

MICRO MIRACLES

Tales of Building Foundational Literacy
and Numeracy in Nagaland



A Note to the Readers



Smt Temsunaro Aier

IAS
State Mission Director
Samagra Shiksha

In continuation of the success of the Nagaland Reading Festival, we launched yet another micro-improvement program called Nagaland Literacy and Numeracy Fest. It spanned from June to October 2023, and energised school teams to pursue continuous and comprehensive improvements in literacy, numeracy, early childhood care and education (ECCE), and school leadership.

The fest saw a strong spirit of camaraderie and a community-driven impact, with administrators, parents, and students all playing crucial roles in ensuring the program's success by actively participating, supporting, and contributing to its goals. Within this program, education leaders had the opportunity to create simple and relevant solutions to promote engagement, innovation, and creativity among children.

I am glad that the fest was able to nurture a culture of continuous improvement and provided a platform for sharing knowledge and best practices. A remarkable number of 8,695 projects have been submitted, reflecting the sheer hard work put in by educational leaders to ensure that every child in Nagaland can develop strong foundational skills.

As we reflect on this journey, I would like to extend my heartfelt gratitude to all participants and partners who contributed to the program. I hope this collection of stories inspires continuous innovation in schools and classrooms and addresses the needs of children to pave the way for a promising future.

Note Of Appreciation



Sri Thavaseelan K

IAS
Principal Director
Dept. of School Education,
Nagaland

I am delighted to see the successful adoption of the Micro Improvement Program in our schools through the Nagaland Literacy and Numeracy Fest for the Foundational Stage. This approach, which seeks to achieve significant goals through small, actionable steps, has received an overwhelming response from our teachers. Their commitment to integrating these micro improvements into foundational stage classrooms is a positive step toward fostering innovation and sustainability within our education system.

Our school heads have also played a crucial role in embracing this approach, ensuring that administrative processes contribute meaningfully to transforming foundational education. The success stories documented in this coffee table book serve as a testament to the impact of these efforts on our school processes.

I extend my heartfelt gratitude to ShikshaLokam, Bangalore, for their invaluable support to our state team in implementing this practical and result-oriented program. My best wishes go out to the teams from Samagra Shiksha, SCERT, and the Department of School Education, and I hope they continue to bring about transformative changes in our education system for a better and more sustainable future.

About Literacy and Numeracy

The Nagaland Literacy and Numeracy Fest (LNF) was launched by Hon'ble Advisor for School Education & SCERT, Dr Kekhrielhoulie Yhome in 2023 to strengthen foundational learning across the state. This year-long programme, structured into four cycles from June to October, adopts the micro-improvement approach.

In Cycle 1, teachers and school leaders created teaching-learning materials from local resources, aiming to enhance resourcefulness and creativity, showcased in a Magical Basket Day. Cycle 2 focused on promoting parental involvement through reading campaigns, improving numeracy skills through creative activities, and fostering a sense of belonging with interactive 'Home' concept lessons. Cycle 3 aimed to cultivate a love for reading by establishing lively libraries, enhancing mathematical understanding through subtraction activities, and strengthening community connections with 'Neighbourhood' explorations. Finally, Cycle 4 emphasised collaborative problem-solving, holistic assessments, and practical market visits, fostering critical thinking and real-world application.

The LNF's impact is evident in the submission of over 8,500 micro-improvement projects, evaluated on relevance, impact, and sustainability. The top-scoring projects were recognised, showcasing the dedication of Nagaland's education community.



Layout Guide

To ensure clarity for all readers, we have organized the content of this coffee table book into distinct sections: Pre-primary, School Leaders, Literacy, and Numeracy. These groupings represent key focus areas of the Nagaland Literacy and Numeracy Fest (LNF).

Pre-primary refers to foundational education practices, School Leaders denotes the initiatives and contributions of school leaders, Literacy highlights reading and language development activities, and Numeracy encompasses efforts to improve mathematical skills. This structure aims to present the comprehensive impact of the LNF in a coherent manner, demonstrating how each component contributes to the overall success of the program.

We hope this organization helps you enjoy and appreciate the remarkable journey of the Nagaland Literacy and Numeracy Fest 2023!



Acknowledgement

'Micro-Miracles' is a culmination of the hard work of numerous school leaders and teachers from the state of Nagaland, who have improved the foundational skills of children at the Literacy and Numeracy Fest.

It captures the essence of their journey, highlighting the innovative micro-improvement they have implemented, their successes, and the lessons they have learned along the way. We deeply appreciate the time, patience, and dedication these changemakers have invested in this endeavour. Their commitment to enhancing the quality of education for young learners is truly commendable.

Through their stories, we hope to inspire more education leaders in the education system. Everyone is capable of driving change, all that they need is the agency to do it. The micro-improvement (MI) approach enables that. Educators

break down any big or ambitious school improvement idea into a series of clear, actionable, feasible projects that can be implemented within their locus of control. The frequent wins experienced through micro-level changes in schools eventually feed into a continuous improvement cycle across the education system.

The Literacy and Numeracy Fest would not have been possible without its co-creators. The State Council of Educational Research and Training (SCERT), and ShikshaLokam (an NGO co-creating continuous learning and improvement programs and solutions for education leaders). Their vision, collaborative spirit and dedication to continuous learning and improvement for education leaders has ensured our children dream, learn and succeed.

1. Dr. Bijano Murry, JMD Convenor, Nagaland Literacy and Numeracy Fest
2. Kelhikha Kenye, DMD, Publicity and Outreach, Nagaland Literacy and Numeracy Fest

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Pre Primary





Zechano Z Khuvung

GHS Liphanyan
Liphanyan Village, Wokha



Note: Submitted by school leaders driving micro-improvement projects, these coordinates mark the areas and schools they represent.

Micro Steps, Big Adventures: Interactive Teaching in Pre-Primary Classrooms

Zechano Z Khuvung is a dedicated pre-primary teacher in Wokha, Nagaland. She embarked on a journey to provide a holistic education to all her students, ensuring that they grow academically and as individuals. The journey was rife with challenges. The school's remoteness made it difficult to source educational materials from city centres. The region's climate posed another hurdle. Her students were eager to go out and play but the extreme heat restricted outdoor activities. As is the case in many pre-primary schools, Zechano's students were at different learning levels. This made the use of a single teaching strategy impossible.

To address these challenges, she employed many steps or micro-improvements. She made the classroom a joy-filled space for her students purchasing resources from her own money. She employed diverse teaching aids like real-life objects, and interactive activities to make learning engaging and relatable. She also customised her teaching styles and methods to the specific needs of every child.





She conducted extra classes and activities for the students who required additional support.

The impact of these micro-improvements was profound.

Students began to show improvements in their academic abilities. They secured top positions in inter-school competitions and showed enhanced socio-emotional and motor skills. The students slowly grew more confident, participating actively in class activities. These micro-improvements prepared the young learners to face future challenges with self-assurance.

"It's gratifying to see their progress and know that these small changes have made a big difference in their lives."

-Zechano



Ruth Kemp

GMS New Minister's Hill
Kohima, Nagaland



Focused Futures: A Journey to Create Captivating Classrooms

Ruth Kemp teaches pre-primary classes. While teaching her three to five year old students, she faced a looming challenge. Her students had relatively short attention spans. She recalled how her students would begin playing games or talking to each other only a few minutes into the class.

She launched a micro-improvement project aimed at increasing student engagement through interactive activities. She began by creating lesson plans that included group discussions, role-playing, and hands-on experiments.

She introduced sensory materials like colourful manipulatives, textured objects, and interactive educational games. These materials provided a multi-sensory learning experience to the students. Additionally, she incorporated movement breaks into the lessons.





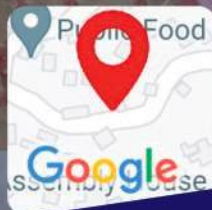
After a period of focused learning, she allowed the students to get up, stretch, and engage in short physical activities. These breaks helped them release excess energy and regain their focus for the next learning activity.

As a result, Ruth was able to create a holistic, enjoyable and memorable learning experience for her students, essential for that development stage. The interactive activities allowed students to learn at their own pace and built enthusiasm towards learning. The students began to engage more actively during the lessons. They eagerly participated in discussions and hands-on activities. As the number of disruptions and off-task behaviour decreased, students grew in their understanding of concepts and retention of information. Parents and fellow teachers noticed the change and were inspired to adopt similar strategies at home and in their classrooms, respectively.

"As a teacher, we should be very patient, creative, flexible and possess a deep understanding of children's development principles."

-Ruth Kemp

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Athrongla

GMS Aoyimkum
Dimapur, Nagaland



Connecting the Dots

In the lively district of Dimapur, Nagaland, where the vibrant hustle of life meets lush greenery, Athrongla, a devoted teacher at GMS Aoyimkum, confronted a challenge that reached beyond classroom lessons. Many parents in her community were uneducated and came from impoverished backgrounds, making traditional methods of communication both ineffective and inaccessible. This communication gap wasn't just a hurdle; it was a growing divide threatening the children's educational development. Determined to make a difference, Athrongla launched a 'micro-improvement' initiative.

She began by organising small, informal meetings, using simple language and visual aids to make the parents feel included and respected. This made the parents feel comfortable and included in the school's functioning and their children's progress. She worked, opting proactive approaches to engage with parents, addressing their concerns and sharing issues.





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Despite the obstacles, Athrongla and her team remained steadfast, believing in the transformative power of effective communication. Parents became more actively engaged, asking insightful questions and participating in school events, which fostered a stronger support network for the students. This increased involvement created a more cohesive and encouraging environment. As a result, the children showed significant improvements not only in their academic performance but also in their social interactions and emotional well-being. The enhanced parent-school partnership contributed to a more collaborative and supportive learning atmosphere, ultimately benefiting the students' overall development.

Her story highlights the challenges faced by educators in remote areas and the profound impact that small, persistent efforts can have in overcoming these barriers.

"It's a gradual process, but we're seeing positive changes."

- Athrongla



Noyingi Lotha

GHS Liphanyan
Wokha, Nagaland



Learning by Doing: Transforming Education through Experience Based Teaching Methods

Noyingi Lotha, a teacher at GHS Liphanyan in Nagaland, was looking over her curriculum one day. She noticed that her students did not receive practical learning experiences that would teach them about day-to-day life outside school. She, along with her colleague Miss Zechano, decided to start an initiative that would teach students about their home, their neighbourhood and the markets. Their journey was complicated by financial challenges and the difficulty of sourcing material. Miss Lotha and Miss Zechano decided to fund the project from their own pockets. Such was their commitment to education!

The project was designed as a week of exposure and application-based learning. The students were introduced to the different components that make up a home and taught the importance of being a good neighbour. They also visited the local marketplace to observe its functioning, the various types of vendors, and the significance of trade.





This immersive experience allowed the students to gain a deeper understanding of their community and its dynamics. The teachers guided the students through the activities, ensuring that each learning experience was meaningful.

These activities brought the students closer to their own community and inspired them to be more active and responsible members of society. They learnt how their home, neighbourhood and the market are all connected to each other. They have also begun to participate actively in classroom activities as the project has demonstrated the relevance of education in their lives.

"The impact on the students was apparent in their behaviour in and out of the classroom. They have become more imaginative and creative and are ready and excited for more activities in the coming days."

-Noyingi

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School Leaders



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Zachamo

GMS Old Ralan
Old Ralan Village, Wokha,
Nagaland

From Tents to Triumph: How a Community Revitalised Their School

Zachamo, the school leader at GMS Old Ralan observed a significant issue in his school: students were disengaged and struggling with mathematics, leading to poor learning outcomes. The problem was worsened by several other factors, including a lack of basic infrastructure like an assembly hall and minimal parental involvement (as many parents were farmers or daily wage earners with limited time to participate in their child's learning). He addressed these challenges with a multi-pronged approach.

To boost students' numeracy outcomes a "practical subtraction activity" was introduced, incorporating real-life situations to make the subject more relatable. This initiative was coupled with the creation of a neighbourhood library and a program encouraging teachers to use locally available materials to create teaching aids.





This not only reduced costs but also made the learning materials more relevant and effective for the students. Temporary tents and canopies were set up to provide students shelter during outdoor activities. At the same time, several outreach activities to boost parental involvement were initiated.

The impact of these efforts was visible quickly. Students showed increased engagement and improved critical thinking skills. There was also a notable rise in parental involvement in school activities. By integrating practical activities and fostering community support, the school was able to make significant strides in creating a more engaging and effective learning environment.

"The steps we have taken are just the beginning. There's much more to be done, and with continued support and involvement from all stakeholders, we can overcome these challenges."

-Zachamo



Merentula Imsong

GMS Indisen
Dimapur, Nagaland



Tech Savvy Scholars: Bridging the Digital Divide for Student Success

Merentula Imsong, a School Leader, realised that the school curriculum lacked a fully integrated digital skills program. Consequently, students did not have the learnings necessary in our increasingly digital world. For instance, they did not know how to safely access the internet or use MS Word. This meant that neither did the students have access to the wealth of information available online nor could they apply for jobs where digital skills were a must, thereby restricting their personal and career growth. The problem originated from a lack of awareness in the community about the importance of digital literacy.

The challenge was compounded by the fact that teachers did not possess the requisite skills to teach a digital program. Merentula decided to tackle the looming challenge by launching an awareness campaign to highlight how digital skills can transform the lives of students. She held meetings with parents to discuss how they could support their children's learning at home.



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Then, she organised training workshops for her teachers to equip them with the skills to effectively teach the Master of Information Technology curriculum. This campaign helped the community understand that the MIT program was not a distraction from regular studies, rather it is essential to modern education.

Next Merentula focused on the students and introduced after-school support sessions where students could receive additional help with their MIT coursework. These sessions were designed to be interactive and engaging, which boosted their popularity among students.

All these efforts created a strong support network where teachers, with the experience from the workshops, taught students at school and parents supported their children at home. Students began to show a greater interest in the MIT program, and their performance improved significantly as were able to find information on the internet, use basic software and even play games online!

"The changes we have made are starting to make a real difference. This experience has taught me that by working together, we can overcome challenges and create a better learning environment for our students."

-Merentula



Pangzungmar

GMS Yaongyimti New,
Kobulong Block
Mokokchung, Nagaland



Together We Lead, Together We Transform

Change starts with a small step and slowly transforms the entire landscape. Pangzungmar, a school leader at GMS Yaongyimti New in Nagaland, noticed that the school's equipment for science experiments was often in disrepair and many teaching learning materials were either broken or outdated. This significantly impacted the flow of information between teachers and students, hindering their ability to engage in hands-on learning and experiments effectively. He decided to solve the problem layer by layer. With a clear understanding of the issues, Pangzungmar set out to engage the community.

He decided to create a system where everyone could benefit from the available resources and knowledge. He organised meetings with teachers, students, and parents to discuss the problems and brainstorm potential solutions. His team started working tirelessly to fix broken tools and replace outdated materials.





They also established a maintenance schedule to ensure that the equipment remained in good condition.

Next, to ensure a proper flow of knowledge within the school, he introduced regular training sessions for teachers to update their skills and knowledge. He also set up a system for sharing information and best practices among the staff, slowly leading to a culture of continuous learning among them.

Students now have access to better resources, teachers are more equipped to deliver quality education, and the overall morale of the entire school ecosystem has improved.

"It was amazing to see the positive changes. The students were more engaged, and the teachers were more motivated."

- Pangzungmar



Zachamo

GMS Old Ralan
Uriamghat Road,
Golaghat, Assam



Boosting engagement in classrooms with TLMs

Located in Nagaland's Wokha district, GMS Old Ralan faced severe challenges, including overcrowded classrooms and poor connectivity. These issues hindered effective teaching, left students disengaged, and created an environment where learning was a struggle. Yet, School Leader Zachamo persevered, believing in the transformative power of education and determined to create a better learning environment for his students.

To tackle these issues, Zachamo undertook several micro-improvements under the Literacy and Numeracy Fest 2023 (LNF 2023) programme.

One key initiative was the 'Magical Basket' programme, showcasing teaching and learning materials. This programme inspired both students and teachers, fostering creativity and engagement. The school also organised a parent-teacher meeting to increase parental involvement, which saw a remarkable boost in participation.



Nagaland Literacy & Numeracy Fest Cycle-1
"The Magical Basket"
Exhibition of TLMs involving
SMCs, Teachers, Students, Parents & Village Cou
GMS Old Ralan



Under the LNF 2023, the school promoted literacy through a reading campaign using various media sources and read-along apps. Additionally, teachers were encouraged to use locally available raw materials to create teaching and learning materials (TLMs), enhancing resourcefulness and suitability for students.

The impact of these micro-improvements was profound. Students became more engaged, showing noticeable improvements in critical thinking and learning engagement.

Zachamo's innovative approach and the community's collective effort have transformed the educational experience at GMS Old Ralan, showcasing the power of education to bring about meaningful change.

"The positive impact of LNF 2023 is felt even today. Teachers are now more resourceful, and students are more attentive and engaged."

-Zachamo



Chakjemmenba

GMS Alichen
Khensa block of
Mokokchung district,
Nagaland



The Art of Teaching: Crafting Teaching-Learning Materials for Student Success

Chakjemmenba, a School Leader, observed that the teachers in his school were passionate and experienced but the absence of customised teaching material hindered student development. His teachers employed traditional teaching strategies that they were comfortable with. The present-day students, however, required modern teaching methods. He embarked on a mission to create a safe space for teachers to unleash their creativity and design engaging teaching aids. This would, in turn, transform the student learning experience.

The first step in this journey was assigning each teacher the task of creating materials specific to their subjects and syllabus, which were relevant and directly addressed student needs. With great enthusiasm, teachers brought their unique perspective and expertise to design innovative teaching tools.





As a result, Ruth was able to create a holistic, enjoyable and memorable learning experience for her students, essential for that development stage. The interactive activities allowed students to learn at their own pace and built enthusiasm towards learning. The students began to engage more actively during the lessons. They eagerly participated in discussions and hands-on activities.

As the number of disruptions and off-task behaviour decreased, students grew in their understanding of concepts and retention of information. Parents and fellow teachers noticed the change and were inspired to adopt similar strategies at home and in their classrooms, respectively.

"As a teacher, we should be very patient, creative, flexible and possess a deep understanding of children's development principles."

-Chakjemmenba



E. Zuchobeni Erui

GPS Etsutchukha
Wokha, Nagaland

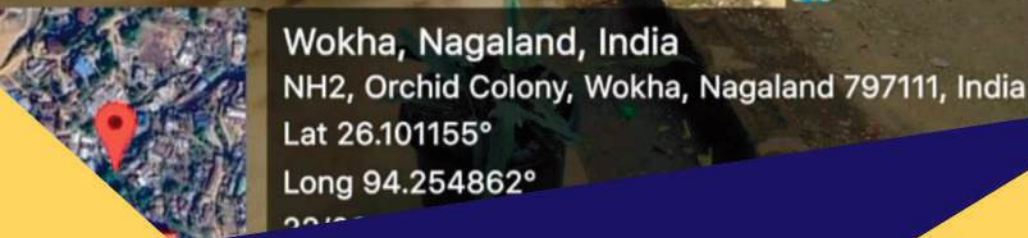


Innovate, Educate, Elevate: Reshaping Students' Learning Experience

Zuchobeni wanted her students to receive the highest quality of education possible. She, along with her teachers, organised a series of events that would transform the learning experience at her school. These events included a Teaching-Learning Materials (TLM) exhibition, parent-teacher meetings, and establishment of the school library. This journey was filled with a host of complex challenges. They had to make do with limited resources and complete their work under tight time constraints. The team embodied the spirit of collaboration throughout the project.

Zuchobeni held routine consultations with her teachers where they discussed their problems and created strategic action plans. Teachers, in one such meeting, were assigned the task of making their own teaching aids according to their respective subjects. Such a distribution of work ensured teachers contributed their unique expertise.





Her team then held a TLM exhibition attended by the community. The exhibition was a resounding success. Parents and members of the school board were greatly inspired by the efforts taken by the teachers.

When teachers used the teaching aids instead of the textbooks, they found that the students were more interested in their classes. The lessons thus became more engaging and more efficient. Students grasped concepts quickly, which in turn reduced pressure on teachers. The project resulted in an increase in student attendance. Students were excited to go to school and use the new facilities like the school library. Reflecting on the journey, Zuchobeni is proud of the accomplishments.

"The emphasis on teamwork and collaboration among teachers has led to significant achievements. The challenges we faced only made us stronger and more determined to succeed."

-Zuchobeni



A Aotula Lemtur

GMS Senkalembe
Mokokchung, Nagaland

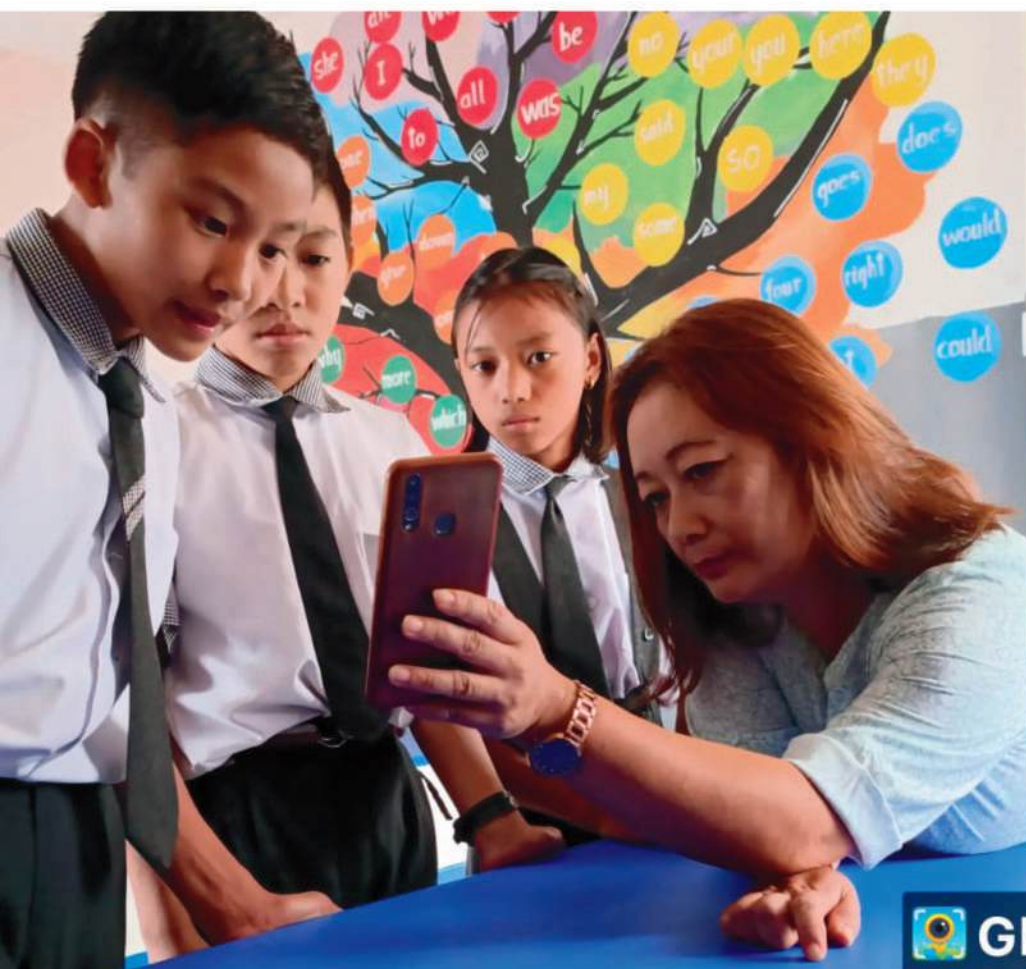


Reshaping the Classroom: A Brand New Way to Learn

A Aotula Lemtur, a School Leader, found herself dissatisfied with the traditional learning methods employed at her school. She wanted her students to be taught using creative and holistic pedagogical strategies. She believed that these modern, engaging teaching methods would benefit students in terms attendance, examination results and reading ability. So began the journey of GMS Senkalembe – a journey where the School Leader, teachers and students were united by a dream to define excellence in teaching and learning. First, Aotula divided her teachers into four groups, each responsible for different classes and subjects.

These teachers were tasked with researching and designing new Teaching-Learning Materials (TLMs), who took it up with great vigour. They created customised TLMs and applied them in their classrooms to their students' delight. The TLMs were showcased at a special exhibition attended by parents and the community. Visitors were astounded by the innovation and dedication displayed by the teachers.





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After the exhibition, she introduced personalized Parent-Teacher Meetings instead of the usual biannual general meetings. Parents received individual feedback, and students needing special attention were identified. She initiated remedial classes in core subjects like Maths, Science, and Reading.

Another significant initiative was the creation of learning corners and a library for lower classes. Weekly reading activities were organised in the library, with teachers assigned to assist students in reading, understanding unfamiliar words, and comprehending sentences and paragraphs.

The multifaceted initiative radically transformed the daily teaching and learning experiences at her school. The teachers through the TLM exhibition and the remedial class saw their teaching methods grow stronger. The personalised PTMs allowed parents and teachers to deepen their understanding of student strengths and needs. The school library created a love for reading in students which in turn improved their reading skills.

"These micro-improvement plans have really helped the school, especially the students and teachers, to learn, unlearn, and relearn so many things in the process."

- A Aotula Lemtur



Nzanmongi

GMS Wokha Town D,
Wokha, Nagaland



Growing Together: A Confluence of Efforts

Nzanmongi, a dedicated School Leader at GMS Wokha Town D in Nagaland, faced a significant challenge in her school when she noticed that there was a lack of parental involvement in students' studies. This issue was not only slowing down the teaching and learning process but also making it harder for students to meet their academic goals. As a result, students were falling behind and the overall progress of the school was being compromised. The need for a solution was urgent and critical. Determined to address this issue, Nzanmongi and her team decided to enhance the teaching and learning process through collaborative efforts and involvement from all stakeholders.

A parent-teacher meeting was arranged which provided a platform for both the educators and parents to come up with solutions to tackle the issue. They realised it was of utmost importance to have a track of the students' regular progress. And therefore, to keep everyone connected and engaged in the students' day-to-day activities, WhatsApp groups were created.





These groups conveyed student achievements, daily attendance, assignments, and test results, as well as any other announcements that needed to be sent to parents. As a result, the project implementation did not take much time.

However, the project was not without challenges. Despite increasing parental involvement, some students continued to struggle to achieve the intended learning results. To remedy this, the school set up remedial sessions for slow pace learners. This additional assistance helped guarantee that all pupils had the opportunity to achieve.

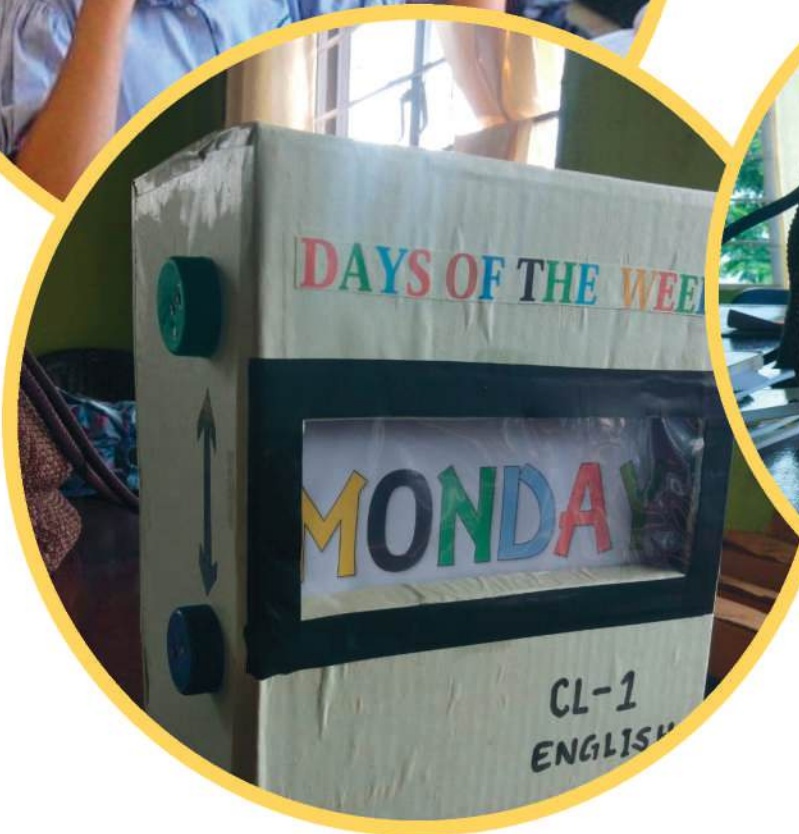
Students became more responsible and developed a keen interest in their studies, becoming more sensitive to children's learning needs and parents became more involved in their children's studies and more sensitive to children's learning needs, contributing to the overall success of the teaching and learning process.



"In the future, schools can come up with small micro-improvement projects whereby they can solve many immediate issues."

- Nzanmongi

Literacy





Salomi L Achumi

GMS Purana Bazar A
Dimapur, Nagaland



The Making of Young Waste Warriors: Community Development in Dimapur

Salomi L Achumi is a dedicated teacher at GMS Purana Bazar A. Her dreams go far beyond academic progress for her students; she wishes to guide her community towards a cleaner and brighter future. Her story begins with building a deep connection to the community of the Kushiabill Block. She noticed that her students would cross heaps of foul-smelling garbage on their way to school. They, and their parents, often fell sick. Determined to make a difference, Salomi embarked on a journey to bring change through micro-improvements.

She began by organising community meetings to collectively tackle the problem and workshops to demonstrate how to separate organic waste from recyclables. The initiative led to installation of separate bins for different types of waste, which the community members even decorated. However, behaviour change in the community was not easy.





The members needed to let go of old habits like littering and adopt practices like segregating waste daily. The students in this project became her greatest inspiration. Their enthusiasm motivated Salomi to keep striving towards a cleaner Dimapur. Students grew more conscious, motivated the community to adopt the practices by following them, and eventually the project expanded beyond learning waste management. Salomi's initiative taught the community about their duties towards nature and social responsibility. The success of this program inspired other initiatives, such as community gardens and water conservation projects.

Garbage no longer piled the streets as all the waste was dutifully disposed of in the dustbins. Consequently, the community became healthier. The residents are proud to live in the pristine Kushiabill Block. The students recognised the importance of sanitation and their role towards the environment and their community. This project thus aided their socio-emotional growth.

"This experience has taught me that change doesn't have to start big. Small steps can lead to substantial changes if we are persistent and work together as a community."

-Salomi



Imtilemla

GMS Chumukedima Block 4
Medziphema, Nagaland



Say Yes to Reading

Imtilemla, a teacher in Nagaland, noticed that her students were struggling to spell words and read sentences correctly. When she delved deeper into the problem, she realised that the lack of support from parents and guardians aggravated the issue. Poor economic background, burden of household chores, lack of technological interface at home were among other contributing factors. The problem was quite serious as she knew it would impact children's career prospects and self-confidence. To address this, Imtilemla employed various strategies to support her students.

She created reading groups and set up a reading corner to foster a collaborative and immersive learning environment. She also ensured consistent reading practice by having students read three times a week, both individually and as a group. To make these sessions engaging, she incorporated fun activities like solving jumbled words.





She also highlighted the importance of resources for reading at home and targeted interventions for phonics and vocabulary development.

These interventions yielded positive results. Students who were hesitant to read aloud before showed improvement and increased confidence. The reading corner became a sanctuary for students where they started immersing themselves in books without distractions.

"It's an ongoing process, but the improvements we've seen so far are promising."

- Imtilemla



Tiarenla Imchen

GMS New Ministers' Hill
Mohankhola, Kohima,
Nagaland



Little Readers, Big Dreams: Boosting Literacy Confidence

Tiarenla Imchen, a dedicated teacher at GMS New Ministers' Hill in Kohima, Nagaland, noticed that her young students struggled with reading, pronunciation, and spelling. These challenges affected their confidence and participation in class, leading to a lack of interest in learning and poor academic performance. Additionally, the students' reluctance to read aloud or engage in class discussions led to missed opportunities for development and a sense of isolation among peers. Determined to help, Tiarenla embarked on a journey of small, impactful changes to improve literacy.

Tailoring her instruction to each student's needs, she identified specific struggles and provided personalised support. She started by making reading a shared activity, focusing on stress and pronunciation. She encouraged students to read individually, boosting their confidence.





Using multisensory techniques, she made lessons more engaging with visual, auditory, and kinesthetic elements. Fun and interactive activities, like games and storytelling, made learning enjoyable and memorable.

The impact was significant. Students became more confident in reading aloud and improved their pronunciation and spelling. They also listened to their peers more attentively and engaged actively in class activities. The habit of reading became ingrained, and students began to see how it helped them with their learning and ultimately enhanced their performance.

Reflecting on her journey, Tiarenla feels accomplished. The micro-improvement not only enhanced the students' literacy skills but also boosted their confidence and enthusiasm for learning. Her dedication and innovative approach have made a lasting impact on her students and the community.

"It's gratifying to see their progress and know that these small changes have made a big difference in their lives."

-Tiarenla



Kivitoli Sumi

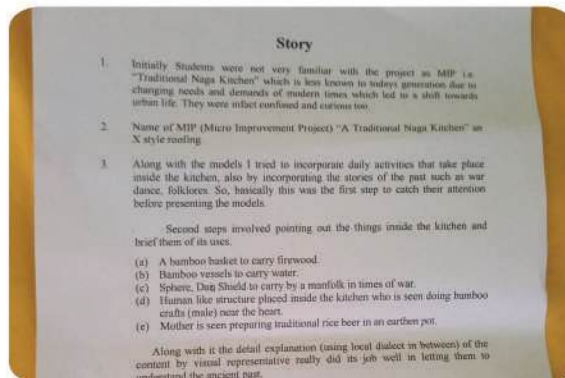
GPS Diphupar
Chakesang
Kushiabill block of
Dimapur district, Nagaland

Kivitoli's Small Steps Spark Big Classroom Changes

Kivitoli Sumi, a passionate educator at GPS Diphupar Chakesang in Nagaland, faced a significant challenge in her community in the Kushiabill block of Dimapur district. Students were disengaged and unmotivated, showing little to no interest in their studies. The lack of engagement and interest in the classroom was highly concerning.

Kivitoli was determined to change the scenario around and decided to implement a micro-improvement strategy by introducing interactive and student-centered teaching methods, incorporating group activities, discussions, and hands-on projects into her lessons.

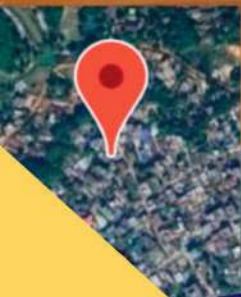
The impact was immediate. Students who were once passive and disengaged began to show interest and enthusiasm and became more involved, asking questions, and participating in class discussions.



GPS Map Camera

Dimapur, Nagaland, India

GPS Diphupar Chakesang, Dimapur, Nagaland



Dimapur, Nagaland, India

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However, the journey was not without its challenges. Initially, it was difficult to get everyone on board, as some students were resistant to change, and it took time to build their trust and confidence. Despite these hurdles, Kivitoli remained steadfast in her commitment by continuing to refine her approach, seeking feedback from students and colleagues to improve her methods. She learned that patience and persistence are key and that it's important to listen to the students and adapt to their needs.

The results of Kivitoli's efforts were evident not only in the classroom but also in the broader community. Parents and community members began to notice the positive changes in the students' attitudes and performance. The success of this micro-improvement had a ripple effect, inspiring other teachers in the school to adopt similar strategies. Teachers started sharing ideas and collaborating more, creating a sense of unity and shared purpose among the staff.

"This experience taught me the power of small changes. Even a tiny improvement can make a big difference if you are consistent and committed. I received a lot of support and encouragement from the community. It was heartening to see everyone come together to support the students."

-Kivitoli



Ajanthung

GMS Okotso
Okotso, Wokha, Nagaland

Sounding Out Success: Empowering Students through English Speaking and Reading

Ajanthung is an English teacher at GMS Okotso. He faced a formidable challenge at his school. His students, who came from economically weaker backgrounds, had limited exposure to English. They rarely heard English being spoken outside of school. Since language fluency is built through frequent conversations, his students couldn't speak in English with confidence and clarity. Ajanthung was determined to bridge this gap. He started a micro-improvement project to build the English speaking and reading abilities of his Grade 4 and 5 students. This project had two parts: one focused on students' reading abilities and the other on phonics.

The first part used Google's Read Along App – an App with over a thousand stories and word games – to build student reading fluency. Here, he had to contend with another challenge. Since most students did not own a smartphone, he borrowed mobiles from his colleagues to ensure that students read forty minutes to an hour every day.





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He selected shorter and simpler stories from the app and provided additional exercise for students who struggled with comprehension.

For the second part, he used fun activities and games to teach phonics. The aim was to make learning a joyous and memorable experience. Students participated in these activities with great enthusiasm. They showed up to school everyday eager to see what Ajanthung Sir had in store for them.

This project soon yielded an improvement in the student's ability to read and comprehend. They began to read quicker, pronounce clearer and understand better what they were reading. As students grew in comprehension, they started growing in terms of their confidence as well. The same students who had a problem pronouncing basic sounds, now stood proudly reading and expressing themselves in English.

"I am proud of what we have achieved together. This is just the beginning, and I am excited to see my students continue to grow and succeed."

-Ajanthung



Benchumlo H

GMS Tsungiki
Wokha, Nagaland



Beyond Books: Interactive Learning for Academic Success

Benchumlo H faced a significant challenge in creating digital learning materials like videos and presentations to use in their classroom. Teachers did not have the experience or the skills necessary to design such materials. Time constraint was another significant issue, as balancing regular classes with the additional digital sessions required careful adjustment. Benchumlo and her team of teaching staff, community members and students addressed the challenge by collaborating with academicians to identify suitable Teaching-Learning Materials.

Students played an active role in collecting TLM's from the internet thereby acquiring essential digital skills. The team regularly reached out to community members to spread awareness about the new learning methods, and to seek help in finding material. Further, they tackled the issue of time constraints by allocating specific hours for teaching via digital means.





When the teachers implemented the newly created TLMs in their classrooms, the students responded with great enthusiasm. The learners felt a sense of ownership as they had helped change the way they were taught. The focus on the new teaching strategies transformed the previously static classroom into a highly dynamic, visual one. The lessons became engaging, leading to increased participation. Learning also became more accessible for students with different abilities. The project helped foster strong bonds between the community members; a diversity of individuals united by a common goal.

"Such programs are very beneficial for the students and the teachers. The traditional way of teaching wasn't that effective, but now, as we look at it, the activity we conducted last year was the most wonderful time."

- Benchumlo H



Moainla Murry

GMS Wokha Town -A
Wokha, Nagaland



Creative Connections: Teachers' TLMs Ignite Student Engagement

Moainla Murry, a proactive teacher at GMS Wokha town A, felt that her students realised that the students were not able to make connections with what they were learning or through the methods employed. They would learn better if they were taught using teaching materials that were contextual to their lived experiences. She embarked on a micro-improvement project to create unique Teaching-Learning Materials for academic excellence. There were numerous challenges on this journey. First, Moainla and other teachers had to contend with budget constraints and a shortage of resources in their rural area.

Additionally, teachers had to judiciously use their time to create these materials while balancing regular classes. Moainla and her team decided to seek help from the community of students and parents. Students and parents collaborated with the teachers to design Teaching-Learning Materials that would be best suited for all students, across learning levels and abilities.





Students would go home and scour the internet to find resources for their peers. The newly created, contextual TLMs were then utilised in the classroom, and were received with much enthusiasm by the students. They saw the efforts being put in by their teachers and matched that with a burning curiosity to learn.

The TLMs worked wonders. Students grew more engaged in the classroom. Students who had been disinterested in learning previously began to pay attention to every lesson. The project motivated the teachers as well as they had found a more effective and efficient way to teach.

"If such programs are initiated more in the future, then it would be beneficial for the students because, like we have stated, more participation from the students has been there. We would really love to have more projects like this."

- Moainla Murry



Imlisenla Longchar

GMS Duncan Ao
Dimapur, Nagaland



Fluency Foundations: Strengthening Literacy through Technology

Imlisenla Longchar, a passionate English teacher, observed that many of her students came from non-English speaking backgrounds. Consequently, they struggled with reading and speaking English. Even students in higher grades faced difficulties with phonics and fluent, unbroken reading. To address this challenge, Imlisenla decided to implement a reading practice program using the Google Read Along App, a freely available application with over a thousand stories and word games. Here, she had to contend with another problem. The sheer number of students made it challenging to provide individual attention and ensure that each child was benefiting from the application.

She came up with a solution that involved the parents in the reading practice. During a parent-teacher meeting, Imlisenla explained the importance of reading practice and introduced the app. She guided the parents on how to download and use the app, emphasising the role they could play in their children's learning journey.





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This collaborative effort ensured that the students could practise reading both at school and at home.

The novelty of using the app sparked their student curiosity and engagement. As a result, the students showed significant improvements in their pronunciation, diction, and intonation. The students, who could not speak English very well, were able to read fluently using the app. Parents, encouraged by the teachers, took a greater interest in their children's education and grew more invested.

"Involving parents is an important step towards student success. This project has fostered a love for reading and improved students' pronunciation, diction, and intonation."

- Imlisenla Longchar



Vimeü Miachieo

GMS Medziphema Village
Nagaland

Calendar Creativity: An Engaging Solution for Learning the Months

Vimeü Miachieo, a dedicated teacher at GMS Medziphema Village in Nagaland, faced a unique challenge in her classroom. Her senior year students struggled to remember the names of the months, hindering their learning progress. Determined to find a solution, she embarked on a creative journey to make learning more engaging and effective.

Vimeü created colorful cardboard cutouts of the months, each designed to help students associate a specific design with each month. Despite her efforts, some students still had difficulties. To address this, she introduced regular revision sessions, providing additional practice to reinforce their learning. The students' reading skills improved significantly, and they were able to read fluently.





The festive theme added a new element to the learning process, making it more engaging for the students. This approach supported their learning and encouraged an interest in reading. Her innovative approach and commitment to her students' success highlight the importance of creative teaching methods in addressing learning challenges.

The project demonstrates how targeted, innovative approaches can effectively address learning challenges and produce meaningful improvements.

"It was challenging, but seeing the students improve made it all worthwhile."

- Vimeü Miachieo



Kevisano Maria

GHS PWD
Kohima, Nagaland

A New Dawn for Learning: Kevisano Maria's Educational Revolution in Nagaland

In the serene town of Kohima, Nagaland, the Government High School (GHS) PWD faced a growing issue, students wandered through their classes with little enthusiasm, weighed down by outdated teaching methods. Finding a way to make learning more exciting was becoming a pressing need due to the limitations of traditional teaching methods, which often failed to engage students effectively. The challenge was clear: how could one rekindle a passion for learning in a classroom?

Kevisano Maria, a dedicated teacher, stepped forward. She launched a micro-improvement project to revitalise the classroom experience.

She shifted from traditional, lecture-based teaching to a more engaging, activity-based method and implemented hands-on activities, moving away from passive learning by using locally available materials to create engaging teaching aids and interactive projects. As a result, the classroom atmosphere transformed dramatically.





GPS Map Camera



Kohima, Nagaland, India

M463+C9C, P.W.D. Colony, Kohima, Nagaland 797005,
India

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To further enhance the learning experience, Kevisano introduced technology into the mix. Tablets and the 'Read Along' app made reading more interactive and exciting for the students. These tools allowed for real-time tracking of their progress, enabling teachers to provide tailored support and kept the students more engaged.

This journey wasn't without its hurdles. Initially, both students and other teachers were resistant to these new methods. Convincing them of the benefits required persistence and clear results. However, as the new approach began to show positive outcomes, the resistance started to fade. The benefits became evident: students were not only more engaged but also retained information better and enjoyed their learning experiences more.

"Encouraging student participation and using new teaching materials can really make a difference in the classroom. It's been amazing to see how excited and involved the students have become."

- Kevisano Mario



Chubalemla Chang

GMS Longdang,
Tuensang District



Chubalemla Chang's Classroom Crusade through Innovation and Collaboration

At Government Middle School (GMS) in Longdang, Nagaland, a unique challenge was emerging: improving students' pronunciation and reading skills. The struggle with pronunciation and reading was significantly affecting the students' overall learning experience due to which students found themselves hesitant to participate in class discussions. Chubalemla Chang, a passionate teacher with a keen eye for innovation, noticed that traditional methods were not yielding the desired results. Determined to make a difference, she took the lead in finding a creative solution.

Chubalemla and her team used locally available materials to create innovative teaching aids. One key initiative, the 'Magical Basket,' involved harnessing digital imagination and curiosity to develop low-cost resources within the school. The BLM (Best Learning Material) exhibition was a highlight, where teachers showcased their innovative practices, and students and the community actively participated.





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Tuensang, Nagaland, India
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The impact of the micro-improvement project was profound. There was a noticeable improvement in students' pronunciation and reading skills. Children who were once hesitant readers have now become enthusiastic learners. Additionally, the establishment of libraries under the project was a resounding success. This micro-improvement project of setting up libraries not only provided students with a wealth of knowledge but also made learning both enjoyable and effective.

Despite the significant challenges, particularly in time management, the team found a way to overcome them. They prioritised completing the school syllabus during regular school hours and dedicated extra time after school to work on the micro-improvement project. The success of the project was a testament to the dedication of the teachers and the collaborative spirit of the community.

"This micro-improvement project has impacted the students' and teachers' lives in general. It was a collective effort, where every small step contributed to a large change in our school."

- Kevisano Mario

Numeracy





Menukul Kin

Govt Middle School
Vidima
Nagaland



From Paper to Practice

At Govt Middle School Vidima, Menukul Kin, a dedicated teacher, saw how his students struggled to apply basic arithmetic operations—addition, subtraction, multiplication, and division—to real-life situations. Though they could solve problems on paper, practical application was lacking. Determined to make a change, Menukul embarked on a 'Micro Improvement' initiative. His first step was to ensure that students had a clear understanding of basic concepts. He then used a progressive approach, starting with simple problems and gradually introducing more complex scenarios to highlight the relevance of math in everyday life.

Menukul increased the volume and variety of assignments to reinforce learning and incorporated Teaching and Learning Materials (TLM) to make lessons engaging. 'Using the right materials can make the teaching process more effective and interesting,' he noted.





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To connect math with daily tasks, he introduced real-life application activities, making math more relevant and engaging for students. Additionally, Menukul encouraged parental involvement, urging parents to support their children's learning at home.

The impact was significant. Students began to find math more interesting and were better able to apply their skills in real-world situations.

Menukul Kin's approach demonstrates how targeted, small-scale improvements can lead to substantial educational benefits. His dedication has not only improved his students' mathematical skills but also fostered a deeper interest in learning.

"Students not only understand the subject better but also start to like it, seeing its application in real life."

- Menukul Kin



Imnawapang

GPS Longmisa Old
Mokokchung, Nagaland

Word Problem (+)

Three pens were bought for rupees five, rupees eight and rupees ten. How much money did the pens cost altogether?

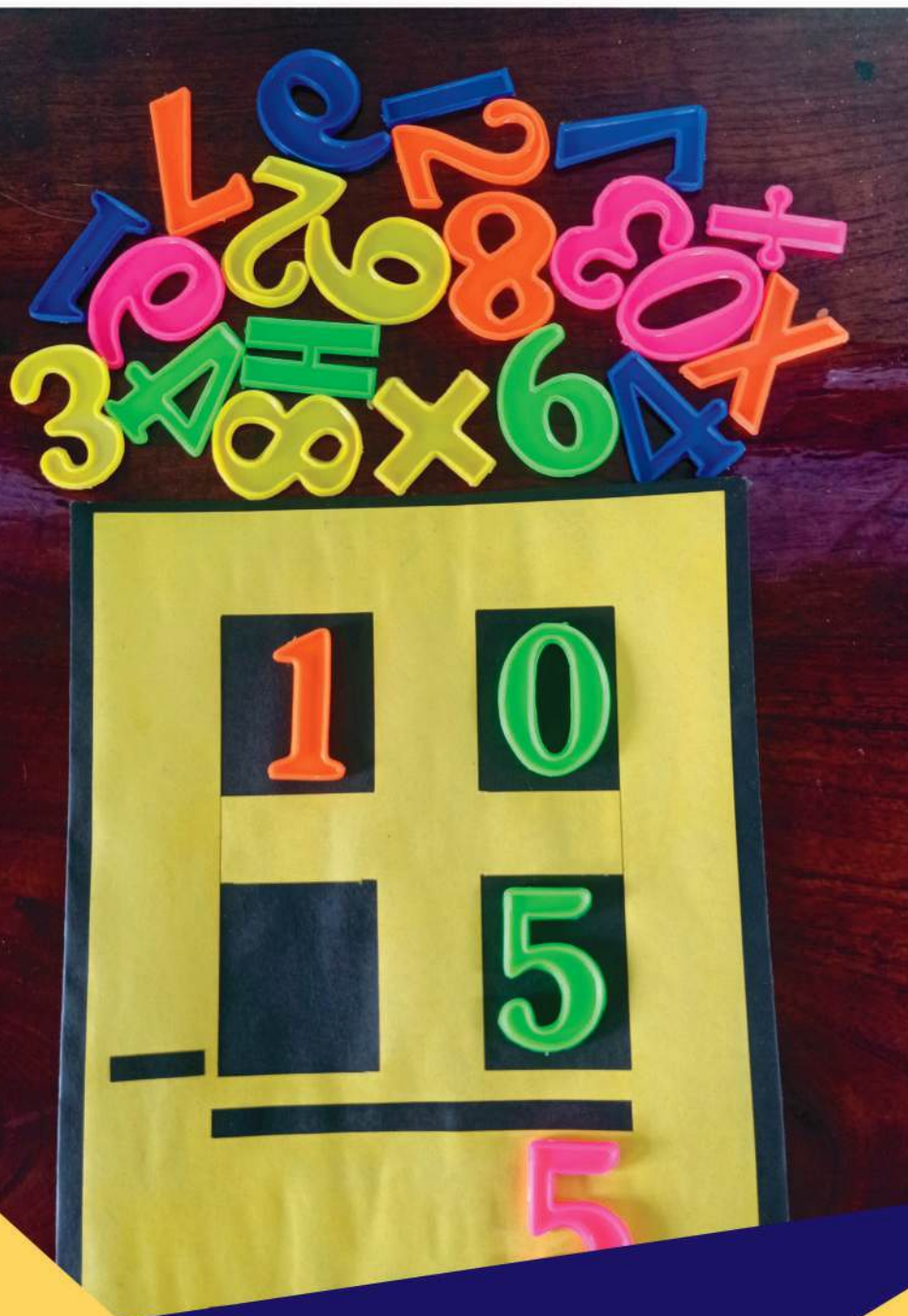
Counting on Change: Imnawapang's Math Mission

In Mokokchung town of Nagaland, many students of GPS Longmisa Old struggled with basic numeracy skills— particularly addition and subtraction. Mr. Imnawapang, their teacher, recognised this critical gap that not only affected their math performance but also their confidence in tackling mathematical problems.

To tackle this, Imnawapang structured his project into four strategic phases: understanding, planning, working, and analysing. Imnawapang started by assessing students' current knowledge and their curiosity about math, which helped tailor educational strategies to their specific needs.

He then devised a unique approach to address the problem, focusing on enhancing learning outcomes. To make learning engaging, Imnawapang introduced grade-appropriate Personal Learning Networks (PLNs) and a set of colourful teaching and learning materials (TLMs). These tools made learning fun and relatable by using practical problems.





The project's success was evident in the students' newfound ability to tackle more complex math problems confidently. Imnawapang's inclusive technique ensured 100% student engagement, improving their numeracy skills and fostering a supportive learning environment.

This initiative not only addressed immediate learning gaps but also equipped students with skills to support their future academic growth.

Imnawapang's dedication and innovative teaching methods significantly impacted the students of GPS Longmisa Old, proving that with the right tools and strategies, educational challenges can be effectively overcome.

The children were also able to solve addition and subtraction of double-digit numbers based on the same concept.

- Imnawapang



Pusazonu Kharutso

GMS Jakhama
Viswema block of Kohima
district, Nagaland



Learning Reimagined: Innovations in School for Student Success

Pusazonu, a teacher, observed that her school lacked sufficient educational resources which meant that the students did not grow holistically. She recognised the need to create excellent learning facilities and introduce top notch learning materials. However, since her school was located in a remote part of Nagaland, it became difficult to source high quality resources. She knew that to bring about change, she had to think big but start small. Her first step was to hold discussions with parents, teachers, and students to understand their challenges better. These conversations helped her realise the scale of the work that needed to be done.

Armed with this knowledge, she began by setting up a small library in the school. With the help of donations and community support, she managed to gather a collection of books that catered to different age groups and interests. The library quickly became a favourite spot for the students, sparking their curiosity and love for reading.





Students would sit in perfect silence devouring books at a pace that surprised both parents and teachers. The next step was organising regular workshops for teachers. She invited experts to conduct sessions on innovative teaching methods, use of technology in classrooms, and effective communication with students. Pusazonu also focused on improving the school's infrastructure. She led efforts to repair and paint classrooms, set up proper seating arrangements, and ensure access to clean drinking water and sanitation facilities.

The introduction of these exciting facilities and new ways of teaching led to attendance shooting up and an increase in students' academic performance. Students reported feeling motivated and enthusiastic to go to school every morning. The workshops enhanced the teachers' skills and boosted their confidence. Parents, too, were more involved and supportive, recognising the positive changes in their children's education.

"It's been challenging, but every small step has been worth it. Seeing the smiles on our students' faces and their eagerness to learn is the biggest reward."

- Pusazonu



Yizano Kikon

GMS Wokha Town D
Nagaland
Wokha, Nagaland



Mathematics Made Memorable: Fear-Free Learning through Activities

Yizano Kikon, an experienced Mathematics teacher, noticed that her students struggled to comprehend and imagine numbers, making it difficult for them to grasp basic mathematical concepts. The students were scared of the numbers. She embarked on a journey to eradicate the fear and make learning effective through activity-based learning.

She began by using the whiteboard to draw pictures of objects that the students were familiar with, such as fruits, cricket bats and cows. She would then use these objects to help students visualise the concept of addition.

This method allowed the students to see numbers as tangible objects (like one house and five apples), rather than abstract objects. She dedicated forty-five minutes every day to this new teaching approach. She worked tirelessly to deepen student understanding. Recognising her efforts, other teachers joined her helping her create picture charts and facilitating students.





Initially, the students were obviously hesitant and found it hard to concentrate. However, as the lessons progressed and more learning aids were introduced, the students grew more focused and engaged. The students who were once scared of numbers began to understand and even enjoy learning about them. They were able to grasp the concept of addition in a detailed way, and started sharing their own examples. Yizano's unique methods of teaching brought about a transformation in student mindset — they began to see the connection between Mathematics and the real world.

"Activity-based learning played a huge role in making the students more interested in learning. The teaching-learning process was also more effective as the students were responsive to the activities."

– Yizano Kikon

MICRO MIRACLES: TALES OF BUILDING FOUNDATIONAL LITERACY AND NUMERACY IN NAGALAND

'Micro-Miracles' showcases the remarkable efforts of school leaders and teachers from Nagaland who have worked tirelessly to enhance children's foundational skills during the Literacy and Numeracy Fest. This book captures the essence of their journey—illuminating the innovative micro-improvements they've implemented, their triumphs, and the valuable lessons they've learned along the way.



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Samagra Shiksha
Nagaland



DEPARTMENT OF
SCHOOL EDUCATION
GOVERNMENT OF NAGALAND



STATE COUNCIL OF
EDUCATIONAL RESEARCH
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GOVERNMENT OF NAGALAND



ShikshaLokam
Catalysing Education Leadership