

## Theme: Pedagogical Leadership for Enhancing Student Learning Competencies

### Shri Lalnunngila Ralte

Head Master

Government Sawleng High School, Aizawl, Mizoram

Email id: [lalmuanawmajohn@gmail.com](mailto:lalmuanawmajohn@gmail.com)

Mobile no.: 9436192547

### Case Study: Academic Leadership of Government Sawleng High School: A Journey to Excellence

#### Introduction:

Government Sawleng High School, nestled in the serene hills of Aizawl District, 116km from Aizawl, the capital of Mizoram in North-Eastern India has emerged as a model institution for academic leadership and pedagogical excellence. Despite its humble beginnings and numerous challenges, the school has become a beacon of hope and an

## GOVERNMENT SAWLENG HIGH SCHOOL

Established



Dt. 1.2.1986

## SAWLENG : MIZORAM

#### PARTICULARS OF STAFF, GOVERNMENT SAWLENG HIGH SCHOOL

Sl No.	Name	Designation	Educational Qualification	Date of Birth	Date of Appointment	Date of Pension
1.	R.D. LALBIAKSANGA	Teacher	B.A, B.Ed	01.03.1964	01.10.1991	29.02.2024
2.	K. LALTANPUH	Teacher	B.A, B.Ed	10.11.1966	01.10.1991	30.11.2026
3.	T. LALTANPUA	Teacher	B.A, B.Ed	25.05.1969	01.10.1991	31.05.2029
4.	T.H. JADUMANI SINGH	Teacher	B.Sc, B.Ed	10.03.1965	29.01.1993	31.03.2025
5.	R. LALNUNMAWII	Teacher	B.Sc(Hons), B.Ed	01.01.1972	01.09.1996	31.12.2031
6.	ROKUNGA	WE Teacher	VIII	07.02.1964	01.02.1992	29.02.2024
7.	ZODINPUH RALTE	Hindi Teacher	HSSLC/Hindi Shiksha Praveen	17.12.1982	23.11.2004	31.12.2042
8.	LALTANPUA	Chowkidar	VIII	09.09.1965	03.04.1995	30.09.2025
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10.						
11.						
12.						

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### HEADMASTERS' INCUMBENCY CHART

Sl No.	Name	Educational Qualification	From	To
1.	ZASIAM RALTE	B.A, B.T.	18.03.1992	31.03.1995
	As Asst. Headmaster	- do -	01.04.1995	31.01.1996
2.	K. PAKUNGA	B.A, B.Ed.	01.04.1995	23.02.1999
3.	C. NGHAKLIANA	B.A, B.Ed.	30.03.1999	17.05.2001
4.	SHERNGAILIANA	B.A, B.Ed.	22.10.2002	01.04.2013
5.	LALHIMPUIH	B.A, B.Ed.	11.06.2015	15.12.2018
6.	LALRINPUH	B.A, B.Ed.	09.08.2021	12.01.2022
7.	LALNUNNGILA RALTE	B.Sc, M.A(Eco, R.D) M.Ed, PG DSLM	13.01.2022	
8.				
9.				
10.				
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12.				
13.				
14.				



example of transformative leadership. This case study explores the journey of Government Sawleng High School, highlighting its context, challenges, strategies, outcomes, and the pivotal role of leadership in its transformation.

## **1. Context of Government Sawleng High School**

Govt. Sawleng High School was established in 1986 as a private school and it was provincialized and managed by the Department of Education, Government of Mizoram on Dt 01.01.1994. It is located in Darlawn RD block, Aizawl district, Mizoram. The school consists of Grades from 9 to 10 and 11 and 12 standard since 2024. The school is co-educational and it does not have an attached pre-primary section. English with assistance of the vernacular language is the medium of instructions in this school. This school is approachable by road. There are 4 classroom available for each classes and a separate room for Headmaster and Teachers. The school has playground in the school premises. The school has library and contains 400 books approximately. Besides, the school has 1 digital board and 6 computers for teaching and learning purposes and all are functional.

Government Sawleng High School serves as a community institution utilized and access by learners from various socio-economic backgrounds, many of whom are having farming as their main occupation. The school has always placed emphasis on holistic education, fostering both academic and co-curricular growth despite facing infrastructural and financial constraints.

## **2. Challenges Faced**

### ***Resource Limitations:***

- Insufficient textbooks in the library and digital tools.
- Inadequate infrastructure such as classrooms and sophisticated laboratories.

### ***Student Preparedness:***

- A significant percentage of students entered the school with weak foundational skills.
- Language barriers, as English was not the first language for many students such as students who have migrated from Myanmar and Manipur. In addition, most of the local students are also struggling with English language.

### ***Teacher Development:***

- Limited opportunities for professional development of teachers in terms of training and adaptability with the advanced internet and AI technologies.
- Difficulty in adopting modern pedagogical practices due to lack of exposure.
- Parental Involvement:
- Low parental engagement in students' academic journeys due to lack of awareness. The parents are not sensitized enough to take follow-ups on their children's syllabus after the school hours.

## **3. Strategies Implemented**

Under the visionary leadership of the school Headmaster and the support of dedicated teachers, Government Sawleng High School undertook several transformative strategies:

### ***a. Academic Leadership Initiatives***

- Mentorship Programs: Senior teachers mentored junior staff to foster a culture of continuous learning and collaboration.

- **Community Collaboration:** Partnerships with local organizations such as Young Mizo Association (YMA), Mizo Hmeichhe Insuihkhawm Pawl (MHIP), Mizo Upa Pawl (MUP), Village Council (VC Members) and other dedicated parents.

**b. Pedagogical Innovations**

- **Activity-Based Learning:** Shifted from rote memorization to interactive, student-centered teaching methods, including role-playing, group discussions, and problem-solving tasks.
- **Technology Integration:** Introduced digital learning tools like interactive digital boards.
- **Differentiated Instruction:** Tailored teaching strategies to cater to diverse learner needs, ensuring that every student received the attention they required.

**c. Community Engagement and Support**

- **Parent-Teacher Associations (PTAs):** Regular meetings to update parents on their child's progress and involve them in school activities.
- **Awareness Campaigns:** Educated the community on the importance of education and encourage active participation in school programs.





#### 4. Outcomes Achieved

The implementation of these strategies resulted in significant improvements:

- **Academic Performance:**

- Pass rates in board examinations has tremendously increased.
- A rise in the number of students securing distinctions and pursuing higher education.

- **Holistic Development:**

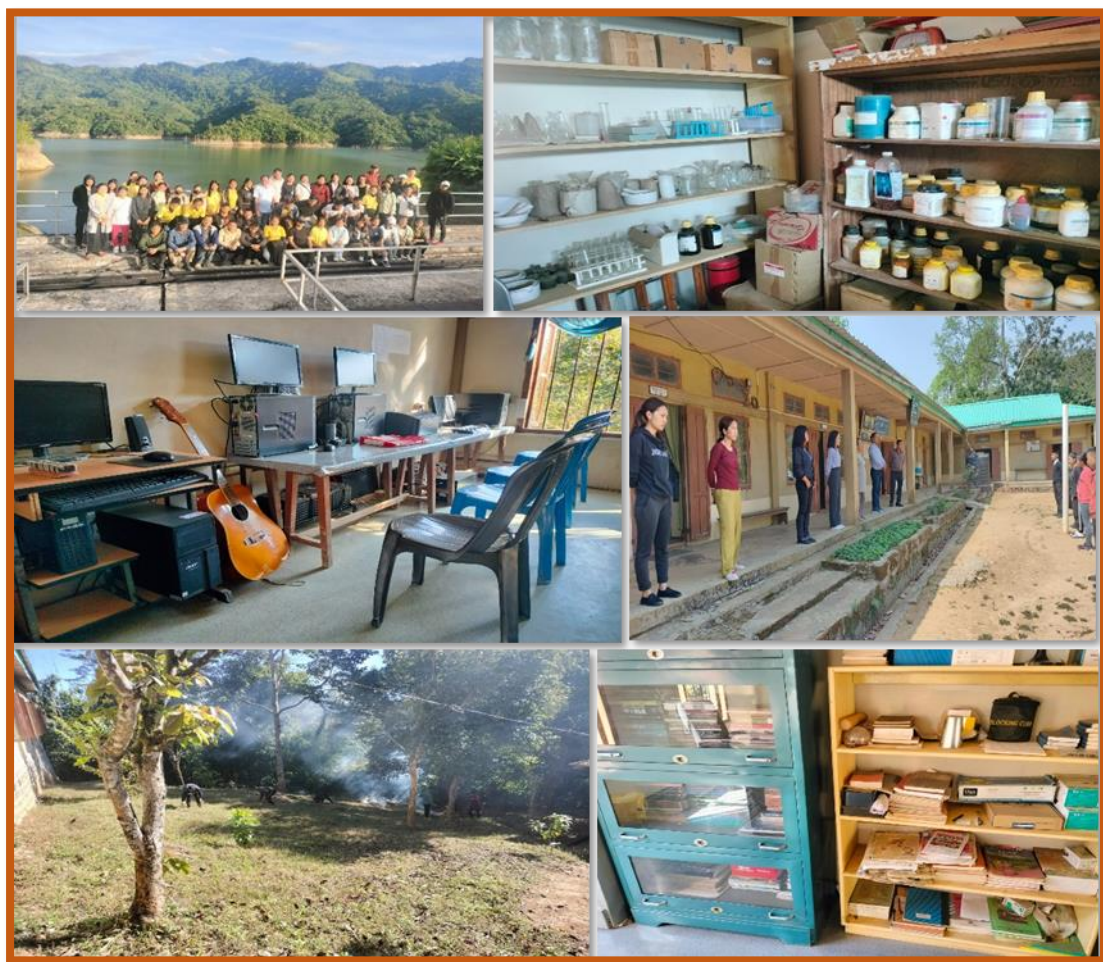
- Increased participation in inter-school competitions as co-curricular activities, with students excelling in sports, debates, and cultural events.
- Enhanced confidence and communication skills among students.

- **Teacher Empowerment:**

- Teachers displayed greater motivation and proficiency in adopting innovative teaching techniques.
- Several staff members received recognition at the district and state levels for their contributions to education.

- **Community Impact:**

- Improved in school enrolment rates, including a higher ratio as compared to the previous years.
- Greater parental involvement and support for students' academic endeavors such as the aforementioned community organizations and key leaders.



## 5. Role of Leadership in Transformation

The leadership of Government Sawleng High School played a pivotal role in its transformation:

a. *Visionary Leadership:*

The Headmaster articulated a clear vision for academic excellence and inspired teachers to align with the goal of education.

b. *Empowerment and Collaboration:*

Leadership fostered a sense of ownership among staff, encouraging teamwork and shared accountability for student outcomes.

c. *Advocacy for Resources:*

The school management actively sought external funding, grants, and partnerships to improve infrastructure and teaching tools.

d. *Leading by Example:*

The Headmaster and senior teachers exemplified dedication by conducting extra classes, mentoring students, and staying abreast of educational trends.

## 6. Lessons Learned and Best Practices

- **Empower Teachers:** Invest in continuous professional development to equip educators with modern pedagogical tools.
- **Engage Stakeholders:** Foster a collaborative environment involving parents, community organizations and education authorities.
- **Adapt to Context:** Tailor strategies to meet the specific needs of the student population and their socio-cultural background as well as adjustment of their syllabus with the contemporary learnings.



- **Monitor Progress:** Regularly assess the impact of academic interventions and make data-driven decisions for further improvement.

#### **GOVERNMENT SAWLENG HIGH SCHOOL ENROLMENT (2020-2025)**

Years	Total no. of students	Class-IX	Class-X
2020-2021	35	20	15
2021-2022	41	19	22
2022-2023	45	20	25
2023-2024	30	15	15
2024-2025	51	32	19

#### **HSLC EXAMINATION RESULT (2018-2024)**

Years	No. of appear	No. of passed	Pass Percentage
2018-2019	16	11	68.75%
2019-2020	14	7	50%
2020-2021	15	13	86.66%
2021-2022	22	18	81.82%
2022-2023	20	15	75%
2023-2024	14	13	92.85%

*The average passed percentage of the last five years is 75.84%.*

### **7. Conclusion**

Government Sawleng High School's transformation into a model institution underscores the power of academic and pedagogical leadership in enhancing student's learning competencies. By addressing challenges head-on with strategic planning, innovation, and a commitment to inclusivity, the school has set an example for others to follow. Its journey reflects the essence of leadership: empowering others to achieve their fullest potential. It stands as a testament to the belief that with the right vision, even the most daunting challenges can be transformed into opportunities for growth.