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| **School Leadership Academy, Nagaland** |
| **Case Study** |
| **A Journey towards Building Self Confidence** |

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| **Shri. Mesete Kanuo** |



**A Journey towards Building Self Confidence**

**Key Area-2: Developing Self**

**About the Series**

*This Case Study presents the challenges faced by serving school leaders in Nagaland. The Case study is linked to one of the Key Area given in the Handbook for 30 Days School Leadership Development Programme developed by NCSL, NIEPA, New Delhi. The case study describes a problem faced by the School and the strategies used by the School Head to resolve it.*

**SCHOOL PROFILE**

**Name of School Head:** Shri. Mesete Kanuo, Assistant Headmaster

**School Name:** GHS Losami

**Location:** P.O Phek, Nagaland ,797108

**Phone Number:** 9366602265

**School Data for Academic year 2023-24**

The School was first established in 1963 as Primary School. It was upgraded to middle School in 1984 and became a recognized High School in 1993.

**Number of students** 104

**Number of Teaching Staff** 12

**Number of Non-teaching Staff** 3

**Total no of Classroom** 5

**Office Building** 1 **Assembly Hall** 1 **Kitchen Staff** 1

**The Present Scenario of the School**

**Strengths:**

The key strength of the school is unity and cooperation among the staffs. Good discipline among the students, consistency, dedication and desire to change or transform the School from backward to an advanced environment. Thus, any project based on curricular or co-curricular activities undertaken by the School came out successfully due to the best cooperation and support from both the staffs and students.

**Weaknesses:**

However, the School is not free from its weakness. The School always suffers from shortage of Teachers. There is only one Mathematics Teacher and only one Science Teacher so they could not cover their syllabus in a given time. Moreover there is no language Teacher so any general teacher used to teach the subject without specialization.

**Opportunity:**

As the School is situated only a few kilometers away from the District Headquarters, the administrator visits the school at regular intervals and encourages the students and staffs.

**Threat Analysis:**

The adverse threat to the school is decreasing number of student’s enrollment because private institutions have full subject teacher and better facilities. Whereas our school cannot provide free textbook on time and unable to run full class every day. There is no library, no sports equipments/facilities, no computer classes etc.

**The description of community:**

The community is a village based community with a homogeneous cultural society. Therefore, there is no multiple pressure or unnecessary social evils ever occurres. Our community requires good leadership, competitive Spirits, great skills and creativity in all aspects and to achieve all these qualities and expectations we need SELF CONFIDENCE. Curriculum and syllabus needs to be framed as per the requirements of contemporary situations and expectations of the society so as to give the right kind of profession to the students in future and achieve desired goal and expectations of the society in general.

**PROBLEM: Building Self Confidence of a Student**

Nyra is a 14 year old student studying in class 8 at GHS Losami, Phek. She comes from an economically low background. She is looked after by her mother who is a single parent. Her hobby includes listening to music. She is an average student in studies and academically competent. She aspires to study theology and become a theologian one day. Nyra is a timid girl and since childhood, she has had issues with self-confidence.

According to her teachers, Nyra has one or two close friends. She doesn’t interact much with her peer group and prefers to sit on the last bench in the class. She hardly participates in the school assembly and other social gatherings. Even when an opportunity is given to her to speak in the class, she barely responds and whenever she does, she is not a confident speaker.

**INTERVENTION**

The School Head of the school, noticing her timid nature, wanting to understand what could be affecting Nyra’s confidence, decided to speak to her. She seemed nervous when the School Head called her. He could observe her discomfort from the moment she entered the room. He tried to make her comfortable by welcoming her warmly.

Principal: *“Hello Nyra, please come in. Your teachers have been telling me all about you. They say that you are a good student but very quiet. Do you know that you are special?’*

Nyra looked confused. The Principal smiled and continued to encourage her.

*“You are special, you know. We all have challenges and as a school head I also face a lot of challenges in the school. I want to know and understand what challenges you are also facing. I want to help you in whatever way I can so you can be honest with me and trust me.”*

The Principal spent half an hour with her, asking her questions and listening to her speak. Gradually, she relaxed and began to confide in him. After their talk, Nyra left the room smiling.

The Principal then noted some of his thoughts:

1. Nyra seem to have social anxiety and afraid of being judged by others.
2. Nyra comes from an economically poor background which somehow makes her feel inferior to her Peers.
3. There is no encouragement from those at home to make her feel motivated to be confident.
4. Due to her reserved nature, she hesitates to participate in any activity and as a consequence, her Teachers find it difficult to identify her talents.
5. Her withdrawal from social interactions is affecting her relationships with friends and family, thus hindering her personal growth.

In order to help Nyra, the school head called all the teachers for a meeting to talk about how they could help Nyra and what to do. During the meeting it was decided:

1. To provide counselling sessions.
2. To provide effective coping mechanisms/healthy strategies to help her cope up with her self-confidence issues.
3. To monitor her progress.

**OUTCOME**

Initially, Nyra hesitated to open up and accept help, feeling embarrassed about her self confidence issues. Through the counselling sessions she gained a strong support system and set more realistic goals which helped her gain self confidence. Nyra began rediscovering her self-worth and started embarking a path to a happier and more confident life.

**CONCLUSION**

Self development is simply the process of learning new things and building new skills—skills that help us increase our chances of success, achieving our goals, and manifesting our dreams. Identifying Nyra’s problem and helping her build her self confidence was a show of effective school leadership quality by the Shri. Mesete Kanuo. A school head should not only develop self but also be vigilant to observe the needs of the students and help them develop themselves as helping others can also benefit our own mental health and wellbeing.

**Reflective Questions**

1. What lessons can your school draw from this case study to enhance its overall approach to student well-being, self-confidence and mental health support?
2. What do your school’s support programme and resources for mental health and counselling look like and in what ways do you think you can enhance this provision
3. How can you ensure that teachers are better equipped to identify and address self-confidence issues in students as part of their professional development?
4. **A Celebration:** Addressing the interpersonal development of students is a multifaceted challenge that school heads need to navigate with care, collaboration, planning and review. Keeping this in mind, what, in your view, has the school head done that is worthy of praise and sharing more widely?