



**SCHOOL LEADERSHIP ACADEMY  
WEST BENGAL  
2023-2024**

**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING  
DEPARTMENT OF SCHOOL EDUCATION  
GOVERNMENT OF WEST BENGAL**

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# CASE STUDIES

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## FOREWORD

For the past few years the School Leadership Academy (SLA), West Bengal at State Council of Educational Research and Training, (WB) in collaboration with National Centre of School Leadership (NCSL), NIEPA, NewDelhi has been working on Curriculum and Material development component of its National Programme Design and Curriculum Framework, 2015. As a part of Curriculum and Material developmental activity, SLA, West Bengal has undertaken a compilation work of Case Studies in the year 2023-2024 vide NCSL's letter number F.No.-25/1/NIEPA- NCSL/SLA/2023 dated 2023.

A repository of thirteen Case Studies, as collected from the reconstituted core group members of SLA, West Bengal, has been prepared by SCERT (WB). The compilation showcases need-based leadership practices of school heads/teachers, including both write-ups and photographs in bringing forth transformation of the schools for the better. The themes for the Case Studies include use of technology in the classroom, implementing skill-based and vocational education, behavioural problem of teenage students, rooftop garden initiative, integrated laboratory-cum-library, house captains - a part of teaching faculty in school operation system, building a climate-literate future, pedagogical leadership for enhancing student competencies, reformation of damaged playground and making butterfly garden inside the school. The studies conclude by pointing out the outcomes corroborating the positive changes that have taken place in the schools.

In this context the Director, SCERT (WB) extends appreciation to the contributors including the compilers and all the core group members of SLA, WB for sharing the case studies of the school with SCERT (WB).

The Director, SCERT (WB) is thankful to all the personnel of SCERT(WB) and DIETs for their endless support and cooperation in this regard.

Date: March, 2024

Dr. Chhanda Ray  
Director, SCERT (WB)



## ACKNOWLEDGEMENTS

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# CASE STUDIES

## CASE STUDY- 1

**TITLE:** USING TECHNOLOGY IN THE CLASSROOM TO TRANSFORM TEACHING LEARNING PROCESSES

**INVESTIGATOR'S NAME:** AMIT SEN MAJUMDER  
HEAD MASTER

**NAME OF SCHOOL WITH ADDRESS:**

JODHPUR PARK BOYS' SCHOOL  
JODHPUR PARK (OPPOSITE JODHPUR PARK  
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JODHPUR PARK BOYS' SCHOOL, KOLKATA



## **CASE STUDY- 1**

### **TITLE: USING TECHNOLOGY IN THE CLASSROOM TO TRANSFORM TEACHING LEARNING PROCESSES**

#### **INTRODUCTION**

Jodhpur Park Boys' School (JPBS) has twenty computers in its computer laboratory and has two computer teachers. All the teachers of the school have received training from Government of West Bengal on the usage of ICT tools. However, certain areas of concern needed to be redressed. There was a growing discontent among guardians and students on the quality of computer classes and computer education imparted. Students had fared poorly in Mathematics, Physical Science and Life Science and there were complaints from guardians to make classroom teaching more interesting for the students. Complaints had been received from guardians with regard to growing incidences of private tuitions by teachers of the school for Mathematics, Physical Science and Life Science.

#### **PROBLEM STATEMENT**

We wanted to re-generate interest among the students of Jodhpur Park Boys' Schools (JPBS) in the core science subjects, make classroom teaching interesting and effective by using digital tools and stop students from taking private tuitions. If we had ignored the problem, number of students in science stream of Jodhpur Park Boys' School would have declined, and student's grades in core science subjects would have fallen. Existing school resources viz., the computers, projectors were used to transform teaching learning processes and kindle interest in students for science subjects.

#### **BACKGROUND**

As a Headmaster, I was alarmed when I analysed the results of second summative examinations for class VI to class VIII. The subject average for science subjects – Mathematics, Physical Science and Life Science was below 50% for 237 students in upper primary section of our school. Further there was a written complaint signed by 25 guardians on the complete disparity between teaching in class and questions set in the examinations. They had met me in person and complained about lack of interest of students in science classes and the growing incidence of private tuitions among teachers of the school. They urged me to take definitive action to redress these problems.

I took the science classes of VI to VIII on provisional basis – one unit each for the class on a day to understand the root cause of the problem from the students themselves. After the second summative examination results were announced, I instructed all class teachers to prepare the report cards by indicating the subject mean for each subject in the report cards. The subject mean was calculated by adding the individual marks of all the students in the class in different subjects and dividing it by the total number of students. The subject means of all the science subjects were 22.8 out of 40 for class VI, 18 out of 40 in class VII and 16.9 out of 40 in class VIII.

## **PLANNING AND ACTION**

An e-learning committee was formed comprising of five teachers and approval of the same was obtained from the Managing Committee. The Managing Committee members were apprised of the importance of ICT tools in classroom teaching and approval for carrying out expenditure to set up the hall and classroom was obtained. Under the supervision of e-learning committee, we installed additional electric plug points in each of the classrooms and proposed to distribute one computer in each of the classrooms.

We created a digital learning database in whatsapp called E LEARNING REPOSITORY OF JODHPUR PARK BOYS' SCHOOL and used it to collect educational videos made by teachers of our school based on the syllabus. The repository also contained various educational videos already available in the subject. JPBS created a dedicated digital class-room by installing a projector, one amplifier and four speakers in a hall in the ground floor and allocated regular classes on the routine. The expenditure for the same was Rupees Eleven thousand for the sound system and Rupees Nine hundred for the electrical arrangement.

The Headmaster revised the computer syllabus and included a compulsory module on power point presentation based on a topic in the syllabus for each student, the computer teachers were instructed to teach students to create interest in power point presentations. The Headmaster created online feedback forms for guardians using Google docs for circulation in guardian whatsapp groups so that feedbacks could be obtained from guardians on a regular basis. The Headmaster also conducted classes for teachers on STEM curriculum and requested them to give projects where knowledge of Mathematics, Physical Science, English, Life Science were amalgamated. The teachers gave projects like Football practice and Bernoulli's Equation, Magic Volcano and Apple Oxidation which were received with great interest and enthusiasm by all students.



Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA

.The aforesaid change processes involved an expenditure to the tune of approximately Rupees Twelve thousand per class excluding the cost of computers. There were seventeen classrooms in the school and it had taken sometime and additional financial resources to make it work. However, funds were sought from various MPs and MLAs in connection with these. The digital repository of Jodhpur Park Boy' School is working well. The videos are of 5 to 10 minutes duration and the teachers are requested not to show uninterrupted video content for more than 10 minutes. The new digital classroom with audio visual aids is daily used to conduct classes. All guardians were invited and an interactive session was conducted by the Headmaster in this classroom so that the earnestness of the school and the teachers to stimulate interest among their wards is felt by them. All students of the school had created five power point presentations in groups of four on every subject in their curriculum with the help of computer teachers and subject teachers. There was renewed interest and zeal among them to learn computer. Most of the guardians were not able to use the feedback forms online and this was not working. I hope to redress this problem in future by conducting feedback sessions for guardians in small groups. Students have created projects for participation in science fairs based on STEM curriculum. Although they have not won any prizes yet, the enthusiasm among students is palpable.

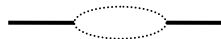
## OUTCOME

There was a change with regard to classroom teaching which could be felt by all the students, teachers and guardians. All teachers bought their own personal pen drives which they carried along with chalk to the classes. Thus there was a seamless integration of “chalk and talk” model and audio visual tools.

In the recently concluded Parent Teacher Meeting, the guardians had no negative feedback to share. After the discussion with class teachers and subject teachers were over, the Headmaster visited each of the units in classes VI to VIII and the guardians seemed content and happy and more aware than before. Institutional membership of Birla Industrial and Technological Museum was taken and monthly visits were organized to inculcate interest in science among students. They now participate in science fair and model making contests. The dedicated classroom for promotion of e-learning is complete and students attend the digital classes in rapt attention.

## **CONCLUSION**

Technology has transformed the way we live our lives. From the time we wake up till we actually go to bed, we are driven by technology. The students know how to handle the computers and other resources responsibly and they adore and love these things more than we do. We need to understand this and encourage them to proactively use computers in their day to day learning.





## CASE STUDY - 2

**TITLE:** IMPLEMENTING SKILL BASED AND VOCATIONAL EDUCATION IN JODHPUR PARK BOYS' SCHOOL

**INVESTIGATOR'S NAME:** AMIT SEN MAJUMDER  
HEAD MASTER

**NAME OF SCHOOL WITH ADDRESS:**

JODHPUR PARK BOYS' SCHOOL  
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JODHPUR PARK BOYS' SCHOOL, KOLKATA

## **CASE STUDY- 2**

### **TITLE: IMPLEMENTING SKILL BASED AND VOCATIONAL EDUCATION IN JODHPUR PARK BOYS' SCHOOL**

#### **INTRODUCTION**

As the leader of Jodhpur Park Boys' School, a pressing concern had emerged that demanded immediate attention and strategic intervention. The growing disinterest among students in conventional subjects, coupled with a rising trend of academic underperformance leading to failed grades, had become an alarming issue within the school community. This disengagement posed a significant threat to the overall educational experience and the long-term success of the students.

Moreover, the prevailing societal challenge of increasing unemployment has created a palpable sense of frustration among the student body. Traditional academic pathways alone are proving insufficient in preparing students for the dynamic demands of the contemporary job market. This disconnection between conventional education and practical applicability is fostering a sense of disillusionment among the students, eroding their motivation to actively participate in the learning process.

#### **PROBLEM STATEMENT**

Recognizing the critical problem, it has become imperative to introduce Vocational Education at Jodhpur Park Boys' High School. Failure to address this issue could lead to a surge in dropouts, as students may perceive conventional education as irrelevant to their future aspirations. This disengagement not only jeopardizes the school's academic standing but also hinders the holistic development of its students.

#### **BACKGROUND**

The incorporation of practical, innovative, and hands-on approaches to learning aligns with the evolving needs of the students and the job market. By integrating vocational training courses that provide clear pathways to tangible job roles, the school can rekindle the students' interest and enthusiasm for education.

Thus, introducing Vocational Education becomes not only a solution to an immediate problem but a strategic imperative to ensure the sustained engagement, motivation, and success of the students in the ever-changing landscape of education and employment.

## PLANNING AND ACTION

The various processes which the Headmaster implemented were:

1. Counselling students with parents in presence of Headmaster to select the right vocational subject

There was lack of awareness and information about the various career options available mainly in Vocational Education for students. There is hardly any culture of visiting a career counsellor in India. Recent surveys say that 93 per cent of the students were aware of less than ten career options, mainly the basic ones like engineering, medicine, law, finance, IT, etc. In contrast, there are more than 600 career options available today. Therefore, the awareness levels of all the available career options for a student needed to be increased in respect of vocational segment.



### STUDENTS APPEARING PSYCHOMETRIC ASSESSMENT FOR CAREER COUNSELLING

2. Model preparation from home

Models provide an environment for interactive student engagement. Evidence from science education research showed that significant learning gains were achieved when students participate in interactive engagement activities. Thus, it is important that the learning environment/activity created around a model provided an interactive engagement experience.

These events build confidence among the children and develop critical thinking skills in them. These events are a fun filled, activity-based learning time for these students.



Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA

### 3. Guest lectures

This provided students with new perspectives and opinions. It also offered students the opportunity to learn about a topic in a way that's more engaging. Guest lecturers provide real-world broader experience by sharing their personal experiences and insights from their field. Students can be exposed to current scenarios/situations and provide a meaningful way to give back to their profession and help them think about their topic of expertise from different angles. This may lead to further teaching opportunities and to future career changes.



Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA



#### 4. Industry visits

It provided students with practical experience and exposure to the real working environment. They can also help students to develop interpersonal skills and management lessons. Some benefits of industry visits are practical training, interaction with experts.



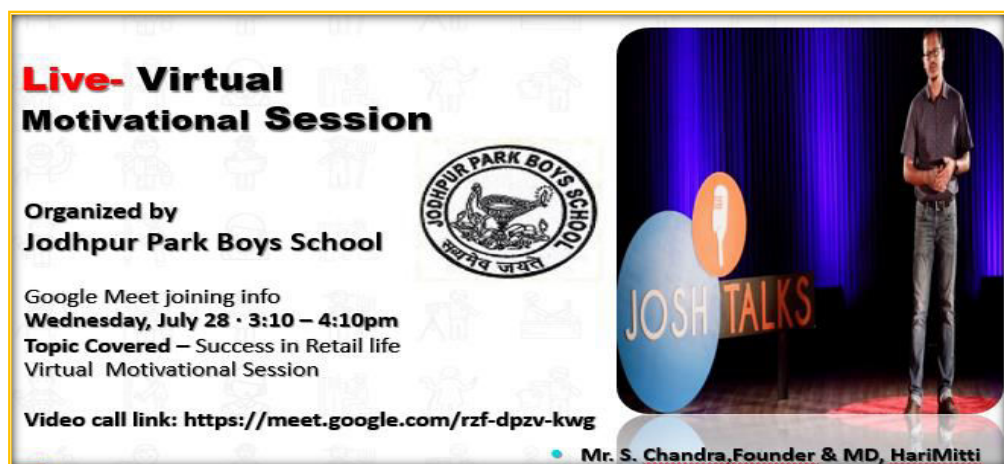
Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA

#### 5. Other Initiatives

It included motivational session (e.g. Journey of a Young Entrepreneur), Independence Day Celebration, International Youth Day Celebration & World Youth Skills Day Celebration (even in Pandemic)

Some such initiatives are described below:

- i) Hari Mitti is a company that offered urban farming and terrace gardening services in Kolkata. Suhrid Chandra, the founder - director of Hari Mitti Agro Pvt Ltd. gave a speech which was truly inspiring and we are so thankful for his valuable meaningful contribution.



Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA

### Independence Day Celebration (Online)

Activity Details		Independence Day Celebration(virtually)
Sector	Retail	
Name of the Students	Abdul Sujal	
Class	IX	
Mode of virtual program	Online	
Name of the School	Jodhpur Park Boys School	
Description		Mrs. Bandita Debnath Vocational Trainer of Jodhpur Park Boys School, Kolkata has arranged an Independence Day Celebration(virtually) with all of our Retail Students. Total 32 students of class IX (15) & X(17), have attended at the said programme .

Activity Details		Independence Day Celebration(virtually)
Sector	Retail	
Name of the Students	Sujan Sardar	
Class	IX	
Mode of virtual program	Online	
Name of the School	Jodhpur Park Boys School	
Description		Mrs. Bandita Debnath Vocational Trainer of Jodhpur Park Boys School, has arranged an Independence Day Celebration(virtually) with all of our Retail Students. Total 32 students of class IX (15) & X(17), have attended at the said programme .

### Celebrated International Youth Day

#### 1. Chart- 1 ; Class-IX

Name of the activity	International Youth Day celebration
Sector	Retail
Prepared By	Abdul Sujal
Name of the School	Jodhpur Park Boys School
Trainer Name	Bandita Debnath
Description	
Mrs. Bandita Debnath Vocational Trainer of Jodhpur Park Boys School, Kolkata have encouraged the students (Abdul Sujal(Class-IX))to do some activities like painting, drawing, sketches, and plantations from the comfort of their home and submitted in virtually. The trainer, Mrs. Bandita Debnath has guided the students about the importance of the day and enhanced their knowledge. Students have happily participated in the program.	

### 2. Chart- 2 ; Class-IX

Name of the Chart	International Youth Day celebration
Sector	Retail
Prepared By	Bijoy Krishna Rana
Name of the School	Jodhpur Park Boys School
Trainer Name	Bandita Debnath
Description	
During lock down students are always inspired to develop different activity from home. One of them is here ,a student of Name- <u>Bijoy Krishna Rana</u> Class- IX He has prepared a nice activity by using his own skills.	

### World Youth Skills Day 2021 Celebration(Online)

**Organized by**  
Jodhpur Park Boys School

**TP Name-** CENTUN Learning

**Google Meet joining info**  
Thursday, July 15 · 3:10 – 4:10pm

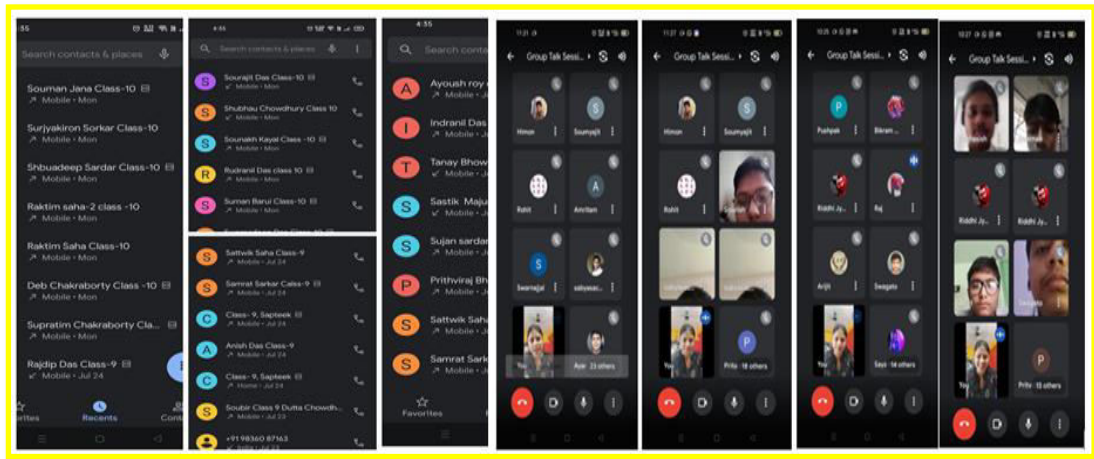
**Virtual Motivational Session**

**Video call link:** <https://meet.google.com/wid-ejvt-ckc>

Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA

#### ii) Parent Teacher Meet for awareness

In Jodhpur Park Boys' School, the Parent Teacher Meeting is the key component because parents get an opportunity to connect with the teachers and discuss about the academic progress of their child and to develop strategies to support their child's learning ability. The students are motivated for maximum attendance in all vocational classes.



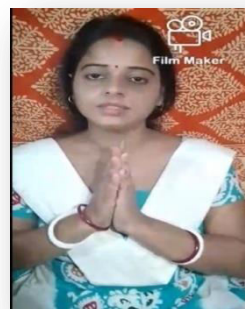
Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA

Students testifying (Video Link : <https://www.transfernw.net/dl/20231211kVpmFSRm>)



Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA

Parents Testifying (Video Link : <https://www.transfernw.net/dl/202312117TPicDYz>)

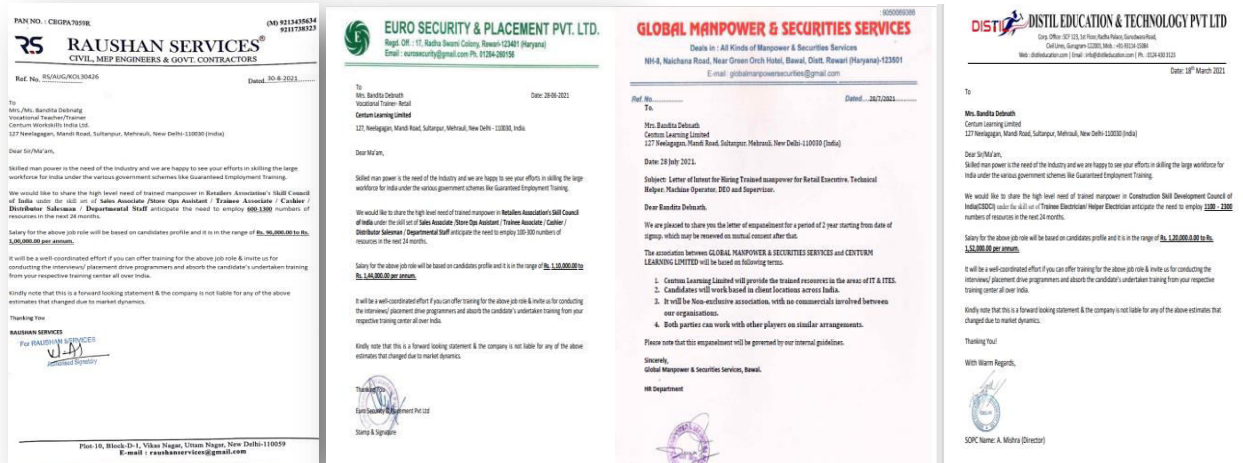


Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA

### iii) National Tie-ups with industries for placement assistance

In JPBS we provide placement assistance programmes to help students find employment opportunities, prepare for interviews, and build their resumes. Through this opportunity students get more confident to continue with vocational subjects in schools. Few Letter of Intentions (LOI's) from the industry are given below:





Source: JODHPUR PARK BOYS' SCHOOL, KOLKATA

## OUTCOME

The implementation of Vocational Education at Jodhpur Park Boys' School has yielded remarkable outcomes by transforming the academic landscape and rekindling enthusiasm among students. The integration of vocational subjects has not only revitalized student engagement but also led to a substantial improvement in performance across conventional subjects.

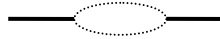
Moreover, strategic tie-ups with placement agencies and the organization of industry visits have opened avenues for real-world exposure and practical application of knowledge. The introduction of mock job interviews has empowered students with valuable insights into professional expectations, enhancing their preparedness for future careers.

## CONCLUSION

In conclusion, the necessity for introducing Vocational Education or skill-based learning in every school is underscored by its transformative impact on students' academic engagement, practical proficiency, and future career readiness. In an era marked by rapid technological advancements and evolving job markets, traditional education alone is insufficient to equip students with the diverse skills required for success in the real world. The real-world application of knowledge through industry visits, hands-on training, and mock interviews prepare students for the challenges of a competitive job market, fostering a sense of confidence and competence.



Introducing Vocational Education is not just an option; it is a strategic necessity to ensure that students are well-rounded, adaptable, and poised for success in an ever-changing global context. By embracing skill-based education, school leaders empower students with practical competencies, encouraging a holistic approach that transcends traditional academic boundaries.



### CASE STUDY- 3

**TITLE: BEHAVIOURAL PROBLEM OF TEENAGE STUDENTS OF SCHOOL**

**INVESTIGATOR'S NAME: ASISH KUMAR MUKHOPADHYAY  
HEADMASTER**

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WEST BENGAL**

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DAKSHIN ARUNNAGAR HIGH SCHOOL, SOUTH 24 PARGANAS

## CASE STUDY-3

**TITLE:** BEHAVIOURAL PROBLEM OF TEENAGE STUDENTS OF SCHOOL

### **INTRODUCTION**

School is a place where learning takes place. The learners, the educators/teachers, the governing body, parents and all have chances to learn in different phases, different modes, different types etc.

### **PROBLEM STATEMENT**

Some girl children remain unconscious during prayer in the assembly hall of the school. The theories that floated were the presence of ghost in the school (as one teacher was murdered in the school campus for political reason), malnutrition, illness of the children. The issue, very sensitive in nature, was becoming complex gradually. Teaching-learning was hampered.

### **BACKGROUND**

An academic environment conducive for learning coupled with the collaborative effort of the teachers, students and the guardians labelled the school as the one of the best secondary schools in the rural area in spite of the prevalence of superstitious beliefs looming large over the community. Some children, mostly girls used to faint every summer. The Physical Education teacher treated them and sometimes the guardians were requested to come to school to take the child back home. Sometimes the local quack doctors, the only solution for the local people, were asked to visit to make the children fit. We observed that this happened due to their malnutrition as most of the students came from the BPL families; they belonged to the first generation learner group. Fathers mostly worked as labourers and mothers worked as home assistant in Kolkata. Some of the children were reared up by grandparents or by distant relatives. During March 2018, some children began to faint occasionally during prayer. It became a daily occurrence. One day, one after another six children fainted. All the teachers felt nervous, guardians were contacted and they gave lukewarm responses. The nearby hospital was 15 Km away. Physical Education teacher along with other staff gave them the first-aid treatment, but to no avail. Auto-rickshaws were hired, three teachers very promptly decided to take them away to the hospital for treatment. They came back in the evening with the children. The hospital released them after providing the first-aid. They were then handed over to their respective guardians. Next day three children among them again became ill. After offering some first-aid treatment they became fit. Despite our repeated pleas they preferred to stay at school. The guardians did not respond to exactly what the

teachers sought or expected. The Headmaster contacted the guardians, the teachers, students of class IX. Rumours loomed large. Some guardians of that class decided to avoid schooling for their wards, some even decided to restrain their children from going to school.



Source: PICTURE DRAWN BY A TEACHER OF DAKSHIN ARUNANAGAR HIGH SCHOOL,S 24 PGS

## PLANNING AND ACTION

Overall sensitization programme for the students was organized by the Headmaster. The Headmaster contacted Block Development Officer, Sub Divisional Officer and the officials of district hospital of Baruipur. All responded promptly and reached the school with a team (the team comprising doctors, psychiatrist, psychologist and NGO personnel). ANTARA, (Mental Health Supporting Institution of Baruipur) was requested to address the issue. They were present with the team to find to a solution. The Managing Committee, comprising local people, contacted the guardians and all the children were asked to come to school with their parents/guardians. Some were present and the rest were brought after long persuasion. Almost three hour counselling session was on, discussion with the guardians continued, with the teachers even in different phases. Varied opinions hinted to no serious clue. The case became more complex as well. One of the students had serious epileptic background, another girl was smart and intelligent, could express well. All the children were girls of same age group (14-16 years) in this co-educational school. Interestingly, not a single boy was the victim of such disease. The Headmaster sensed some foul play but could not share with other colleagues because it was a very sensitive issue. Some of the teachers became sceptical and the staff became very alert. The pep talks

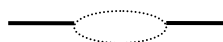
continued with the guardians, students, parents and the probable stakeholders. One day, a Group-D staff, to utter surprise, found that some children under the leadership of that smart girl, before the morning prayer were engaged in a rehearsal - how each of them would play the role of a fainted child perfectly. There was a session of playing a mock faint drama under the able leadership of that smart girl. It was a kind of sheer fun to them and the role play was a perfectly staged drama. They were absorbed deeply to accomplish their mission like the previous days. So the secret observation of the staff went on unnoticed by the poor girls. It was reported to the anxious Headmaster in no time. The Headmaster instantly contacted the Baruipur Health officials and they reached school without any delay. The girls were asked to meet the Headmaster in the presence of the lady teachers, the health personnel and the Physical Education teacher. Headmaster asked them the reason for being poseurs in their drama. Strong denial came from their end. The Headmaster requested the health official to treat his children by keeping them in different HOMEs (specially meant for child care) and said that he will bring them back to school after three months, if they are fit. Vehement protests from all of them turned into nagging tone. Thus the die was cast and nobody became ill from the next day. Psychological counselling continued for some weeks. This teenage behaviour reached to a viable solution as it was a collaborative effort of the staff, students, parents and the health officials. The problem was due to the lack of attention in the family or the feeling of depravity which led to such attitude. Such children needed care, love and mild rebukes along with proper mental support and strength which may give birth to positive result.

## **OUTCOME**

The learners witnessed the sincere effort, motivation of the teachers as the whole area was engaged in the discussion about that matter. They had the power to think against any kind of falsification. Truth, transparency, commitment are the key to success. The children developed in them the power of strong analytical skill. Moreover they learnt how to solve the problems, however difficult that might be.

## **CONCLUSION**

An environment conducive for learning with the collaborative effort of the teachers, students and the guardians can help the school climb to a higher academic level inspite of the prevalence of superstitious beliefs prevailing in the local community.





## CASE STUDY- 4

**TITLE:** TRANSFORMATION AND ENRICHMENT OF A SCHOOL

**INVESTIGATOR'S NAME:** **ALTUP SEKH  
HEAD MASTER**

**NAME OF SCHOOL WITH ADDRESS:**

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KHEADAHA HIGH SCHOOL, SOUTH 24 PARGANAS

## **CASE STUDY-4**

### **TITLE: TRANSFORMATION AND ENRICHMENT OF A SCHOOL**

#### **INTRODUCTION**

"Sow a thought, reap an action, sow an action, reap a habit, sow a habit, reap a character, sow a character, reap a destiny."-- Samuel Smiles

Values cannot be taught rather it may be exercised, it can be inculcated through institutional ambience. Altup Sekh, the Headmaster of Kheadaha High School joined the institution, keeping in mind to change the academic as well as infrastructural change with his zeal for making something new. Kheyadaha's geographical location is 10 Km away from the Kolkata Municipal Corporation area. The place was remote and at the same time populated by the Scheduled Caste, Schedule Tribe population.

#### **PROBLEM STATEMENT**

Poverty accompanied by ignorance and superstition, gripped the people of the area in most parts of South 24 Parganas district. Joining in 2005, Mr. Altup Sekh began developing a system for himself that maximized each time and increased his efficiency. He had resolutely responded to an exceptionally difficult challenge. The Headmaster concentrated on the SWOT Analysis. Strength- he had the confidence in himself and some teachers assured him to fight for the good cause. Weakness - the children belonged to the Below Poverty Level group. They were the first generation learners. Ignorance and superstitious beliefs were huge. Opportunity - the area was overpopulated and his knowledge that Scheduled Tribe people are mostly sensitive and they needed love, care and affection. Threat-people of the area were ignorant, illiterate, child marriage and child trafficking was done. His principle was to build a more equitable and inclusive society, to expand the civic space, spread education as it reduces the poverty level.

#### **BACKGROUND**

Kamarpukur village of South 24 Parganas, a decade ago was the most ill-fed and poverty stricken village. In the area the population counted almost 1050 people and there were 544 families in all. In 2005, a total ST child enrolment in the school was 17, ST certificate was not with the children.

#### **PLANNING AND ACTION**

Meeting was organized with the parents with the help of local people and the Managing Committee. The Assistant Headmaster, the teachers, the non teaching staff, Group-D staff started working in tandem. The Block Development Officer gave necessary support. The campaign of Scheduled Tribe

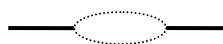
certification was organized in the school campus. The initiative was taken by the HoI, under the aegis of Block Development Office, Sub Divisional Office. For opening zero balance account, the banks helped a lot and it was arranged in the school campus to assist the children. The message that was spread was that, "If you send your child to school, the student can get money, food etc." The awareness campaign against the child marriage, health and hygiene went on in full swing. The beautification of the school started and the school looked new. "Support My School Programme" mainly from non Govt. Sector worked exceedingly well. The stage for cultural campaign, library and auditorium was built with the non-governmental help. The smart classes were introduced and the relentless effort took a new shape in the temple of learning. The football team for girls were formed and the ST girls led the team in the heterogeneous group of school children. Kanyashree Cup, Champion Cup, Matri Diwas, Magic Bus Cup 2022 etc., prizes were bagged by the school team. Few child marriages were prevented and the girls themselves were armed with the thoughts against such malpractices. These girl children are getting educated and the number of girl children in school is around 400 plus in the year 2023.

## **OUTCOME**

The Scheduled Tribe children received master's courses, vocational training and work in different fields. Their attachment to the institution built a huge alumni association and they helped to create awareness among all the sections of the society, whenever and wherever necessary. The Health and Hygiene awareness programme, the polio immunization programme, the zero open defecation practice, the prevention of vector- borne diseases - all were boosted as the children were educated, trained in this academic institution.

## **CONCLUSION**

Education plays a singular vital role for socialization and integrations. It helps to form association against all odds and builds minds in millions. Everywhere the onus goes to the Headmaster, Mr. Altup Sekh, this torchbearer who transformed the school to a hub of education for building life with the collaborative effort.



## CASE STUDY- 5

**TITLE:** ROOFTOP GARDEN: AN INITIATIVE OF SOVANAGAR HIGH SCHOOL

**INVESTIGATOR'S NAME:** DR. HARISWAMI DAS  
HEAD MASTER

**TEAM MEMBERS NAME:** CHANDRA DAS, ASSTT. TEACHER  
SOMNATH CHATTERJEE, ASST. TEACHER &  
STUDENTS OF CLASS XI

**NAME OF SCHOOL WITH ADDRESS:**

SOVANAGAR HIGH SCHOOL (HS)  
DIST-MALDA  
WEST BENGAL

**CONTACT:** hariswami.malda @gmail.com



SOVANAGAR HIGH SCHOOL (HS), MALDA

## **CASE STUDY- 5**

### **TITLE: ROOFTOP GARDEN: AN INITIATIVE OF SOVANAGAR HIGH SCHOOL**

#### **INTRODUCTION**

Sovanagar High School (HS), a rural school in Malda district, West Bengal, is that kind of school that shows its capability to help in the studies of students, mental growth, thinking capacity, nutritional growth, and also encourage students to practically participate in what they have learned. Every corner of this school is utilized for learning. Like this, making a rooftop garden and proper utilization of rainwater harvesting at school play an important role in learning as well as helping to grow concerned students.

#### **PROBLEM STATEMENT**

This study mainly showcases the presence of a rooftop garden at school, which helps students in many aspects despite many challenges.

#### **BACKGROUND**

With time, the number of students at Sovanagar High School has increased. Presently, there are almost 3000 students in the school. Additional classrooms were made to accommodate those students at the cost of greenery. This is when rooftop gardens have come into the picture.

#### **PLANNING AND ACTION**

To prepare a proper rooftop garden, the school authority sanctioned the plans by engineers. The total area of the rooftop garden is 5750 sq ft. In these areas, several medicinal plants, ornamental plants, a kitchen garden, and a 300-square-foot rainwater storage tank were prepared. Setup for rainwater harvesting was also done for watering the plants and to recharge the groundwater. Recycling of thrash plastic is also done by making small pots that contain small plants. Grey-water is also used for watering garden plants. For building the complete rooftop garden, one dedicated florist was deployed by the school authority. As the roof gets a lot of sunlight, full-sun plants like tomatoes, brinjal, potatoes, etc were planted. Since rooftop gardens have no access to ground soil, soil needed to be purchased and brought up to rooftop containers. Plants in simple five-gallon buckets with drainage holes were used. Vermicompost was used to make the soil quality better. The kitchen garden provides several seasonal vegetables and crops like rice. The rooftop paddy field is another important feature in

that garden. To prepare the rice field, the terrace has to be water-proofed first with a proper drainage system, which is very important for not damaging the roof and also very costly. Students also participate in the preparation of fertilizers and making taxonomic classifications of garden plants, which help them to build their learning competencies. Since there are different types of plants, several birds come to the terrace. So colourful nests are prepared for birds. But there are some challenges in maintaining such a large project. The regular maintenance of the roof surface is quite costly. Unlike traditional gardens, rooftop gardens require complicated and costly drainage systems. Otherwise, it may damage the roof, and water may seep into the building via tiny cracks.

## **OUTCOME**

This roof-top garden provides shade and acts as a natural air conditioner in hot weather conditions, removing heat from the air. There are a group of medicinal plants that act as first aid to our students and teachers. In our class routine, gardening is included when students visit the garden, and they also take care of the plants. Birds and insects are also attracted to this beautiful garden. A cooked midday meal programme is running at our school. Green vegetables are supplied from our rooftop garden to the school kitchen. All of the preparations are made for the students so that they can learn things with practical knowledge. Anatomical features of fruits and leaves are studied; the roots of monocot and dicot plants are studied; the nature of birds, including migratory birds, is studied; how water can be used without wasting; how garbage plastics can be reused; and other related things are studied by students with the help of teachers. Mainly, this project teaches important lessons about the environment, healthy nutritional factors, and most importantly, provides hands-on learning opportunities to students. This type of practice enhances students' competencies in learning.

## **CONCLUSION**

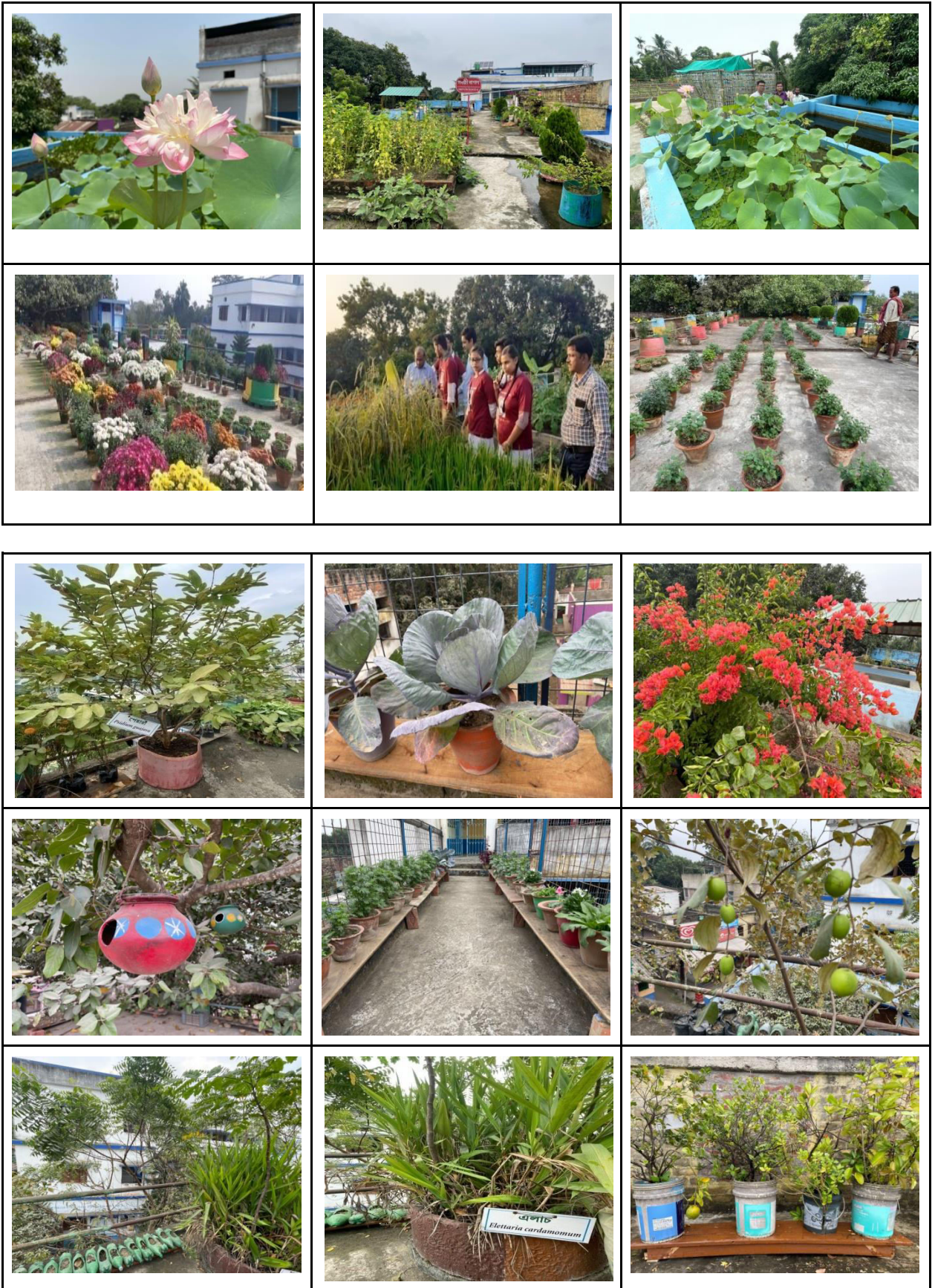
There are so many difficulties in a rural school to educate students in a conventional way, but when a practical method is applied to students, the result must vary. Because students come from different socio-economic backgrounds, not only the book-oriented study but also a lively hands-on workshop related to their syllabus helps them a lot. They can relate it to their lives, and some of them can also apply it on their own.





Source: SOVANAGAR HIGH SCHOOL (HS), MALDA





Source: SOVANAGAR HIGH SCHOOL (HS), MALDA

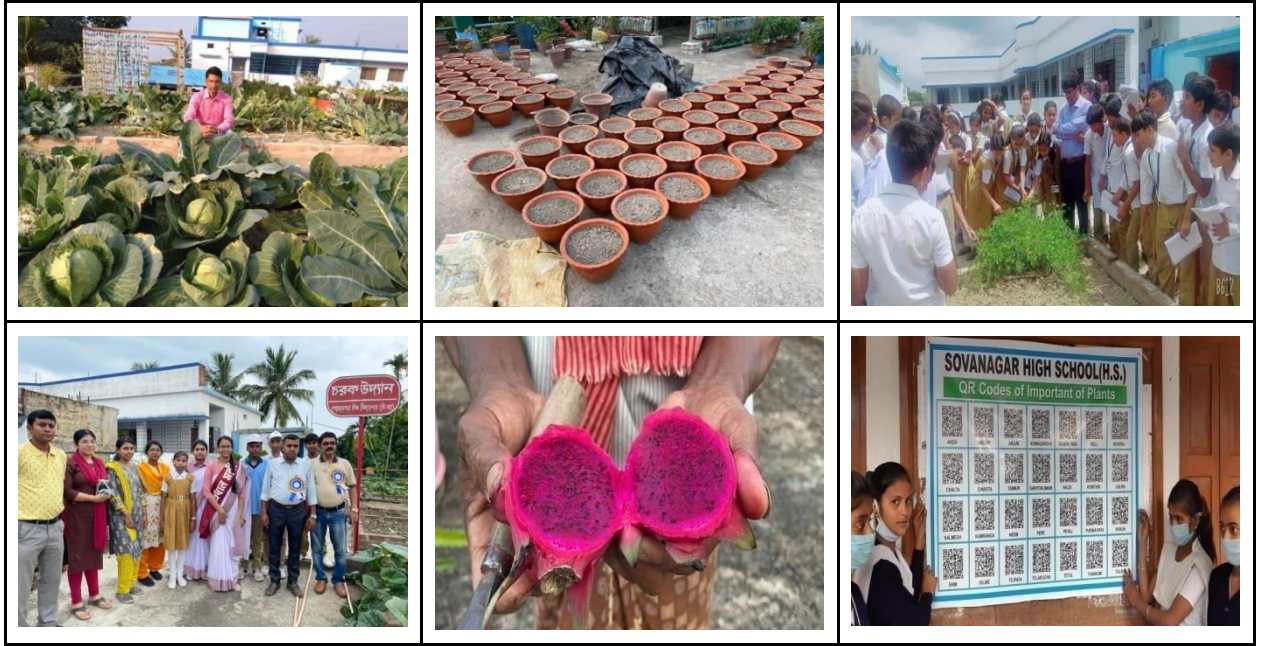




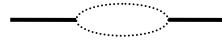
Source: SOVANAGAR HIGH SCHOOL (HS), MALDA



Source: SOVANAGAR HIGH SCHOOL (HS),MALDA



Source: SOVANAGAR HIGH SCHOOL (HS), MALDA





## CASE STUDY- 6

**TITLE:** INTEGRATED LABORATORY-CUM-LIBRARY OF SCHOOL

**INVESTIGATOR'S NAME:** GANESH CHANDRA PATRA  
HEADMASTER

**TEAM MEMBERS NAME:** DIPNARAYAN KAYAL,  
SANTOSH MAITY,  
PROSENJIT GUHAIT,  
DIPNARAYAN PAL

**NAME OF SCHOOL WITH ADDRESS:**

HANTAL BISHALAKSHI HIGH SCHOOL  
VILLAGE – HANTAL ANANTABATI, P.O – HANTAL,  
P.S & BLOCK – JAGATBALLAVPUR,  
DIST – HOWRAH,  
PIN – 711404. WEST BENGAL

**CONTACT:** [hbhshantal@gmail.com](mailto:hbhshantal@gmail.com)



HANTAL BISHALAKSHI HIGH SCHOOL, HOWRAH



## **CASE STUDY- 6**

**TITLE: INTEGRATED LABORATORY-CUM-LIBRARY OF SCHOOL**

### **INTRODUCTION**

The teaching and learning process has changed and is being modified gradually keeping students depth of basic knowledge and ideas in mind. Educationists are always researching, “How it can be made more easy, entertaining!” The “Lecture Method”, “Chalk and Talk Method” concepts are becoming obsolete today, as the teachers are trying to come out from the earlier trend.

Now-a-days the teachers are invited to use more attractive methods for teaching and learning process. Peer-learning, TLMs, Project method, K-Yan, CAL methods, ICT laboratories are used to attract the children most.

### **PROBLEM STATEMENT**

We have a school library. Many books are there. These books are used but not regularly. There are four laboratories (Physics, Chemistry, Biology and Geography) in the school. But these are access point of class XI and XII students only. But our curious boys of classes V to X hardly get any chance to have any entry there. I wanted my students to use school library and laboratory as many children were weak in Mathematics, Life Science, Physical Science. They come across the names of scientific equipment, apparatus, specimens but don't know the actual one. Again for them the study of History, Geography etc. are not interesting.

### **BACKGROUND**

A child comes to a school not only to gather information, but also for all-round development. A student's mind is full of queries. During childhood various types of questions and its probable solution haunts him. The child usually engages himself to discover or solve problems in a logical way. He tries to get satisfaction, answers from school. Practice of using a school library can change a student. It can habituate him in reading, reading freely. Opportunity to read and watch all types of books changes his/her mind set-up. In such situation, integrated Laboratory-cum-Library is much needed where one can materialize abstract ideas (from book or nature) and can find the solution. So for overall development of students “Integrated Laboratory-cum-Library” was set as a goal to be realized by June 2020.

## PLANNING AND ACTION

Library is like a temple for every student. It should be maintained regularly so that the students can use it. It will be a great treasure for them. Library not only quenches their thirst of knowledge but also can serve as the source of recreation and mental satisfaction. Books wake their power of creativity. Overall learning process therefore becomes a joyful one. The students learn about the laboratory equipment of Physics, Chemistry, Bio-Science, Geography. It reduces the difficulties of memorization on the part of the students and they can handle the equipment during laboratory experiments accurately. Meeting with Staff Committee, Managing Committee was held. Students, guardians and eminent people interested in education were interacted with by the school. Donations were invited from public as fund was needed for almirah, science equipment, apparatus, specimen jars etc. Enough space and room for this purpose were other requirements.

## OUTCOME

Learning method became more effective. The teaching-learning process was joyful to the students. Students learnt by themselves with practice. The information- cum- knowledge became permanent.

## CONCLUSION

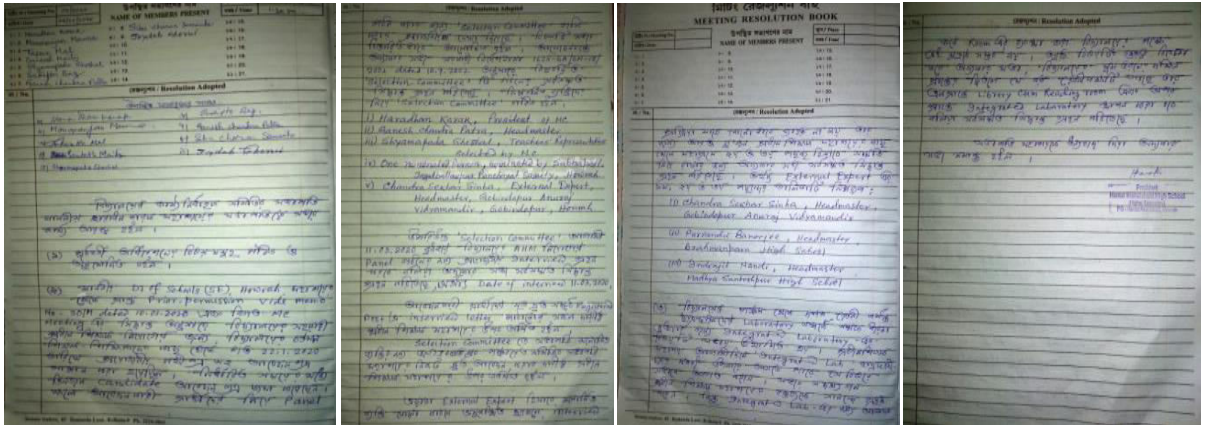
For future scientist, novelist, doctor, engineer, philosopher who are budding in a school “Integrated Laboratory-cum-Library” will be the exact requirement. It will be the right strategy for an achiever, who can en-route himself to his/her dreams into reality. So, it may be concluded that success of students, and that of society and ultimately the country may be realised.



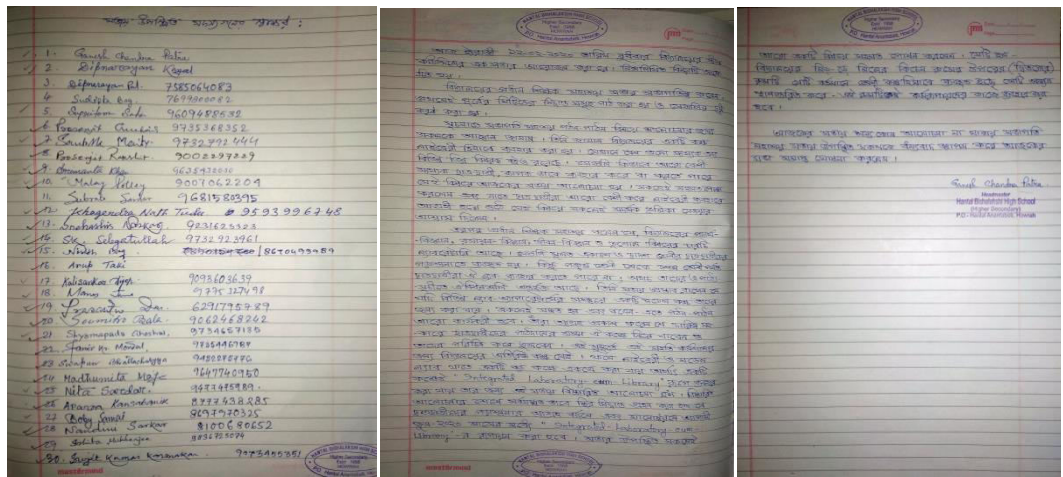
STAFF COUNCIL



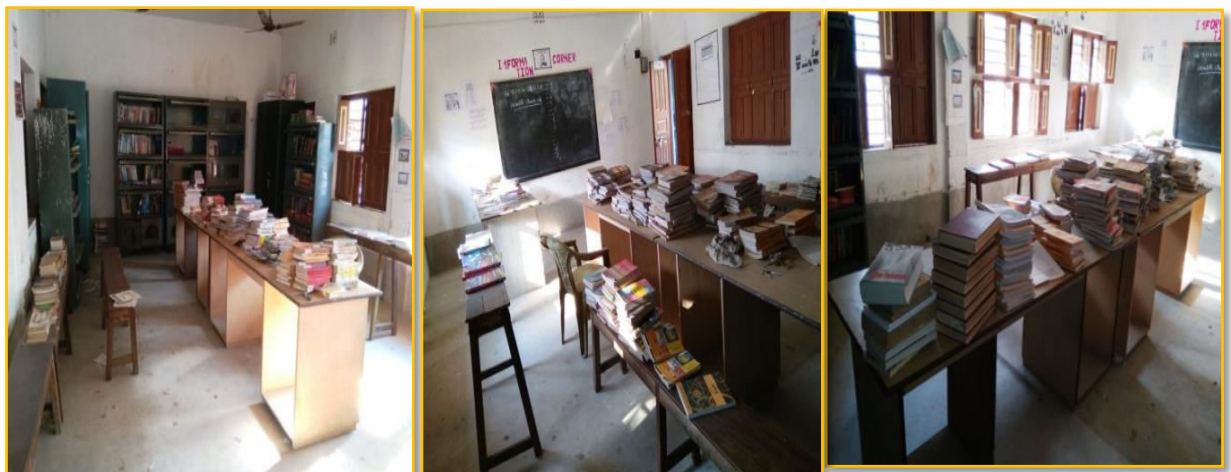
MANAGING COMMITTEE



**MANAGING COMMITTEE RESOLUTIONS: HANTAL BISHALAKSHI HIGH SCHOOL, HOWRAH**



**HANTAL BISHALAKSHI HIGH SCHOOL BIRBHUM, HOWRAH**

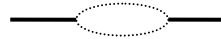


**EXISTING LIBRARY ROOM (BOOKS ARE KEPT OUTSIDE FOR SHIFTING) OF HANTAL BISHALAKSHI HIGH SCHOOL, HOWRAH**





PROPOSED ROOM FOR INTEGRATED LABORATORY-CUM-LIBRARY OF  
HANTAL BISHALAKSHI HIGH SCHOOL, HOWRAH



**CASE STUDY- 7**

**TITLE: HOUSE CAPTAINS - A PART OF TEACHING FACULTY IN SCHOOL OPERATION SYSTEM**

**INVESTIGATOR'S NAME:**

**SANDIP ROY  
HEADMASTER**

**NAME OF SCHOOL WITH ADDRESS:**

**GOPALPUR SOHAGIA HIGH SCHOOL  
VILL + P.O.: BARUA GOPALPUR  
DIST: BIRBHUM,  
WEST BENGAL  
PIN 731222**

**CONTACT:**

**gsohagiahighschool@gmail.com**



**GOPALPUR SOHAGIA HIGH SCHOOL, BIRBHUM**



## **CASE STUDY- 7**

### **TITLE: HOUSE CAPTAINS - A PART OF TEACHING FACULTY IN SCHOOL OPERATION SYSTEM**

#### **INTRODUCTION**

Gopalpur Sohagia High School is the name of dependence and faith in spreading education along with moral values, social responsibilities in the terminal village of Murari-I block of Birbhum district in West Bengal. This area is enriched with stone mines and crushers hence the local population are engaged in different jobs in mines and crushers. The communication system is very poor. The only road is very narrow and congested with trucks and dumpers. Only two buses are there to reach the nearest railway station which is 8 km away from this village.

#### **PROBLEM STATEMENT**

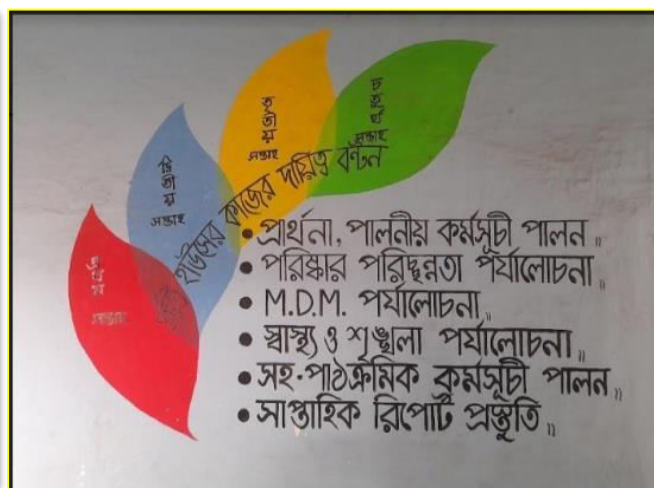
The problem is the management of school due to severe scarcity of teaching faculty.

#### **BACKGROUND**

Our school has only four teaching staff along with a Headmaster and a Clerk. There is no Group- D staff. The total number of students is 971. Under this circumstance, the existing teaching faculty and the SMC members tried to find out some solution to combat the problem of running the school properly. On behalf of teachers, the Headmaster proposed to form four groups taking students from each class from class V to class X headed by four teachers as house mentors. He proposed to divide the students according to their roll number to form the groups and from each group the house captain and house vice-captain was selected by the members of each group who will run the essential school activities like prayer, locking of main gate, health examination, mid-day meal related work, discipline management, playground maintenance under the supervision of the house mentor. Thus, the workload will be reduced and the teachers would be able to concentrate on their normal schooling activities, make proper lesson plan, make proper use of learning teaching material and carry out other planning for their classes.



HOUSE LOGO



DUTY DISTRIBUTION OF EACH HOUSE

Source: GOPALPUR SOHAGIA HIGH SCHOOL, BIRBHUM

### PLANNING AND ACTION

To implement the plan the first step was to divide each class into four groups according to their roll number. Here following process was adopted for dividing the students:

GROUP NAME	GROUP-A RED	GROUP-B BLUE	GROUP-C YELLOW	GROUP D GREEN
ROLL	1	2	3	4
	5	6	7	8
	9	..	...	....

After dividing the groups for all the classes name for groups as Red house, Blue house, Yellow house and Greenhouse was given. We have marked each students' house name in attendance register. Identity card with matching ribbon was given to the students as per their house. Four teachers were assigned the role as house mentors. Each house mentor organised a meeting with their respective house students to make a sub-committee of six members headed by a house captain and house vice- captain from boys and girls as per their choice. Each house mentor has described the duties of house committee members to run the school activity. Each house was assigned the responsibility to run their activity as per specific week i.e. Red house for the first week, Blue house for the second week, Yellow house for the third week and Greenhouse for the fourth week. Each house started their activity and duties from the second week of this academic session (i.e., 2023). We advised each house captain to maintain a log book to write down their actions and the problem they are facing and with their turn,

they were advised to discuss with the house mentor about their experiences. The house mentors will then report to the Academic Secretary.



HOUSE REPORT PRESENTATION



HOUSE CAPTAIN IN ACTION WITH S.I/S

Source: GOPALPUR SOHAGIA HIGH SCHOOL, BIRBHUM

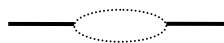
The report book countersigned by the house mentor will then be verified by the Academic Secretary and after six months all the report will be placed in SMC meeting in presence of the house mentor for thorough discussion. Through this discussion the pros and cons came out and it helped to adapt proper step for rectification reaching the desired goal.

## OUTCOME

Smooth operation of normal school activities ensued with active participation of the students which increased their confidence level and sense of duties and responsibilities. Efficiency level of teaching faculty also increased as they got a clear picture regarding the operational the aspect of school management. However, the effective time for study has reduced slightly in case of the students. Their focus has slightly changed from study due to such imposed responsibilities.

## CONCLUSION

The learning points from this study is that with proper planning and its optimum application problem can be overcome to some extent with proper utilisation of student's resource. Leading quality, sense of responsibility and duties can be developed and improved. A proper and keen relationship between teachers and students can be established.



## CASE STUDY- 8

**TITLE: BUILDING A CLIMATE-LITERATE FUTURE:A CASE STUDY OF INVESTING IN EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**INVESTIGATOR'S NAME:**

**SOVAN DANIARY  
HEADMASTER**

**NAME OF SCHOOL WITH ADDRESS:**

**BODRA HIGH SCHOOL (H.S)  
P.O-BODRA, P.S + BLOCK- BHANGAR  
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**BODRA HIGH SCHOOL (HS), SOUTH 24 PARGANAS**

## **CASE STUDY- 8**

### **TITLE: BUILDING A CLIMATE-LITERATE FUTURE: A CASE STUDY OF INVESTING IN EDUCATION FOR SUSTAINABLE DEVELOPMENT**

#### **INTRODUCTION**

The Earth's climate is changing at an unprecedented rate, driven primarily by human activities. This change poses significant threats to the environment, human health and the global economy. Education is needed to address these challenges. We need a generation equipped with the knowledge, skills, and values necessary to promote sustainable development and build a climate-resilient future. The key issues that are being addressed in this case study are to explore the source of education in building a climate-literate society. It could advocate for increased investment in climate change education and highlight the importance of empowering future generation to address the challenges of climate change. Investing in Education for Sustainable Development (ESD) is crucial to achieve this goal. ESD aims to empower individuals and communities to understand the interconnectedness of the environment, society, economy and education.

#### **PROBLEM STATEMENT**

This case study explores the potential of ESD in building a climate-literate future through a specific example. It analyzes the impact of a comprehensive ESD programme which the Headmaster implemented in school, surrounding villages, Panchayat areas and block particularly vulnerable to climate change.

#### **BACKGROUND**

The school serves a community heavily reliant on agriculture and daily wages. Over the past decade, the region has witnessed increasingly erratic weather patterns, including severe droughts and floods, impacting both livelihoods and the local economy. School studies are being interrupted due to frequent vacations. The idea of this project arises to go deep into its core problem. After developing an in-depth understanding of the social fabric of the locality in interaction with various stakeholders, the Headmaster found that the demography is quite clearly distinguished between majority and minority religious groups. In discussion with the stakeholders and the members of the school, the Headmaster took the decision that it would be necessary to initiate the study with awareness raising amongst local communities with the help of the students to understand the issues from their perspective and address the root causes. Not only that, the Headmaster felt the urge to amplify the lived experiences of the



students themselves and aid them in realising their inherent potential of being the bearers of change. Students are vibrant and characterized by their high levels of physical and mental energy, often demonstrating keen sense of curiosity and enthusiasm for learning. While their energy can sometimes be perceived as disruptive or challenging, it is important to recognize the valuable contribution they bring to the class room. However, with appropriate support and guidance, active and energetic students can thrive in the learning environment. When the summer vacation was announced due to prevailing heat-weave condition all on a sudden, six students of class X approached the Headmaster and requested him to arrange a meeting with them along with other teachers particularly with their class teachers as they wanted to initiate a project about climate literacy in summer vacation. The meeting was arranged and they clearly and confidently articulated their project goals, methodology, target audience, activities and expected outcomes. They highlighted the project's educational values alignment with social values and potential positive impact. They had formed a team with other students and asked their class teachers to assist and support them. They have developed a survey questionnaire that was presented in the meeting.

## **PLANNING AND ACTION**

The entire project had been implemented in the area adjacent to the school and the experiences and opinions of the local people have been reflected here. In addition to that, the school organized rallies and processions with the students, political leaders, NGOs, guardians and local people. Often other schools and colleges of the area were invited to join with the aim of increasing the impact of our initiatives. Moreover quiz programmes, debates, extempore speeches, sit and draw competitions were organized for raising awareness on these issues and involving the local communities. The prefects and the ministers of the child cabinet played a vital role and took a oath to plant a sapling and protect them. Villages of Narikelberia, Bodra, Nowra, Manlikati, Shaksahar and Jagulgachi, within a radius of 8 km of the school were visited and people of different age groups were talked to.

Following steps that were taken to move the project forward are detailed below:

- Student selection was done.
- Selection of project topics based on discussions with students about climate, weather relations and the impact of climate change in the school environment.
- Counting the number of trees around the school and around the houses of the students.
- Comparing the temperature of areas with more trees and areas without trees.
- Collection of data on how many trees have been felled in the last five years.

- Surveying the people of different age-group in the region to know their perception about different regions.
- By making everyone aware against tree cutting through discussions based on the information that has emerged

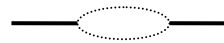
Efforts were made to create a public opinion of planting five saplings if one tree is cut.

## **OUTCOME**

The causes of climate change were investigated and analysed by the students. They became actively interested in understanding the reasons behind extreme weather conditions in the school's vicinity in the last few years. They tried to remedy it. Students explored the water level drop in ponds, canals and other water bodies, its subsequent drying up and how it affected their daily life.

## **CONCLUSION**

Many people were not able to devote the required time to the survey. Many people also had questions about the future of the survey with regard to its implementation. However, the survey was conducted at their homes at the time they gave. The students gained their confidence by being part of survey methodology and analysis.



## CASE STUDY- 9

**TITLE:** SCHOOL LEADERSHIP FOR STRENGTHENING FOUNDATIONAL LEARNING  
(FOUNDATIONAL LITERACY AND NUMERACY) IN GOVERNMENT SCHOOLS

**INVESTIGATOR'S NAME:** MD. REAJUL HAQUE  
HEADMASTER

**COMPILER'S NAME:** SUKANYA DAS CHATTERJEE  
Sr. LECTURER,DIET MURSHIDABAD

**NAME OF SCHOOL WITH ADDRESS:**

1 NO. MIRZAPUR JUNIOR BASIC SCHOOL  
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DIST-MURSHIDABAD, PIN-742133  
WEST BENGAL

**CONTACT:** mirzapurjbschool001@gmail.com



1 NO. MIRZAPUR JUNIOR BASIC SCHOOL, MURSHIDABAD

## **CASE STUDY- 9**

**TITLE:** SCHOOL LEADERSHIP FOR STRENGTHENING FOUNDATIONAL LEARNING (FOUNDATIONAL LITERACY AND NUMERACY) IN GOVERNMENT SCHOOLS

### **INTRODUCTION**

The school is located at Mirzapur village under Beldanga Circle & District Primary School Council, Murshidabad. It is an economically backward area at a distance of nearly 30 Km away from Berhampore town. All the teachers of the school have received training from Government of West Bengal on Foundation course. However, in spite of this, the following areas of concern needed to be redressed.

### **PROBLEM STATEMENT**

We wanted to re-generate interest among the students of 01 No. Mirzapur Junior Basic School in making classroom teaching interesting and effective by using some co-curricular activities. If the problem was ignored, number of students of primary and pre-primary students will lose interest in school. Existing school resources viz., the co-curricular activities such as dancing, singing, drilling, gardening were used to transform teaching learning processes and kindle interest in students

### **BACKGROUND**

As a Headmaster who joined the school only a few years back, I realized that the foundational literacy and numeracy was needed for the economically backward area students. However, the surrounding people or the environment was not very supportive. But, later as a Headmaster of the school, with the help of other teachers, many hurdles were overcome and the infrastructure of the school could be changed. At present the school has 475 students with 9 teachers. Now everyone helps in different ways including the people of the surrounding area. This biggest change had come upon due to the teachers.

### **PLANNING AND ACTION**

A committee was formed comprising of three teachers in every activities and approval of the same was obtained in the Managing Committee. The Managing Committee members were apprised of the importance of cleanliness drive to enhance the foundation course more interesting in classroom teaching. Under supervision of the committee, the school installed filter machine with pure drinking water system and proposed to provide with hand wash before eating. Planning to install swing set,

tickler set for school students to play is in the process. Planning to make a stage for various events or activities where that the students can perform is being taken up.

The outline of the various processes of change which was implemented:

The atmosphere inside the school is now very pleasant with natural environment. Many pictures are drawn on the school walls. Inside the school, many beautiful flower plants, medicinal plants, various fruit trees including grape trees were planted. There is also a pond inside the school with colourful fish. Remedial education system is now done periodically with various activities. Filter machine is installed with pure drinking water system, students are provided with hand wash before eating and there is now clean toilets and bathrooms. The school has given great importance to cleanliness.



SCHOOL WALL PAINTING



ARTIFICIAL POND IN THE SCHOOL



ACTIVITIES



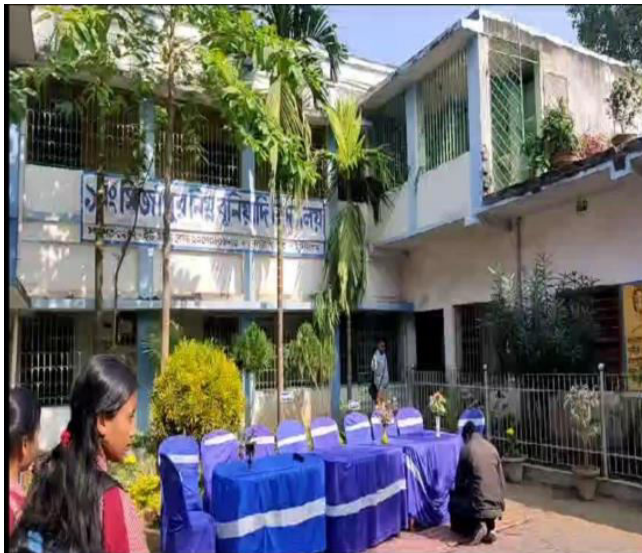


GARDENING

1 NO. MIRZAPUR JUNIOR BASIC SCHOOL, MURSHIDABAD

### OUTCOME

There has been a change with regard to foundation literacy and numeracy with the health and hygiene of the pre-primary and primary students and the classroom teaching which can be felt by all the students, teachers and guardians. All the teachers gave importance to co-curricular activities. In the Parent Teacher's Meeting (PTM), the guardians had no negative feedback to share. They are more contented with the different activities conducted in the school.



PTM

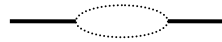


CO-CURRICULAR ACTIVITIES

Source: 1 NO. MIRZAPUR JUNIOR BASIC SCHOOL, MURSHIDABAD

## CONCLUSION

The impact of the activities helped to develop a team spirit for all-round development of the children. It impressed all the other leaders in improving the quality education. The students know how to handle their duties and other resources responsibly and they adored and loved these things more. We needed to understand this and encouraged them to the routine in their day to day learning.



## CASE STUDY- 10

**TITLE: ENHANCING STUDENT COMPETENCIES IN SCHOOL**

**INVESTIGATOR'S NAME:**

**BISWAJIT DUTTA  
HEADMASTER**

**COMPILER'S NAME:**

**SUKANYA DAS CHATTERJEE  
SR. LECTURER, DIET MURSHIDABAD**

**NAME OF SCHOOL WITH ADDRESS:**

**30 NO. ANDIRAN PRIMARY SCHOOL  
VILLAGE-ANDIRAN,P.O.-HAREKNAGAR  
P.S.-BELDANGA,  
DISTRICT - MURSHIDABAD**

**CONTACT:**

**biswajitdutta2001@gmail.com**



**30 NO. ANDIRAN PRIMARY SCHOOL, MURSHIDABAD**

## **CASE STUDY- 10**

**TITLE:** Enhancing Student Competencies in School

### **INTRODUCTION**

The 30 No. Andiran Primary School is located at Beldanga-I, Murshidabad. Dedicated and professional teachers ensure that the children get the maximum out of their education in this school. It was started in the year 1960. Bengali is the primary medium of instruction for this school. The school tries to provide best learning environment. This school runs classes from 1 to 5 to provide education to students. This school's student strength is approximately 259. It has a library as well with over 160 books. The school has given exceptional results in the academic sphere and its students have excelled in extra co-curricular activities too. However, in spite of all this, the certain areas of concern need to be redressed. The school needs a play ground and the number of teachers in the school is less. There was lack of adequate provision of TLM in school.

### **PROBLEM STATEMENT**

We wanted to re-generate interest among the students of 30 No. Andiran Primary School in making classroom teaching interesting and effective in order to maximize the competencies among the children. If we had ignored the problem, number of students of primary and pre-primary students would have lost interest in school. Existing school resources viz. the TLMs was used to transform teaching learning processes to a more interesting one to kindle the interest in students.

### **BACKGROUND**

After joining as a Headmaster, I realized the pedagogical side needs to be set up well for the benefit of the economically backward area students. Later, with the help of other teachers, I overcame many hurdles and is now able to change the infrastructure of the school. At present the school has around 259 students. Now everyone helps in different ways including the people of the surrounding area. This biggest change has come upon due to the teachers' role for the benefit of the students.





SOME GLIMPSES OF ACTIVITIES OF 30 NO. ANDIRAN PRIMARY SCHOOL, MURSHIDABAD



SOME GLIMPSES OF ACTIVITIES OF 30 NO. ANDIRAN PRIMARY SCHOOL, MURSHIDABAD

## PLANNING AND ACTION

The outline of the various processes which was implemented are as follows-

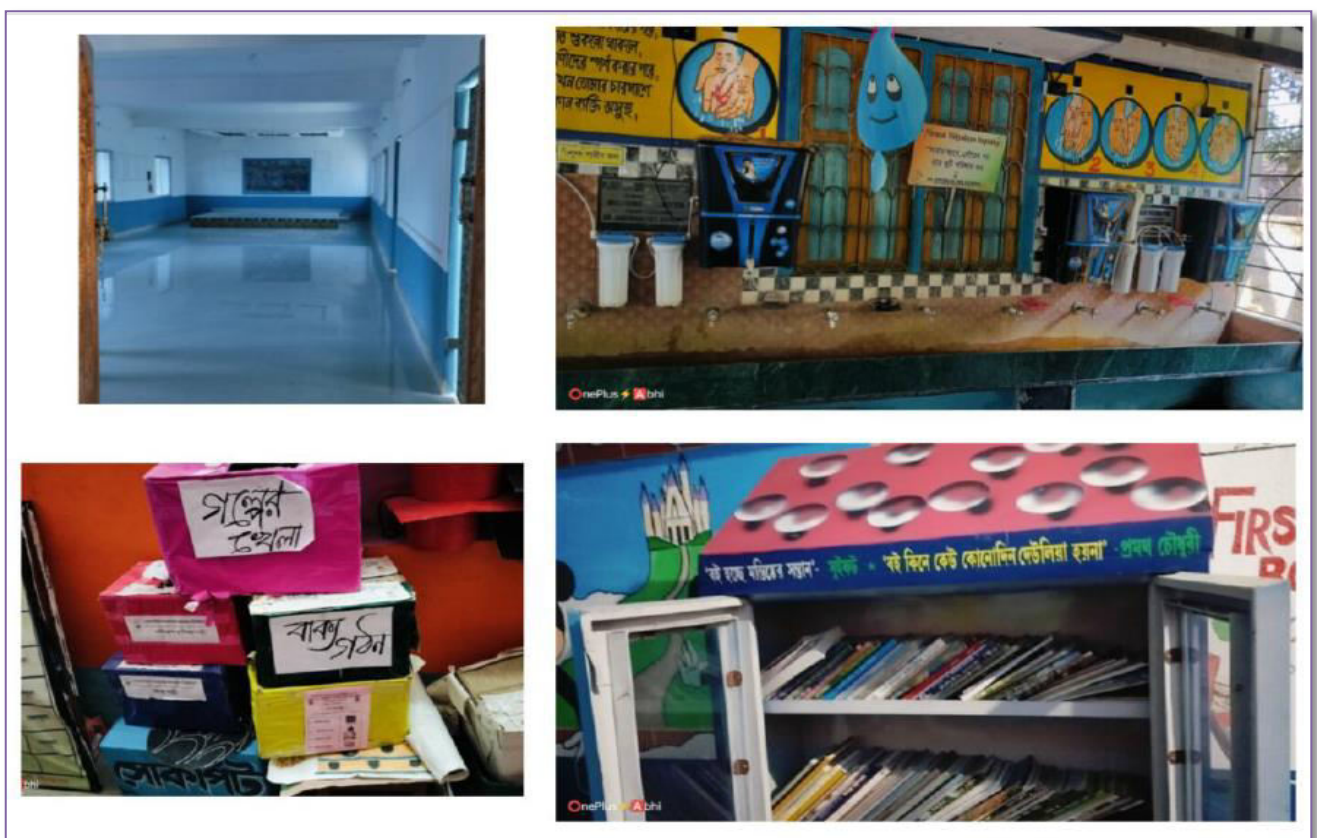
In the school, there were not enough rooms for teaching learning process to take place smoothly. So new rooms, bathroom, kitchen, student's eating area were made inside the school premises. Water filter was installed for safe drinking water. Use of computer laboratory for imparting informational and modern learning, provision of exhibition work for children's handcrafts was undertaken. Provision of special library work for students to study, provision of smart classrooms, provision of sufficient number of toilets etc were made. Again under supervision of the committee, we planned to make a playground for the students for their recreation with Government's support. All these were done with a focus on imparting quality education to the students.





**SOME GLIMPSES OF ACTIVITIES 30 NO. ANDIRAN PRIMARY SCHOOL, MURSHIDABAD**

The school has at present 259 students. There are enough classrooms in the school and it will take some time and additional financial resources to make it work. However, funds are being sought from various MPs and MLAs in connection with these. Building a smart class and playground is planned. All students of the school take active part in each and every activity. These have created a massive change in creating the school as their own home.



**CHILDREN HANDCRAFTS OF 30 NO. ANDIRAN PRIMARY SCHOOL, MURSHIDABAD**

## OUTCOME

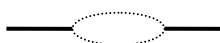
A mobile library has been made by the school, where the students go to the neighbourhood areas at the end of each week for the purpose of making phone-oriented people to book-oriented. Water harvesting project is done to save rain water and reuse it. Mock Voting process is also done to make the children aware of the parliamentary system where the students can realize the election process in a real life situations of voting. Water clock has been introduced in the school. In order to create awareness amongst the students so that they do not forget to drink water, three water hours have been organized in the school to increase their habit of drinking water. Like “Grandmother Jhuli” in the school, at the end of the week, grandparents come and tell stories to the students.



LIBRARY & ACTIVITY ROOM OF 30 NO. ANDIRAN PRIMARY SCHOOL, MURSHIDABAD

## CONCLUSION

This school has now a smart classroom. There is now a mobile library which was not there before. There is a clean drinking water system which was not there before. In this school, all the children hear stories for one day a week from the grandmother; voting project is done which creates awareness in the students about the parliamentary system in their real life situations. Overall, all these activities enhance the competencies among the children.



## CASE STUDY- 11

**TITLE: PEDAGOGICAL LEADERSHIP FOR ENHANCING STUDENT COMPETENCIES IN SCHOOL**

**INVESTIGATOR'S NAME: PANPIARA KHATUN  
IHEADTEACHER**

**COMPILER'S NAME: SUKANYA DAS CHATTERJEE  
SR. LECTURER, DIET MURSHIDABAD**

**NAME OF SCHOOL WITH ADDRESS:**

**40 NO. NOWPUKURIA NUTANPARA PRIMARY SCHOOL  
NOWPUKURIA, BELDANGA,  
DIST- MURSHIDABAD  
WEST BENGAL**

**CONTACT: [nowpukurianpsbelmsd@gmail.com](mailto:nowpukurianpsbelmsd@gmail.com)**



**40 NO. NOWPUKURIA NUTANPARA PRIMARY SCHOOL, MURSHIDABAD**



## **CASE STUDY- 11**

### **TITLE: PEDAGOGICAL LEADERSHIP FOR ENHANCING STUDENT COMPETENCIES IN SCHOOL**

#### **INTRODUCTION**

Nowpukuria Nutan Para Primary School was established in 1962 . It is located in BELDANGA-I block of murshidabad district of West Bengal. The school consists of grades from 1 to 4. The school is co-educational and it has an attached pre-primary section. Bengali is the medium of instruction in this school. The school has a building. It has got nine classrooms for instructional purposes. All the classrooms are in good condition. It has 2 other rooms for non-teaching activities. The school has a separate room for Head master/Teacher. The school has pucca boundary wall. However, in spite of all this, certain areas of concern needed to be redressed. The number of students in the school is very high and therefore sports and physical activity is not done frequently for the physical and mental development of the students due to absence of school playground. Although the school infrastructure is good and the school authorities have planned many things to improve the school but it could not be carried through due to the lack of sufficient funds. All the events have been done in an indoor stage and all the games and exercises are done on the outdoor stage.

#### **PROBLEM STATEMENT**

Absence of school playground is a great problem to run the school having lots of students. Though, we wanted to re-generate interest among the students of Nowpukuria Nutanpara Primary School in making classroom teaching interesting with the co- curricular activities, the problem regarding playing of the pre-primary and primary students exists. If we had ignored the problem, primary and pre-primary students would have lost the interest in school and it would give an impact on the others in the area.

#### **BACKGROUND**

Earlier all the students did not come to the school properly but after the improvement of the school now the number of female students in the school has increased a lot than before. As a Head master, I realized the pedagogical side is to be set up well for the benefit of the economically backward area

students. Later, with the help of other teachers, I overcame many hurdles and is now able to change the infrastructure of the school.

## PLANNING AND ACTION

The outline of the various processes which was implemented are as follows:

The environment of the school is very good compared to other primary schools. We have created a beautiful garden, written many different speeches on the walls, drawn different pictures of animals, arranged two types of dustbins- one for organic and another one for inorganic wastes etc. By using the dustbin, the students developed awareness about their bio-fragile and ultra-fragile waste. We have tried to develop the skills of the students through different activities. In the school, there are various pictures on the walls, the speeches of famous sages and various paintings, as a result of which the students are very motivated. They have given different names to each class room.



SOME GLIMPSES OF 40 NO. NOWPUKURIA NUTANPARA PRIMARY SCHOOL,  
MURSHIDABAD

There are at present 585 students in the school. There are enough classrooms in the school and it will take some time and additional financial resources to make it work. However, funds are being sought from various MPs and MLAs in this connection. During prayer assembly music, reading about great men or sages etc., are done. In prayer assembly, birthday of the students is celebrated also. There are provision of TLMs in every classroom, presence of computer laboratories to provide technology based information and modern education to children. Display rooms for



displaying hand-made or manufactured items of children are there. Stages - outside and inside the school classrooms has been arranged, as beautifully as possible, to display the activities of the students as well.



SOME GLIMPSES OF 40 NO. NOWPUKURIA NUTANPARA PRIMARY SCHOOL,  
MURSHIDABAD

In future we are looking to set up a children park for the students for their recreation so as to improve their skill. We are also trying to make arrangement for students, as far as possible, for the good practices of taking mid-day meal at specific places. In addition we are planning to provide proper use of garden by planting more plants and trees inside and outside the school.

## OUTCOME

An impressive activity room has been developed to arouse interest among the students for their different skills. Book corner has given a special impact in kindling interest in reading and learning.

Assembly prayer is conducted in an organized manner where all the student prays with the song “Saare Jaha Se Achha”, then they do exercises and finally end the programme by singing the National Anthem. After daily prayers, chocolates and other gifts are given to the students who have birthdays. The school rooms have been greatly increased since before. A separate room has been made for eating so that students do not have to sit on the floor to eat. There is a TLM room where various types of TLMs are available and students are taught to use them.



VARIOUS TYPES OF TLMs OF 40 NO. NOWPUKURIA NUTANPARA PRIMARY SCHOOL,  
MURSHIDABAD

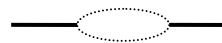




LIBRARY & ACTIVITY ROOM OF 40 NO. NOWPUKURIA NUTANPARA PRIMARY SCHOOL,  
MURSHIDABAD

### CONCLUSION

The infrastructure of the school is very beautiful. The teachers of the school made this attempt to make it a perfect institution for all round development of the students. The school has received awards of various kinds.



## CASE STUDY- 12

**TITLE:** REFORMATION OF THE DAMAGED PLAYGROUND OF SCHOOL

**INVESTIGATORS NAME:**

**SANDIP ROY  
HEADMASTER**

**NAME OF SCHOOL WITH ADDRESS:**

**GOPALPUR SOHAGIA HIGH SCHOOL  
VILL + P.O.: BARUA GOPALPUR  
DIST: BIRBHUM,  
WEST BENGAL  
PIN 731222**

**CONTACT:**

**[gsohagiahighschool@gmail.com](mailto:gsohagiahighschool@gmail.com)**



**GOPALPUR SOHAGIA HIGH SCHOOL, BIRBHUM**



## CASE STUDY- 12

**TITLE:** REFORMATION OF THE DAMAGED PLAYGROUND OF SCHOOL

### **INTRODUCTION**

Gopalpur Sohagia High School is the name of trust and dependency in spreading education, values and social responsibilities among the children in the surrounding area since 1944. Being in a terminal area of Birbhum district of West Bengal and dominated by mines and crushers, the residents are completely dependent on mine-related job. Lack of cultivation, scarcity of water, severe problem of communication facility had affected the flourishing educational climate in this area. Under these circumstances, the school authority along with the local education lovers is trying their level best to improve this situation. The population in the local area is Minority and Schedule Tribe community dominated. They are also trying their level best to provide extreme support for their children for better education by cooperating with the school authority. The school is enriched with a large and adjacent playground without a boundary wall. Being a part of the mine area, the playground had three steps with a sharp slope towards the eastern side. Soil surface is too hard with rocky stones deposition hence is not appropriate for playing games and sports. Due to the absence of boundary wall cattle grazing also causes harm, driving of bikes and other vehicles also damages the ground. The school building extension reduced the area of playground.



Source: DAMAGED PLAYGROUND OF GOPALPUR SOHAGIA HIGH SCHOOL, BIRBHUM



Source: SURFACE OF THE GROUND OF GOPALPUR SOHAGIA HIGH SCHOOL, BIRBHUM

However, only five teachers along with two para teachers are there while the number of students is 971 of which 551 are boys and 420 are girls. The other pressing problems are old school building with damaged roof, absence of boundary wall, girls' toilet, non-functional solar pump, hall for function/seminar/exhibition, smart classroom, sports material, TLMs.

### **PROBLEM STATEMENT**

A drive to prepare the school ground so that it becomes playable.

### **BACKGROUND**

The google earth picture clearly shows the position and the hard surface nature of the field.



Source: POSITION OF THE SCHOOL AND PLAYGROUND FROM GOOGLE EARTH PICTURE



The eastern and southern part of the playground is open hence easily accessible for the strangers who regularly enter the field with their vehicles and automobiles. The length of the playground is 120 metres and width is 100 metres. This area is part of Chota Nagpur Plateau. In the eastern side of the school ground is towards mine area and has a sharp slope.



Source: MINE AREA TOWARDS EASTERN SIDE OF GOPALPUR SOHAGIA HIGH SCHOOL

Soil type is very hard and without grass but with multiple pieces of rocks due to soil erosion is in such condition that playing, running even walking is dangerous. The lack of financial support for boundary wall and its repairing as well as its maintenance have turned the playground unplayable.

## PLANNING AND ACTION

In order to make the ground playable, few action plans were adopted after discussing with the SMC and student's forum. It was suggested that we needed to plough the total field with tractor for few times and then we have to isolate the rocks and stones from there. Then again it needed to be ploughed to make the soil into smaller form and finally the roller is needed to make the field into even plane ,and that should be done before the rainy season so that the soil surface gets properly set and help us to understand the slope pattern as well as the nature of the surface. After setting the blueprint, we have implemented the action plan and now the field is almost ready for use. The stages of action are represented with pictorial evidence.



Source: PLOUGHING THE FIELD OF GOPALPUR SOHAGIA HIGH SCHOOL, BIRBHUM

After the boundary wall construction, we shall take another plan for watering the field for proper development of grass and the maintenance of the field would be guided by the sub-committee under the supervision of games teacher along with one SMC member. At the same time the games committee of student forum will also look after the field and will take steps for maintenance.

## **OUTCOME**

The school ground is the most vital asset of the Institution and we must be aware about its maintenance. In the school ground we conduct prayer, sports and games, cultural function etc. Moreover, the beautification along the sideline will also increase the aesthetic value of the school. However non-availability of financial support, absence of good soil type for grass development, and lack of awareness of the local people are major drawbacks.

## **CONCLUSION**

A strong determination, unconditional support of team members, proper dedication, a good leadership, and effective action plan is the prime need for the implementation of a plan which has been done successfully in Gopalpur Sohagia High School. A proper and effective bonding among the stakeholders has led the journey towards success.

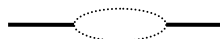




Source: THE PLAYGROUND OF GOPALPUR SOHAGIA HIGH SCHOOL



Source: OUR GROUND, OUR DREAM OF GOPALPUR SOHAGIA HIGH SCHOOL



## CASE STUDY- 13

**TITLE: MAKING BUTTERFLY GARDEN IN A MESSY PLACE INSIDE THE SCHOOL BOUNDARY ADJACENT TO THE SCHOOL BUILDING**

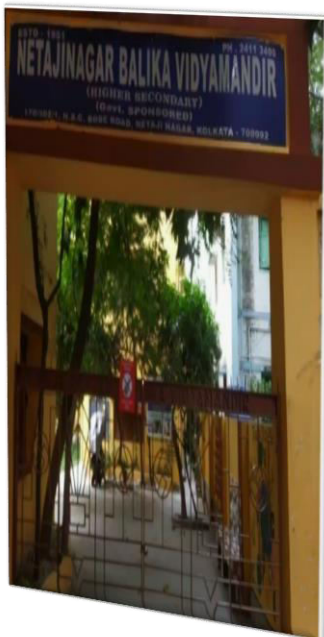
**INVESTIGATOR'S NAME: BARNALI BANERJEE GOSWAMI  
HEADMISTRESS**

**NAME OF SCHOOL WITH ADDRESS:**

**NETAJI NAGAR BALIKA VIDYAMANDIR  
170/302/1, N S C BOSE ROAD,  
NETAJI NAGAR  
KOLKATA 7009**

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**NETAJI NAGAR BALIKA VIDYAMANDIR, KOLKATA**

## **CASE STUDY- 13**

### **TITLE: MAKING BUTTERFLY GARDEN IN A MESSY PLACE INSIDE THE SCHOOL BOUNDARY ADJACENT TO THE SCHOOL BUILDING**

#### **INTRODUCTION**

The school had an old Krishnachura tree within the boundary of the school. During Amphan, the tree had been totally uprooted by the storm. The tree died and the upper portion of it had been cut off leaving some portion of stem which was still rooted to the soil. As the tree was big the remaining part of the tree occupied a large portion of ground making the ground unusable for any other purpose. Moreover weeds were growing around the stem. A large portion of the school ground around 100 sq ft became dirty and unhealthy as the students used to throw litter in that area. The students were told repeatedly not to litter the place but they did not stop throwing the waste. The school authority had to spend money to clean the portion of ground at regular interval.

The Headmistress of the school, who just joined the school thought of doing something good in that place as this portion of the school ground where the uprooted plant was lying, looked very unbecoming. She planned to uproot the tree from the garden and wished to make a garden in that place, to make the ground look clean and beautiful. At that time, a renowned scientist gave an idea of making butterfly garden in the school campus. The renowned scientist informed that the fund for making a butterfly garden is provided by Bio Diversity Board.

#### **PROBLEM STATEMENT**

Making a butterfly garden in a messy place inside the school boundary adjacent to the school building.

#### **BACKGROUND**

The first challenge for making butterfly garden was to remove the fallen Krishnachura tree from the garden. To uproot the tree from the ground Headmistress wrote an application to the local Councillor as the permission of the Councillor was needed for uprooting the tree. Then Councillor sent some corporation workers who finally cut off and took away the dead root of the Krishnachura tree. Removal of the tree raised a new challenge for making the garden. When the diffused root system of the old Krishnachura was uprooted, it made a large hole inside the ground and the soil around it was also full of cobblestones creating a new challenge for preparing the soil bed for the proposed garden.

## PLANNING AND ACTION

The school authority decided to engage labourers for cleaning the ground to make plant bed for the garden. To raise the butterfly garden in the school, Headmistress applied for a fund to Bio Diversity Board. The representative of the board inspected the school ground and examined the extent and ambience of the ground. After inspection the board approved the fund for the school. A representative from the board came to guide and make plan for making the proposed garden. At first, Headmistress formed a committee with teachers, non teaching staffs and five students from the class six to class nine. A meeting was organized with the representative of the Bio Diversity Board for making the action plan. For making butterfly garden two types of plants were required to complete the life cycle of butterfly. One was host plants which foster caterpillars and second one was nectar plants which provide nectar to the butterflies. The organic wastes from the mid-day meal kitchen were processed and transformed into manure and this manure was used in making the soil bed. Around 1500 sq ft of ground was prepared. The students made a list of nectar plants and host plants which were to be planted. They bought twenty plants for nectar plant and host plant, planted in the ground and took responsibility of watering and monitoring under the guidance of the teachers. One year after plantation butterfly was first spotted on the trees and then gradually with passing time number of butterflies increased in the garden. The best time to see the butterflies are during the morning and afternoon time. The students tagged the plant with their scientific name.

## OUTCOME

The part of the school ground which was full of waste and weeds transformed into a beautiful butterfly garden which enhanced the aesthetic outlook of the school. The students who used to litter the ground is now looking after the garden earnestly. Now more students are participating in plantation to beautify their school campus. The students are acquiring knowledge about the butterflies and watching the life cycle of butterfly in front of their eyes. They are becoming more responsible, dutiful and caring and that is reflected in other aspect too. It also helps in collaborative learning.



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## CONCLUSION

A transformation is possible if there is a proper planning and hard effort to make the change in positive direction. Here a single transformation plan resulted in multi- faceted outcomes. A garden has not only raised the aesthetic value in students but also changed their behavioural approach to the school. The students have become responsible. Instead of throwing waste, the students are now growing flowers and caring butterflies.

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