educational institutions. In the beginning, most governments had decided to temporarily close the schools to reduce the impact of Covid-19. Later it was reopened for a few grades, which increased the number of infection rates and then closed again. Though schools were closed, students were attending their classes through various education initiatives like online classrooms. But, it was not as smooth as expected because there were lots of students who did not have the resources to attend the online classes and as a result missed a lot of classes. Many students were struggling to obtain the gadgets required for online classes. Teachers also had discomforts to the new mode of the teaching-learning process because most of them were new to this digital teaching, but they were adopting the new methods and handling to their best efforts to help the students in the current position. Most of the parents of this community are illiterate parents and they felt the feeling of helplessness to help their children in their education. There were also uncertainties such as delays in exams, which led to confusion for many students. There are both positive and negative matters happening amid the Covid-19. The students and teachers could connect virtually through online classrooms, webinars, digital exams, and so on. But the sad truth is that it was not available to many students.

Therefore, understanding the discomfort and grievances of the teachers, helpless parents, and students who did not have the necessary gadgets to access the teaching-learning process, GHS Tzurangkong decided to conduct a hybrid mode of teaching which included offline and online activities with recorded classes for the convenience of the students, teachers, and parents with extreme precaution and necessary actions to avoid Covid-19 virus. There was a positive response to this initiative and the school conducted some activities which would benefit both the physical, mental, emotional stability of the children from both virtual and physical modes of conducting classes.

1. Physical wellness promotes proper care of our bodies for better health and better function of our brain. In a pandemic like Covid-19, the importance of physical health is very important hence why the school conducted physical fitness routines and exercises for both offline and online mode. The students who were able to come to school were assigned exercises and the teachers also participated in this activity to motivate the students. Meanwhile, the students opting for online classes, especially those traveling from far away villages of the range were asked to clean their physical environment to facilitate the movement of their body and to avoid lethargy.



a. Physical Exercise in offline mode of both student and teacher





- b. Students opting for online classes performing manual labor at home to prevent lethargy.
2. Due to the pandemic, most of the students were victims of anxiety and many could not properly participate in interactive classes because of their environment. Hence, the school decided to conduct various recreational activities that would uplift their emotional and mental health positively. Students who were able to come for offline classes were assigned to involve themselves in carpentry work and craft working, there was also poster making competition, sensitization of rainwater harvesting activities, students also participated in the Kala Utsav where there were various performances such as classical dancing, folk singing, classical singing, and playing the musical instruments of which, one of the students secured the first position on the state level in classical dance. Additionally, there was also a plantation drive organized, and recorded videos by the teachers were also provided to those students who could not make it to the offline class. The students who could not attend the offline class were asked to record themselves by giving them various topics to talk about or perform roleplays on national holidays.





- a. Offline class activities (carpentry work, crafts work, poster making, Covid precautionary narration, plantation drive, Kala Utsav performance, cultural and rainwater harvesting activity)



- b. Online activity( roleplay of Sarojini Naidu, Speech on importance of washing hands and wearing masks, at home plantation activity, at home poster making)
3. One of the primary focuses of the teaching-learning process during the pandemic was the common awareness of Covid-19 by both the students, teachers, and the head of the school. Therefore, the school conducted an assembly to announce the precautionary measure as well as the right knowledge of what a Covid-19 Pandemic is. The students who could not make it to school were sent a recorded video for the same.



a. Assembly conducted for Covid-19 precautionary measures by headmistress

4. The school also conducted cultural activities to emphasize the importance of the linguistic diversity of our country. Students eagerly participated by coming to the school wearing their traditional attires and happily participated in various presentations such as bamboo dance, group singing, and bamboo race.





a. Cultural activity

## OUTCOME:

The changes and outcomes one can see through school and community partnerships, as well as leadership during the crisis in situations like the Covid-19 pandemic, are:

1. Teachers, students, parents, and school leaders collaborate to define a vision, core values, and goals.
2. A collective effort is initiated to guide continuous improvement, the school also reflects on the experiences and reviews outcomes in relation to the school's benchmarks and success metrics.
3. The school is able to learn more about innovations in teaching, learning, assessment, and school design to discover possibilities for change.

4. The school focuses on creating and implementing its plan for change and decides on the innovations – in curriculum, pedagogy, leadership, technology, and learning space design to bring about visions for a better tomorrow.
5. Schools also seek input and strategic partnerships with governments, parents, and community leaders to help shape their vision.

Therefore, to conclude, the main goal in any learning institution is assuring parents and society in general that their children are receiving a quality education. School transformation processes are necessary actions because they help schools or school systems to reflect on, plan and undertake changes in education for learning. Progressive changes matter because it helps in envisioning, managing, and monitoring change to provide a simple and flexible structure for students as well as the teachers. It creates a link between the leaders and the teachers themselves with an attempt of establishing student outcomes.