



# MICRO MIRACLES 2.0

Tales of building Foundational Literacy  
and Numeracy in Nagaland continues..





# Acknowledgement

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We extend our deepest gratitude to all the stakeholders who made the Nagaland Literacy and Numeracy Fest 2.0 a resounding success. Our heartfelt appreciation goes to the dedicated educators, school leaders, and district officials who embraced the micro-improvement approach — simple, locally-driven practices that can be implemented with minimal effort and existing resources to create meaningful change, with unwavering commitment and enthusiasm.

Special thanks to the Department of School Education, State Council of Educational Research and Training (SCERT), Samagra Shiksha, Nagaland, and our valued partner ShikshaLokam, a Bangalore-based mission co-creating continuous learning and improvement programs and solutions for education leaders at scale, for their continued collaboration and technical support. District education officers, block resource coordinators, and cluster resource coordinators served as catalysts in mobilising schools and ensuring widespread participation across the state.

We sincerely thank the State Level Committee for their vital role in planning and implementing the program. The committee comprised of the following members:

- Dr. Bijano Murry, JMD, Samagra Shiksha

- Smt. Mary Neilhouvonuo, Deputy Director, DOSE
- Smt. Veketulu Veyie, Sr. Lecturer, SCERT
- Smt. Lanukala Jamir, Reader, SCERT
- Shri Kelhikha Kenye, DMD, Samagra Shiksha
- Shri Kapu Chishi, Coordinator, Samagra Shiksha

Their leadership and support were instrumental in shaping the vision and execution of this statewide initiative.

This book is a reflection of our teachers' unwavering commitment to going beyond their regular duties—mentoring students, designing innovative learning solutions, and documenting their micro-improvement journeys with passion and dedication. The students, with their creativity, enthusiasm, and remarkable learning achievements, truly form the heart of this celebration.

Parents and community members played a vital role by supporting their schools' initiatives, demonstrating that quality education is indeed a collective responsibility. The schools that participated in this movement transformed the Literacy and Numeracy Fest from a simple event into a truly transformative educational experience for Nagaland.





*A glimpse into creation, purpose, and progress driven by our education leaders' innovative micro-improvement projects*

# Foreword

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The Nagaland Literacy and Numeracy Fest 2.0, a micro-improvement program designed to enhance foundational stage learning outcomes in the state, is the second edition conducted during the academic session 2024-25. This fest, which has its roots in NIPUN Bharat's vision to achieve foundational literacy and numeracy in every child, celebrates learning, making it enjoyable, accessible and inclusive for every foundational stage student.

This was a festival made possible by many hands and hearts, transforming classrooms into space for play and curiosity, and its accomplishment is a result of the tireless efforts of teachers, the ingenuity of school leaders and the unwavering support of the community and government. It also serves as a reminder that celebrating learning in everyday settings advocates a feeling of pride, belonging and inspiration to every student and educator.

I convey my sincere appreciation to all teachers, school heads and parents who have contributed to this initiative.

I also extend my gratitude to the NLNF Committee comprising of Samagra Shiksha, the Department of School Education and SCERT Nagaland, who, in collaboration with ShikshaLokam, a Bangalore-based based foundation, have been implementing this program in the state.

May this accomplishment spur continued creativity and a spirit of cooperation as we work to improve Foundational Literacy and Numeracy for every child.

Warm regards,



**L. Jamithung Lotha, NCS**

*State Mission Director  
Samagra Shiksha Nagaland*



# Nagaland Education's Inspiring Improvement Journey

The Micro-Improvement (MI) journey in Nagaland began with a simple yet powerful vision: to empower schools to identify, address, and solve specific foundational learning challenges through targeted, measurable interventions. Over the past three years, this vision has evolved into a comprehensive movement that has transformed the educational landscape of our state

**LNF 1.0: The Foundation.** The inaugural Literacy and Numeracy Fest (LNF) focused on introducing the concept of systematic problem-solving in education. Schools learned to identify specific learning gaps, design simple interventions, and measure their impact. The Literacy and Numeracy Fest saw remarkable engagement, with over 8,600 submissions from schools.



A Coffee Table Book- '**Micro Miracles**' was launched by serving as both a celebration of achievements and a foundation for future innovations. The documented practices and lessons learned from this first edition continue to inspire and guide schools as they embark on new cycles of improvement.

Scan the code to read stories/ download the book.



**LNF 2.0: Scaling Up.** Building on the success of the first edition, LNF 2.0 witnessed unprecedented participation with 8,695 project submissions from schools across Nagaland. This phase emphasised collaborative learning, peer-to-peer sharing, and the development of innovative teaching methodologies. Schools became more sophisticated in their approach to micro-improvements, incorporating technology, community engagement, and creative pedagogical strategies. A reflection of this commitment is reflected in the upcoming pages



**LNF 3.0: Institutionalising Excellence.** Recently, the state has launched LNF 3.0 to integrate micro-improvement practices into regular school operations, enhance the quality of interventions, and achieve stronger evidence-based outcomes.

#### **Key Achievements Across the Journey:**

- ◆ Progressive increase in school participation and project quality
- ◆ Development of a robust network of practice among educators
- ◆ Integration of micro-improvement methodologies into teacher training programs
- ◆ Creation of a repository of proven intervention strategies
- ◆ Establishment of peer learning mechanisms across districts
- ◆ Enhanced student learning outcomes in foundational literacy and numeracy

The MI journey in Nagaland has proven that when schools are empowered with the right tools, mindset, and support, they can become powerful engines of educational transformation.





*Feeling successful and valued in a learning environment can boost a student's confidence and encourage them to take on new challenges*





*Micro-improvement projects implemented with the help of ShikshaLokam have brought about a significant change among school leaders and teachers in their perspective and role in bringing transformation in their schools through small steps.*

*Earlier, especially in government schools, there was a tendency to follow and implement programs only under the direction of the department, but now there is a gradual shift in the way school leaders and teachers are bringing innovative solutions to the problems that are distinct to their schools. The guided projects that are being implemented further create a springboard of ideas for them to bring positive change in the schools.*



**Dr. Bijano Murry**

*Joint Mission Director,  
Samagra Shiksha, Nagaland and Convenor, NLNF*

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*Joyful learning experiences make students more likely to actively participate, ask questions, and explore new ideas*

# 1

## Learning through Joy And Play

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*With the right support, each child has the potential to learn and grow.*

**Aliho Assumi**

*PM Shri GHS Burma Camp,  
Dimapur Urban, Dimapur*



In a vibrant but crowded classroom in Dimapur, over 60 early learners gathered each day—many shy, some silent, and most unfamiliar with the language of instruction. For Aliho Assumi, this wasn't just a challenge; it was a calling. The goal was clear: create a space where confidence could bloom, and every child felt the joy of learning.

Aliho's strategy was simple but powerful: replace pressure with play, and structure with spontaneity.

### Micro-improvements

- ◆ Created interactive lessons using play cards and colourful pictures to engage visual learners and break down language barriers.
- ◆ Developed catchy songs from poems, making it easier for children to memorise words and enjoy rhythm-based learning.
- ◆ Implemented storytelling sessions, games, and picture-based activities to help students recognise letters and form words naturally.
- ◆ Focused on individual learning levels and celebrated each small achievement—turning every milestone into a moment of pride



With each passing day, students began to open up. What was once a quiet, hesitant group turned into a class buzzing with curiosity, laughter, and participation.



## Impact at a Glance:

The micro-improvement led to a noticeable transformation—attendance improved, listening skills sharpened, and students gained the confidence to recognise letters, form words, and read complete sentences. By nurturing individual growth and celebrating every success, Aliho created not just a classroom, but a space of belonging and possibility.



## Reflection:



*"When learning is made joyful and personal, even the most timid learners begin to shine."*

# 2

## Where Parents Came Back to School

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*These meetings didn't just strengthen parent-school relations. They built a community around each child's education.*

**A Aotula Lemtur**

GMS Senkalemba,  
Mokokchung Village,  
Mokokchung

At GMS Senkalemba in Mokokchung, a quiet gap loomed large: parents rarely attended Parent-Teacher Meetings. For School Leader Aotula Lemtur, this wasn't just a missed event—it was a missed opportunity. Determined to change that, she asked a simple question: “What would make parents feel truly welcome here?”

With that thought, the school's journey of transformation began—not just for students, but for their families too.

Together with a committed team of teachers, Aotula launched a series of joyful, thoughtful and carefully designed PTMs that brought parents into the heart of the school experience.

### Micro-improvements

- ◆ Formed a core team of teachers to plan strategies to improve parent engagement.
- ◆ Sensitised parents on Foundational Literacy and Numeracy (FLN) and its importance.
- ◆ Organised a TLM exhibition and showcased students' art and craft work in classrooms.
- ◆ Personally reached out to parents and scheduled the PTM based on their availability.
- ◆ Celebrated “Tithi Bhojan” where parents observed and tasted the mid-day meals with children.

- ◆ Shared handwritten invitations and early reminders through WhatsApp to ensure timely attendance.
- ◆ Held one-on-one progress discussions to help parents understand each child's unique journey.
- ◆ Invited DIET resource persons to speak to parents about NEP 2020 and the FLN Mission.



Each Parent-Teacher Meeting had a theme—‘Know Your Child's School’, ‘Share Our Dreams’, and a vibrant Mega PTM during the FLN Fest—each one carefully crafted to create a deeper connection between the school and its families.



## Impact at a Glance:

Parental participation soared across all three PTMs. Parents who once stood at a distance now sat in classrooms, discussed report cards, shared meals, and voiced their hopes. For many, it was the first time they truly saw what FLN and NEP 2020 meant for their children. The transformation was visible—at school and at home. Parents shared that they noticed a positive shift in their children's learning behaviour, and teachers saw a renewed sense of shared responsibility.



## Reflection:



*“When parents feel seen, respected and included—they show up. And when they show up, so do the children.”*

# 3

## Collaborative Learning

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*Education thrives when learning is shared—not just between teacher and student, but across homes, classrooms, and communities.*

**Eunice K Chishi**

*GPS Khuwaboto,  
EBRC Zunheboto, Zunheboto*

It was a quiet morning in Zunheboto, but inside the government school led by Eunice, the atmosphere was buzzing with something new. A shift was underway—from conventional instruction to a collaborative learning approach where students were encouraged to take ownership of their learning journey. The school faced a common challenge: parents were often unaware of the classroom environment and student progress, and students themselves lacked engagement and self-direction.

Eunice saw an opportunity not just to inform, but to involve—to build a bridge between home and school, and to help students find agency in their education.

### Micro-improvements

- ◆ Teachers prepared project topics and shared them with students, prompting curiosity and ownership from the very beginning.
- ◆ Students worked on the projects with teacher guidance, developing autonomy while receiving the support they needed.
- ◆ Teachers and parents acted as mentors—teachers in school, parents at home—nurturing consistent learning environments.
- ◆ Students regularly shared their daily classwork and reflections with both teachers and parents, reinforcing transparency and engagement.



As the approach evolved, the classroom became more than a space for instruction—it became a space for collaboration. Students grew confident in their roles as learners. Parents, once unsure of how to help, became active contributors in their children's progress. The School Management Committee provided oversight, helping institutionalise this shared model of education.



## Impact at a Glance:

Students became more responsible and enthusiastic in their learning. They began to see their studies as something they were doing for themselves, not just for their teachers. Parents started participating more fully, communicating with teachers and guiding their children at home. This strengthened the overall learning environment, creating a community where everyone—students, teachers, parents, and the SMC—played a role in shaping student success.



## Reflection:



*“When students know they’re not learning alone—that their parents and teachers are learning with them—they begin to take pride in the process. That’s when the spark of ownership truly lights up.”*

# 4

## Building Confidence One Number at a Time

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*When we meet students where they are and walk with them every day, they don't just learn—they believe they can.*

**I Senkanungba Ao**

*GPS Longmisa Old  
Mokokchung Village,  
Mokokchung*

It was a typical morning at GPS Longmisa, nestled in Mokokchung Village—but inside the classroom, something intentional was unfolding. Senkanungba Ao, a committed teacher, was on a mission to tackle a fundamental yet persistent problem: students struggling with multiplication tables. The root of the issue ran deep—many of the children came from homes where parents, due to illiteracy or lack of time, couldn't support learning at home. Rather than letting this challenge widen the learning gap, Senkanungba decided to act—one table at a time.

Each day began with routines that made multiplication practice part of daily life. What looked like repetition on the surface was, in fact, a carefully designed experience to build confidence and fluency.

### Micro-improvements

- ◆ Conducted 1-on-1 meetings with parents to share the importance of daily practice and gained.
- ◆ Developed simple, clear materials tailored for practice to help students learn step by step.
- ◆ Established a daily multiplication table practice session, making it a non-negotiable routine.
- ◆ Provided feedback and guidance to help students identify and overcome their challenges.
- ◆ Monitored student progress closely to celebrate improvements and tweak strategies.



Within two months, students began to show real progress. The change was visible not only in how quickly they could recall tables but also in how confidently they approached numerical problems in class. For Senkanungba, the turning point was clear: commitment to daily practice and belief in every child's potential to improve.

## Impact at a Glance:

Students developed fluency in multiplication tables, which in turn boosted their overall confidence in numerical calculations. Parents, though initially unsure of how to support their children, became more aware and engaged. Most importantly, the initiative reinforced the idea that with the right teaching strategies, even foundational challenges can be transformed into moments of growth.



## Reflection:



*"It depends upon the quality of the teacher. If we consistently support and encourage them, they rise to the challenge."*



# 5

## Rekindling the Parent-School Bond

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*When school and home move in the same direction, students don't just follow—they flourish.*

**Ikheni Yepthomi**

*GMS Purana Bazar A,  
Kushiabill, Dimapur*

At GMS Kushiabill, Dimapur, a quiet yet determined effort was underway. Ikheni, a committed educator, noticed a growing gap between the classroom and the home. Parents were rarely seen at school meetings, and students—especially those involved in extracurricular activities—struggled to stay focused on their academics. With low parental attendance and weak communication channels, the school needed more than just reminders—it needed relationships.

Ikheni understood that the bridge between school and home couldn't be built overnight. It had to be nurtured with trust, inclusion, and consistency. So they began with a simple but powerful shift: making parents feel seen, heard, and essential.

### Micro-improvements

- ◆ Organised awareness sessions to help parents understand the importance of their involvement in learning.
- ◆ Sent regular updates and invitations to school activities to build a steady line of communication.
- ◆ Built trust through personal follow-ups, using simple messages in the local language to ensure clarity.
- ◆ Involved teachers in planning and conducting the sessions, with support from the head teacher to coordinate and motivate participation.

- ◆ Adjusted schedules to better accommodate parents, ensuring more of them could engage with the school.



The change was gradual but powerful. Parents who had never stepped into the school before now asked questions, participated in sessions, and connected more closely with teachers. Students, in turn, began showing more focus and motivation—bolstered by encouragement from both home and school. The classroom became a shared responsibility.

## Impact at a Glance:

Parental attendance and engagement significantly improved. Students benefited from consistent support at home, while communication between teachers and parents became more meaningful and effective. The once-distant relationship between school and family transformed into a collaborative effort, with parents playing an active role in their children's learning journey.



## Reflection:



*"It's not just about inviting parents—it's about making them feel like they belong. When parents realise their role in education, they become our strongest allies."*

# 6

## Igniting Parent-Teacher Collaboration

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*Education becomes powerful when school and home speak the same language—of encouragement, respect, and hope.*

**Imchalemba Walling**

*GMS Sungratsu, Kobulong,  
Mokokchung*





At GMS Sungratsu in Mokokchung, Nagaland, School Leader Imchalemba Walling was grappling with a familiar concern—many students were struggling to reach their potential not because of a lack of effort or ability, but because of a gap between home and school. The issue? Minimal parental involvement.

Despite the school's vibrant academic and co-curricular environment, students lacked guidance and encouragement at home. The problem stemmed from parents' work demands, lack of awareness, and limited motivation. With that vision to bring parents as partners, the school launched a thoughtful initiative to build meaningful relationships and foster a culture of collaboration.

### Micro-improvements

- ◆ Students created handmade invitations for parents and shared them via WhatsApp.
- ◆ TLM stalls, an art gallery, and a “Creativity Corner” highlighted student work.
- ◆ A “Student Dream Book” displayed student write-ups about their aspirations.
- ◆ An “Achievement Wall” showcased individual student strengths and positive qualities.
- ◆ Teachers and parents engaged in 1-on-1 conversations.

- ◆ Parents were guided on creating a positive learning environment at home.



The PTM wasn't just a meeting—it was a celebration of students' potential and a gentle reminder of the power of collaboration. As parents walked through displays of their children's work and dreams, many felt pride and a renewed sense of purpose in supporting learning at home. Students, in turn, grew more motivated and enthusiastic about their goals.

## Impact at a Glance:

The initiative led to improved parental engagement and a deeper understanding of student progress. Students became more motivated, confident, and curious. The overall school culture shifted toward one of appreciation, collaboration, and shared responsibility for each child's holistic development.



## Reflection:



*“When a child sees their dreams valued by both teachers and parents, it lights a fire within. We’re not just building bridges—we’re building belief.”*

# 7

## A Journey to Literacy and Numeracy

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*Children thrive when we give them the tools—and the trust—to make sense of learning on their own. Sometimes, all it takes is a leaf, a stick, and a spark of curiosity.*

**Imlamongla**

*GMS Longkong, Mokokchung,  
Mangkolemba-li*



At GMS Longkong in Mokokchung, Nagaland, Imlamongla faced a familiar but significant challenge: limited access to diverse learning materials and the constant pressure of completing a tight curriculum.

This led to visible learning gaps in foundational literacy and numeracy among her students.

Rather than being discouraged, Imlamongla responded with a plan that prioritised creativity, resourcefulness, and student engagement.



### Micro-improvements

- ◆ Explored digital apps and platforms to make lessons interactive.
- ◆ Created low-cost, hands-on Teaching-Learning Materials (TLMs) using bamboo, dried leaves, and other local materials.
- ◆ Introduced adaptive strategies based on student response and learning levels.
- ◆ Fostered participation through games and visual aids to make abstract concepts more tangible.
- ◆ Regularly monitored student progress and celebrated small wins.

The transformation was slow but steady. As classrooms filled with song, movement, and tactile learning experiences, students began showing greater interest and confidence in their academic journey.

## Impact at a Glance:

Students demonstrated significant improvement in both literacy and numeracy skills. Classroom participation increased, learning gaps began to close, and students showed a growing enthusiasm for learning. Parents also reported noticeable changes in their children's confidence and academic interest.



## Reflection:



*"The experience taught Imlamongla that resource constraints do not have to limit a teacher's impact. She recognised the power of integrating simple, contextual tools into teaching and saw first-hand how curiosity and joy can drive learning outcomes."*

# 8

## Strengthening the Home-School Bridge

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*Education becomes a shared journey, not a solitary one.*

**Kedolhoulie Neya**

GPS Sechu Zubza Upper,  
Sechu Zubza, Kohima



At a school nestled in the hills of Sechu Zubza, Kedolhoulie Neya knew that student learning wasn't just a classroom concern—it extended to the home. Many parents in the community were illiterate or unaware of how they could support their children's learning. As a result, students lacked the encouragement and structure at home that could help them succeed.

Determined to change this, Kedolhoulie and the school team launched a heartfelt initiative to increase parental involvement in every child's education. The approach was empathetic and hands-on—meeting families where they were and guiding them step by step.

### Micro-improvements

- ◆ Conducted regular parent-teacher meetings to build trust and share individual student progress in simple, relatable terms.
- ◆ Visited parents at home, encouraging them to talk to their children about their studies and daily experiences.
- ◆ Provided guidance on how parents—even those who couldn't read—could support learning by creating routines and encouragement.
- ◆ Encouraged parents to create a dedicated space at home for study, helping students take their learning more seriously.

- ◆ Invited parents to attend school activities and events to feel like active participants in their child's school life.
- ◆ Monitored student progress and adjusted engagement strategies based on the outcomes and feedback.



Over time, these efforts created a ripple effect. Parents began to take an interest in their children's learning—checking notebooks, asking questions, attending meetings regularly, and participating in school events.

## Impact at a Glance:

Student motivation improved noticeably. With consistent parental encouragement at home and daily reinforcement at school through activities like reading library books, reciting multiplication tables, and spelling bees, academic performance started to climb. The two-month initiative helped build stronger connections between teachers, students, and parents—creating a powerful support system around every learner.



## Reflection:



“When parents feel included,  
children feel supported.  
Education becomes a shared  
journey, not a solitary one.”

# 09 | Rewriting the Parent-School Partnership

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*When we build trust with parents, we multiply the learning opportunities for children.*

**Kevisan Maria**

*GHS PWD, L. Khel Kohima,  
Kohima*

In the heart of Kohima, Kevisano was faced with a quiet but stubborn challenge—many parents held the belief that extracurricular activities distracted children from academics. This misconception created distance between home and school, dampening the impact of holistic education. Kevisano knew the only way forward was through meaningful dialogue and shared experience.

With care and collaboration, Kevisano designed a journey that gently reshaped mindsets and bridged the gap between classrooms and homes.

### Micro-improvements

- ◆ Conducted regular Parent-Teacher Meetings (PTMs) and held individual one-on-one conversations to address misconceptions and build rapport.
- ◆ Shared and explained the principles of the New Education Policy, showcasing how holistic learning benefits children.
- ◆ Showcased students' creative work—art, poems, writings, and handicrafts—highlighting their learning beyond textbooks.
- ◆ Organised stage performances where children displayed their talents in reading, speaking, singing, and leadership, offering parents a window into their child's development.

- ◆ Worked with the Assistant Head Master (AHM) and all teachers to ensure a unified, school-wide effort over six months.



The transformation was gradual but undeniable. As parents watched their children shine on stage and saw their creative work up close, their perception shifted. The line between academics and extracurriculars began to blur—in its place emerged a shared understanding of well-rounded learning.



## Impact at a Glance:

The project brought parents closer to the school, improving their understanding of holistic education. It deepened the bond between parents and teachers, leading to increased engagement and trust. Most notably, it uplifted the children—boosting their confidence, encouraging self-expression, and showcasing that learning can be joyful and multidimensional.



## Reflection:



*“When parents witness their child’s joy and growth, they stop asking, ‘Why extracurriculars?’ and start saying, ‘What’s next?’”*

# 10 | Lighting the Path to Learning

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*Plan wisely, persist through challenges, and believe in your students—they'll show you what's possible.*

**T. Lochumlo Humtsoe**

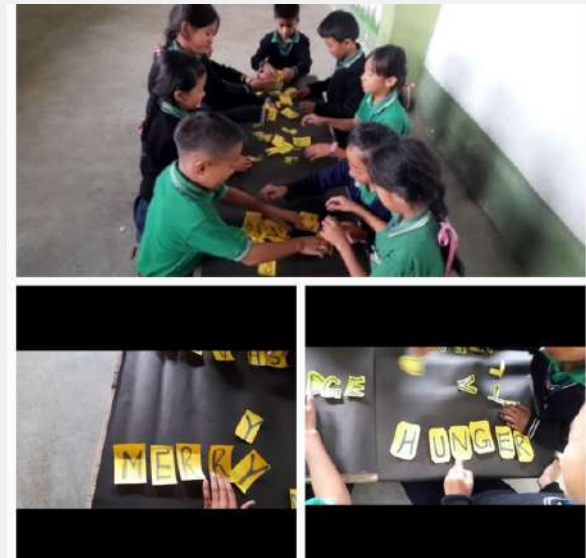
*PM Shri GMS Wokha Town Sector A,  
Wokha*

Every student walks into the classroom carrying their own unique world of challenges and strengths. For Lochumlo Humtsoe, a passionate educator in Wokha, these differences were not obstacles—they were the starting point of transformation.

From time constraints to language gaps, space issues, and the need to support children with special needs, the classroom presented many complexities. But with empathy and creativity, Lochumlo reimagined the space—not just as a place to teach, but as a place to belong.

### Micro-improvements

- ◆ Adopted a multilingual approach to bridge language barriers and helps students feel included in the learning process.
- ◆ Provided a study lamp to a visually impaired student to ensure equal access to learning resources.
- ◆ Adapted teaching styles and materials to cater to students from diverse backgrounds and learning needs.
- ◆ Collaborated with a fellow teacher in the initial phase and independently carried forward the remaining cycles, showing sustained leadership and initiative.
- ◆ Encouraged creative expression through writing and comic book illustrations, giving students a voice beyond the classroom.



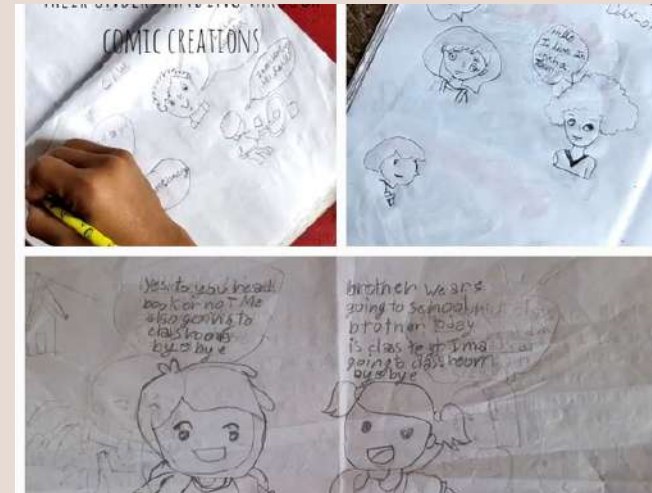
Over a span of 3–4 months, the changes were remarkable. Students began forming simple sentences with ease, reading aloud with rhythm and clarity, and demonstrating understanding of grammar through everyday usage. More than academic improvement, there was a visible boost in self-confidence and social communication. Students didn't just learn—they came alive.

## Impact at a Glance:

Lochumlo's thoughtful approach led to meaningful growth in students' speaking, reading, and writing skills. Children developed stronger communication abilities, embraced creativity, and built confidence in expressing themselves. Through inclusive strategies and continuous commitment, Lochumlo lit a path of learning that reached every child in the classroom.



## Reflection:



*"Every child has potential. When we adapt, include, and inspire—they discover it for themselves."*



# 11 | Where Numbers Come Alive

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*Start simple. Let them play. Let them talk. Let them love learning—math will follow.*

**M. Liyani Humtsoe**

*PM Shri GMS Wokha Town - A,  
Wokha*

In a bustling classroom filled with curious yet easily distracted children, M. Liyani Humtsoe found herself at the intersection of creativity and challenge. Teaching math to young learners wasn't just about numbers—it was about attention spans, diverse learning styles, and the need to keep every child engaged, regardless of where they were in their learning journey. Faced with diverse learning needs and limited resources, Liyani felt the pressure—but she turned the challenge of managing, innovating, and supporting all students into an opportunity for growth.

### Micro-improvements

- ◆ Introduced a "Learner's Corner" where students worked individually based on their learning needs and pace.
- ◆ Designed number games, role play activities, and creative blocks for hands-on math learning.
- ◆ Provided worksheets, puzzles, and concrete objects to make abstract concepts accessible.
- ◆ Encouraged students to problem-solve using tactile materials—developing fluency through exploration.
- ◆ In the final cycle, collaborated with a cluster of two teachers to enhance the experience through shared games and activities.



Each learning corner became a world of discovery. Math, once a subject of anxiety, turned into a realm of patterns, stories, and shapes. And as children interacted with materials tailored to them, their confidence bloomed.

## Impact at a Glance:

Over four months, M. Liyani Humtsoe's learner-centric and activity-based approach led to greater student participation, improved social interaction, and increased conceptual clarity. Students began spotting math in everyday objects, talking about numbers with joy, and developing a strong foundation in numerical fluency. The class buzzed with collaboration and creativity, and even the quietest students found their voice in the learning corners.



## Reflection:



“Math doesn’t have to be hard  
—it just needs to be real,  
playful, and a little magical.”

# 12 | Turning Math into a Celebration

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*When students touch math with their hands and hearts, it becomes something they'll never forget.*

**Metenshiba**

*GMS Senkalemba,  
Mokokchung Village,  
Mokokchung*



At GMS Senkalemba in Mokokchung, mathematics often felt like a mountain to climb. Students feared the subject and struggled with basic concepts. Metenshiba saw this not just as a gap in knowledge—but as a chance to reimagine how math could be taught.

Rather than relying on rote methods, Metenshiba turned to experiential learning and creativity, determined to make numbers dance with meaning. With the support of the Head Teacher and fellow educators, a Micro Improvement Plan was designed—not around formulas, but around fun.

### Micro-improvements

- ◆ Introduced the Bingo Game using dice to make addition and subtraction interactive and exciting.
- ◆ Used the traditional game of hopscotch to teach skip counting through movement and rhythm.
- ◆ Conducted hands-on activities for measurement—students measured their height, weight, classroom dimensions, and school compound, recording findings for real-life relevance.
- ◆ Incorporated ICT-based learning with videos to help students visualize and differentiate between 2D and 3D shapes.
- ◆ Culminated the project in a vibrant Maths Mela, where students set up interactive stalls showcasing skip counting games, measurement tasks, and shape challenges for peers and teachers alike.



With each activity, math became less abstract and more alive. Students weren't just memorizing—they were exploring, playing, measuring, questioning, and most importantly, enjoying.

## Impact at a Glance:

Metenshiba's approach helped transform math into an accessible, joyful subject. Students shed their fear and began embracing mathematical challenges with curiosity. Their conceptual clarity, class participation, and enthusiasm improved remarkably. The Maths Mela was a highlight—not only reinforcing concepts but giving students a platform to proudly showcase their learning. Through hands-on experiences and community celebration, math finally felt like a subject meant for everyone.



## Reflection:



*“Learning doesn’t always happen behind desks. Sometimes it takes a hop, a dice roll, or a measuring tape to make it real.”*

# 13 | Learning with Laughter

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*Patience and play can go a long way. When you have fun with your students, learning becomes unforgettable.*

**Mhalo Shitiri**

PM Shri GHSS Chumukedima,  
Medziphema, Dimapur

In a classroom brimming with eager faces and high enrollment, Mhalo Shitiri saw more than just numbers—she saw an opportunity. While the task of implementing the Foundational Literacy and Numeracy (FLN) programme alone seemed daunting, Mhalo leaned into the excitement and energy of the students to transform challenges into joyful learning experiences.

The key wasn't textbooks—it was tapping into imagination and creativity. Mhalo made learning personal, interactive, and fun, turning every moment into a chance for connection.

### Micro-improvements

- ◆ Introduced a "Learner's Corner" where students worked individually based on their learning needs and pace.
- ◆ Conducted card-making and flashcard activities to reinforce learning in a hands-on, visual format.
- ◆ Encouraged picture drawing and story writing to spark creativity and improve comprehension.
- ◆ Brought energy into the classroom with action songs that helped internalize key concepts through rhythm and movement.
- ◆ Organised and laid out all materials ahead of time to create a smooth, stress-free teaching experience.



Over just one and a half months, the transformation was visible. The students, quiet yet curious, thrived in the activity-based environment. They began engaging more deeply with the content and showing increased enthusiasm to participate.



## Impact at a Glance:

Mhalo's approach led to a classroom full of attentive, joyful learners who were eager to participate and express themselves. The experience was equally enriching for Mhalo, who discovered that the process of teaching can also be a powerful form of learning. The initiative not only boosted student engagement but also deepened the teacher's connection with her craft. It was a reminder that when learning is joyful, it leaves a lasting impact—on both sides of the classroom.



## Reflection:



“Teaching becomes easier when you enjoy the journey with your students. Their excitement fuels your own.”

# 14 | Building Foundations That Last

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*A simple math activity can do more than teach numbers—it can build confidence, connection, and a future.*

**Moamenla Pongener**

*GMS Duncan Ao, Dimapur  
Urban, Dimapur*

In a bustling classroom of first-generation learners, Moamenla saw more than math problems to solve—she saw lives to shape. For students from low-income families, foundational numeracy wasn't just a subject, it was a skill that could help them support their families in shopkeeping, tailoring, carpentry, and small businesses.

With a commitment to make math relatable and joyful, Moamenla led a Foundational Numeracy Fest that turned everyday learning into lasting life lessons. The project unfolded over 3 to 4 months and became a collaborative effort among students, teachers, school leaders, and parents.

### Micro-improvements

- ◆ Designed group-based activities to teach counting, measuring, and telling time using real-world contexts.
- ◆ Empowered students to take leadership roles during group tasks, boosting their confidence and collaborative skills.
- ◆ Engaged with parents through awareness-building, encouraging them to create supportive learning spaces at home.
- ◆ Kept simple documentation of activities to reflect, improve, and share learnings for future implementation.

- ◆ Recommended integrating modular FLN activities into daily lessons for sustainability despite syllabus pressures.



As students worked together—solving puzzles, measuring objects, timing activities—they began to own their learning journeys. Even the quietest learners started guiding peers, showing signs of leadership. Math became something they could touch, see, and use—not just in school, but in daily life.

## Impact at a Glance:

Moamenla's activity-based approach unlocked confidence and practical skills in her students. Children who were once hesitant found their voices through peer learning. Parents, though still learning how to support at home, became more aware of the value of education. The project emphasized that foundational learning, when rooted in real life and joy, not only improves classroom outcomes but also strengthens families. With continued support and flexible FLN integration, this transformation can reach even more children.



## Reflection:



*"When students see learning as part of life, it empowers them to take charge—at school and at home."*



# 15 | Finding Their Voice in English

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*It's not just about teaching English—it's about helping children find their voice.*

**Moasenla Walling**

*GMS Sungratsu, Kobulong,  
Mokokchung*

In the quiet hills of Mokokchung, Moasenla Walling faced a classroom where English felt like a foreign world. Her students, hesitant to speak, struggled to understand lessons in English—and teachers often avoided the language altogether, fearing it would disconnect them from their learners. Compounding this challenge was a lack of support from home, where parents neither understood nor encouraged English due to limited exposure and access.

But Moasenla believed in the power of patient persistence.

### Micro-improvements

- ◆ Conducted story reading and conversation classes to build vocabulary and comfort with spoken English.
- ◆ Taught English through songs, making pronunciation practice joyful and rhythmic.
- ◆ Created word walls and used shared and guided reading strategies to strengthen language foundations.
- ◆ Used inspiring English videos to build comprehension and motivation.
- ◆ Built trust with students through motivating stories and frequent rewards to create a safe learning space



What began as timid nods and mumbled phrases soon transformed into laughter-filled reading circles and spontaneous classroom conversations. Students began forming sentences, asking questions, and even enjoying the challenge of new words—without relying on translations.

## Impact at a Glance:

From the very first week, Moasenla saw sparks of change. Students who once shrank away from English began initiating conversations with their peers and teachers. Their pronunciation improved, they comprehended stories with ease, and slowly, translation into the mother tongue became unnecessary. Moasenla's efforts are ongoing, but the confidence and enthusiasm her students now show reflect a deeper transformation—one where language is no longer a barrier, but a bridge to possibility.



## Reflection:



*“Language opens up the world. But first, we must open a child’s heart to the language”*

# 16 | From “Lapunzel” to “Rapunzel”

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*The voice of every child matters. All they need is a little patience, a little practice—and a lot of belief.*

**R Wondanglo Yanthan**

*GPS Orchid, Wokha,  
Wokha*



In a school nestled in Wokha, Nagaland, R, a dedicated teacher, found herself grappling with a persistent challenge—mother tongue interference. Her students, though eager, struggled to express themselves in English. Words came in fragments, and pronunciation was tangled with the phonetics of their native tongues. R knew that the journey ahead required more than lesson plans—it needed a community.

She rallied support and set out on a mission to transform her classroom into a safe and supportive language learning space.

### Micro-improvements

- ◆ Introduced active listening through storytelling, group discussions, and read-aloud sessions.
- ◆ Used repetition and practice activities to reinforce correct sentence construction.
- ◆ Conducted sound recognition and noise listening games to sharpen auditory skills.
- ◆ Created book clubs and discussion groups to encourage conversation.
- ◆ Collaborated with guardians, community elders, and the School Management Committee to support language development at home and monitor progress.



With each passing week, the classroom echoed with growing confidence. One memorable moment came from a student from eastern Nagaland who once pronounced “ring” as “ling” and “Rapunzel” as “Lapunzel.” Through steady encouragement and focused practice, her “Lapunzel” became “Rapunzel”—a tiny shift that symbolized a giant leap.

## Impact at a Glance:

Over the course of four months, the students moved from hesitant single-word expressions to forming clear, simple sentences. They communicated with more clarity, built confidence in speaking English, and actively participated in discussions. The collaborative efforts of the teacher, school leader, guardians, and community brought about a classroom transformation—where language no longer held students back, but propelled them forward.



## Reflection:



*“Pronunciation is not about perfection—it’s about possibility. Every word a child speaks is a step into the world.”*

# 17 | Bridging Gaps in Rural Education

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*When students feel seen and heard, they begin to believe in their dreams.*

**Rhondeno Patton**

*GHS Liphanyan, Bhandari,  
Wokha*

In the rural heartland of Nagaland, Rhondeno found their school facing a mountain of challenges—teacher shortages, cultural and linguistic barriers, and a lack of digital literacy skills. Students were being left behind, teachers were overstretched, and parents, often illiterate, found it difficult to engage. But instead of being discouraged, Rhondeno chose action. Step by step, they began weaving a more inclusive, connected classroom.

### Micro-improvements

- ◆ Volunteered to teach upper primary and secondary classes, bridging the teacher gap and ensuring no child was left without a mentor.
- ◆ Recognised and celebrated the multiple languages spoken by students, fostering a sense of belonging in a diverse classroom.
- ◆ Created opportunities for students to use their native language in discussions, making learning more accessible and personal.
- ◆ Educated themselves about different cultures and perspectives, modelling empathy and acceptance in every interaction.
- ◆ Involved students in creating classroom rules that respected every language and identity, building ownership and inclusivity.



This wasn't just a classroom improvement—it was a community movement. The Village Council stepped in, offering three teachers and paying their salaries, reinforcing that education is a shared responsibility. Together with ECCE and primary teachers, Rhondeno turned the school into a space of celebration and cultural exchange, organising performances and storytelling events in native tongues.



## Impact at a Glance:

The initiative led to more active classroom participation, improved communication skills, and increased confidence among students. It nurtured self-esteem, enabled students to express themselves freely, and fostered a strong sense of belonging and inclusion. Through consistent empathy and effort, Rhondeno helped create a classroom where students no longer felt like outsiders, but like valued contributors to their learning environment.



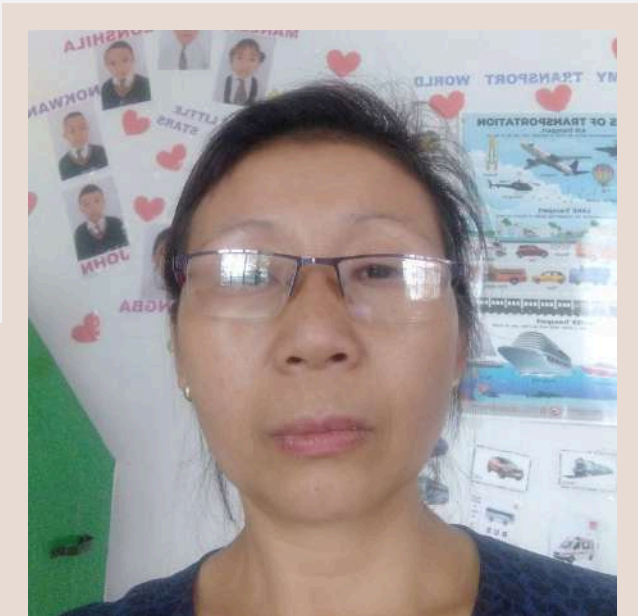
## Reflection:



“Every child brings a world with them. When we honour that world, we make room for learning to thrive. Listening, celebrating, and including—that’s how we make education meaningful.”

# 18 Making Measurement Matter

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*When we connect concepts to real life, children don't just learn—they remember.*

**Sentisangla**

*GMS Sungratsu, Kobulong,  
Mokokchung*

At GMS Sungratsu in Mokokchung, Nagaland, the concept of measurement felt abstract and confusing for students. With most parents engaged as farmers and wage earners, learning support at home was minimal. Students had never seen measurement beyond numbers on a page, and this lack of practical experience led to disengagement and misunderstanding. Sentisangla saw a clear path forward—bring measurement to life by putting it in students' hands and homes.

### Micro-improvements

- ◆ Conducted demos of marketplaces and shopping, simulating real-life measurement scenarios to help students visualise and participate.
- ◆ Role-played different characters, allowing children to act as buyers and sellers and use measurement in context.
- ◆ Measured and cut shapes using coloured papers, combining creativity with maths.
- ◆ Measured classroom materials, turning everyday objects into learning tools.
- ◆ Used physical and spring balances to measure fruits and vegetables, making abstract units of weight feel tangible and real.



The classroom buzzed with excitement. Math wasn't just numbers—it was play, interaction, and discovery. Students eagerly shared stories about how they measured ingredients at home or helped their parents in small purchases.

## Impact at a Glance:

Within a month, students gained a clear understanding of measurement and confidently applied it in their daily lives. Parents reported that their children began helping with tasks that involved measuring and weighing—proof that the learning had travelled beyond school walls. With a hands-on, joyful approach, Sentisangla helped transform a challenging topic into a life skill.



## Reflection:



*“Math comes alive when children see it in their surroundings. That’s when real learning happens.”*



# 19 | Building Bridges: Home-School Partnership

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*Collaborative efforts always work better.*

**Sheritsu**

*GHS Phuvkiu,  
Pungro: Kiphire*

At GHS Phuvkiu in the serene hills of Kiphire district, Sheritsu faced a quiet but significant challenge—the absence of parents in their children's learning journey. Many students came to school irregularly, and the support they needed at home was often missing. Without parental involvement, foundational learning suffered, and so did motivation.

Determined to address this, Sheritsu rolled up their sleeves and rallied the school community. The goal was simple yet powerful: make parents partners in education. It began with open doors and open minds.

### Micro-improvements

- ◆ Conducted frequent Parent-Teacher Meetings (PTMs) to explain the importance of foundational learning and the long-term impact of education.
- ◆ Emphasised the benefits of parental involvement in boosting student performance and confidence.
- ◆ Encouraged parents to participate more in their children's learning, even through simple actions like asking about homework or celebrating small achievements.
- ◆ Implemented an activity-based learning approach in classrooms that involved not just students but parents and teachers together..
- ◆ Monitored students' progress regularly and adjusted strategies based on feedback from both teachers and parents.



Over a span of 12 weeks, the classroom started to feel different. It wasn't just a place where children came to learn—it became a shared space of collaboration between teachers, students, and their families. The learning environment grew more engaging, inclusive, and lively.

## Impact at a Glance:

There was a visible improvement in student attendance and a refreshing change in classroom energy. Learning became more interactive and joyful, teaching methods evolved, and parents became more involved in their children's academic lives. Most importantly, students showed a new spark—more enthusiasm, better motivation, and improved performance. What began as a quiet classroom struggle turned into a community-led celebration of learning.



## Reflection:



“When parents see how their small efforts create big shifts in their child’s confidence, they come back—again and again.”

# 20 | Nurturing Curiosity and Reading Skills

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*Cooperation from teachers, parents, and community is the foundation of every successful improvement.*

**Supeno Mozhui**

*GMS New Sectt. Colony  
Kohima, L. Khel Kohima,  
Kohima*



At a quiet school nestled in the heart of Kohima's L. Khel, Supeno noticed a growing concern—students were hesitant to participate and struggled with basic reading skills. The classroom felt subdued, and the joy of learning seemed distant. But Supeno knew the solution didn't lie in isolated effort—it lay in collective action.

With a strong belief in the power of the community, Supeno brought together teachers, parents, and guardians to create a supportive ecosystem around the students.

### Micro-improvements

- ◆ Informed parents about the importance of student participation and requested their support in encouraging children at home.
- ◆ Assigned one teacher to take responsibility for each class, ensuring consistent focus and care.
- ◆ Conducted regular parent-teacher meetings to keep communication open and continuous.
- ◆ Solicited feedback from parents and guardians on both progress and challenges.
- ◆ Encouraged open discussions in classrooms and community spaces to understand students better and adapt teaching methods.



Over the next few months, something remarkable began to unfold. The once-quiet classroom now echoed with questions, ideas, and laughter. With everyone working together, students began to feel seen, heard, and supported.

## Impact at a Glance:

Through this micro-improvement, students became more inquisitive and engaged in the learning process. Reading skills improved steadily, and participation increased significantly. The learning environment transformed into one that was vibrant, inclusive, and filled with curiosity. Supeno's efforts remind us that when a school invites in its community, everyone becomes a stakeholder in a child's growth.



## Reflection:



*"A classroom doesn't grow with a single gardener. It takes a village."*

# 21 | Singing the Tables, Celebrating Involvement

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*Activity-based learning is not just about fun—it's about turning learning into a shared journey between students, teachers, and parents.*

**Susan Pongener**

PM Shri GHSS, Chumukedima,  
Medziphema, Dimapur



At the bustling government school in Medziphema, Susan Pongener faced a dual challenge—students were disengaged with traditional teaching methods, and parents showed minimal involvement in their children's learning. Multiplication, in particular, felt like an uphill climb for many students. Determined to make a change, Susan turned to creativity, inclusion, and a little bit of fun. With just 45 days on hand, she transformed her classroom into a hub of joyful learning.

### Micro-improvements

- ◆ Designed activities that turned multiplication tables into catchy songs, making it easier for students to memorise and apply them.
- ◆ Carefully selected inclusive activities so that every child, especially introverted or academically struggling students, could participate meaningfully.
- ◆ Organised Parent-Teacher Meetings with competitive games, offering small rewards to motivate participation.
- ◆ Encouraged shy and withdrawn students to come forward through group-based, low-pressure formats.

- ◆ Continuously evaluated the impact of the activity-based learning approach to fine-tune engagement strategies.



As the days passed, Susan saw the once-dull multiplication lessons transform into sessions filled with rhythm, claps, and cheerful voices. And the PTMs, once poorly attended, began to fill with laughter, shared stories, and active involvement.



## Impact at a Glance:

Students developed a stronger understanding of multiplication and gained confidence in solving problems. The use of songs made learning more accessible and enjoyable, especially for those who previously struggled. Parents, who were initially hesitant to engage, became more involved thanks to the interactive and rewarding PTM activities. Susan's approach didn't just improve academics—it created a sense of community in the classroom.



## Reflection:



*"When students sing their tables with smiles and parents play math games with pride, you know learning has come alive."*

# 22 | Turning Math Fear into Fun

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*With the right mindset and approach, even the most feared subject can become a student's favourite.*

**V. Hekani Sema**

*GMS Naga New Model Sumi,  
Dimapur Urban, Dimapur*

Math class used to be met with silence and downcast eyes. At a school in Dimapur Urban, V. Hekani Sema noticed that students were anxious, hesitant, and visibly uninterested when it came to mathematics. Fear of failure and the pressure of right answers had turned numbers into a source of dread. But Hekani saw an opportunity to rewrite the story—one step, one smile, one sum at a time.

Each day began not with formulas, but with calm.

### Micro-improvements

- ◆ Started the morning with a mindful exercise, where students chanted "Maths is very easy"—setting a positive tone and building belief in their abilities.
- ◆ Prepared fun, hands-on activities to teach maths concepts through engaging play.
- ◆ Used visual learning tools—objects, charts, role-play, and simulations—to help students understand rather than memorise.
- ◆ Normalised mistakes, encouraging open dialogue and turning errors into learning opportunities.
- ◆ Connected math to real-life scenarios—like enacting a marketplace—to show how math exists in everyday decisions.



Even with challenges like limited time, varying learning speeds, and lack of parental support, the classroom began to change. Students started raising hands. They laughed while learning multiplication. They used math to talk about what they bought at home. Most importantly, they no longer feared numbers—they owned them.

## Impact at a Glance:

The initiative successfully reduced math anxiety and transformed the classroom into an environment of curiosity and joy. Students became more vocal, expressed their thoughts confidently, and started relating mathematical concepts to everyday life. With consistent effort and support from teachers, parents, and the community, learning math became a shared and enjoyable journey.



## Reflection:



*“Math isn’t just about solving problems. It’s about solving fear, building confidence, and helping children see the world differently.”*



# 23 | Finding Fluency Through Fun

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*From shy whispers to storytelling stars—watching students grow their voice in English has been the most rewarding part.*

**Wangshikokla**

*GMS Salangtem , EBRC  
Mokokchung , Mokokchung*



## Impact at a Glance:

Through carefully layered activities and patient encouragement, students showed remarkable improvement in reading, comprehension, and writing. They engaged actively, confidently, and joyfully. Wangshikokla could assess each child's progress and offer tailored feedback—laying a solid foundation for continued growth. In a once-quiet classroom, a new language now flows—with stories, laughter, and growing fluency.



## Reflection:



*“When you honour every child’s starting point and add a touch of imagination, you create space for magic in learning.”*

## 24 | Turning Conflict into Collaboration

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*The sense of ownership we've built together will carry this school forward for years to come.*

**Z. Ajano Khuvung**

*GPS Orchid, Wokha,  
Wokha*



At GPS Orchid Wokha, one persistent issue had loomed for over a decade—a long-standing conflict with the land donor. This, along with minimal parental engagement, created hurdles for the school's growth and the students' progress. As the school leader, Z. Ajano Khuvung knew that to truly transform student outcomes, the first step was to rebuild trust and shared ownership within the community.

Ajano chose to lean into dialogue rather than delay. And this time, the entire system showed up.

### Micro-improvements

- ◆ Conducted thorough discussions with the School Management Committee (SMC) to bring clarity, alignment, and collective strength to the school's voice.
- ◆ Reached out to community and council leaders, tapping into local wisdom, influence, and shared interest in the school's well-being.
- ◆ Engaged with the land donor through written communication and multiple meetings involving officials like the Sr. SDEO, district planning board, and administration—ensuring respectful and persistent negotiation.



After months of coordination and advocacy, a breakthrough came. In March 2025, the issue with the land donor was resolved, unlocking new possibilities for the school's physical and academic growth. But the win wasn't just legal—it was deeply relational.

## Impact at a Glance:

This project has transformed the school's relationship with its community. Teachers and parents now work closely, with strengthened bonds and greater mutual respect. A well-formed Parent-Teacher Association (PTA) has fostered ongoing involvement, strengthened home support, and created a more focused, responsive learning environment for students. Z. Ajano Khuvung's dedication resolved a decade-old issue and also catalysed a cultural shift, turning stakeholders into school champions.



## Reflection:



“You don’t build a school with walls and roofs—you build it with relationships.”

# 25 | Where Confidence Found a Voice

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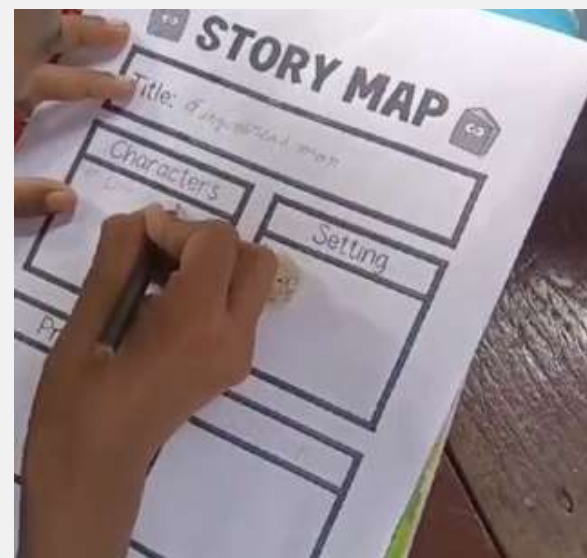
*A teacher's dedication shapes minds,  
moulds character, and inspires greatness.*

**Imlisenla Longchar**

GMS Duncan Ao, Urban,  
Dimapur

In the heart of a rural school in Nagaland, Imlisenla Longchar took on a daunting task: nurturing English language skills and confidence among students with limited exposure to the language. Faced with large class sizes, time constraints, and students from non-English-speaking backgrounds, Imlisenla knew the usual methods wouldn't be enough. Instead of focusing solely on finishing the syllabus, Imlisenla set out to transform the classroom into a space where students felt safe, curious, and inspired to learn.

To overcome the hurdles, the team adopted creative and collaborative strategies designed to empower learners and foster a strong sense of community.



### Micro-improvements

- ◆ Introduced peer teaching so that students could learn from and support one another, building ownership and encouraging social learning.
- ◆ Conducted PTMs with the help of school heads and engaged parents, guiding them on how to create supportive learning spaces at home.
- ◆ Encouraged parents to download reading apps to help children build reading habits beyond the classroom.
- ◆ Rolled out fun and engaging language activities—such as word scrambles, storytelling, story mapping, roleplays, rhyme games, “Show and Tell,” drama, and story-writing competitions.

Despite limited time and resources, these interventions breathed new energy into the classroom. Initially shy and reluctant students began to speak, read, and write with increasing confidence. Fun activities became a gateway to language development and participation. Attendance improved. Students found joy in learning, and teachers discovered renewed motivation in witnessing their students' transformation.



## Impact at a Glance:

Through creativity, collaboration, and a nurturing environment, students improved in speaking, reading, and writing English. Their enthusiasm grew, attendance rose, and classroom participation became more dynamic. The project not only benefited the learners but also brought a sense of pride and fulfillment to the teachers. For Imlisenla, this experience reaffirmed a powerful truth: a teacher's dedication shapes minds, moulds character, and inspires greatness.



## Reflection:



*“When students own their learning and are surrounded by support, even the shyest voice begins to grow louder and stronger.”*

## 26 | Speaking Up in English, One Step at a Time

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*When students are encouraged to listen and speak daily, English stops being a subject—it becomes a language they live.*

**Velatolu**

GMS Yoruba 'A',  
Chozuba, Phek

In the scenic village of Chozuba, Nagaland, Velatolu stood in front of a group of hesitant, soft-spoken children. Rural students here struggled with confidence when it came to learning English. It wasn't the lack of intelligence—it was the lack of exposure. English was a foreign sound in their homes, and so it felt intimidating in the classroom. But Velatolu knew that the key to unlocking language skills lay not in grammar drills or memorisation, but in joy.

With that belief, they transformed English class into a safe, interactive, and fun space where speaking and listening became part of everyday play.

### Micro-improvements

- ◆ Facilitated two-by-two discussions based on short stories, helping students practise conversational English with a peer.
- ◆ Used poems and rhymes as songs, making pronunciation easier and learning more musical and memorable.
- ◆ Incorporated role-playing games, giving students an opportunity to act out everyday scenarios in English.
- ◆ Encouraged students to listen to English regularly—through stories, videos, or classroom activities.

- ◆ Promoted daily speaking practice, urging students to use English in their regular conversations with peers and teachers.



While time constraints made it challenging to involve every child every day, the team rallied together. Teachers shared resources, ideas, and feedback to refine the activities, making sure no child was left behind.

## Impact at a Glance:

Over the course of three to four months, students began showing increased confidence in speaking and engaging in English. Interactions between teachers and students became more vibrant and authentic. Children started enjoying English—no longer fearing it. Velatolu's playful and patient approach made language learning feel like a natural, everyday experience.



## Reflection:



*“Language isn’t just taught—it’s absorbed. When we create the right environment, even the quietest child begins to speak.”*





