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EDUCATIONAL PLANNING
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NATIONAL CENTRE
FOR SCHOOL
LEADERSHIP



STATE COUNCIL OF
EDUCATIONAL RESEARCH
& TRAINING
GOVERNMENT OF NAGALAND

School Leadership Academy (SLA) SCERT, Nagaland

CASE STUDIES



GOVERNMENT OF NAGALAND
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
NAGALAND::KOHIMA

FOREWORD

It is with great pleasure that I present this compilation of case studies by the School Leadership Academy (SLA), SCERT Nagaland. This publication showcases the innovative practices, leadership initiatives, and transformative efforts undertaken by school leaders across the state.

The case studies captured in this volume are outcomes of the School Leadership Development Programme (SLDP), implemented by SLA Nagaland with academic support from the National Centre for School Leadership (NCSL), National Institute of Educational Planning and Administration (NIEPA), New Delhi. The programme has played a significant role in strengthening the leadership capacities of school heads, enabling them to address contextual challenges with creativity, commitment, and a problem-solving approach.

Each case study presented here highlights real-life school-based challenges and documents the thoughtful interventions led by school leaders. These narratives demonstrate how effective leadership, even in resource-constrained settings, can bring about meaningful improvements in student learning, school culture, and community engagement. They also align closely with the key areas of school leadership as envisioned by NCSL, NIEPA.

I would like to acknowledge the continuous guidance and support extended by NCSL, NIEPA in designing and strengthening leadership development initiatives in Nagaland. Their contribution has been instrumental in building a cadre of reflective and empowered school leaders in the state.

I commend the efforts of the School Leadership Academy, SCERT Nagaland, for documenting these rich experiences and for their sustained commitment towards enhancing school leadership. I also appreciate all the school leaders who have contributed their experiences, making this document both practical and inspiring.

It is my sincere hope that this compilation will serve as a valuable resource for school leaders, educators, and policymakers, and will inspire further innovation and excellence in school education.

(KERÜÜPFEÜ RÜPREO)
Director
SCERT, Nagaland

CONTENTS

1. **A Practical Approach To Skill Development And Innovation**
2. **Arrangement Of Temporary Hostel For Hslc Student**
3. **Bequeathing A Legacy**
4. **Traditional Bamboo Basket Making A Hands-On Learning Doormat Making**
5. **Club Activity Time**
6. **Collaborative Responsibility**
7. **Cracking The Assembly Code**
8. **A Journey Towards Building Self Confidence**
9. **Forming Teams For Smooth Functioning Of School**
10. **Mentor-Mentee Program**

A Practical Approach to Skill Development and Innovation



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Dipak Ranjan Sinha

***Assistant Headmaster
G.H.S. Kuthur, Shamator***

Profile of the School

- **Name of School:** GHS KUTHUR
- **District:** Shamator, Nagaland
- **Phone Number:** 9470261368
- **Email Id:** dipakranjan0403@gmail.com
- **Total Teaching Staff:** 13
- **Total Non-Teaching Staff:** 10
- **Total Number of Students:** 125

The Pre-Vocational Skills and Work Experience Program bridges classroom learning with real-life applications. It equips students with practical skills that enhance employability and self-reliance. Through hands-on activities, learners develop creativity, problem-solving, and innovation. The program nurtures confidence, work ethics, and readiness for future career pathways.

About the Series

The case study highlights a school-based intervention aligned with key leadership and developmental areas emphasised in national school leadership frameworks. It documents a practical challenge faced by the school in preparing students for real-life skills and future livelihoods, and outlines the strategies planned and implemented by the School Head and staff to address this need. The case study showcases how structured vocational activities, community involvement, and hands-on learning were effectively used to enhance students' skills, values, and holistic development.

Strengths of the School

1. Strong Leadership and Vision

The school leadership demonstrates clear vision and initiative by planning and implementing a comprehensive Pre-Vocational Skills and Work Experience Programme. The School Head and staff actively guided students through structured, goal-oriented activities.

2. Emphasis on Experiential and Skill-Based Learning

The school effectively integrates hands-on learning with education through activities such as carpentry, bamboo weaving, gardening, tailoring, knitting, and paper product making, helping students acquire practical life skills.

3. Optimal Use of Local and Eco-Friendly Resources

Locally available materials like bamboo and recycled paper were creatively used, promoting sustainability, environmental awareness, and cost-effective learning.

4. Strong Community Engagement

Involvement of local artisans, professionals, parents, and community members enriched the learning experience and strengthened school–community relationships.

5. Student-Centred Approach

Activities were designed according to students' skill levels and interests, encouraging participation, teamwork, leadership, confidence, and self-expression

6. Focus on Values and Work Ethics

The programme successfully instilled dignity of labour, discipline, responsibility, environmental stewardship, and social values among students.

7. Collaborative School Culture

Teachers, non-teaching staff, and administration worked collaboratively in planning, execution, monitoring, and evaluation of the programme.



Weaknesses of the School

1. **Limited Infrastructure and Resources**
The school has constraints in terms of advanced tools, equipment, and dedicated vocational spaces, which may limit the scale and depth of skill training.
2. **Short Duration of the Programme**
The programme was conducted over a limited time frame, restricting opportunities for advanced skill mastery and long-term impact.
3. **Lack of Formal Skill Certification**
Although students gained practical skills, there is no provision for recognised certification, which could otherwise enhance students' future employability.
4. **Dependence on External Support**
The success of some activities relies on local artisans and community support, which may not always be consistently available.
5. **Limited Integration with Core Curriculum**
Pre-vocational activities are currently project-based and not fully embedded into the regular academic curriculum for sustained learning.
6. **Need for Continuous Monitoring and Evaluation**
While reflection and review were conducted, a more structured long-term monitoring mechanism could help track student progress and programme outcomes.

Problem of the Case Study

Government High School, Kuthur was facing the challenge of providing meaningful and holistic education to its students in a resource-constrained, rural setting. While academic instruction was being delivered through conventional classroom methods, students had limited exposure to practical, vocational, and life-oriented skills essential for real-world application and future livelihoods. The school observed that many learners lacked hands-on experience, creativity, confidence, and awareness of the dignity of labour. There was also a noticeable gap between theoretical knowledge and its practical use, leading to low student engagement and limited opportunities for skill exploration, especially for students who may not pursue higher academic pathways. Additionally, the absence of structured pre-vocational programmes within the regular curriculum, coupled with limited infrastructure and training resources, made it difficult for the school to nurture employability skills, work ethics, and entrepreneurial thinking among students. The school leadership recognised the urgent need to address these gaps by designing and implementing a structured, inclusive, and sustainable pre-vocational and work experience programme that would enhance students' holistic development while making effective use of locally available resources and community support.

Intervention by the School Head

Recognising the gap between classroom-based learning and the practical skill requirements of students, the School Head of Government High School, Kuthur took proactive leadership to address the issue through a structured and need-based intervention. The School Head conceptualised and implemented a Pre-Vocational Skills and Work Experience Programme aimed at promoting experiential learning, skill development, and holistic student growth.

As an initial step, the School Head conducted collaborative planning meetings involving teachers, non-teaching staff, and representatives from the local community. Available resources, student skill levels, and safety requirements were carefully assessed to design activities that were feasible within the school's limited infrastructure. Clear objectives, timelines, and safety protocols were established to ensure smooth execution.

The School Head facilitated the selection of locally relevant vocational activities such as carpentry, bamboo weaving, gardening, tailoring, knitting, and paper product making. Emphasis was placed on the use of eco-friendly and locally available materials to promote sustainability and cost-effectiveness. Local artisans and skilled community members were invited to support demonstrations and mentoring, thereby strengthening school-community partnerships.

To ensure active student engagement, the School Head encouraged a learner-centred approach by grouping students according to interest and ability, promoting teamwork, leadership, and peer learning. Continuous supervision, reflection sessions, and formative assessment were carried out to monitor progress and address challenges during implementation.

The intervention culminated in a school exhibition, providing students with a platform to showcase their work, build confidence, and interact with parents and community members. Through this initiative, the School Head successfully transformed a learning challenge into an opportunity for skill development, value education, and community involvement, thereby aligning school practices with contemporary educational goals.

Outcome of the Case Study

The intervention implemented at Government High School, Kuthur through the Pre-Vocational Skills and Work Experience Programme resulted in significant positive outcomes for students, teachers, and the wider school community. The programme successfully addressed the gap between theoretical learning and practical application, making education more relevant, engaging, and meaningful. Students demonstrated increased interest and active participation in learning activities. Hands-on engagement helped them acquire basic vocational and life skills such as carpentry, weaving, gardening, tailoring, knitting, and paper product making. These experiences enhanced students' creativity, problem-solving abilities, and practical understanding, while also fostering confidence and a sense of achievement.

The programme strengthened teamwork, communication, and leadership among students. Working in groups encouraged cooperation, peer learning, and mutual support, while opportunities to present their work during the exhibition helped improve self-expression and public speaking skills. Students also developed discipline, responsibility, and respect for the dignity of labour. Teachers experienced professional growth by adopting experiential and learner-centred pedagogies. Collaborative planning and implementation improved staff coordination and reinforced a shared sense of responsibility towards holistic student development. The initiative also enhanced the school's organisational capacity in planning, monitoring, and executing structured programmes. Community engagement emerged as a key outcome.

Participation of local artisans, parents, and community members enriched the learning process and strengthened school-community relationships. The exhibition served as a platform for community interaction and recognition of students' efforts, fostering collective ownership of the school's educational mission.

Overall, the case study demonstrates that strategic leadership, even within limited resources, can transform learning experiences. The intervention not only enhanced students' skills and values but also established a sustainable model for integrating vocational education, life skills, and community participation into the school's development framework.



Conclusion

The case study of Government High School, Kuthur demonstrates how purposeful school leadership can effectively respond to educational challenges in a resource-limited context. By introducing a structured Pre-Vocational Skills and Work Experience Programme, the School Head successfully bridged the gap between theoretical learning and practical application, making education more relevant, engaging, and learner-centred.

The initiative enabled students to acquire essential vocational and life skills, develop confidence, creativity, teamwork, and respect for the dignity of labour. Teachers benefited through collaborative planning and the adoption of experiential pedagogies, while strong community involvement enhanced learning outcomes and strengthened school–community relationships.

This case study highlights that innovative leadership, optimal use of local resources, and community partnerships can significantly contribute to holistic student development. It reinforces the idea that schools can become centres of skill development and value education when leadership is proactive, inclusive, and responsive to students' real-life needs. The experience at Government High School, Kuthur offers a replicable model for other schools seeking to integrate vocational learning into the mainstream education system.



Reflective Questions

1. How did the School Head identify the need for a Pre-Vocational Skills and Work Experience Programme in the context of Government High School, Kuthur?
2. In what ways did the use of locally available and eco-friendly resources contribute to the success and sustainability of the programme?
3. How did community involvement and the engagement of local artisans enhance students' learning experiences and skill development?
4. What leadership strategies were most effective in motivating teachers and students to actively participate in the programme?
5. How did the programme help bridge the gap between theoretical classroom learning and real-life application of skills?
6. What challenges might the school face in sustaining and scaling such pre-vocational programmes in the future?
7. How did the intervention promote values such as dignity of labour, teamwork, discipline, and environmental responsibility among students?
8. In what ways can pre-vocational and work experience activities be integrated into the regular school curriculum for long-term impact?
9. How can the outcomes of this programme inform decision-making and planning for similar initiatives in other resource-constrained schools?
10. What lessons can school leaders draw from this case study regarding innovation, resource management, and community partnership?



ARRANGEMENT OF TEMPORARY HOSTEL FOR HSLC STUDENT



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BRIEF PROFILE OF THE SCHOOL



Govt. High School Mangmetong was established as GMS in the year 1958 and later on in the year 2010 it was up-graded to GHS.

The school comes under EBRC Khenso, which falls under Mangmetong Village (Ongpangkong South) of Mokokchung District.

Name of School Head :

Shri. Lipokmeren, AHM

Name of School: GHS, Mangmetong

District: Mokokchung ,Nagaland

Phone Number: 7005721252

Email Id: ghsmangmetong58@gmail.com

The school has a teaching strength of 20 teachers (curricular teacher : 15 and co-curricular/ life skill teacher : 5) non-teaching staff 3.

INTRODUCTION:

The HSLC examination is one of the major board examinations in the state, where all students aspire to pass out successfully. GHS Mangmetong is located in a rural area. And as is the situation in most rural set-ups, most parents/ guardians are not in a possession to guide their wards positively. Also taking into account the fact that there are no adequate facilities like proper coaching centers or hostels to cater to the needs and aspirations these students, the project seeks to initially arrange and operate a temporary hostel for students that will be appearing for the HLSC Matriculate Examinations and which if successful, can perhaps turn out into a permanent feature.

The project, apart from hopefully bringing about academic success for the students, will also aim to foster in the students a sense of community, dignity of labour, life skills and behavioral etiquette.

OBJECTIVES:

- 1.To bring about academic success by providing a safe and congenial environment and the best possible conditions for students in their preparation for their HSLC Examinations.
- 2.To provide better academic focus and coaching.
- 3.To foster a sense of community among peers, learn life skills and inculcate dignity of labour.



STRENGTHS

1. Strong Community and Stakeholder Support

The school demonstrates excellent collaboration with parents, SMDC, teachers, and community leaders. Financial support from a local advisor, voluntary services by staff, and parental willingness to contribute hostel fees reflect strong community ownership and trust in the school .

2. Dedicated and Committed Teaching Staff

Teachers and non-teaching staff voluntarily contributed their time and skills beyond their formal duties. The proximity of teachers' quarters within the campus further strengthens academic support and mentoring for students, contributing to improved test performance

Weaknesses

1. Limited Infrastructure and Makeshift Facilities

The hostel facilities are temporary and improvised, using old classrooms and makeshift kitchen structures. While functional, they may not meet long-term standards of comfort, safety, and hygiene required for a permanent residential facility

2. Financial Sustainability Concerns

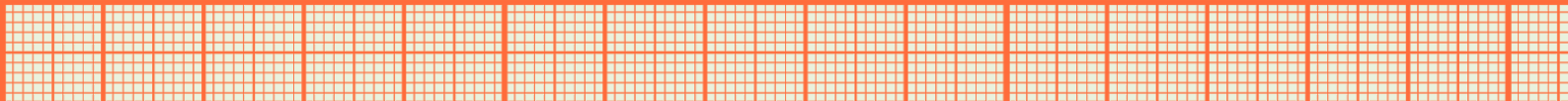
The hostel project heavily depends on parental contributions and external donations. Without assured long-term funding or government support, sustaining and scaling the initiative into a permanent hostel may be challenging

PROBLEM

Govt. High School Mangmetong faced significant challenges due to its rural location, particularly in preparing HSLC students for board examinations. Most students lacked a supportive and structured learning environment at home, as parents and guardians were often unable to guide them academically. The absence of nearby coaching centres or hostel facilities further limited students' study time and access to focused academic support. Household responsibilities, long distances, and everyday distractions placed rural students at a disadvantage compared to their urban counterparts, directly affecting their academic performance. In addition to academic challenges, the school struggled with limited infrastructure and financial constraints. The lack of a permanent hostel and dependence on temporary arrangements made it difficult to provide sustained residential support. Earlier short-term measures focused mainly on exam preparation and failed to address students' holistic development, such as discipline, life skills, and self-reliance. Furthermore, declining enrolment due to migration towards urban schools posed a long-term threat to the school's growth and community confidence, highlighting the need for innovative and sustainable interventions.

INTERVENTION

Recognising that conventional classroom teaching alone was not enough to meet the academic and developmental needs of HSLC students, the leadership of Govt. High School Mangmetong designed a creative, low-cost, and community-driven intervention—the establishment of a temporary residential hostel within the school campus. This intervention was not merely about accommodation; it was envisioned as a support system that blends academic excellence with holistic development. The first step was collective decision-making. Interactive meetings were held with teachers, the SMDC, and parents to openly discuss the challenges faced by students and to co-create solutions. Parents actively participated, expressed their concerns, and willingly supported the initiative financially. Community leaders and well-wishers were approached, resulting in timely financial assistance and material support. This inclusive approach transformed the intervention into a shared mission rather than a school-only project. To ensure focused academic engagement, the hostel introduced a structured daily routine with fixed study hours, tuition sessions, and early morning study times. Students benefited from close academic supervision, easy access to teachers, and peer learning through group studies and discussions. Teachers gradually phased in subject-wise coaching, while continuous assessments helped identify learning gaps and provide targeted support—making learning student-centred and responsive.



A meeting with the parents of class 10 students on the project in progress, on the 26th of September



What made the intervention truly impactful was its emphasis on life skills and dignity of labour. Instead of hiring cooks or cleaners, students actively participated in cooking, cleaning, and maintaining the hostel in rotation. This interactive practice nurtured responsibility, cooperation, leadership, and self-reliance. Recreational activities, physical exercise, ICT-based learning, and community interactions were thoughtfully integrated to ensure holistic growth—academic, social, emotional, and physical. In essence, the intervention transformed limitations into learning opportunities. By converting unused school spaces into a living-learning hub, mobilising community support, and placing students at the centre of the process, the school successfully created an innovative, sustainable, and pupil-centred model that not only prepared students for the HSLC examination but also equipped them with life-long values and skills.

THE OUTCOME

The introduction of the temporary hostel at Govt. High School Mangmetong brought about a visible and meaningful transformation in the academic and personal lives of HSLC students. One of the most immediate outcomes was the creation of a calm, structured, and distraction-free learning environment. With fixed study hours, regular tuition sessions, and close supervision, students developed better concentration and study habits. Class tests conducted after the intervention showed noticeable improvement in academic performance, boosting students' confidence and motivation to aim higher.

Another powerful outcome was the growth of peer learning and collaboration. Living and studying together encouraged students to discuss lessons, solve problems collectively, and support one another emotionally and academically. Group studies became more engaging, doubts were clarified quickly, and learning shifted from being teacher-dependent to student-driven and interactive. Teachers, being easily accessible within the campus, strengthened academic rapport with students and provided timely guidance whenever needed.

Beyond academics, the intervention significantly contributed to holistic development. By actively participating in cooking, cleaning, and maintaining the hostel, students learned the dignity of labour, teamwork, responsibility, and self-reliance. A disciplined daily routine helped inculcate time management and self-discipline, while recreational activities, physical exercises, and ICT-based learning added balance to their hostel life. Students gradually became more confident, independent, and socially responsible. Perhaps the most inspiring outcome was the renewed trust and confidence of parents and the community in the school. The successful implementation of the hostel demonstrated strong leadership, collaboration, and innovation, positioning the school as a nurturing and forward-thinking institution. The initiative not only strengthened academic outcomes but also laid a strong foundation for making the hostel a permanent feature—offering hope for increased enrolment and a brighter future for rural education.

CONCLUSION

The temporary hostel initiative at Govt. High School Mangmetong stands as a powerful example of visionary school leadership and community collaboration. What began as a response to academic challenges faced by HSLC students in a rural setting evolved into a holistic intervention that addressed not only examination preparedness but also students' personal growth. By creatively utilising available resources, engaging parents and community members, and fostering shared responsibility, the school successfully transformed limitations into opportunities for meaningful learning. More than an academic support system, the hostel became a living classroom—where discipline, cooperation, dignity of labour, and self-reliance were practiced daily. The encouraging academic improvements, positive behavioural changes, and renewed confidence among students highlight the effectiveness of this initiative. Most importantly, the project restored faith in the potential of rural schools and demonstrated that innovative thinking and collective effort can bring sustainable change. With continued support and careful planning, this temporary arrangement holds strong promise to grow into a permanent feature, contributing to improved enrolment, holistic student development, and a brighter future for the school and its community.



REFLECTIVE QUESTIONS

1. How did collaborative decision-making involving teachers, parents, and the community contribute to the successful implementation of the temporary hostel initiative?
2. In what ways did the structured hostel routine influence students' academic performance, discipline, and time-management skills?
3. How did involving students in daily responsibilities such as cooking and cleaning promote dignity of labour, self-reliance, and teamwork?
4. What leadership qualities were demonstrated by the school administration in addressing limited resources and infrastructure constraints?
5. How can this temporary hostel model be improved, sustained, or scaled up to become a permanent solution for strengthening rural education and increasing student

IGNITING RESPONSIBILITY THROUGH LEADERSHIP



Kezevinuo Krome
Assistant Headmistress, GHS Kikruma

SCHOOL PROFILE

School Name: GHS, Tseminyu Town
Location: Tseminyu Town, Nagaland
Phone Number: 8575271366
Email Id: mnleteppeno77@gmail.com
Number of Students: 104

BEQUEATHING A LEGACY

“In giving, I’m happier than in receiving”

Kezevinuo Krome's association with GHS Kikruma began in 2023 when she joined as the Assistant Headmistress (AHM). At that time, the school was deteriorating and it was marked by poor coordination, a lack of leadership, weak parent-teacher partnership, and low motivation among both teachers and parents. Overcoming the obstacles, she strived along with her colleagues and the community leaders to breathe new life into the school with a clear vision and determination. Over the years, she has successfully guided the school towards transformation and growth. Her path to leadership did not begin smoothly. She admits that she was "totally blind" as an administrator when she first entered the school. However, attending the one-month School Leadership Development Programme (SLDP) training at SCERT proved to be transformative. "That was my turning point," she recalls. Through that training, she learned the responsibilities, skills, and outlook required of a school leader. Equipped with new confidence and clarity, she returned to the school determined to rebuild it from the ground up.

Igniting Community Accountability:

For several years, the school functioned without an active School Management and Development Committee (SMDC). Upon joining the institution, Kezevinuo's foremost priority was to build a strong and united team involving teachers, staff, parents, and community leaders. Recognizing that a school cannot function effectively without community support, she took immediate steps to restore collaboration and structure. She first convened a staff meeting to collectively review the school's condition and shared her vision for revitalizing its long-neglected administrative and academic systems.



The first staff meeting convened by Kezevinuo Krome

Identifying the absence of a Parent-Teacher Association (PTA) as a major gap, Kezevinuo called a parent-teacher meeting and emphasized the importance of parental involvement, leading to the formal formation of the PTA on 3 August 2023. Subsequently, a meeting with village and community leaders resulted in the successful constitution of the SMDC in the same month. It was here that the Action Plan for the second installment of Performance Incentive Grants (PIG) was also tabled, marking a crucial step toward shared responsibility and accountability. Another major challenge was the steady decline in student enrolment. To address this, she conceptualized a children's recreational park within the school premises for children below four years. For this purpose, an old building that was lying unused was

transformed with financial support from NECTAR's Performance Incentive Grant (PIG). Despite opposition from some community members, she remained firm, stating, "First, let us build something that improves the learning environment." With this clear vision, the partition walls were dismantled, and the structure was repaired and repainted, transforming it into a joyful, child-friendly space. Due to financial limitations, teachers volunteered after school hours and worked alongside a few skilled workers. Through collective effort and cooperation, the initiative was successful.



How Can I Be A Help?

Under her leadership, infrastructural improvements extended beyond the park. She supervised the enhancement of the Pre- Primary classrooms, integrating educational materials such as a TV provided by Samagra Shiksha and teacher- contributed learning aids. With the help of the Agriculture Vocational Teacher, she also assisted in setting up a functioning Agri Lab using available funds. Additionally, with funds from PIG, she facilitated the renovation of a science lab and she also oversaw the renovation of the school's aging buildings, including doors, windows, floors, and walls, with the help of carpentry instructors, staff, and a one- day free service by the students' parents. Financial constraints were a recurring challenge.

Initially, Kezevinuo contributed from her personal savings, and later, teachers also provided monetary support. To manage daily expenses during renovation work, the teachers took turns each day to provide meals for workers. All the activities were managed using PIG funds, as this was the only amount available to the school. The children's playroom was largely developed through the contributions of teachers and free service offered by students'parents. Additionally, the Students' Union of Kikruma village voluntarily offered help. The Village Development Board (VDB) also supported the initiative by providing a vehicle for transporting goods from Pfutsero town. Believing strongly that a child's early years form

the foundation for future learning, she prioritised strengthening the Primary and Pre- Primary levels. She introduced activity-based learning methods, made English speaking compulsory, and organised subject- focused events. When students expressed difficulty with Mathematics, she launched "Mathematics Day", during which concepts were taught through games to reduce fear and build Understanding. Events such as Sports Week, Teachers' Day, Parents' Day, Cultural Day, and "Blackless Day" were organised to create a more colourful and enjoyable environment to promote holistic developmet.

OVERCOMING



Children Enjoying The Recreational Facility

One of the most challenging hurdles Kezevinuo confronted was when she visited the Nagaland Board of School Education (NBSE) office in 2023 to collect Class 8 registration cards. She was unaware that for the past four to five years, the school had failed to cooperate with NBSE, and that registrations and results for Classes 8, 9, and 10 had not been handled properly. To her surprise, officials informed her that owing to negligence by the school, a letter had been sent to the Principal Director. As a result, the school was on the verge of derecognition. Kezevinuo immediately undertook corrective action and worked diligently to restore proper records and compliance. When she joined in 2023, the Class 10 batch had around 14 students.

While many of them completed and moved on, those who could not make it did not return. As enrolment was on the decline, she and her team made every effort to increase admissions, visiting students' homes, meeting village leaders, and collaborating with student bodies to encourage enrolment. By 2025, the school saw significant growth, with 38 new enrolments across Classes A to 10. The children are now thrilled and love coming to school. Children began speaking in English with confidence. Community involvement became strong and consistent. Teachers regained motivation, reflecting the positive impact of her leadership.

Bequeathing a Legacy

Beyond her administrative accomplishments, lies a personal story of courage. Having lost her father, who was a teacher, she embraced his teachings that the profession could be a blessing or a curse. She chose to serve with dedication, humility, and selflessness—qualities that shaped her leadership and earned the respect of teachers, parents, and the community. She wants the school to have a strong and lasting foundation, especially at the primary level. Though she is retiring soon, her impact will continue to guide the institution. Before leaving, she urged the staff and community to sustain the progress achieved, particularly in strengthening foundational learning.



Seyievizo Medom, AHM, GMS Chedema

TRADITIONAL BAMBOO BASKET MAKING: A HANDS-ON LEARNING

KEY AREA 5- LEADING INNOVATION

Basket making with bamboo is one of the oldest traditional crafts that have been practiced for many years in many communities. It shows how people can use simple natural materials to create something useful and beautiful. In this project, students will learn how bamboo is cut, shaped, and woven to form baskets of different sizes and designs. This process teaches patience, creativity, and focus. It also helps students understand how much hard work and skill local artisans put into their craft. By exploring this art, students will see the value of traditional knowledge and why it is important to keep such practice alive. This project encourages students to appreciate nature, respect cultural traditions, and enjoy the experience of making something with their own hands.



OBJECTIVES:

1. To learn and understand the traditional method of making bamboo baskets.
2. To encourage creativity, hands-on skills, and appreciation for local culture crafts.
3. To encourage teamwork and shared learning among students.



Profile of the School

Name of School Head: Seyievizo Medom, AHM
Name of the school: GMS Chedema
District: Kohima, Nagaland
Year of establishment: 1964
Phone Number: 9436812085
Email Id: medomseyie@gmail.com
No. of teaching staff: 22
No. of non-teaching staff: 04
No. of students: 55

Present Scenario Of The School

(Based on the Case Study)



Strengths:

1. The school has strong community involvement, with local elders and community members actively supporting learning activities such as traditional bamboo basket making.
2. Teachers and school leadership encourage hands-on, experiential learning, helping students develop practical skills, creativity, and teamwork.

Weaknesses:

1. The school has a small student strength, which may limit peer learning opportunities and wider participation in projects.
2. Limited resources and exposure to modern tools may restrict the expansion of innovative and skill-based programmes.

Opportunity:

The school has the opportunity to integrate traditional crafts and local knowledge into the regular curriculum, promoting vocational skills, cultural preservation, and possible student-led exhibitions or fairs.

Threat:

A major threat is the gradual decline of traditional crafts due to modernization, which may reduce student interest and availability of skilled community resource persons in the future.

Problem:

GMS Chedema faces several interconnected challenges that affect its overall functioning and growth. The school has a low student enrolment, which limits peer learning opportunities and raises concerns about long-

term sustainability. Limited infrastructure, financial constraints, and lack of access to modern technology restrict the regular implementation of innovative and skill-based learning activities. The school also depends heavily on community resource persons for traditional knowledge, making continuity uncertain if such support is unavailable. Additionally, teachers manage multiple responsibilities with limited training opportunities, while time constraints within the academic schedule make it difficult to balance curriculum demands with experiential learning projects. Together, these challenges call for strong leadership, community support, and strategic planning to ensure quality education continues despite limitations.

Intervention

To respond effectively to the challenges faced by GMS Chedema, the school introduced a thoughtfully planned **Traditional Bamboo Basket Making – Hands-on Learning Intervention**. This intervention was designed not just as an activity, but as a meaningful learning experience that combined academics, culture, and community participation. Instead of relying on costly infrastructure or external agencies, the school made innovative use of locally available resources and traditional knowledge, turning a limitation into a strength.

The intervention followed a structured eight-day plan, allowing students to learn gradually and confidently. Each stage—from selecting participants and collecting bamboo to weaving the baskets and documenting the process—was carefully guided by teachers and community elders. This step-by-step approach helped students remain engaged, reduced learning pressure, and ensured that every child could participate actively. It also addressed time constraints by integrating learning objectives into a well-organized schedule.

By involving community members and traditional artisans, the school successfully bridged the gap between classroom learning and real-life skills. This not only reduced dependency on modern tools but also ensured the preservation of indigenous knowledge. Students learned directly from experienced elders, gaining respect for cultural heritage while developing patience, creativity, teamwork, and problem-solving skills.

The intervention also strengthened teacher collaboration and leadership practices. Teachers worked beyond textbooks, acted as facilitators, and guided reflective learning. Despite limited resources and small student strength, the project created a vibrant learning environment where students felt motivated and proud of their achievements.

Overall, this intervention demonstrated how innovative school leadership, community partnership, and experiential learning can effectively address multiple challenges at once. It transformed constraints into opportunities, enriched student learning, and set a strong foundation for sustainable, culturally rooted educational practices.

The Traditional Bamboo Basket Making project brought about rich and meaningful outcomes for GMS Chedema, touching students, teachers, and the wider community alike. One of the most significant outcomes was the **development of practical life skills** among students. Through direct involvement in every stage of the process—from collecting bamboo to completing the final weave—students gained hands-on experience that boosted their confidence and sense of achievement. Seeing a finished basket made with their own effort gave them pride and motivation to learn beyond textbooks.

Another important outcome was the **growth of teamwork and social skills**. Students worked closely in groups, shared responsibilities, helped one another during difficult steps, and learned the value of cooperation. This collaborative environment improved communication skills and built mutual respect among students, teachers, and community members. The guidance of elders and volunteers created a supportive atmosphere where learning felt natural and enjoyable.

The project also led to a deeper **appreciation of culture and tradition**. Many students were exposed for the first time to the skill and patience required in traditional bamboo craft. By interacting with community artisans, they understood the importance of preserving indigenous knowledge and cultural identity. This experience helped students respect local traditions and recognize their relevance in modern life.

An equally strong outcome was the **development of creativity and problem-solving skills**. Students learned to think creatively while shaping and weaving bamboo, experimenting with patterns and designs. They also learned how to overcome small challenges, such as uneven strips or loose weaving, by observing, correcting, and trying again. These experiences strengthened their resilience and critical thinking.

The project further resulted in **enhanced school–community relationships**. Active participation of community members made learning more inclusive and meaningful. Parents and elders felt valued, while the school emerged as a centre of shared knowledge and cooperation. Teachers benefited as well, gaining new perspectives on experiential teaching and innovative leadership practices.

Overall, the outcome of this project went far beyond basket making. It nurtured confidence, responsibility, creativity, environmental awareness, cultural respect, and a love for learning through experience. The intervention successfully demonstrated that even with limited resources, powerful learning can take place when schools embrace innovation, community partnership, and hands-on education.



Conclusion

Through this hands-on intervention, students discovered that education is not limited to books but is deeply connected to culture, nature, and real-life skills. The project allowed students to learn at their own pace, build confidence through practice, and experience the joy of creating something useful with their own hands.

The active involvement of teachers, the head teacher, and community elders created a warm and supportive learning environment where traditional knowledge was respected and shared. This collaboration strengthened the bond between the school and the community, showing that education thrives when everyone works together. Despite challenges such as limited resources and small student strength, the school demonstrated innovative leadership by transforming these limitations into opportunities for experiential learning.

Overall, the case study not only preserved a valuable traditional craft but also instilled important values such as teamwork, patience, responsibility, and respect for the environment. It left a lasting impact on the students, encouraging curiosity, creativity, and a deeper appreciation of their cultural heritage. The success of this project highlights the potential of community-based, hands-on learning to shape confident learners and create meaningful educational experiences.

Reflective Questions

1. How did hands-on learning through bamboo basket making change students' understanding of learning beyond textbooks?
2. In what ways did community involvement enhance the effectiveness of this project and student engagement?
3. What skills and values did students develop during the project that may not be easily taught in a traditional classroom setting?
4. How can traditional knowledge and local resources be sustainably integrated into the regular school curriculum?
5. What improvements or changes could be made in future projects to overcome challenges such as limited time, resources, and student strength?

The Doormat Making



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School Profile

Name of School Head: Smti: A. Akhetoli Sumi ,AHM

School Name: GHS Beisumpuikam

Location: Beisumpuikam, Peren, Nagaland

Phone Number: 7005804038

Email id: akhetoliwoka@gmail.com

Introduction

The case study on making doormats mainly aims to indulge the stakeholder in creativity, eco-friendly usage of materials and to enhance the practical skills in creating both functional and decorative essential items for daily use. This case study targets to instill the effective use of old, unused items often left unattended or discarded and to make one of them to create a useful house-hold items. This activity focuses on the various arts of doormats – making while promoting self sufficiency and to help the stakeholder develop a new act of learnt skills, the project not only engages in learning a craft but also help understand the value of handmade items and appreciate craftsmanship. The case study also fosters sense of responsibility and promotes entrepreneurship to market their creation; the process includes innovation and creative techniques like stitching, knitting and decorative lying to give an interesting experience that integrates attention, patience and creativity.

Objective

- 1.To teach students the skills and techniques required for making high-quality, durable doormats.
- 2.To promote creativity and self – experience through the design and creation unique doormat patterns.
- 3.Promote recycling and sustainability



Strengths

1. **Dedicated Teaching Staff**

The school has committed and experienced teachers who show strong dedication towards students' academic growth and overall development. Despite limited resources, teachers make consistent efforts to support learners through classroom instruction and guidance.

2. **Supportive School–Community Relationship**

The school enjoys cooperation from parents and the local community. Community involvement in school activities and decision-making helps create a positive learning environment and encourages student attendance and participation.

Weaknesses

1. **Inadequate Infrastructure and Learning Resources**

The school faces limitations in infrastructure such as classrooms, library facilities, and teaching–learning materials. Insufficient access to digital tools and laboratories affects the quality of experiential learning.

2. **Irregular Student Attendance**

Student attendance is sometimes inconsistent due to socio-economic challenges, household responsibilities, and lack of awareness about the importance of regular schooling, which impacts academic performance.

Problem

The Government High School Beisumpuikam faced several challenges that highlighted existing constraints within the school system. One major challenge was the limited availability of resources, as the project largely depended on recycled and donated materials, which varied in quality and quantity and required additional time for sorting and preparation. Managing time was another significant issue, as balancing a 10-day hands-on project alongside regular academic schedules proved demanding, especially for activities like knitting and weaving that required patience and sustained effort. Maintaining consistent student focus throughout the project was also challenging; while initial enthusiasm was high, some students struggled with concentration and perseverance during the more detailed stages of work. Additionally, most students lacked prior exposure to craft-based skills such as knitting, which slowed the initial progress and required repeated demonstrations and close teacher supervision. Ensuring the quality and durability of the final products further added to the challenge, as loose ends and uneven designs needed repeated corrections during the quality-check phase. Lastly, although the project introduced the concept of entrepreneurship, students had limited practical exposure to marketing and pricing, making it difficult to fully translate their creative work into real-world entrepreneurial experience. Together, these challenges offered valuable learning opportunities for improving planning, skill development, and resource management in future initiatives.

Intervention

To address the challenges related to limited resources, lack of practical skills, student engagement, and time management, the school introduced a structured, hands-on intervention through the Doormat Making project, designed as a pupil-centred and community-supported initiative. The school leader began by actively involving teachers and community members through orientation meetings, creating a shared sense of ownership and support for the project.

By encouraging the collection and use of recycled and locally available materials, the school not only solved the issue of resource scarcity but also promoted environmental awareness and sustainable practices among students. Step-by-step demonstrations, continuous teacher guidance, and peer learning were introduced to support students who had no prior exposure to craft skills, helping them build confidence gradually. To improve focus and

discipline, the project was broken into daily achievable tasks, allowing students to see visible progress and remain motivated. Regular quality checks and feedback sessions were conducted to enhance craftsmanship, patience, and attention to detail. The intervention also integrated teamwork and reflective discussions, enabling students to share experiences, overcome difficulties collaboratively, and learn time management. Finally, by introducing basic ideas of display, usability, and entrepreneurship during the final review, the school broadened students' understanding of real-life applications of their skills. This well-planned intervention transformed challenges into learning opportunities, strengthened student engagement, and demonstrated the school's commitment to experiential and meaningful learning.

Outcome

The doormat-making intervention produced meaningful and visible outcomes for students, teachers, and the wider school community. Students actively engaged in the hands-on learning process, successfully acquiring practical skills such as knitting, weaving, measuring, and quality checking, which enhanced their fine motor skills, patience, and attention to detail. Through collaborative work, learners developed strong teamwork and communication skills, learning to share responsibilities, support peers, and solve problems collectively. The project significantly boosted students' confidence and sense of achievement, as they proudly created functional and aesthetically pleasing doormats from recycled materials, reinforcing the value of creativity, sustainability, and self-reliance.

Teachers observed increased student motivation, improved discipline, and greater responsibility towards tasks, indicating a positive shift in learning behaviour. The integration of eco-friendly practices deepened students' awareness of recycling and environmental responsibility. The final display and review sessions encouraged reflection, critical thinking, and basic entrepreneurial awareness, as students discussed product quality, usability, and potential marketing ideas. The successful completion and use of the doormats within the school served as a lasting reminder of student effort and capability. Overall, the intervention transformed classroom learning into an experiential journey, strengthened school-community collaboration, and demonstrated how pupil-centred initiatives can lead to holistic student development and sustainable school improvement.



Conclusion

The doormat-making project stands as a powerful example of how meaningful, hands-on learning can transform challenges into opportunities for growth at Government High School Beisumpuikam. Through this intervention, students moved beyond textbook learning and actively engaged in creativity, collaboration, and skill-building using locally available and recycled materials. The project nurtured essential life skills such as patience, teamwork, responsibility, and problem-solving, while also fostering environmental awareness and a sense of self-reliance. Teachers played a vital facilitative role, guiding students through each stage and encouraging reflection, quality improvement, and perseverance. The visible outcomes—well-crafted doormats proudly displayed and used within the school—served as tangible evidence of student capability and collective effort. More importantly, the project strengthened school-community bonds and introduced students to the idea that learning can be purposeful, practical, and impactful. This initiative reinforces the belief that experiential, pupil-centred approaches not only enrich student learning but also contribute significantly to holistic development and sustainable school improvement, setting a strong foundation for future innovative projects.



Reflective Questions

1. How did participating in the doormat-making project change students' understanding of learning beyond textbooks and classrooms?
2. In what ways did the use of recycled and locally available materials influence students' attitudes towards sustainability and environmental responsibility?
3. What challenges did students face during the project, and how did teamwork and teacher guidance help them overcome these difficulties?
4. How did this hands-on activity contribute to the development of life skills such as patience, responsibility, problem-solving, and collaboration among students?
5. What improvements or extensions can be made in future projects to strengthen skill development, time management, and entrepreneurial learning opportunities for students?

School Leadership Academy, SCERT

Case Study

Club Activity Time



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GOVERNMENT OF NAGALAND

Smt. Thejangunuo Leruo, Vice Principal

12/14/2023

Club Activity Time!
Key Area-5: Leading Innovations

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:	Smt. Thejangunuo Leruo, Vice Principal
School Name:	GHSS, Peren
Location:	Beilukui colony. Peren Town
Phone Number:	8837383560
Email Id:	ghssperen14@gmail.com
Total students:	104
Number of Classrooms:	09
Number of Teachers:	32
Number of non-teaching staff:	02.

The Present Scenario of the School

Strengths:

The Community support for the school is very good. The teachers in the school are dedicated and sincere. There is good rapport among the staff in the school.

Weaknesses:

There is shortage of mathematics and science teacher which creates inconvenience to the students. The school also faces the problem of inadequate science laboratory.

Opportunity:

Girls in the school get married early due to ignorance and without knowing the consequences of early marriage, which is a key factor for increase in dropout rates in the school. Therefore, there is much scope for focusing on girl child development in the school.

Threat Analysis:

Young girls are dropping out of school to get married, which increases the dropout rate in the district.

The description of community-cultural pressures; values, needs and expectations; skills, chief occupation

The school is located in rural area and lack of education in the community at the core level leads to ethnocentricity. Mostly parents and guardians are not well educated in the modern sense of the way and their chief occupation is farming.

PROBLEM: Setting up Clubs in the School

After attending the SLDP training the Vice-Principal of GHSS Peren returned to her school to start her project work. Before deciding the area of focus for her project work, she decided to conduct a staff meeting to understand the perspective of her colleagues. During the meeting she asked the question

“What are the priority areas of improvement for our school?”

One of the senior teacher responded

“We lack diverse extracurricular activities. There are limited opportunities for students to explore and develop interest outside of the standard curriculum”

The school Principal highlighted

“The current educational setting may not adequately address the development of essential life skills of the students. We can do a project that can address the existing gaps. We can harness the interest, skills and talents of the students by introducing club activities. Clubs will offer a platform for interactive and participatory learning experience.”

The Vice-Principal thanked everyone for their invaluable feedback and recommendations. She shared how she had thought about many project ideas but her main area of concern was about addressing specific educational gaps in the school. They decided to set up different club activities at least once a month. By strategically aligning club offerings with identified needs, the school should be able to create a more inclusive, engaging and skill-focused educational environment.

Challenges

The challenges of conducting club activities in schools were discussed before the project was implemented. The staff put their heads together to tackle the probable hurdles for getting school clubs up and running. These included limited resources due to budget constraints, lack of awareness of club activities and their benefits, time constraints, and limited infrastructure for some clubs.

Implementation

The school head had a discussion with the staff and decided to introduce 7(seven) clubs in the school. In order to develop creativity and capacity for skill development, the aim was to expose students to various activities ranging from painting, music, dance, handwork, sports, science and social service. The teachers agreed which of them should be in charge of the various clubs to oversee and guide the students in their activities.

Outcomes

1. **Student Well-being:** There have been positive effects on the students' mental well-being and sense of belonging, as they find avenues for personal expression and social connection through club activities
2. **Skill Development:** There has been significant improvement in their learning of new skills contributing to the holistic development of each child
3. **Vibrant School Culture:** Club activities have significantly created a positive and inclusive school culture, fostering camaraderie among students with diverse interests, teachers and students and teachers with their colleagues.

Pause for Thought: Group Discussion

Introducing club activities in a school requires careful planning, resource management, and effective communication. By addressing challenges and implementing strategies outlined in this case study, Government schools can provide students with invaluable opportunities for skill development, creativity, and personal growth. In such a scenario, what strategies do you think could be adopted to successfully implement club activities in your School?

1. Discuss possible strategies and design a “Club Activity” plan for your school
2. How will the club activities contribute to the personal growth and development of the students involved? List down the activities that will promote this goal and reflect on what outcomes might look like
3. Can you think of creative avenues/platforms beyond clubs through which students can showcase their learnings?
4. **A Celebration:** How has the school leader demonstrated adaptability and responsiveness to the evolving needs and interests of the students through the club offerings? What would be the appropriate ways in which the school can appreciate and celebrate these efforts?

November 2023 : This Case Study relates to how one of our SLDP Batch 2 leaders is striving to make their school even better

School Leadership Academy, SCERT

Case Study

Collaborative Responsibility



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Smt. R. Mhonlumi Yanthan, Vice Principal
12/14/2023

Collaborative Responsibility
Key Area-6: Leading Partnership

INTRODUCTION

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: Smt. R. Mhonlumi Yanthan, Vice Principal
School Name: GHSS Wokha
Location: Wokha, Nagaland
Phone Number: 9366297230
Email Id: ghsswokha612@gmail.com

School Data for Academic year 2023-24

Number of students in Secondary	231
Number of students in Higher Secondary	357
Total Number of Students	538
Number of Teaching Staff	47
Number of Non-teaching Staff	18

The Present Scenario of the School

Strengths:

Apart from academic lessons, the students have the opportunity to be part of different clubs in the school. The school has NCC, Eco Club, Music Club etc. the school also has a very spacious reading room with varieties of books available for the students to read whenever they want. The school is located in the middle of Wokha town which makes accessibility convenient for everyone.

Weaknesses:

One drawback of the school is that the school building is very old and is in dire need for a new building. The school building being very old portrays a poor image of the school.

Opportunity:

When the school fees in private schools are skyrocketing ever year, education is free in government schools, which acts as a catalyst to attract more students.

Threat Analysis:

Parents prefer private schools rather than government schools for their children's education, which is a major challenge and threat for the institution.

PROBLEM: Poor Performance of Class 12 students

After the midterm exam in GHSS Wokha, the Vice-Principal, Mhonlumi Yanthan, flipped through the progress cards of the students and was alarmed to see the poor performance of Class 12 students. It worried her so much that she investigated further and found out that even the attendance of the students have dropped dramatically. Her instinct was that this was linked to their lack of home study habits and lack of monitoring at home. She realized that this was a problem she alone will not be able to solve. Hence, she decided to collaborate with the SMDC members and the teachers of her school to find ways to understand the cause of the poor performance of the students and also to find ways to improve the learning of the students.

INTERVENTION

The Vice-Principal, Mhonlumi Yanthan decided to talk to the SMDC members and the teachers, for which she called for a meeting on a Saturday afternoon which is half working day for the school. In the meeting she shared her observations and concerns about the performance of the students in class 12. She also requested the support of the SMDC and teachers to get more information about the students. The meeting was very successful as the SMDC members and the teachers agreed to support her plan of action to improve the performance of the students. Her plan of action had two things to do.

The two things were:

- 1. Requested teachers to sit one-on-one with the students of class 12 and understand their backgrounds and the impact that this may have on their studies.**
- 2. Talk to the parents/guardians to understand about the study habits of the students at home and the support the parents were providing to the students.**

The teachers on the advice of the school head had one-on-one talk with the students after class hours to understand the backgrounds of the students. The teachers also contacted the parents/guardians through phone and also visited to the homes of the students along with the SMDC members to understand the study habits of the students at home and the support the parents/guardians were providing to the students.

Through this exercise the Mhonlumi Yanthan found out that most of the students were staying with their guardians and they did not maintain any study hour at home. She also understood that in the diverse landscape of education, no two learners are the same. Students bring unique abilities, challenges and backgrounds to the classroom.

To ensure equitable learning experiences and better learning outcomes, Mhonlumi Yanthan decided to conduct case studies of four different types of learner from Class 12 and mentor them in partnership with the teachers and parents/guardians.

- 1. Slow Learner:** Nchum lives with his sister since his parents live in Akuk village far away from Wokha town. He is a slow learner. He is regular and disciplined in the school but he takes time in understand lesson concepts. His foundation is good as he studied from classes 2-8 in Dimapur in a private school. However, he doesn't maintain a study timetable. His normal practice was to just spend few minutes studying so that he can spend more time playing mobile games

2. **Average Learner:** Abeni is an orphan who lost her mother when she was eight months old and then her father in 2020. She lives with her paternal aunt along with her elder brother. She is smart and learns fast but according to her she forgets easily. She looks after household work. Her aunt is not able to give time to guide her in her studies.
3. **Fast Learner:** Zuchobeni is a smart student who is good at her studies. Her favourite subjects are Political Science and History. She lives with her step sister with whom she shares a good relationship. She loves to take part in activities. Her parents live in Lakhuti Village. She maintains a study hour every day however, she makes careless errors while writing.
4. **Differently-abled Learner:** Yithenbeni is an introvert who takes time to reply. She is shy and passive. She is good at her studies but her handwriting is poor and does not speak fluently. She cannot use her right arm and leg properly since birth and her eyesight is also affected.

THE OUTCOME

Mhonlumi Yanthan shared her findings with the respective subject teachers and parents/guardians and requested for their support and feedback. The mission took flight!

Action in the School:

For slow learners in the school Mhonlumi Yanthan introduced personalized learning plans based on individual assessment. Dedicated mentors from the teachers were assigned for regular one-on-one sessions, focusing on breaking down complex topics and reinforcing fundamental concepts. The outcome of this intervention was that there was significant improvement in comprehension and increased participation in school activities by the students.

For the average learners, the vice principal adopted a differentiated instruction approach where the teachers were advised to integrated group activities in all the subjects and use different methods of teaching with hands on activities in the classroom. The outcome of this approach was that there was significant improvement in academic performance.

For the fast learners she provided enriched learning opportunities beyond the standard curriculum and textbook. For this she instructed the teachers to encourage the students to undertake independent projects and also paired fast learners with other learners for peer support and peer learning where the fast learners would acts as a mentor to the slow or average learners. The outcome of the action led to the development of critical thinking and knowledge sharing among the students which further improved the overall performance of the students not only in class 12 but also in the whole school.

For the differently-abled students, Mhonlumi Yanthan directed the teachers to conduct assessment to determine individual needs and preferences of the students. Based on their findings the teachers were asked to ensure accessibility through adaptive technology like using calculators in mathematics, audio-visual aids and Teaching Learning Materials relevant to the subject and give a little extra time and attention to students with learning disability. The outcome of this action was that the students improved their confidence and in learning their lessons.

Action at Home:

The parents/guardians were briefed about their child and requested them to support in maintaining study time at home and provide whatever support they can as most of the parents and guardians were economically poor and uneducated.

CONCLUSION

School leaders should be able to work in partnership with all the stakeholders in education because managing a school is not one man army. The initiative taken by Mhonlumi Yanthan, Vice principal of GHSS, Wokha brings out the quality of an effective leader working in collaboration with her staff and community. Her actions not only improved the performance of the students but also brought the stake holders together to actively participate in the education of the children. 21st century School Leaders should be proactive with ability to work with others even if the situation is unfavourable like uneducated parents.

Reflective Questions:

- If you were Mhonlumi Yanthan, what would you do next?
- You have data and have analyzed it to see that there are clear patterns of data related to each learner type. How do you now scale this pilot into a whole class strategy? What are the steps you need to take?
- Plan and execute your mentoring strategy and how to implement this by partnering with different stakeholders and how to track the impact of your strategy on the students' performance.

School Leadership Academy, Nagaland



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Case Study

[Type the document subtitle]

School assembly revolves around the idea of bringing the entire school together at the beginning of the school day. It brings together students, teachers, and staff together which impart a sense of unity and belongingness. This assembly gathering underscores that every member of the school community has a role to play, creating an environment where every individual is given a platform to groom and nurture their inherent potential and capabilities.

Smti. K. Munenle Tep, AHM
12/14/2023

Cracking the Assembly Code

Key Area- 1: Perspective on School Leadership

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:	Smti. K. Munenle Tep, AHM
School Name:	GHS, Tseminyu Town
Location:	Tseminyu Town, Nagaland
Phone Number:	8575271366
Email Id:	mnleteppeno77@gmail.com
Number of Students:	104

The Govt. High School Tseminyu New Town located near Town Hall, it was upgraded to High School status from GMS in the year 2012. The GPS section located few meters away from the High School building was merged to GHS during school rationalization. Presently, GHS is being run in two separate building with Class 6-10 in one building and GPS section in other building. The number of students' enrolment has been increasing each year.

The Present Scenario of the School

Strengths:

The school is easily accessible for the students in Tseminyu town and the nearby villages. The school caters to the need of economically disadvantage section of the society.

Weaknesses:

Children of low economic group form the core of the school population.

Opportunity:

Children from such environment have low self esteem and lack confidence since they lack opportunity of social exposure and interaction in such scenario school is the only place that can help in nurturing their various developmental needs.

Threat Analysis:

The school is facing severe shortage of teachers and staff due to non replacement on death, retirement, promotion and transfer. The effectiveness of the school functioning are hampered to large extend due to this trend.

The description of community-cultural pressures; values, needs and expectations; skills, chief occupation

Majority of the school students are from the Rengma tribe of Nagaland because the population of Tseminyu district is Rengma. Like all tribal community, the Rengmas also have rich cultural and traditional heritage and the main occupation of the people is agriculture.

The students from affluent families mostly opt for private schools and other institution and we receive mostly average and low performing students but the school continues to strive for imparting quality education.

PROBLEM: Cracking the Assembly Code

The idea for ‘Cracking the Assembly Code’ occurred during One Month Certificate Course on School Leadership Development Programme conducted by SLA, Nagaland. During the programme she thought *“What are the needs and challenges of my students?”* She felt that as a school leader, her role was not only to lead the school but also to nurture the students to their fullest potential. It struck her that, *“One platform to understand and nurture the developmental needs of my students is morning assembly.”*

The present case study deals with an activity which the school already practices but she tries to add more component to the present situation through which the school could cater to the various developmental needs of the student. Under her guidance and assistance the students were given a platform to develop their innate potential.

A vibrant school morning assembly inculcates confidence in students, fosters leadership skills, character development, and creativity, while building a feeling of community. Done well, assemblies contribute to a rich school ethos that validates the school's identity and goals.

INTERVENTION

The Assembly Journey

Smti. K. Munenle Tep, joined as Asst Headmistress and the head of GHS Tseminyu Town, New Town in January 2023 and also in the same year she completed the one month certificate course in SLDP conducted by SLA, Nagaland. Understanding the scenario of the school and student, under her leadership she ventured to improve the school in her own capacity, she decided to use morning school assembly as a platform to impart discipline in the life of the student and also to cultivate self confidence in student.

For this, she called for a staff meeting and formed a “Morning Assembly Committee”. Together they set up the strategy for the Morning Assembly. All staff and the students were expected to participate and follow the routine.

School Assembly was used as catalyst in mobilizing the student discipline and self confidence. She initially initiated by re-organizing the assembly committee where all the academic and non academic staffs of the school were involved. The assembly schedule was restructured and new component were added where involvement and participation of the student were encouraged. She felt that as a school leader, her role was not only to lead the school but also to nurture the students to their fullest potential.

But after two months, the school head began to see discrepancies in the way in which the daily morning assemblies were being held. Some days, the morning assembly started late, disrupting the daily schedule and caused delays in classroom activities. The level of student involvement in morning assembly activities did not cater to all the students. Some of the students did not actively engage or participate in their designated responsibilities. Therefore, the school head decided to set a mechanism to address the issue by doing two things. The two things she did were:

1. Conduct leadership training for the Morning Assembly Committee members.
2. Developed a feedback mechanism and collect feedback from the school staff and students.

THE OUTCOME

Within a month time, the student involvement and participation could be seen and felt. Assembly worked as a platform where every child was given an opportunity to exhibit their innate potential as well as develop their personalities.

The leadership training imparted to the Morning Assembly Committee members enhanced the organizational, communication and coordination skills of Committee members and thus, the Morning Assembly was conducted with more activities like:

- *Short talk from community members on culture and tradition.*
This made the students become aware of their rich cultural heritage and the importance to preserve them.
- *Short speech on career, self employment, awareness of diseases, substance abuse etc. from teachers.*

These speeches gave more knowledge to the students beyond their textbooks.

- *News reading, extempore speech, singing, prayer etc. by the students, where every class and individual students were given opportunity to participate.*

This activity helped the students to be more pro-active in participating in school activities and explore their hidden talents. It also helped introvert students to overcome their fear of standing in front of a crowd and most importantly in helped in boosting the self-confidence of many students.

Monthly review meeting were held as a feedback mechanism where students and staff anonymously share their observations and feedback. These feedbacks helped the committee members to assess the effectiveness of the morning assembly and make modification according to the feedbacks.

CONCLUSION

School assembly revolves around the idea of bringing the entire school together at the beginning of the school day. It brings together students, teachers, and staff together which impart a sense of unity and belongingness. This assembly gathering underscores that every member of the school community has a role to play, creating an environment where every individual is given a platform to groom and nurture their inherent potential and capabilities. The school Head understanding the context of the school and students used the Morning Assembly as platform to cater to the developmental needs of the students and improve the school as a whole.

Reflective questions:

1. What challenges did the school face in designing and executing morning assembly programmes? How do you address such issues?
2. How can morning assemblies be used as a platform to cater to a student's developmental needs? Reflect with your staff and students on how this can be achieved
3. How will you monitor and evaluate the effectiveness of morning assembly to understand student's developmental needs and progress and to ensure consistency of commitment and delivery?
4. **A Celebration:** While morning assemblies can be an interesting and valuable platform to enhance the overall development of children, they can be a challenging platform to sustain. How well did the school head go about setting up school assemblies? What was worthy of praise about how she acted when she realized that the initiative had stalled?

School Leadership Academy, SCERT

Case Study

A Journey towards Building Self Confidence



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Shri. Mesete Kanuo, Assistant Headmaster
12/14/2023

Key Area 2
A Journey towards Building Self Confidence

Introduction

This case study series presents case studies of challenges faced by serving school leaders leading Nagaland schools today. Each case study is linked to one of the key areas given in the handbook developed by NCSL. This case study describes a problem faced by the school leader and the strategies used 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
Email Id:

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 For 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 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 a few kilometers away from the District Headquarters that the administrator used to visit the school and encouraged the students and staffs as well.

Threat Analysis:

However, 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 a village based community with a homogeneous cultural society. Therefore, there is no multiple pressure or unnecessary social evils ever occurred. 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. Curricular and co- curriculum 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 a desired goal and expectations of the society as a whole in general.

The Problem:

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 include 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 Principal 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 Principal 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 Principal 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.

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



**STATE COUNCIL OF
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GOVERNMENT OF NAGALAND

School Leadership Academy, SCERT

Case Study

Forming Teams for Smooth Functioning of School

Smti. K. Munenle Tep, AHM

12/14/2023

Forming Teams for Smooth Functioning of School

Key Area-4: 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

Name of School Head: Smti. K. Munenle Tep, AHM
School Name: GHS, Tseminyu Town
Location: Tseminyu Town, Nagaland
Phone Number:
Email Id: @gmail.com

The Govt. High School Tseminyu New Town located near Town Hall, it was upgraded to High School status from GMS in the year 2012. The GPS section located few meters away from the High School building was merged to GHS during school rationalization. Presently, GHS is being run in two separate building with Class 6-10 in one building and GPS section in other building. The number of students' enrolment has been increasing each year. The number of enrolment stands at 104 in the year 2023.

The Present Scenario of the School

Strengths:

The school is easily accessible for the students in Tseminyu town and the nearby villages. The school caters to the need of economically disadvantage section of the society.

Weaknesses:

Children of low economic group form the core of the school population.

Opportunity:

Children from such environment have low self esteem and lack confidence since they lack opportunity of social exposure and interaction in such scenario school is the only place that can help in nurturing their various developmental needs.

Threat Analysis:

The school is facing severe shortage of teachers and staff due to non replacement on death, retirement, promotion and transfer. The effectiveness of the school functioning are hampered to large extend due to this trend.

The description of community-cultural pressures; values, needs and expectations; skills, chief occupation

Majority of the school students are from the Rengma tribe of Nagaland because the population of Tseminyu district is Rengma. Like all tribal community, the Rengmas also have rich cultural and traditional heritage and the main occupation of the people is agriculture. The students from affluent families mostly opt for private schools and other institution and we receive mostly average and low performing students but the school continues to strive for imparting quality education.

School Profile

Government High School Kasha was established in 1963.

Location

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. Being the only high school, which covers eight villages, it is expected to be an institution where every facility and infrastructure exist to meet the needs of the learners.

The Problem

As the only high school, serving many villages, the community understandably expects that the school will be able to provide all the facilities and infrastructure needed to meet the needs of the learners. Due to poor infrastructure and limited amenities like limited classrooms, no kitchen, poor condition of building and no room for library and lab, it is difficult to compete with nearby private schools which have all basic facilities.

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

So, with that objective in mind, the school head decided to conduct a staff meeting in the school to discuss how to improve the welfare of the students and the progress of the school and critically, how to increase student enrollment.

The Way Ahead

All the staff actively participated in the meeting. Some of the agendas that they discussed are setting up of different committees. The house decided to set up different committees for effective functioning of the school. The different committees are

- i) Morning Assembly Committee
- ii) Sports Committee
- iii) Literary and Cultural Committee
- iv) Student and Staff Welfare Committee
- v) Cleanliness and Beautification Committee

Solution

The consequences of the meeting was to identify increased enrollment as key priority for the school

Intervention	Roles	Outcomes
Enrollment Process Review Committee	• Each of the committee heads will be a member • Conduct thorough review of the current enrollment challenges • Focus on community engagement • Implement strategies	• To leverage diverse perspectives and expertise to comprehensively address enrollment issues • Ensure a more effective and inclusive enrollment process

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 you 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?

November 2023 : This Case Study relates to how one of our SLDP Batch 2 leaders is striving to make their school even better

School Leadership Academy, SCERT

Case Study

Mentor-Mentee Programme



**STATE COUNCIL OF
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GOVERNMENT OF NAGALAND

Shri. M. Limasunep Imchen, Vice Principal
12/14/2023

Mentor-Mentee Programme

Key Area-3: Transforming Teaching Learning Process

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. M. Limasunep Imchen, Vice Principal
School Name: N. I. Jamir GHSS, Ongpangkong Khensa
Location: Located in Khensa, 4.3 km from Mokokchung Town, Nagaland
Phone Number: 8119823120
Email Id: nijamirghss@gmail.com

Year of establishment: 1964
Total number of students: 189
Total Number of teachers: 28
Total number of classrooms: 8
Number of non-teaching staff: 9

The Present Scenario of the School

Strengths:

The school has good working environment with extremely committed and dedicated teachers. The principal is efficient and thoughtful. The school surrounding has fresh natural ambience with lots of available space for development.

Weaknesses:

The school has poor infrastructure like old school building which is at the verge of collapse as it was build in 1964, no water supply, no boundary wall and insufficient teachers.

Opportunity:

The very opportunity of making our school into a MODEL schools lies given the total area of the land which comes to around 8 acres which is in fact very rare in many other places. Till today, we have only arts stream. The opportunity of introducing science and commerce stream in higher secondary is always available.

Threat Analysis:

The school faces encroachment of school land due to non existence of boundary wall.

The description of community-cultural pressures; values, needs and expectations; skills, chief occupation

The impact of community and cultural influence on the school is very positive. The social values are very strongly embedded both among the students and teachers which act and serve as moral guardians for the school. With the exclusive help of the community, the school could establish a computer Lab with 15 computers. Young talents from the community are invited to help the school in many co-curricular activities. The social needs and expectations are many and varied. However, due to shortage of teachers and poor infrastructures, the school is unable to meet the expectations of the community

PROBLEM: Students' under Achievement and Parental Apathy.

A Government High School has to admit students in class 9 from Government Middle Schools and in Class 6 from the Government Primary Schools in their area who are called feeder schools. The feeder schools are mostly located in nearby villages, where the population is involved in agriculture and most of the parents are illiterate. For this reason the school faces significant challenges in inducting students from its feeder schools who were academically challenged. Many of the students struggled with speaking and writing English due to a lack of practice while the medium of instruction in school and the official language in Nagaland is English.

The school head also realized that the parents and guardians showed little interest in the children's education and their parental involvement in school was totally absent.

The problem faced by the school head was 'students' under achievement and parental apathy.'

The concept of mentoring came to light the while attending the sessions on Transforming Teaching Learning Process during the One Month Certificate course on SLDP conducted by SLA, Nagaland.

Mentoring is a reciprocal relationship that involves the transfer of knowledge and sharing of experiences between two individuals i.e. a mentor and a mentee. The mentor, typically more experienced, guides and supports the mentee, who seeks to grow professionally or personally. Mentors help develop the mentee's professional, personal and emotional skills. Mentors in a school can be teachers, parents, an advanced learner or a senior student. In education, mentoring entails partnering young people with an older peer or adult volunteer who serves as a positive role model.

Mentor-mentee relationship helps in building confidence, develops leadership skills, improve behavior both at home and at school. This in turn builds stronger relationships with parents, teachers and peers. Parental involvement in education helps teaching outside the classroom, creates a more positive experience for children and helps them perform better when they are in school.

INTERVENTION

Shri. M. Limasunep Imchen, Vice Principal decided it was essential to address the twin challenges of student under achievement and parental apathy. His solution was to set up a teacher led mentoring programme for the students who were poor in English.

He first created a framework for mentors based on the 3 C's (Communication, Clarity and Commitment) keeping in mind the local scenario.

- Communication - Effective communication is a critical factor in establishing a productive and meaningful mentor-mentee relationship. The school head emphasized that both the mentor and the mentee should have clear understanding of each other's needs, goals, and aspirations.
- Clarity - Clarity is a crucial element when it comes to establishing a successful mentoring programme. By providing a clear direction, mentors and mentees worked together towards a common goal and ensuring that everyone is on the same page i.e. to improve their English speaking and writing.
- Commitment – The mentors and mentees were requested to be fully committed to the programme because the success of a mentoring program heavily depends on the level of commitment demonstrated by both the mentor and mentee.

In the frame work he paired students to teachers who were staying close to each other and also who spoke the same dialect. He also set the time intervals for meetings of the mentor and the mentee and the mode through which they can keep in touch.

After developing the framework for the Mentor-Mentee Programme, Shri. Limasunep shared it with the teachers. Since the Mentor-Mentee Programme was to improve English speaking and writing among the students, he requested all the English teachers in the school to be part of the programme but he also included young teachers from other subjects to act as mentors. The school head and the teachers together identified the weak students and 10 teachers and 20 students were assigned to the programme

During the programme, the mentors evaluate the academic progress of their mentees, identified learning difficulties and coordinate with other mentors to provide their mentees with remedial help. They also address emotional, social, and personal problems and made home visits to strengthen the bond between the school and their parents. Mentors kept in constant touch with their mentees and parents through telephonic conversations and home visitation and submitting monthly report cards.



THE OUTCOMES

1. **Personalized Guidance:** Students received personalized attention and support from their mentors. Knowing they had someone to turn to for academic and personal advice, students became more invested in their learning journey.
2. **Vibrant Culture:** The positive outcome of the programme has been the growth in the improved relationships between teachers, students, and parents. Mentees felt comfortable seeking help from their mentors and parents become more involved in their children's education.
3. **Improved Student Outcomes:** Mentees reported higher academic achievement due to the personalized guidance and mentor support. One of the most significant outcomes observed in the school was the consistent improvement in student academic performance and personality development.

The overall performance of the school also improved which is shown in the table.

Year	Pass Percentage of HSLC	Pass Percentage of HSSLC
2022	39%	95%
2023	88.48%	92%

Impact beyond the School

The news of the success of the programme has spread beyond the school. Jubilee Memorial Higher Secondary School, (Affiliated with CISCE) reached out to Shri. Limasunep and has launched its own Mentor-Mentee Programme. Senayangba GHSS, Mokokchung and GHSS Wokha have also implemented the Mentor-Mentee Programmes during this academic year.



CONCLUSION

Mentoring programs in schools play a role in knowledge transfer, career advancement and fostering human connections. This two-way exchange of feedback and ideas positively impacts individuals and organizations by increasing retention, advancement, professional growth and builds healthy relationships. The benefits of Mentor-Mentee programme at N.I.Jamir GHSS, Khensa not only benefited the students in improving in speaking and writing English language but also developed a sense of responsibility among the teachers and parents.

For any programme to be successful, commitment, sincerity and accountability is very important. Shri. M. Limasunep Imchen, Vice Principal of N.I.Jamir GHSS, Khensa showed exemplary leadership skill by introducing Mentor-Mentee Programme for improving English language in their school. The result was very impressive and thus, he could influence other schools to introduce the programme in their schools. He is a School Leaders who is striving to make the school even better.

Reflective Questions:

1. What resources or support will you need to introduce the Mentor-Mentee programme in your school, considering its positive outcomes?
2. How will you plan to continuously monitor and evaluate the effectiveness of the mentor-mentee model and adjust it to adjust it to match your context?
3. What strategies do you believe need to be put in place to ensure the long-term success and growth of this initiative? Would it be possible to involve the local community as mentors and not only teachers?
4. **A Celebration:** How has the school leader's mentor-mentee programme positively fostered a supportive and collaborative environment through the Mentor-Mentee programme? And what was it that contributed to the improved exam performance of the students? What would be the appropriate ways in which the school can appreciate and celebrate these efforts?

