

NATIONAL CONFERENCE FOR CELEBRATING SCHOOL LEADERSHIP -
RECOGNIZING SCHOOL LEADERS-2023

Praxis over Rhetoric: A Case study of GSSS Shallang

Abstract

This Case study is a particularistic endeavor to analyse the institutive framework of Government Senior Secondary School Shallang Teh & Distt Kullu(Himachal Pradesh) under the able mentorship of Mr. Ritesh Mahant (Principal). It is structured under three headings, the exploration includes statistics and data in order to define reoccurring patterns in the school environ; description aims to highlight key successes and gaps in order to frame research questions. The explanatory section consists of critically evaluating and reflecting of the existing issues in order to create a conceptual understanding of a dynamic process. Keeping the school at the centre as a point of socio-cultural confluence and as a site of leadership as an effective tool in education, the research aims to answer the following questions: How has Ethical and Social awareness changed the shape of the Government Senior Secondary School Shallang Teh & Distt Kullu? How has the management shifted its impetus from a teacher dominant to a child centric model? To what extent are the school's core values in alignment with Nation Education Policy 2020? What are the transformations initiated and plans drawn in order to stay true to their motto of "Action speak louder than words"? Concrete leadership in education is essential for navigating challenges, embracing change, and adapting to evolving educational paradigms. The inquiry surrounds the unique leadership initiatives employed by the management for promoting holistic learning. The thesis also brings forth the vision of the school to foster a support system surround the school administration where the existing pedagogy can be backed up by community involvement. It also takes into measure the rural background in which the school is located and the socio economical aspirations of the area. The problems underlined also stem from these elements of the community that seep into the decision making of such organizations. It makes the school suitable for a case study to gauge the impact of external environment in the evolution of educational institutes. The internal challenge discussed in the paper is the teacher centred pedagogy where the one-way curriculum transaction is the main objective of the teachers.

The glaring lack of resources and infrastructure is duly recorded in this inquiry. The exclusion of individual needs of the learner is another key issue established through this study. The purpose of choosing this particular institution is in its constant stifle to nurture leadership opportunities through a plethora of initiatives through both academics and extracurricular means as elaborated in the study. Another reason for this selection is the school's intension to inculcate collaborative learning to improvise the already existing structure. The vision of the school to enhance digital literacy is another academic undertaking meant to bridge the gap between the students of this small school in a hamlet and the rest of the world. The case study documents the journey and investigates certain practices in leadership, the overall organization, teaching-learning, community participation and such other aspects of school's laudable transformation. Presentation, audios, videos and photographs are employed to back up the conceptual and behavioural understanding of school leadership with the aim of highlight areas of change. The study favours Praxis over Rhetoric and hopes to provide a fair narrative of the government institution.

About the author

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