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| **Smti. Sohile Tep**  |

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| **School Leadership Academy, Nagaland** |
| **Case Study** |
| **Forming Teams for Improving Enrolment and Infrastructure of the School**  |

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**Forming Teams for Improving Enrolment and infrastructure of the school**

**Key Area-4: Building and Leading Teams**

**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**

Government High School Kasha was established in1963

**Name of School Head:** Smti. Sohile Tep, AHM

**School Name:** GHS, Kasha

**Location:** CRC New Terogvunyu,Tseminyu, Nagaland

**Phone Number:** 7005965824

**The Present Scenario of the School**

**Strengths:**

It is the only Government High School in the Kasha Group area which comprises of eight villages i.e; Guju, Phenwhenyu, Kashanyu, Kashanyishun, New Terogvunyu, Henbenju, Terogvunyu and Khonibinzun under Tseminyu District of Nagaland.

**Weaknesses:**

Poor infrastructure and limited amenities like limited classrooms, no kitchen to cook midday meals, poor condition of building and no room for library and science lab.

**Opportunity:**

Being the only high school for eight villages, it has scope to enroll large number of students in the school.

**Threat Analysis:**

Due to poor infrastructure in the schools, children of the area are migrating to other places and opying for private schools for better education.

**PROBLEM: Declining Students’ Enrollment**

Declining enrolment in GHS Kasha is a troubling issue. It is the only Government High School in the Kasha Group area which comprises of eight villages i.e; Guju, Phenwhenyu, Kashanyu, Kashanyishun, New Terogvunyu, Henbenju, Terogvunyu and Khonibinzun under Tseminyu District. As the only high school, serving many villages, it is expected that the school will have high enrollment. Also the community understandably expects that the school to provide all the facilities and infrastructure needed to impart quality education to the children.

But due to poor infrastructure and limited amenities like limited classrooms, no kitchen, poor condition of school building and no space for library and laboratories, it was difficult to compete with nearby private schools which have all the basic facilities. Hence, the school had very low enrollment, which is shown in the table.

 **Poor enrolment:** As per record (2023) the data of enrolment are as follow:

|  |  |
| --- | --- |
| **Class** | **No. of students** |
| Class 6 | 5 |
| Class 7 | 8 |
| Class 8 | 6 |
| Class 9 | 8 |
| Class 10 | 6 |
| **Total** | **33** |

**INTERVENTION**

Smti. Sohile Tep, AHM of GHS, Kasha realized that the low enrollment was a serious issue not only for the school but also for the community at large. Realizing this problem, Smti. Sohile Tep, initiated a coordination meeting with SMDC members and staff of GHS, Kasha to discuss how to improve the welfare of the students and how to increase student enrollment. This meeting was held on 26th July 2023 at GHS Kasha.

The following points were been deliberated and resolved in the meeting.

1. How to Improve enrolment:
* The house resolved to initiate door to door visitation and collect data on eligible students with the prospect of increasing enrolment
* The house made a resolution to organized parent-teacher meets more often so as to involve parents in the awareness campaign and seeking their help in convincing the community to send their children to GHS, Kasha.
* The house also discussed to activate SMC/SMDC so as to ensure their active involvement in enrolment of children to school.
1. How to Improve Infrastructure:
* The house resolved to repair dilapidated building, furnish classrooms and provide basic amenities

**Steps Taken after the Coordination Meeting**

The school head suggested that they form teams consisting of the teachers from the school and members of the SMDC and also community leaders from the eight villages. Based on her suggestions, eight teams were formed and these teams carried out door to door campaign to collect data of eligible and prospective students for the school. The teams’ visited each house in all the villages and made a list of prospective student to enroll in classes 6 to 10.

The teams also carried out awareness campaigns, meetings and conducted interactive sessions with different sections of the community where the community was educated about the benefits of education especially in government schools. This exercise was conducted to convince the parents to enroll the children in the Government School.

During the home visitation and meeting with the community members the school head also highlighted the sad condition of the school building and poor infrastructure. The response of the community was very positive as the community came forward and decided to support the school through financial, material and man-power contribution to repair the dilapidated school building and provide basic amenities for the school.

**THE OUTCOME**

The sincere efforts of Sohile Tep, AHM did not go waste but the results of was noteworthy. The Enrolment of the school increased from 33 students in 2023 to 51 students in 2024, which is shown in the table below.

| **Class** | **No. of students** |
| --- | --- |
| **2023** | **2024** |
| Class 6 | 5 | 7 |
| Class 7 | 8 | 11 |
| Class 8 | 6 | 12 |
| Class 9 | 8 | 11 |
| Class 10 | 6 | 10 |
| **Total** | **33** | **51** |

Infrastructure of the school has improved with the establishment of science laboratory, library, additional classrooms, and separate toilets for boys and girls

**CONCLUSION**

School Leadership focuses on teamwork and community building, which includes teachers, parents, students, and policymakers. Moreover, leaders foster a culture of mutual trust and collaboration. It is important for the team leader to take them through team creation stages and move to productive stage. Through collaborative efforts and a multi-faceted approach of Sohile Tep, GHS, Kasha increased enrolment rates, improved infrastructure facilities, and improved the quality of education in GHS, Kasha.

**Reflective Questions:**

1. How would you go about identifying the factors contributing to poor enrollment in your school?
2. Can you describe a specific strategy or initiative your team would or has already implemented to increase enrollment? How will your measure success related to enrollment?
3. What are some of the ways schools and their leaders can collaborate with local communities, parents, and other stakeholders to boost enrollment?
4. **A Celebration:** What is it that the school head has done to actively champion and implement enrollment initiatives to enhance the overall enrollment experience which are worthy of praise. What further strategies can you adopt to celebrate and recognize these efforts?