

## **MIZORAM**

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### **Abstracts**

This school focused on physical and emotional safety of students. As the students belong to Mizo Tribe, the school maintains preservation of Mizo Culture, hence cultural programmes are organised from time to time as part of the school culture. As English is the medium of instruction in the secondary school level, students coming from Mizo medium face problems in teaching – learning process at the beginning. Teachers, staff and families of the students are encouraged to work together in order to fully prepare their students to feel sense of belonging and connectedness to their school and to feeling safe and confident in this environment. The school provides skill training with benefits for students. Vocational training programmes allow students to get ready for specific careers. There is a high level of trust between school head and teachers to try out new strategies.

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### **Socio-Cultural Context of the School**

A parent's socio-economic status plays a significant impact on the relative educational outcome of the children. And it is established that the socio – economic status of individual students is strongly associated with academic achievement. However, in our school, the parents having low socio – economic status send their children to receive education. Their socio-economic status can be checked through their belongings, activities and documents like BPL Ration Card, Income Certificate, NREGS, etc. They mostly belong to the Backward Classes except, for very few parents that belongs to the middle socio-economic status. But this differences and inequalities in their socio–economic status does not affect the educational outcome of their children since our school ensures that the students gets equal opportunity in teaching-learning process irrespective of their caste, creed, gender, economic status, class, etc. in order to attain their educational outcome and achievement.

## CONTEXT OF MY SCHOOL

Low Socio-economic status

Promote Cultural values

Promote language skills

Parents, Teachers and Students works together

Healthy environment for all types of students



We the teachers and other staff members of the school work together and we share our beliefs, values and assumptions. The school always gives attention to concrete issues such as the physical and emotional safety of students, orderliness of classrooms and respect racial, ethnic, linguistic, or cultural diversity. Students, parents, teachers, administrator and other staff members all contribute to the school, which gives an opportunity for cooperation and thus develop their relationship with a sense of fraternity. As the students belong to Mizo Tribe, the school strictly maintains and preserves Mizo Culture organisation of Cultural Programmes from time to time is part of the school culture.

As English is the medium of instruction at the secondary school level, students coming from the Mizo medium school usually face problems in the teaching-learning process at the beginning. However, with the passage of time, their learning skills improves slowly and steadily in order to overcome their language problem. The School authority also gives strict instructions to communicate in English only in and around the school campus to improve their language skills.

Teachers, staff and families of the students are encouraged to work together to instill a sense of belongingness and connectedness to their school and to make our school safe and confident in the school environment. Efforts are made to put the needed components into place to make our school one of the top education destinations for High School students.



**Major Challenges that are currently faced by the school are enumerated as below:-**

**Classroom Size:** Most teachers agree that they cannot effectively teach every student in a classroom if the class size exceeds about 30.

**Poverty:** Most teachers agree that they cannot effectively teach every student in a classroom if the class size exceeds about 30.

**Family factors:** Students especially from BPL family tend to have the highest dropout rates.

**Technology:** Divorce, Single Parents, Poverty, and many other issues are great challenges face by the school. Technology needs to come into the classroom to keep up with the teaching - learning demands of the 21st century.

**Students Attitudes and Behaviour :** Problems like apathy, disrespect and absenteeism poses significant challenges for teachers.

**Limitation of time to practice activities other than the school syllabus.**

**Limited School budget.**

**Efforts Initiated or the Process of Transformation**

Since most of our students are from economically backwards classes, it is the responsibility of the teachers, staffs, administrator to make them self propelled, self controlled and self guided persons, who will be able to accept the challenges of life without hesitation after their schooling. With this view in mind, me and my colleagues consulted all the stakeholders' viz. teachers, staffs and parents and shared our ideas and views and eventually resolve to implement the strategies. AISECT Enterprises had given opportunity to students to undergo vocational skill training such as Tailoring, Beauty Culture and General Duty under the expert and Trained Instructors of AISECT Enterprises for skill training. Students are detailed to the concerned department every Wednesday and Friday afternoon for the last 2 (two) period along with a Caretaker Teacher.



### **Visible Results of Transformation**

This Skill training has many benefits for our students. They acquire new skills, increasing their contribution to the society and building their self-esteem. They are skilled to do new and different tasks, which keeps them motivated and fresh because they are being trained. In short, this skill training has immense benefit to generate self employment. Training can improve their performance gives profit and boost their morale. This skill training is designed to provide students with the specific skills they need to gain knowledge and abilities necessary to fulfill the specific requirements a job. Now these trained students of our school will be able to generate self employment and start earning on their own which in return will enhance their living standard and from their source of income they will also be able to support themselves in pursuing their higher education at the same time.



### **Further Areas for Change/Transformation**

The next area that our school wants to take up for change / Transformation is to enact vocational training courses at our school in a separate building within the school campus. Vocational training programmes allow students to get ready for specific careers. Under this Vocational training programme I and my team have decided to introduce the following trades:

- Computer Techniques
- Maintenance and Repair of Electrical Domestic Appliances.
- Printing and Book Binding Technology
- Repair and Maintenance of Radio, TV, Receiver
- Repair, Maintenance & Rewinding of Electrical Motors.
- Software Application

- Health / Sanitation Inspector
- Hospital Documentation & Record Keeping
- Hospital House Keeping
- Multi Rehabilitation Worker
- Medical Laboratory Technician.

At the beginning, the school used to send the students to get their vocational training to an Institution which is far from the school campus, the students faced a lot of problems in their arrival at the training venue. In order to overcome this problem, me and my team dream of opening vocational training courses in our school campus but without government sanction this cannot be done. It has to be imparted in the school alongside academics. Under this vocational training programme, students will be given opportunity to opt their career. For instance, (a) If a student opts for motor repair as a skill development course while in school, at a later stage, he/she can pursue for a diploma or degree in automobile engineering (b) If a student opts for healthcare, he/she could learn to be a blood – collection expert and later can add further courses to become full –fledged pathology technician nurse.

After schooling the students will have ample opportunity to generate self employment to start their earning. This will not only generate their income level but also improve their living standard.

### **School Leader and Transformation**

The Leadership structure in our school is very stable, strong under my direction and guidance. We cordially maintained community partnerships to cultivate sense of belongingness. I and my team share a common purpose with parents Community members and students. There is a high level of trust between me and my team to try out new strategies and students are connected to the school because they trust their teachers. Teachers and students are more productive and more effective after giving a clear direction.

After attending the programme on school leadership, we now realized the influence of having a vision and plan. We set high expectation for everyone, which in turn lead to high performance. As we are building a vision, I try my best to be role model in leading the team and I always get good response from them.

After attending the leadership programme, I attained self positive attitude and outlook. We emphasized teamwork and recognized that when we people work together, we achieve great things. My mind always focus on the importance of Team work, therefore we always decide together and do things together. A regular staff meeting and parents meeting are convened to discuss the condition of each student, and the meetings proved to be very successful.

Like any Headmaster, I know how tough this jobs/Profession can be – but as far as I am concerned, it's my job to get it right.