

REPORT ON

# REMEDIAL MEASURES

2022

TO ENHANCE LEARNING OUTCOMES



NAGALAND BOARD OF SCHOOL EDUCATION





*Report on*

# **Remedial Measures**

*To enhance Learning Outcomes*

**2022**

*No part of this publication may be reproduced in any form whatsoever, without the prior written permission of the Nagaland Board of School Education, Kohima.*

Published by : Chairman,  
Nagaland Board of School Education, Kohima.

Printed : 1000 copies (2023)

## ***Preface***

I am pleased to present a Report on the Activity conducted with the Registered Institutions in 2022 to bridge the learning gaps that had taken place due to various reasons and specially the covid-19 pandemic and also to achieve the learning objectives/outcomes in the various subjects. The Board had issued a **Notification No. 68/2022 dated 1<sup>st</sup> July 2022**, where schools were instructed to follow various measures which were suggested to mitigate the learning loss of the students and to submit a detailed action taken report to the office through mail on the specified dates in the following manner:

- i) Initiatives taken by the schools on the suggested measures
- ii) Report of improvements/outcomes of the action taken
- iii) Best/Innovative practices taken by the schools

The Board issued another **Notification No.97/2022 dated 20<sup>th</sup> September 2022** reminding the schools to conduct remedial measures and to mandatorily submit the reports on the specified dates. Seeing that there were many schools who had still not submitted their reports even after the reminder sent to them, the Board once again issued a final **Notification No.107/2022 dated 19<sup>th</sup> October 2022**, along with a questionnaire to help the institutions submit their reports.

While the Board appreciates the schools who have given the reports on the specified dates, it is sad that there are still some schools which could not give their reports despite the repeated reminders issued to them. It is assumed that these schools have not even conducted any activity/measures to mitigate the learning loss of the students.

The Board also acknowledges the efforts made by some schools including primary and middle schools and the innovative practices being undertaken by them in the schools. Listed below are some of the Best/Innovative practices which were submitted to the Board:

1. Extra attention/classes to make the slow learners catch up with the others.
2. Frequent interactions with the parents to inform them of the progress of their children.
3. Teachers were asked to prepare low cost and environment friendly TLMs which could be used for teaching.
4. Addition of activities such as paper cutting, drills, yoga, NCC, etc.
5. Counselling sessions for the students.
6. Introduction of Bagless days for the students.
7. Introduction of reading phonics blend, peer group and role play activities.
8. Infusing real world materials in the classrooms while explaining the lessons.
9. Collaborate online to share the progress reports to the parents.
10. Devoting more time on developing the skills of the students.

The reports are compiled as received from the schools. I hope this report will shed light on the different strategies adopted by Institutions from across the State to help mitigate learning loss, and the Best/Innovative Practices that have been tried and proven effective, will serve as a benchmark for Institutions to develop academic improvement plans.

Though extreme care has been taken to make the book error free, I shall be grateful if any mistake or omission detected in the book can be brought to our notice. Your valuable feedback on the study is welcomed.

17<sup>th</sup> March 2023



(Mrs. Asano Sekhose)

**Chairman**

## **Index**

## **Page No.**

1. *District-wise number of Institutions that submitted the Reports .....1*
2. *List of Institutions that have taken up Remedial Measures, Outcome/Improvement Reports, Best/Innovative Practices ..... 2-7*
3. *List of schools that have replied the Questionnaires..... 8-12*
4. *List of schools that have not submitted the Questionnaires, Remedial Measures, Outcome/Improvement Reports, Best/Innovative Practices.....13-18*
5. *Remedial Measures: Strategies adopted by Institutions to Help Mitigate Learning Loss ..... 19-132*
6. *Outcome/Improvement: Outcome-based Continuous Improvement reported as a result of strategies adopted by the Institutions..... 133-154*
7. *Best/Innovative Practices adopted by Institutions ..... 155-159*



## District-wise Number of Institutions that have submitted the Report

---

<b>DISTRICT</b>	<b>REMEDIAL MEASURES, OUTCOME/IMPROVEMENT REPORTS, BEST/INNOVATIVE PRACTICES</b>	<b>QUESTIONNAIRE</b>
1. DIMAPUR / CHUMUKEDIMA / NIULAND	89	78
2. KIPHIRE	13	8
3. KOHIMA	55	27
4. LONGLENG	9	4
5. MOKOKCHUNG	32	31
6. MON	27	25
7. NOKLAK	2	2
8. PEREN	15	10
9. PHEK	19	16
10. TSEMINYU	4	2
11. TUENSANG / SHAMATOR	17	20
12. WOKHA	20	10
13. ZUNHEBOTO	15	10
<b>TOTAL</b>	<b>317</b>	<b>243</b>





***List of Institutions that have  
taken up Remedial Measures,  
Outcome/Improvement  
Reports, Best/Innovative  
Practices***

---



## DIMAPUR, CHUMUKEDIMA AND NIULAND

---

1. Assisi Hr. Sec. School, Dimapur
2. Bethel Faith School, Seithekema-C
3. Bethesda Hr. Sec. School, Dimapur
4. Blue Star School, Singrijan
5. Carewell School, Dimapur
6. Cedar School, Chumukedima
7. Chakhro Baptist Mis. School, Medziphema
8. Charity Residential School, Dimapur
9. Christ School, Ekhyo Yan
10. Christian Hr. Sec. School, Dimapur
11. Christian Mission HS School, Diphupar
12. Christina Mem. HS School, Aoyimti, Dim
13. Community Edn. Centre School, Dimapur
14. Cosmopolitan School, Chumukedima
15. Dimapur Mission Hr. Sec. School, Dimapur
16. Dimapur Railway High School, Dimapur
17. Don Bosco Hr. Sec. School, Dimapur
18. Eastern Academy HS School, Diphupar
19. Eden Hr. Sec. School, Dimapur
20. Eden Hr. Sec. School, Thilixu Village
21. El-Shaddai Academy, Dimapur
22. G. Mhiasi School, Dimapur
23. Gilgal School, Padampukhuri Village
24. Govt. High School, Dhansiripar
25. Govt. High School, Lingrijan
26. Govt. High School, Naga United Village
27. Govt. High School, Nihoto
28. Govt. High School, Nito
29. Govt. High School, Sarbura
30. Govt. High School, Sovima
31. Govt. High School, Thahekhu
32. Govt. Hr. Sec. School, Medziphema
33. Govt. Hr. Sec. School, Purana Bazar
34. Govt. Hr. Sec. School, Singrijan
35. Great Commission HS School, Dimapur
36. Greenwood School, Dimapur
37. H.M.C. High School, Dimapur
38. Harvest Mission Montessori School, Dim
39. Hebron Hr. Sec. School, Sovima
40. Highland Hall School, Naga United Vill
41. Holy Child School, Dimapur
42. Holy Child School, Toluvi Village
43. Holy Cross Hr. Sec. School, Dimapur
44. Honili Mem HS School, Lhomithi Vill
45. Hornbill School, Chekiye Village
46. Lampstand HS School, Toluvi Village
47. Lewis Academy, Dimapur
48. Lima Aier Hr. Sec. School, Dimapur
49. Little Daffodils HS School, Doyapur
50. Little Flower School, Chumukedima
51. Liz Woodland School, Dimapur
52. Logdrum Hr. Sec. School, Sangtamtila.
53. Lorna's Hr. Sec. School, Dimapur
54. Mount Saramati HS School, Unity Vill.
55. Mount Zion School, Kushiabill,
56. Nazareth School, Purana Bazar
57. Neingulie Mem. High School, Dimapur
58. New Horizon School, Dimapur
59. Patkai Hr. Sec. School, Chumukedima
60. Pine Mount School, Padampukhuri
61. Pole Star School, Shokhuvi
62. Pranab Vidyapith HS School, Dimapur
63. Ram Janaki Hr. Sec. School, Dimapur
64. Riverine Public HS School, Urta Vill.
65. S.D.Jain Hr. Sec. School, Dimapur
66. Sacred Heart School, Model Vill., Dim
67. Saint Joseph's School, Chekiye Village
68. Saint Savio School, Chumukedima
69. Seeds of Hope HS School, Chumukedima
70. St. Anthony's School, Tenyiphe-1
71. St. Francis De Sales HSS, Medziphema
72. St. John Hr. Sec. Res. School, Dimapur
73. St. Joseph School, Viyito, Niuland
74. St. Joseph's HS School, Chumukedima
75. St. Clare Hr. Sec. School, Kacharigaon
76. St. Edmund's Hr. Sec. School, Dimapur
77. St. Gabriel School, Murise, Dhansiripar
78. St. Jude School, Nuton Basti, Dimapur
79. St. Mary's Hr. Sec. School, Padampukhuri
80. St. Paul Hr. Sec. School, Dimapur
81. St. Peter's School, Purana Bazar
82. St. Stephen's Hr. Sec. School, Dimapur
83. Tihuto Modern School, Ghorapatti
84. Unity Christian HS School, Diphupar



85. Vidhya Bhawan HS School, Nagarjan
86. Woodstock School, Dimapur
87. Xuvihe Mem. School, Xuvihe, Dimapur

88. Zakiesato Mem. HS School, Dimapur
89. Royal Academy, Khehoyi

## KIPHIRE

---

1. Govt. Hr. Sec. School, Kiphire
2. Govt. Hr. Sec. School, Pungro
3. Govt. High School, Phuvkiu
4. Little Flower School, Pungro
5. Saramati View Modern School, Kiphire
6. Christian School, Pungro
7. El Beth School, Kiphire
8. Trinity School, Kiphire Town
9. Holy Cross School, Kiphire
10. Good Shepherd School, Kiphire
11. Agape School, Kiphire
12. Mount Horeb Baptist School, Pungro
13. Christ King School, Phuvkiu

## KOHIMA

---

1. Rüzühkhrie Govt. Hr. Sec. School, Kohima
2. Dr. Neilhouzhü Kire GHSS, Seikhazou
3. John Govt. Hr. Sec. School, Viswema
4. Govt. High School, Chandmari
5. Govt. High School, Rüsoma
6. Govt. High School, Kiruphema
7. Mezhür Hr. Sec. School, Kohima
8. Baptist High, Kohima
9. Ministers' Hill Baptist HS School, Kohima
10. Chandmari Hr. Sec. School, Kohima
11. Little Flower Hr. Sec. School, Kohima
12. Model Hr. Sec. School, Kohima
13. Christ King Hr. Sec. School, Kohima
14. Stella Hr. Sec. School, Kohima
15. St. Joseph Hr. Sec. School, Viswema
16. Mount Carmel Hr. Sec. School, Kohima
17. Mount Sinai Hr. Sec. School, Kohima
18. Grace Hr. Sec. School, Kohima
19. Loyola Hr. Sec. School, Jakhama
20. Fernwood School, Kohima
21. Mount Hermon Hr. Sec. School, Kohima
22. Holy Family Hr. Sec. School, Kohima
23. C.D.King Hr. Sec. School, Jotsoma
24. Alderville Hr. Sec. School, Jotsoma
25. Bayavü Hr. Sec. School, Kohima
26. Don Bosco Hr. Sec. School, Sechü
27. Mewi Hr. Sec. School, Kohima
28. Vinyüzo Hr. Sec. School, Kohima
29. Modern Hr. Sec. School, Kohima
30. Regimental School, 4th NAP, Thizama
31. Azedon School, Kohima
32. St. John Bosco School, Khonoma
33. Sacred Heart School, Khuzama
34. Baptist School, Botsa
35. Don Bosco School, Chiephobozou
36. Merhülietsa High School, Kohima
37. Nagabazar Baptist School, Kohima
38. Charity School, Kohima
39. St. Xavier's School, Kidima
40. St. Andrew's School, Jotsoma
41. Baptist Mission School, Jotsoma
42. Coraggio School, Kohima
43. St. John's School, Kohima
44. Oking Christian School, Kohima
45. Baptist School, Khuzama
46. Christian Welfare School, Khonoma
47. Viswema Baptist School, Viswema
48. Modern School, Kohima
49. Trinity School, New Reserve, Kohima
50. Silas Mem. School, 4th NAP (BN), Thizama
51. Gilead School, Tuophema
52. Jo Foundation Inclusive School, Kohima
53. Living Tree School, Kohima
54. Rev. Dr. Neiliezhü Üsou M. School, Kohima
55. Mount Olive College, Kohima



## LONGLENG

---

1. Govt. High School, Yaongyimchen
2. Govt. High School, Bhumnyu
3. Govt. High School, Bura Namsang
4. Christian School, Tamlu
5. Shamakok Mission School, Longleng
6. Good Shepherd School, Longleng
7. Christian School, Longleng
8. Vision Vale School, Longleng
9. St. Thomas School, Tamlu

## MOKOKCHUNG

---

1. Senayangba Govt. Hr. Sec. School, Ungma
2. R.C.Chiten Jamir Mem.GHS,Changtongya
3. Langpangkong Tsukong GHS, Chuchuyimlang
4. Govt. High School, Mokokchung Village
5. Govt. High School, Mangmetong
6. Subong Govt. High School, Mongsenyimti
7. Govt. High School, Yaongyimsen Compound
8. Govt. High School, Khar
9. Govt. High School, Longjang
10. Govt. High School, Chuchuyimpang
11. Govt. High School, Longkhum
12. Edith Douglas HS School, Mokokchung
13. 2nd NAP Hr. Sec. School, Alichen
14. Christian Standard HSSchool, Changtongya
15. Town Hr. Sec. School, Mokokchung
16. Hill View Hr. Sec. School, Mokokchung
17. Queen Mary Hr.Sec. School, Mokokchung
18. Canaan Christian HS School, Mokokchung
19. Straightway Hr. Sec. School, Mokokchung
20. Zion Hr. Sec. School, Tzudikong
21. Don Bosco School, Tuli
22. Green River Valley HS, Changtongya
23. Christian School, Tuli
24. Friendship High School, Chuchuyimlang
25. Whetstone High, Yimyu
26. Children School, Mokokchung
27. Mount Moriah School, Ungma
28. Ladybird School, Mokokchung
29. Little Garden School, Tuli
30. Jubilee Memorial School, Chungtia
31. Greenwood High School, Alichen
32. Eden Academy, Mokokchung

## MON

---

1. Govt. Hr. Sec. School, Mon
2. Govt. Hr. Sec. School, Aboi
3. Govt. High School, Jaboka
4. Govt. High School, Chenloisho
5. United Christian Hr.Sec.School, Naginimora
6. Newman Hr. Sec. School, Tobu
7. Don Bosco Hr. Sec. School, Mon
8. St. John's Hr. Sec. School, Mon
9. St. Mary's School, Mon
10. Christ King School, Mon
11. Model School, Mon
12. Holy Cross School, Mon
13. Holy Angels' School, Tizit Town
14. St. John's School, Wakching
15. Little Flower School, Mon
16. St. Joseph's School, Mon
17. Ayo Memorial School, Naginimora
18. Eklavya Model Residential School, Tizit
19. Beijing School, Tobu
20. Eastern School, Mon
21. Little Flower School, Tizit Village
22. Green Valley School, Mon
23. Sacred Heart School, Mon Town
24. Police Unit School, Mon
25. Don Bosco School, Tizit
26. David School, Tizit Town
27. Amity School, Mon



## NOKLAK

---

1. Christian High School, Noklak
2. St Paul School, Noklak

## PEREN

---

1. Govt. Hr. Sec. School, Ahthibung
2. Govt. High School, Mbaulwa
3. Govt. High School, Ngwalwa
4. Govt. High School, Lilen
5. Baptist Hr. Sec. School, Peren
6. Barail Valley Hr. Sec. School, Jalukie
7. L.M. Hr. Sec. School, Mhainamtsi
8. Transforming Lives HS Academy, Gaili
9. Baptist High School, Jalukie
10. Chwang School, Samziuram
11. Christian School, Jalukie
12. Christian School, Ahthibung
13. Mungleu Valley School, Saijang, Jalukie
14. Ikiesing Memorial School, Jalukie
15. Kirjath Jearim Mission School, Peren

## PHEK

---

1. Govt. High School, Dzülhami
2. Govt. High School, Khulazu Basa
3. Govt. High School, Khomi
4. Govt. High School, Kanjang
5. St. Xavier Hr. Sec. School, Meluri
6. Tewelhi Medo Tyrannus HSS, Pfütsero
7. Christian Mission Hr. Sec. School, Phek
8. Union Christian School, Pfütsero
9. Holy Care School, Phek
10. St. Andrew School, Thenyizumi
11. Royal Foundation School, Phek Town
12. Baptist School, Pfütsero
13. Greenwood Cottage School, Chozuba
14. Christian Home School, Phek
15. Mount Kahu Christian School, Khezhakeno
16. Kiddies Corner School, Phek
17. Bishop Abraham Memorial School, Phek
18. Chokri Baptist School, Chetheba
19. St. John School, Razeza

## TSEMINYU

---

1. Govt. High School, Kasha
2. Govt. High School, Kandinu
3. Christian School, Tseminyu
4. Don Bosco School, Tseminyu

## TUENSANG AND SHAMATOR

---

1. Govt. Hr. Sec. School, Tuensang
2. Govt. Hr. Sec. School, Shamator
3. Govt. High School, Sangsanyu
4. Govt. High School, Tonglongsor
5. Govt. High School, Konya
6. Govt. High School, Yangpi
7. St. John's Hr. Sec. School, Tuensang
8. St. Joseph School, Tuensang
9. Akum Imlong School, Tuensang
10. Holy Angel School, Tuensang
11. Christ King School, Angangba
12. Holy Cross School, Tuensang
13. Mount Carmel School, Tuensang
14. Loyem Memorial School, Tuensang



15. St. Xavier School, Shamator
16. Eklavya Model Res. School, Tuensang

17. Trinity Academy, Tuensang

## WOKHA

---

1. Govt. Hr. Sec. School, Chukitong
2. Govt. Hr. Sec. School, Sungro
3. Govt. High School, Sanis
4. Govt. High School, Wokha Village
5. Govt. High School, Akuk
6. Govt. High School, Wozhuro
7. Govt. High School, Longtsung
8. Don Bosco Hr. Sec. School, Wokha
9. Libemo Memorial School, Wokha
10. Christian Model High School, Wokha

11. Gilgal School, Wokha
12. Little Angels' School, Wokha
13. Mount Carmel School, Wokha
14. Chukitong Area BM School, Chukitong
15. Isaiah Ability School, Wokha
16. St. Peter's School, Longsa
17. Fernbrook School, Wokha
18. Perennial School, Wokha
19. Bethsaida School, Wokha
20. Santsuo School, Wokha

## ZUNHEBOTO

---

1. Govt. Hr. Sec. School, Pughoboto
2. Olympic Hr. Sec. School, Zunheboto
3. Woodland Hr. Sec. School, Zunheboto
4. Highland High School, Satakha
5. Seven Home School, Zunheboto
6. Hillboto School, Satakha
7. Hillto Children Home School, Akuluto
8. Don Bosco School, Lazami

9. St. Peter's School, Atoizu
10. Mission School, Pughoboto
11. Mount Shepher School, Aghunato
12. New Foundation School, Pughoboto
13. St. Clare School, Akuluto
14. St. Anthony's School, Zunheboto
15. St. Paul's School, Naltoqa., Zunheboto



# ***List of Schools that have replied the Questionnaires***

---



## ***Kohima***

---

1. Govt. High School, Kiruphema
2. Mezhür Hr. Sec. School, Kohima
3. Ministers' Hill Baptist HS School, Kohima
4. Model Hr. Sec. School, Kohima
5. St. Joseph Hr. Sec. School, Viswema
6. Northfield, Khikha
7. Mount Carmel Hr. Sec. School, Kohima
8. Mount Hermon Hr. Sec. School, Kohima
9. Dainty Buds, Kohima
10. Khedi Baptist HS School, Kohima Village
11. Holy Family Hr. Sec. School, Kohima
12. Don Bosco Hr. Sec. School, Sechü
13. Vinyüzo Hr. Sec. School, Kohima
14. The Vineyard, Kohima
15. Modern Hr. Sec. School, Kohima
16. Don Bosco School, Chiephobozou
17. Whito School, Chandmari, Kohima
18. Charity School, Kohima
19. St. Xavier's School, Kidima
20. St. John's School, Kohima
21. Children's Christian School, Kohima
22. Baptist School, Khuzama
23. Public School, Dzüvürü
24. Genesis School, Kohima
25. St. Peter's School, P.R. Hill, Kohima
26. Gilead School, Tuophema
27. Rev. Dr. Neiliezhü Üsou M School, Kohima

## ***Mokokchung***

---

1. Mayangnokcha GHSS, Mokokchung
2. N.I. Jamir Hr. Sec. School, Ongpangkong
3. Govt. High School, Changki
4. Govt. High School, Kubolong
5. Govt. High School, Sungratsu
6. Govt. High School, Mokokchung Village
7. Govt. High School, Mangmetong
8. Longrimendang GHS, Tzudikong
9. Subong Govt. High School, Mongsenyimti
10. Govt. High School, Khar
11. Govt. High School, Longmisa
12. Govt. High School, Chuchuyimpang
13. Govt. High School, Molungkimong
14. Govt. High School, Longkhum
15. Clark Memorial Hr. Sec. School, Impur
16. Baptist Hr. Sec. School, Mangkolemba
17. Queen Mary Hr. Sec. School, Mokokchung
18. Straightway Hr. Sec. School, Mokokchung
19. Christian Residential HS School, Mokok.
20. Don Bosco School, Tuli
21. Friendship High School, Chuchuyimlang
22. Whetstone High, Yimyu
23. Children School, Mokokchung
24. Mission School, Changki
25. Ladybird School, Mokokchung
26. Eden Academy, Mokokchung
27. GMS, Moponseng
28. GMS, Tuli
29. GPS, Tuli-A
30. GPS, Longlilenden
31. GPS, Tuli-B





## ***Tuensang***

---

1. Govt. Hr. Sec. School, Tuensang
2. Govt. Hr. Sec. School, Thangjam
3. Govt. High School, Chessore
4. Govt. High School, Sangsanyu
5. Govt. High School, Chingmelen
6. Govt. High School, Tonglongsor
7. Govt. High School, Angangba
8. Govt. High School, Mangko
9. Govt. High School, Noksen
10. St. John's Hr. Sec. School, Tuensang
11. 3rd Bn.NAP High School, Tuensang
12. Akum Imlong School, Tuensang
13. Christ King School, Angangba
14. Christian High School, Shamator
15. Baptist High School, Longkhim
16. Loyem Memorial School, Tuensang
17. St. Xavier' School, Shamator
18. Sangto Christian School, Chessore
19. GMS, Noksen A

## ***Mon***

---

1. Govt. Hr. Sec. School, Mon
2. Govt. Hr. Sec. School, Naginimora
3. Govt. High School, Wakching
4. Govt. High School, Mon Town 'C'
5. Govt. High School, Chenloisho
6. Govt. High School, Tizit Village
7. Newman Hr. Sec. School, Tobu
8. Don Bosco Hr. Sec. School, Mon
9. Ahngjong Mission High School, Mon
10. St. Mary's School, Mon
11. M.Jon School, Tizit
12. Model School, Mon
13. St. John's School, Wakching
14. Little Flower School, Mon
15. St. Joseph's School, Mon
16. St. Francis School, Tizit Town
17. Eklavya Model Residential School, Tizit
18. Little Flower School, Tizit Village
19. Green Valley School, Mon
20. Sacred Heart School, Mon Town
21. Police Unit School, Mon
22. Holy Trinity School, Tizit Town
23. David School, Tizit Town
24. Carewell School, Naginimora
25. Amity School, Lapa Lampong, Tizit

## ***Phek***

---

1. Govt. High School, Japan Riba
2. Govt. High School, Thetsumi
3. Govt. High School, Yoruba
4. Govt. High School, Dzülhami
5. Govt. High School, Chesezu
6. Govt. High School, Razieba
7. Govt. High School, Khulazu Basa
8. Govt. High School, Thuvopisu
9. Govt. High School, Thipuzu
10. Sacred Heart Hr. Sec. School, Chizami
11. St. Xavier Hr. Sec. School, Meluri
12. Christian Mission Hr. Sec. School, Phek
13. Holy Care School, Phek
14. Nazareth School, Pfütsero
15. Eastern Christian High School, Chozuba
16. Mount Kahu Christian School, Khezakeno



## **Wokha**

---

1. Govt. High School, Sanis
2. Govt. High School, Rachan
3. Mount Sinai School, Wokha
4. Gilgal School, Wokha
5. 7th Bn. NAP Unit School, Bhandari
6. St. Peter's School, Longsa
7. Fernbrook School, Wokha
8. Perennial School, Wokha
9. Bethsaida School, Wokha
10. Santsuo School, Wokha

## **Zunheboto**

---

1. Govt. Hr. Sec. School, Zunheboto
2. Govt. Hr. Sec. School, Satakha
3. Woodland Hr. Sec. School, Zunheboto
4. Hillto Children Home School, Akuluto
5. Merry Vale School, Satakha
6. Mount View School, Suruhuto
7. New Horizon School, Satakha
8. Bethany School, Zunheboto
9. GMS, Kiyekhu
10. GMS, Usutomi

## **Dimapur , Chumukedima and Niuland**

---

1. Govt. High School, Dhansiripar
2. Govt. High School, Lingrijan
3. Govt. High School, Sarbura
4. Govt. High School, Burma Camp, Dimapur
5. Govt. High School, Darogapathar
6. Govt. High School, Naharbari
7. Govt. High School, Toluvi
8. St. John Hr. Sec. Res. School, Dimapur
9. Don Bosco Hr. Sec. School, Dimapur
10. S.D.Jain Hr. Sec. School, Dimapur
11. Ram Janaki Hr. Sec. School, Dimapur
12. Godwin Hr. Sec. School, Chumukedima
13. Zakiesato Memorial HS School, Dimapur
14. Mount Mary Hr. Sec. School, Chumukedima
15. Unity Christian Hr. Sec. School, Diphupar
16. St.Paul Hr. Sec. School, Dimapur
17. Hebron Hr. Sec. School, Sovima
18. St.Stephen's Hr. Sec. School, Dimapur
19. Bethesda Hr. Sec. School, Dimapur
20. Little Star Hr. Sec. School, Dimapur
21. Lima Aier Hr. Sec. School, Dimapur
22. St.Mary's Hr. Sec. School, Padampukhuri
23. St.Clare Hr. Sec. School, Kacharigaon
24. Christina Memorial HSS,Aoyimti, Dim
25. St.Edmund's Hr. Sec. School, Dimapur
26. St. Joseph's Hr. Sec. School, Chumukedima
27. Eastern Academy HS School, Diphupar
28. Great Commission HS School, Dimapur
29. Honili Memorial HSS, Lhomithi Village
30. Christian Mission HS School, Diphupar
31. Eden Hr. Sec. School, Thilixu Village
32. Agape Hr. Sec. School, Chumukedima
33. Daeshin Academy, Diphupar
34. Lorna's Hr. Sec. School, Dimapur
35. Riverine Public HSS, Urra Vill, Dimapur
36. Neingulie Mem High School, Dimapur
37. New Horizon School, Dimapur
38. El-Shaddai Academy, Dimapur
39. St. Joseph's Christian Academy, Kuhuboto
40. St. Anthony's School, Tenyiphe-1, Dimapur
41. Rev.Inache Mem Mission School, Akuvuto
42. Highland Hall School, Naga United Village
43. Cambridge School, Dimapur
44. Kin High School, Dimapur
45. Liz Woodland School, Dimapur
46. Sacred Heart School, Model Village
47. St.Jude School, Nuton Basti, Dimapur
48. St. Gabriel School, Chumukedima
49. Christian School, Molvom
50. Saint Joseph's School, Chekiye Village
51. St.Peter's School, Purana Bazar
52. Chakhro Baptist Mis.School, Medziphema



53. Modern Christian School, Medziphema
54. King's Way School, Purana Bazar
55. St. Joseph School, Viyito, Niuland
56. Charity Res School, 5th Mile, Dimapur
57. Immanuel School, Chumukedima
58. Carewell School, Dimapur
59. Herbert Spencer School, Walford, Dimapur
60. Cosmopolitan School, Chumukedima
61. St. Gabriel School, Murise Dhansiripar
62. Bethel Faith School, Seithekema-C,
63. Gilgal School, Padampukhuri Village
64. Community Edn Centre School, Dimapur
65. Shepherd High School, Niuland
66. Harvest Mission Mont. School, Dimapur
67. Puda Memorial School, Model Village
68. Reginald Huges Shaw Mem School, Niuland
69. Woodstock School, Padampukhuri
70. Rincho Academy, Sovima
71. Touch of Hope School, Shokhuvi
72. Blue Star School, Singrijan
73. Tihuto Modern School, Ghorapatti
74. Mount Hermon School, Darogajan
75. River Belt School, Kuda 'B' Nagarjan
76. Pole Star School, Shokhuvi, Dimapur
77. Lewis Academy, Dimapur
78. Dayanand Vidya Niketan, Dimapur

### ***Kiphire***

---

1. Govt. Hr. Sec. School, Kiphire
2. Govt. Hr. Sec. School, Pungro
3. Govt. High School, Kichang
4. Govt. High School, Salomi
5. Loyola Hr. Sec. School, Kiphire
6. Little Flower School, Pungro
7. St. Mary's School, Seyochung
8. Agape School, Kiphire

### ***Longleng***

---

1. Govt. High School, Namching
2. Govt. High School, Bura Namsang
3. St. Joseph School, Longleng
4. Christian School, Tamlu

### ***Peren***

---

1. Govt. High School, Dungki
2. Govt. High School, Bongkolong
3. Govt. High School, D C Colony
4. All Saints Hr. Sec. School, Peren
5. Baptist Hr. Sec. School, Peren
6. Transforming Lives HSAcademy, Gaili
7. St. Francis De Sales School, Tening
8. Ibaung Thou Memorial School, Jalukie
9. Chwang School, Samziuram
10. Christian School, Ahthibung

### ***Noklak***

---

1. GHS, Chipur
2. Straightway Mission, Noklak

### ***Tseminyu***

---

1. Govt. High School, Chunlikha
2. Christian School, Tseminyu



---

***List of schools that have not  
submitted the Questionnaires,  
Remedial Measures,  
Outcome/Improvement  
Reports, Best/ Innovative  
Practices***

---



## KOHIMA

---

- |   |   |
|---|---|
| 1. T.M.Govt. Hr. Sec. School, Kohima      | 15. Govt. High School, New Market, Kohima   |
| 2. Govt. Hr. Sec. School, Jotsoma         | 16. Govt. High School, Diki                 |
| 3. Govt. Hr. Sec. School, Chiechama       | 17. Govt. High School, Khonoma              |
| 4. Govt. Hr. Sec. School, Sechü           | 18. Govt. High School, Jakhama              |
| 5. Govt. Hr. Sec. School, Kigwema         | 19. Don Bosco Hr. Sec. School, Kohima       |
| 6. Govt. High School, Botsa               | 20. Bethel Hr. Sec. School, Kohima          |
| 7. Govt. High School, Kezocha             | 21. St. Mary's Cathedral HS School, Kohima  |
| 8. Govt. High School, Khuzama             | 22. Christian Hr. Sec. School, Botsa        |
| 9. Govt. High School, Zhadima             | 23. Assembly of God High School, Kohima     |
| 10. Govt. High School, Nerhema            | 24. Christian Mission School, Sechü         |
| 11. Govt. High School, Tasazhu, Jotsoma   | 25. St. Paul School, Phesama                |
| 12. Govt. High School, PWD Colony, Kohima | 26. Nagaland Police Central School, Phesama |
| 13. Govt. High School, Sakhabama          | 27. Vikesel's Vision School, Kohima         |
| 14. Govt. High School, Mezoma             | 28. Cherry Blossoms School, Kohima          |

## MOKOKCHUNG

---

- |                                       |  |
|---------------------------------------|--|
| 1. Govt. Hr. Sec. School, Tuli        | 13. Govt. High School, Changtongya-B       |
| 2. Govt. High School, Alongkima       | 14. Noklangsangba GHS, Lirmen              |
| 3. Govt. High School, Longchem        | 15. Govt. High School, Alongtaki           |
| 4. Govt. High School, Dilong          | 16. Govt. High School, Yisemyong           |
| 5. Imzuluba Govt. High School, Longsa | 17. Govt. High School, Molungyimsen        |
| 6. Merachiba Memorial GHS, Merangkong | 18. Govt. High School, Unger               |
| 7. Govt. High School, Tzurangkong     | 19. Govt. High School, Saring              |
| 8. Govt. High School, Kangtsung       | 20. Yajen Aier GHS, Mopongchuket           |
| 9. Govt. High School, Yajang          | 21. St. John's School, Changtongya         |
| 10. Govt. High School, Phangsang      | 22. Bridges Academy, Changtongya           |
| 11. Govt. High School, Dibuaia        | 23. St. Mary's Residential School, Alichen |
| 12. Govt. High School, Sumi           |  |

## TUENSANG AND SHAMATOR

---

- |                                    |  |
|------------------------------------|--|
| 1. Govt. Hr. Sec. School, Longkhim | 11. Govt. High School, Sangkor                 |
| 2. Govt. High School, Chare        | 12. Govt. High School, Longthrok               |
| 3. Govt. High School, Kuthur       | 13. Govt. High School, Chingmei                |
| 4. Govt. High School, Chimonger    | 14. Baptist Thangyen Hr. Sec. School, Tuensang |
| 5. Govt. High School, Sotokur      | 15. Christ King School, Tuensang               |
| 6. Govt. High School, Chungtor     | 16. St. Xavier's School, Tuensang              |
| 7. Govt. High School, Ngoungchung  | 17. Baptist School, Tuensang Village           |
| 8. Govt. High School, Chaba        | 18. Bethesda School, Tuensang                  |
| 9. Govt. High School, Hakushang    | 19. Wela Foundation School, Tuensang           |
| 10. Govt. High School, Hakchang    |  |



## MON

---

- |  |   |
|--|---|
| 1. Govt. Hr. Sec. School, Mon Town 'D' | 13. Konjong Hr. Sec. School, Mon            |
| 2. Govt. Hr. Sec. School, Tobu         | 14. St. John's School, Aboi                 |
| 3. Govt. High School, Chen             | 15. Baptist School, Monyakshu Town          |
| 4. Govt. High School, Bumei            | 16. Paramount High School, Aboi             |
| 5. Govt. High School, Longching        | 17. Unit School, 6th NAP Bn., Tizit         |
| 6. Govt. High School, Mopong           | 18. Wangka School, Aboi                     |
| 7. Govt. High School, Chingkao         | 19. Kengpang School, Wakching               |
| 8. Govt. High School, Angiangyang      | 20. Edith Douglas School, Mon               |
| 9. Govt. High School, Loakkun          | 21. Emmanuel School, Aboi                   |
| 10. Govt. High School, Shangnyu        | 22. Langsa Hill School, L/Sheanghah Village |
| 11. Govt. High School, Mon Village     | 23. Longshang Memorial High School, Aboi    |
| 12. Govt. High School, Phomching       | 24. Holy Vineyard School, Changlangshu      |

## PHEK

---

- |   |   |
|---|---|
| 1. Govt. Hr. Sec. School, Phek          | 18. Govt. High School, Kamaleah               |
| 2. Govt. Hr. Sec. School, Chozuba       | 19. Govt. High School, Akhegwo                |
| 3. Govt. Hr. Sec. School, Meluri        | 20. Govt. High School, Phokhungri             |
| 4. Govt. Hr. Sec. School, Pfütsero      | 21. Govt. High School, Ketsapo                |
| 5. Govt. High School, Chetheba          | 22. Govt. High School, Mesulum                |
| 6. G.M.Govt. High School, Chizami       | 23. Govt. High School, Pholary                |
| 7. Govt. High School, Phoyisha (Yesi)   | 24. Govt. High School, Lozaphuhu              |
| 8. Govt. High School, Losami            | 25. Govt. High School, Khuza                  |
| 9. Govt. High School, Kikruma           | 26. Govt. High School, Sutsu                  |
| 10. Govt. High School, Porba            | 27. Govt. High School, Phuhgi                 |
| 11. Govt. High School, Zuketsa          | 28. Chakhesang Mission HS School, Pfütsero    |
| 12. Govt. High School, Old Phek Village | 29. Christian Hr. Sec. School, Meluri         |
| 13. Govt. High School, Phusachodu       | 30. St. Andrew School, Thenyizumi             |
| 14. Govt. High School, Sakraba          | 31. Eastern Mission High School, Chizami      |
| 15. Govt. High School, Pholami          | 32. Baptist Mission High School, Phek Village |
| 16. Govt. High School, Khezhakeno       | 33. Shilloi Mission School, Wezihu            |
| 17. Govt. High School, Phek Town        |   |

## WOKHA

---

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. Govt. Hr. Sec. School, Wokha    | 7. Govt. High School, Ralan         |
| 2. Govt. Hr. Sec. School, Bhandari | 8. Govt. High School, Changsu       |
| 3. Govt. High School, Aitepyong    | 9. Govt. High School, Yimpang       |
| 4. Govt. High School, Baghty       | 10. Govt. High School, Longsa       |
| 5. Govt. High School, Lotsu        | 11. Govt. High School, L. Longidang |
| 6. Govt. High School, Englan       | 12. Govt. High School, Mekokla      |



13. Govt. High School, Liphanyan
14. Don Bosco Hr. Sec. School, Bhandari
15. Don Bosco School, Lakhuti
16. Monfort School, Baghty
17. Brighter High School, Wokha
18. Bethel High School, Wokha
19. Grace School, Wokha
20. Spring Dale School, Wokha
21. Regimental School, DEF, Wokha
22. Cistus School, Wokha
23. S.M.Baptist High School, Wokha

## ZUNHEBOTO

---

1. Govt. Hr. Sec. School, Aghunato
2. Govt. Hr. Sec. School, Akuluto
3. Govt. High School, Ghathashi
4. Govt. High School, Asuto
5. Govt. High School, Atoizu
6. Govt. High School, Saptiqa
7. Govt. High School, Akuhaito
8. Govt. High School, Suruhuto
9. Govt. High School, V.K.
10. Govt. High School, Satoi
11. Shovishe Memorial GHS, Zunheboto
12. Govt. High School, Ighanumi
13. Govt. High School, Xamunuboto
14. Govt. High School, Apukito
15. Govt. High School, Asuloto
16. Govt. High School, Sahuboto
17. Govt. High School, Sapoti
18. Govt. High School, Tizu Island
19. Govt. High School, Lazami
20. Govt. High School, South Point ( East )
21. "CornerStone", Zunheboto
22. Bloom Field Hill Hr. Sec. School, Zunheboto
23. Immanuel Hr. Sec. School, Zunheboto
24. Evergreen School, Satakha
25. Sunbeam School, Zunheboto
26. Don Bosco School, Aghunato
27. Royal School, Akuluto
28. New Era School, Zunheboto
29. Merry Hill School, Zunheboto
30. Eden Boarding School, Aghunato
31. Sunrise School, Suruhoto
32. Step by Step School, Zunheboto
33. Love Dale High School, Zunheboto

## DIMAPUR, CHUMUKEDIMA AND NIULAND

---

1. Govt. Hr. Sec. School, Dimapur
2. Govt. Hr. Sec. School, Chumukedima
3. Govt. Hr. Sec. School, Niuland
4. Govt. Hr. Sec. School, Diphupar
5. Govt. High School, Molvom
6. Govt. High School, Kuhuboto
7. Govt. High School, Akahuto
8. Govt. High School, Maova
9. Govt. High School, Piphema
10. Govt. High School, Khaghaboto
11. Govt. High School, Kushiabill
12. Govt. High School, Aghunaqa
13. Govt. High School, Zuheshe
14. Govt. High School, Chumukedima Village
15. Govt. High School, Diphupar 'B'
16. Govt. High School, Darogapathar
17. Govt. High School, Thilixu
18. Govt. High School, Lhothavi
19. Cornerstone Hr. Sec. School, Dimapur
20. M.G.M. Hr. Sec. School, Dimapur
21. Vision Hr. Sec. School, Diphupar
22. North Town Hr. Sec. School, Chumukedima
23. Assembly of God Hr. Sec. School, Dimapur
24. Carmel Hr. Sec. School, Dimapur
25. Pilgrim Hr. Sec. School, Dimapur
26. St.Thomas HSSchool, Nagagaon,Dimapur
27. King David Hr. Sec. School, Medziphema
28. Little Angels' Hr.Sec. School, Dimapur



29. High Mountain School, Dimapur
30. King David School, Dimapur
31. Bronson School, Dimapur
32. Rivenburg School, Medziphema
33. Brothers' and Sisters' School, Chumukedima
34. S.M. High School, Dimapur
35. Bethel Baptist School, Old Showuba
36. Central Academy, Kuhuboto
37. Shalom Mission School, Doyapur
38. Modern School, Chumukedima
39. Modern School, Niuland
40. Trinity School, Thahekhu, Dimapur
41. Blue Moon School, Sangtamtilla
42. Shepherd's School, Dubagaon
43. Pimla Baptist Mission School, Dim
44. Pike Central School, Sema Tilla, Dimapur
45. Charisma School, Dimapur
46. St. Teresa's School, Dimapur
47. Millennial Vision School, Dimapur
48. Saint John's School, Diphupar 'B'
49. Rich Mount School, Chekiye Village
50. Footprints Academy, Sovima
51. Evershine School, Dimapur
52. St. Paul School, Purana Bazar
53. Viphuho Foundation HS, Purana Bazar
54. Gamadi Vidya Bharati School, Dhansiripar
55. Little Flower School, Burma Camp
56. Eklavya Model Res School, Diphupar
57. Shekinah School, Chumukedima
58. St. Peter's School, Toulazouma
59. Baptist School, Kuhuboto
60. St. Xavier's School, Purana Bazar
61. Nagaland Adventist School, Dimapur
62. Brighter Academy, Model Village, Dimapur
63. Springfield School, Rüzaphema
64. Grace Academy, Thahekhu
65. Namghar School, Dimapur
66. Nagaland Police Central S, Chumukedima
67. Gonyü Memorial School, Chumukedima
68. Vivekananda Blooming Buds S, Dimapur
69. Bethel A.G. School, Diezephe, Singrijan
70. Westside School, Kiyeto, Dimapur
71. Gospel Centre Church School, Dimapur
72. Ebenezer School, Seloupe
73. Grace Christian Mission School, Nihoto

#### KIPHIRE

---

1. Govt. High School, Longmatra
2. Govt. High School, Yangphi
3. Govt. High School, Amahator
4. Govt. High School, Phelongre
5. Govt. High School, Seyochung Village
6. Govt. High School, Singrep
7. Govt. High School, Mimi
8. Govt. High School, Sitimi Town
9. Around Saramati Mountain School, Pungro
10. Cambridge School, Kiphire

#### LONGLENG

---

1. Bautiing Govt. Hr. Sec. School, Longleng
2. Govt. High School, Tamlu
3. Govt. High School, Yachem
4. Govt. High School, Pongo
5. Govt. High School, Kangching
6. Govt. High School, Yongnyah
7. Govt. High School, Yotan
8. Govt. High School, Nyengching
9. Govt. High School, Nian
10. Govt. High School, Sakshi
11. Phom Lempong School, Longleng





## PEREN

---

- |                                     |  |
|-------------------------------------|--|
| 1. Govt. Hr. Sec. School, Jalukie   | 9. Govt. High School, Ntu              |
| 2. Govt. Hr. Sec. School, Peren     | 10. Govt. High School, Mhainamtsi      |
| 3. Govt. Hr. Sec. School, Tening    | 11. Govt. High School, Beisumpuikam    |
| 4. Govt. High School, Heningkunglwa | 12. St.Xavier Hr. Sec. School, Jalukie |
| 5. Govt. High School, Nsong         | 13. Zeliangrong Heraka School, Tening  |
| 6. Govt. High School, Mhaikam       | 14. Baptist High School, Tening        |
| 7. Govt. High School, Azailong      | 15. Haisuiwang School, Kamdi           |
| 8. Govt. High School, Jalukie 'B'   |  |

## TSEMINYU

---

- |   |                                      |
|---|--------------------------------------|
| 1. Govt Hr. Sec. School, Tseminyu       | 5. Baptist Hr. Sec. School, Tseminyu |
| 2. Govt. High School, Sendenyu          | 6. A.G. School, Tseminyu             |
| 3. Govt. High School, Tesophenyu        | 7. Don Bosco School, Tesophenyu      |
| 4. Govt. High School, Tseminyu New Town |                                      |

## NOKLAK

---

- |                                      |                               |
|--------------------------------------|-------------------------------|
| 1. Govt. Hr. Sec. School, Noklak     | 4. Govt. High School, Pushu   |
| 2. Govt. High School, Noklak Village | 5. Govt. High School, Panso   |
| 3. Govt. High School, Thonoknyu      | 6. Holy Angels School, Noklak |



## **Remedial Measures:**

Strategies adopted by  
Institutions to Help Mitigate  
Learning Loss

---



# DIMAPUR

---

## 1. Assisi Hr Sec School, Dimapur

- Giving additional or remedial classes to clarify pupils doubts and address their needs individually as well as in groups.
- Encouraging motivation and developing pupils learning ability and interest
- Creating a holistic & conducive study atmosphere
- PTA meetings were arranged to motivate the parents and update to them about the progress of their children.
- To refresh their minds and develop the skills students were given different activities such as drawing, painting, singing, decoration of the classroom, , handicraft, flower making etc

## 2. Bethesda Hr Sec School, Dimapur

- Students belonging to classes VIII, IX, X, XI and XII classroom interaction and discussions are given the main priority. In-depth discussions of a lesson are started only after the subject teachers have emphasized on the introduction of the lesson. Students are occupied with class work activities mainly comprising of question asking after a discussion.
- Arrangements are also made in time schedule of daily routine to include additional/extra classes.
- Completion of syllabus is important but the teachers also assures themselves to be selfless when imparting knowledge so that all students are able to connect to the teacher and make them feel less of a conventional teacher and more of a guiding force.
- The school has been reaching out to the parents and guardians either in the form of circulating awareness notices or arranging parents meeting

## 3. Carewell School, Dimapur

- One hour remedial classes for all below average students.
- Class teachers are strictly monitoring and mentoring individual students inside the class.
- Grouping the students based on learning levels and conducting interactive activities on alternative days by subject teachers.
- Summer Holidays Assignment are given to the students of classes I to X for a good revision of the course that have been already taught.

## 4. Christina Memorial Hr Sec School, Dimapur

- We identify students who need counselling through class teachers and subject teachers report to head. The head then assigns teachers as per the issue of the student.

Besides that, a special counselling group is created for Class-10 & 12 students to give them an all-round counselling throughout the year.



- Class 1-8 have a special class once a week called as '**Meliorate class**' where the teacher orients them on life values, awareness on natural disaster or any current existing issues, activity, revision class before exam etc. The activities are reported to head and further discussions on next class are made.
- Every day remedial class is taken where the teacher conducts class tests, study hour or remedial teaching as per the need.
- A full fledged successful PTI was conducted after-exam for all the classes. Along with class teachers, the head also conducted PTI with few parents.
- The children love participating in Morning Assembly. This is a very good way to divert their energy in the right direction, as well as to help them find their talent and confident to stand in the crowd.

#### **5. Christian Hr Sec School, Dimapur**

- Retests were conducted for the weaker students in all the subjects to ensure improvement and ongoing progress. So far, positive responses are observed out of these practices.
- Remedial classes were taken for underperforming students after the school hours.
- Mentor - **Mentor programme** was initiated to facilitate learning and to help reach out to the emotional and mental health of the students.
- The school formed subject support groups among teachers to discuss issues, areas of learning gaps across classes. Teachers held periodical meetings to discuss such problems and work out possible solutions in order to help the students and help each other as a teaching community.

#### **6. Community Education School ,Dimapur**

- Remedial class after normal school hours has been undertaken for class 5 up to classes 10. With this method weak students are hoped to do better and get clarification for their doubts better than in the classroom since classroom consist of bigger number of students and the benefit of learning closely with the teacher can be supported only in small groups
- Weak students have been identified based on their performance from weekly and terminal **exams** so far conducted.
- Parents of the weak students were made to sign Memorandum of Understanding to let students attend the remedial class and they were also to made to realize and be aware of their wards performance led by the head of the school who had one to one interaction with the parents.
- The school is also emphasizing more on core and basic concept learning of the students by encouraging teachers to help students by exploring best ideas and going extra mile in doing so.

#### **7. Dimapur Mission Hr Sec School, Dimapur**

- Focusing on the strength of the students, teachers were asked to design lesson plan in such a way to motivate the students, focussing not only on the cognitive domain but also keeping in mind students' health, psychosocial and emotional wellbeing. The school counsellor is also assigned to counsel those imperiled students.



- Teachers were also asked and encouraged to go beyond the role of an academic coordinator by focussing on the strength of the students and mentoring and motivate them to take interest in their studies.
- Teachers were also directed to keep in mind of those students who are slow learners and Children with Special Needs. They were also asked to make separate worksheets or activities to ensure continuity in retention, transition and their varied needs.
- Parents Teachers Meeting (PTMs) is conducted after every examination to discuss about the performance and drawback of the students, keeping in mind to work together for the overall progress of the students.

#### **8. Dimapur Railway High School, Dimapur**

- Online classes as well as offline classes were taken on regular basis
- Remedial classes taken to upgrade the quality of the students
- Project work/creative work given
- Frequent written and viva tests conducted after completion of lessons/chapters.

#### **9. Don Bosco Hr Sec School, Dimapur**

- All the teachers were asked to revise the previous year's lessons for about a month, particularly for the primary and upper primary sections. This helped the students very much to get in touch with the previous year's lessons and catch up with the new topics.
- Teachers were asked to identify the weak students in the class who needed extra assistance to catch up with lessons. These students were given remedial classes (extra classes) on Saturdays and other holidays.
- We have uploaded the text books and all the lessons of the major subjects of every class (**Nursery to Class 10**) in our school App. Every student is able to have access to the lessons of their choice using the personal password.
- Talent Search in many phases, Quiz, Aerobic, Fitness Dance, Martial Arts Exercises and other Competitions are some of the activities that are being carried out in the school.
- To remedy the personal problems and other inner conflicts of the students, we provide personal counselling to all the students. Students who are at the cross roads are given special attention.

#### **10. Eden Hr Sec School, Thilixu**

- Encouraging students in their school activities
- Identifying the learning gaps and helping the learners revise what has been already learnt
- Motivating children to redevelop their learning interest and competitive spirit through various activities
- Making learning more lenient and considerate
- Constant contact with the parents/guardians



### 11. El Shaddai Academy, Dimapur

- Extensive and repetitive meetings between the school management and the teachers were conducted to plan out the best way to compensate for the learning loss. Teachers have been motivated time and again to do their best and go that extra mile, especially in these testing times as it was observed that many students were lacking behind especially in the subjects of **Mathematics** and **Science**.
- Lesson plans were designed in a way as to emphasize not the number of chapters finished but rather how well the students have learned the chapters.
- Weaker students were identified and were given additional classes to help them to be at par with the other students in the class.
- Regular tests are conducted to evaluate the learning level of the students, and thus identify the weaker students and guide them.
- Online platforms like **NagaEd** are still being used even after the resumption of offline classes so as to ensure that the learning process does not end after the students return home from school, and to help them remain in contact with their teacher and be able to clear out doubts by taking various quizzes and activities designed on the online platform to compliment with the offline classes, thus ensuring a wholesome learning experience.

### 12. G Mhiasiu School, Dimapur

- Teachers of Secondary level have been instructed to include topics in their lesson plans which would enhance the students skills.
- Tests/Competitions etc are being conducted more frequently
- Every Saturday is utilized for the purpose of remedial teaching
- Parents are contacted and updated on the progress of their children

### 13. GHS Lingrijan

- Monitoring student engagement by following up on their attendance, behaviour and learning progress as students unable to reach school on time and have found to be lacking discipline in their behaviour, both inside and outside of the classroom.
- Literary day was organized, which included spelling bee and quiz competition of different major subjects on different days as part of a learning process beyond classrooms. Rewards were given to all the participants to motivate the students.
- Sports week was organized, with all the students participating to promote an active lifestyle and to keep the students physically and mentally active after the long sedentary period during the covid19 lockdowns.
- Science and Maths Club was held where both Science and Maths teacher demonstrated experiments and displayed different scientific concepts to the students to help the students to understand and peaked the student interest in both Science and Maths.



#### **14. GHS, Sarbura**

- The concerned subject teachers have been involved after normal classes were over for at least one hour everyday for the slow learners
- The school has allocated additional classes for all teachers in all the subjects
- Provided lesson plans to all the teachers to provide supportive learning for all the students
- Home works, class tests, assignments have been taken on a more regular basis.

#### **15. GHS, Thahekhhu**

- Provided online links for students to continue with their studies
- With the help of the teachers and the SMC members, the students who were absent during the online classes were contacted and made to join.
- The school has also organized Teacher –parent interaction programme.

#### **16. GHSS, Purana Bazar**

- Remedial classes have been conducted
- Parent Teacher meetings have been conducted for all classes and parents have been apprised of their ward's performance and results
- Guest counselors were invited to conduct sessions for all classes in the school.
- Teachers have been motivated to be sensitive to the needs of the students
- To supplement students understanding of core concepts, e-learning and e-classroom provide by Samagra Shiksha are utilized.

#### **17. Gilgal School, Dimapur**

- With the approval of the parents and guardians, classes 9 and 10 students are made to stay back after the class. Volunteered teachers supervised them during the study-hour, either in the class or outside the class-room.
- Students from class 1 to 8 were offered the opportunity to be tutored after the class. The staff, on a voluntary basis, made themselves available to help the students.
- Mathematics is one subject where many students alienated themselves for lack of knowledge of the basic concept due to prolonged detachment to daily practice. Hence, the school has arranged a highly trained Mathematics teacher from Guwahati to impart and re-teach the basic conceptual knowledge of the same
- The persistent demand of the volunteering teachers coercing the students to respond to every question of every chapter has set the tone of serious studies ambient. Even shy students find confidence to seek clarification of their doubts. Momentum for long concentrated works are picking up. Open tuition has enabled even the marginalized families to attend the extra class.



### **18. Greenwood School, Dimapur**

- Teaching core skills using ‘Bridge’ content.
- Emphasizing content that are prerequisites to the future learning
- Remedial classes/Additional Classes and Encourage the teachers to walk the extra mile
- Special attention to the children with special needs and frequent Parents and Teachers interaction.

### **19. Harvest Mission School, Dimapur**

- A proper lesson plan is prepared and active learning strategies are used in order to increase student’s engagement in daily lessons.
- Remedial and additional classes are conducted with special attention given to the weaker students.
- Teachers are made to teach the lesson with clarity and also teach the core concept in order to bridge the gap which was widened by the pandemic
- Counseling the students related to their mental and emotional aspect is given importance along with their academic sphere.
- The school gives importance to PTM for the growth of the students in every aspects of their life. PTM are held after every examination where the authority, teachers and the parents work together for effective learning outcome.

### **20. HMC High School, Dimapur**

- Typed- out Xerox copy note on different subjects, mainly, solving questions- answers, were distributed freely among the students of higher classes in order to get rid of writing as well as saving their time and energy to some extent
- Though the physical class was conducted in full swing maintaining COVID-19 protocol, online teaching method was not completely ignored. Students, mainly for higher classes, were sent necessary information, instructions and assignment work also from time to time.
- Extra classes were also taken in order to bridge the gap in their lessons
- Individual additional care was taken by enquiring about the difficulties/problems faced by the students
- Weak students were brought to the notice and were looked after with more care and drawing attention.
- Students had free access to their teachers at any time to ask/discuss relating to their course of studies

### **21. Holy Child School, Toluvi Village**

- Headmaster and senior teachers visited many students’ homes in the evening and gave counselling to students and parents who stay nearby school in village.
- We encouraged the students who left the school during Covid – 19 pandemic times to continue their studies.





- The school set up time for parents teachers meeting to discuss the programs and needs of the children
- Those students who were addicted to mobile games were given special counselling at school and their parents were advised to see them at home in a special way.

## **22. Holy Child School, Burma Camp, Dimapur**

- Some of the teachers began extra class in the morning in order to explain the lessons a second time for the weaker students to catch up. Daily 2-3 questions are given to study and clarify their doubts in the class after which tests are conducted.
- Personal guidance and personal conversation with weak students on how to improve their studies.
- Some of the teachers contacted the parents personally in order to inform about their ward's academic performance. Teachers also re-explained the chapters to make the students understand the concepts.
- For Mathematics regular test/home work are given and the performance of the students evaluated regularly. Also helping them to solve a set of questions daily on a selected topic that was discussed on the previous day. Morning study hour is made use to help the weaker students of the class.
- Some of the teachers conducted audio-visual classes at least twice a week for a better understanding of the topics.
- Group study- some of the teachers divided the students into groups which helped them to share their ideas, thoughts and teach and learn from each other.

## **23. Holy Cross Hr Sec School, Dimapur**

- Basic Concepts were Re-taught
- Sports week was kept up for creating interest for regular attendance
- Keeping in mind intense remedial teaching for the weaker students and others according to their abilities are conducted.
- Classes 8-10 students involved in social evils were sorted out and input sessions were given to them. Counseling is done by the school counselor as per the requirement.
- Parents of weaker and problematic students were met individually for better coordination.
- Bag less Day were organized for classes 6-8 once in a month

## **24. Honili Memorial School, Dimapur**

- Remedial Classes for slow learners were conducted after the 1<sup>st</sup> evaluation examination for classes 5-10 & 12, both Arts and Commerce depending upon the weaker subjects for high school and extra classes for higher secondary due to late admission.
- Remedial Classes for class 5 – 10 were taken after the school was over for 45 minutes. The students were taught multiplication tables, tenses, formulas and other important topics which were missed during the lockdown.



## **25. Hornbill School, Chekiye**

- Special routine for conduct of extra classes were started
- Recorded audio-visual classes for Mathematics, Science, Social science and English classes
- Remedial classes for one hour every day, for the weaker students
- Regular coaching classes for higher secondary students
- Doubt counter is opened for the weak students

## **26. Lampstand Higher Secondary School, Toluvi Village**

- Took few days extra classes on non-working days.
- Repeated explanation to some particular topics which the students find it hard.
- Listen to students concern and provide solution to it.
- Revisions were taken on some grammar and writing topics to provide students with opportunities to get the chance to catch up on what they missed out during pandemic.
- Group activities were conducted so that they can help each other and bring up the issues that they are facing with the situations.
- Listen to students concerns and demonstrate understanding as well as empathy. Offering students the opportunity to have a one-to-one conversation.

## **27. Lewis Academy, Dimapur**

- The teachers went back to a few important chapters in some subjects and conducted revision classes to strengthen the children's basic knowledge.
- The syllabus was reduced for the students to enable them to catch up with the studies at a slower pace.
- Lessons plans of the teachers emphasized more on seeing that the children learned the lessons well instead of focusing on completing the course.
- The teachers worked hard to identify the weaker students and informed the parents and kept them back after class hours to help them catch up with the rest of the class.
- The Management conducted meetings with the teachers to find out new ways to encourage and motivate the students. Teachers are free to go the office with suggestions for the upliftment of the children's education.



### **28. Lima Aier Hr Sec School, Dimapur**

- Parents are informed and taken into confidence before we prepare a roster of concerned subject teachers for remedial classes.
- Counselling for the children who have adjustment problems mental drawbacks is being carried out to encourage the students to develop their personalities.
- Yoga classes are also given to help them combat stress.
- Online quizzes and DIY projects are also given online to break the monotony of the lessons.

### **29. Liz Woodland School, Dimapur**

- Personalized interventions with the help of the teachers and parents - we evaluated the learning loss for each child to ensure bringing students on the grade level.
- Involving the parents/conducting PTM - Active engagement with the parents, having open and transparent communication about the child's overall development.
- Focus was more on our students to be able to pick up the momentum of the classroom environment rather than covering the syllabus. We emphasized on making the concepts clear to the students rather than rushing with the syllabus.
- Adjusted/cut down syllabus for examination to support the learning needs of children and focused on important foundational skills to help students catch up the learning loss.
- Identifying missed learning standards and content that is prerequisites to future learning. We created a different schedule for the first few months of the school year to cover missed chapters or learn missed concepts of the previous years.

### **30. Logdrum Hr Sec School, Sangtamilla**

- Understanding the mental health of the students as the first priority. The School had the teachers, who were firstly given short orientation, to help counsel the students. The students were identified based on their needs by the class teachers as well as the subject teachers. And accordingly, different teachers were assigned as per the issue of the students.
- The School held a “**No Book Day**” special classes once a week where the students were given the complete freedom to join any club mainly, Cultural Club, Choir Club, Dance Club, Football Club, Science Club, Eco Club initiated by the teachers.
- The School main aim on this process was not to rush the students with their goals of passing a class alone but to actually catch up the lost years one step at a time. This measure was especially very helpful for the weak students.
- Along with the many activities, the School also focuses on the aim of helping the students get in track with their studies. Remedial classes were helping each day where the teachers conduct class test, study hours and even remedial teaching as per the needs.
- The School also had many teachers who walked the extra miles to conducts extra classes, to bring in activity based learning, audio-visual class etc.
- The School also conducted PTI after each examination to connect with the parents in the improvement of their wards.



### **31. Lorna's Hr Secondary School, Dimapur**

- Revising the previous lost knowledge
- Introduced new learning app called “ vawsum”
- Guidance and counselling sessions are being conducted in order to motivate the students
- Increase in the number of class tests/ remedial tests.

### **32. Mount Zion School , Kushiabill**

- Regular text book reading, revision of the core concepts in mathematics like addition. Subtraction, multiplication, division etc. of the previous grade, learning spellings of common words/new words, their meaning and usage as per the class level.
- Special additional classes – Special additional classes for Hindi subject were taken for Class I to VIII.
- Lesson plan – Teachers were asked to modify their lesson planning to accommodate the above actions.
- Activity/Assessment – Grade/class based worksheets and activity based learning are being conducted.
- Connecting with parents- Class wise Whatsapp group is being maintained to connect and work together with the parents/guardians.
- Counseling of students is being done as and when required.

### **33. Nazareth High School, Purana Bazar**

- Parents and students were given an opportunity to interact with the concerned teachers through Whatsapp and phone call.
- Remedial classes/extra classes were given to Class – VIII to X.
- Teachers were allowed to give tuition in the school compound with Low fees
- Online classes went side by side with offline classes.
- Holiday on Saturdays were minimized i.e all the Saturdays, except for the 4<sup>th</sup> Saturday were working day.

### **34. Neingulie Memorial High School , Dimapur**

- Parent Teacher meets being conducted frequently
- PTA meetings were arranged to motivate the parents and update to them about the progress of their children.



### **35. New Horizon School, Dimapur**

- Extra care is taken to ensure that slowest learner in the class is given personal attention by the teachers. The learning gap during the pandemic has been covered to a large extent by the teachers.
- Teachers along with parents give extra focus to slow learners to help and motivate them to learn and perform to the best of their ability.
- Once a week our school gives a period off for students to participate in friendly sports / games match. We also conduct competitions of different varieties on working Saturdays.
- Lesson Plan for Teachers is compulsory in our school. Teachers prepare Lesson Plans for a systematic and effective classroom teaching. The learning objectives and the time frame is closely monitored by the School Headmaster. We also have a discipline teacher to address the issue of student behaviour and overall school discipline
- The School Management convenes monthly staff meetings in which the main focus is motivating and encouraging the teachers to do their best.
- Teachers are instructed to teach the core concepts and basics before moving on to problems involving application and Higher Order Thinking Skill.

### **36. Pine Mount School, Padampukhuri**

- As the children were left without basic proper knowledge of the topics/subjects of the previous classes yet promoted to the next higher classes. In order to make up their gapping remedial classes were arranged extra classes on routine basis during and after the school hour.
- Special lesson plans for students were made with importance of the basic learning of all subjects. More emphasis was given to the core subjects to enhance their learning and understanding ability.
- Parents Teachers Interaction(PTI) were arranged classes-wise specially the higher classes to discuss how to bring back the children to the mainstream to make up the gaps of study during the closure of the School due to pandemic.
- Activities related to develop their study habits were conducted with different types of events time to time during or after the school hour or during working Saturdays
- To assess their progress in various curriculums following activities such as written or oral tests were conducted.

### **37. Pranab Vidyapith Hr Sec School, Dimapur**

- Online classes were regularly conducted
- Various co-curricular activities have been conducted
- Teaching strategies were made so that slow learners could easily understand their lessons
- PTI have been organized from time to time
- Financial support was provided to the needy students



### **38. Ram Janaki Hr Sec School, Dimapur**

- Class teachers are instructed to find weaker students and made them to practise more.
- Remedial classes for 5 to 10 are allotted periodically for different subjects.
- Extra period is allotted for Maths and Science.
- All the teachers are asked to prepare lesson plans thinking about the students' strength.
- Parents and Teachers meeting are conducted to create a support for children's education.
- Examples of higher classes and children are brought to put an emphasis on the lower classes.

### **39. S D Jain Hr Sec School, Dimapur**

- Remedial classes implemented for class 5 and above wherein the students experiencing difficulties in specific subject areas are guided and instructed individually or in groups. Emphasis is laid on re-teaching, task analysis, additional practice and one-on-one tutoring.
- Additional classes allotted for a duration of 45 minutes which are conducted during extended school hours emphasizing on the syllabus covered and basic topics.
- Assessments are conducted regularly to track the progress and understanding of the subject matter by the students. Frequent progress monitoring in the form of home-work, work-sheets, oral reports, graded tests for course learned during a particular unit is done. Slow learners are supported and encouraged by more interaction, more oral communication, and more repetition in order to maintain a healthy level of confidence.

### **40. St. John Higher Sec. Residential School, Dimapur**

- Personal counseling of weak students by the Principal based on their scores in particular Assessments.
- Special meetings of the Principal with parents of students with low marks.
- Meeting and discussion with individual Subject Teachers in relation to students with poor performance.
- Emphasis on More usage of ICT.
- A common class-wise weekly plan of learning and assessment done by teachers to support the slow learners and provide special attention to such students.

### **41. St Stephen Hr Sec School, Dimapur**

- Practical classes are increased for science students
- frequency of class tests has been increased
- weak students are identified and given extra remedial classes
- Special tuition for very weak students. parents are also informed about the children's progress and asked to assist during their study hours



#### **42. St Clare Hr Sec School, Dimapur**

- Have parents meeting class wise and discuss the matter with the parents and give them awareness about the learning lost by the students.
- After the daily schedule give an extra hour for the slow learners and the needy students
- Teachers suggested that give more attention for the basic mathematics like addition, subtraction, division and multiplication tables. We decided to play this during recess, morning before the start of the class. Reading practice and spell bee completion for the improvement in the language.
- Teachers are asked to submit the lesson plan or the measures that they are going to do in the coming semester.
- The school authority and the staff will have regular meeting and assessment on the above-mentioned decisions.

#### **43. St Edmund Hr Sec School, Dimapur**

- Initiative taken for weaker students by providing extra classes after class hours .
- Parents and Teachers meeting was conducted on how to copped with the current learning situation that has been impact by the pandemic and also letting parents aware of the students learning outcomes.
- Group discussion among the students on random topics during class hour.
- Observed Literary Day with activities like Spelling Bee, Quiz Competition, Poem Recitation etc

#### **44. St Joseph High School, Chekiye Village**

- Conducted individual interaction sessions with students parents and guardians
- Continuous guidance and support is given to the weaker students
- Additional worksheets and assignments are prepared for the students
- Mandatory teachers meeting to discuss the progress of the students.

#### **45. St Jude School, Dimapur**

- Student/s whose writing skills are not good specially students from class-B to class-2, the teacher/s of primary section helped such children to improve their writing skills.
- Those students who have problem with reading skills were also be taken- care of by the teacher/s.
- Weekly mock test for students from CI-6 to CI-10 one subject at a time will be conducted so that they get familiar with their examination writing skills and understand time management during their examinations.
- It was also decided to maintain record of improvement progress of each student and inform the parents/ guardians about the same so that they are also updated with the improvement/ progress of their child/ ward.



#### **46. St Mary's Higher Secondary School, Padumpukhuri**

- Two seminars were conducted to create interest in their studies as well as to form the habits of reading.
- Parents of class IX students were called to give information regarding the performance of their ward. They were given half an hour animation on how to take care of their children who have lost interest in their studies.
- One day animation was given to class VIII students. We discussed with the students the two important topics on the need and importance of education in their lives.
- Remedial classes were conducted in the evening for the weak students.
- Time to time we have counseled those students who are finding difficulties in their studies.

#### **47. St Peter's School, Purana Bazar**

- Remedial classes were taken from class V onwards
- Special coaching classes and tests were also taken from time to time.

#### **48. Tihuto Modern School, Ghorapatti Dimapur**

- Meeting was held with the teaching staffs by the management and the class teachers had to call up the students who drop out of school and encourage them to rejoin the school.
- Fee concession was given during Covid 19 and it is still given to students who are having financial problems.
- Teachers are taking test giving remedial classes to students so that students can understand better and perform better in exam.
- Teachers are taking full attention in trying to solve all problems of the students.
- The syllabus is repeatedly taught to students over and over to students after the syllabus is completed.
- Previous years question papers are solved during remedial classes to the students.

#### **49. Vidhya Bhawan Hr Sec School, Dimapur**

- Remedial classes were planned for each subject in order to reach out all the students in the class. Everyday two periods were utilized for one subject, where any doubts and clarification on any topic/lesson proposed by the students are covered. Also every effort is made to motivate each student so as to achieve maximum learning in the class.
- Interesting activities, assignments & projects related to the lesson are also carried out to enhance the learning of each student in the way they are interested.
- Additional classes are also conducted on Saturdays, dividing the students into different groups according to the learning potential of the students.





- The school is trying its best to work out efficiently, keeping in mind the needs of the students. The teachers are positive towards achieving the goal of bridging the learning gaps which is the need of the hour. It is expected that the tireless effort of the teachers would definitely motivate each student and bear positive result.

#### **50. Woodstock School, Dimapur**

- Vocabulary training – To extend their knowledge of words and improve their spelling skills.
- Individual teaching – One to one teaching will be done with the weak students in the process of curriculum activities
- Encouraging students to read the textbook and explain the chapters based on their understanding.
- Extra remedial classes for the weak students who lack behind other students in their academics.
- Role playing: To make learning interesting, students are given the opportunity to feel than merely listen to the explanation
- Use of audio and visual aids for better understanding of the subject.
- Peer teaching – Students will be divided into groups where each group will be assigned a topic to work together.

#### **51. Xuvihe Memorial School, Dimapur**

- Various activities like re-tests/ re-exam and other activities are being conducted more frequently
- Painting competition/ Essay, quiz –competitions have been conducted.

#### **52. Zakiesato Memorial School, Dimapur**

- Students those who were lacking behind in studies are detected/identified and arranged a separate room for them and guidance given to them. Teachers those who are having off period are advised to take special classes for those students.
- Separate weekly test was conducted to see their performance. And, students were found improving and recovering from loss of their lessons, which they were unable to cope up.
- Parents were also entrusted to look after their wards at home to complete assignment given by the subject teachers.
- Those students were made to read and write their lessons at their special class itself. This practice proved effective to recover students from loss of learning.
- Every 1st and 3rd Saturdays all the students were given special coaching by subject Teachers of Maths, Science, English & Social Studies. They were taught from previous years text books during all working Saturdays.



### 53. Cedar School, Chumukedima

#### OBJECTIVE

To recognize the need and embrace diversity, reduce barriers, and to enable all children to return to school to a supportive learning environment, which also addresses their health and psychosocial well-being and other needs.

a) classroom management:

- Making our classroom inclusive by taking into account every child's needs and abilities.
- Teachers were made to write down the names of all the children in their class who have additional educational needs or any other needs that need catering to.
- If some children find the topic harder than others, then teachers created and used differentiated resources to cater to all needs and abilities.

Included hands-on and sensory activities and concise lessons with demonstrated examples.

b) Teachers focus on encouragement and motivation

c) customised lesson plan

- Planning culturally responsive lessons that meet all learners' needs
- Drilling the basic management skills (class lines, lesson transitions, etc.)
- Setting and re-establishing clear guidelines
- Establishing expectations for in-person group work or independent work time
- Created multiple child friendly worksheets.

d) methodology to identify slow learners

To improve the student performance in all aspects, we adopted the following strategies:

- The School arranged remedial classes for weak students after working hours.
- Counselling sessions were also handled by the mentors for interaction with students.
- Specially developed question banks and assignments were given to students.

e) Continuous mock tests and constructive feedback

A good number of mock tests were conducted and we still do to find out the learner's strengths and areas they need to improve as it helps show the teacher how ready their learners are for their exam and helps the teachers plan future lessons and study effectively. It also gives the teacher more detailed information about:

- their strengths
- the areas they need to work on for the rest of their course.

### 54. Chakhro Baptist Mission School, Medziphema

- Teacher made their class room more fun activities based for the students in the 1<sup>st</sup> week of the re-opening of classes so that those students who were lazy to attend classes to gain interest to join the classes again.
- The teachers taught the important basic lesson to the students of their last year syllabus (Re-teach) for the whole month of February.



- The Teachers guide the students by doing Reading exercise on Regular basis as it was found that many students were struggling to read by themselves, especially Classes 1- 6.
- This week Students were guided by their respective subject Teachers through special classes.
- The students were given guidance / teach on the Moral Value, maintaining of Classes discipline, conduct of School Rule and Regulation on daily basis as many students were found indiscipline as they came back for regular classes.
- Home work, Assignment which the students has neglected after repeatedly warning is being emphasized more strictly by detaining them after the class and the teacher guide them to complete their work and their progress are reported to their parents so that the students learn the importance of it.
- Co-curricular Activities like Social Work, Drawing, Speech, Quiz, Choral competition were conducted from the month of March onwards during the working Saturday as to enable the students to re-discover their talents.

### **55. St Joseph Hr Sec School, Chumukedima**

- Program on “TEACHERS TRAINING PROGRAMME” was held for the teachers on 25<sup>th</sup> Jan 2022. The resource persons were Dr. Fr. Sunny, Professor of St. Joseph University. Ikishe, Dr. Fr. Sabu, Principal of Don Bosco B.Ed. College Dimapur and Mr. Vinish Scaria. Dr. Fr. Sunny spoke on the role of teacher and what are the ways in which a teacher can plan and make his/her teaching more effective. He also highlighted the New Education Policy 2020 which is going to make teaching-learning more interactive between students and teachers and soon the old method of classroom will be forgotten. Dr. Fr. Sabu, Principal of Don Bosco B.Ed. College, Dimapur spoke on effective classroom management and Mr. Vinish Scaria shared his knowledge on the use of modern technologies and how different companies are coming up with more interesting learning software. He also shared the apps which were available and can be easily accessible in our smart phones and can be used in teaching purposes.
- The management had another orientation program for the teachers on 26<sup>th</sup> April 2022 in order to activate the teaching mode and for which a day of orientation program was organized for the teachers and Mr. Charles Keishing, a resource person from Delhi shared his knowledge and experiences with the teachers.
- On 8th Feb. 2022, two hours program was held with the parents of the students to make known to the parents about the plans of the school to uplift the students’ learning which has disturbed the normal learning of the students due to COVID 19. The chairman of the school Rev Fr Anthony R. Dukru shared his plans and views and also requested the parents for their full co-operation for the betterment of the students.
- Students of classes 9 and 10 were also oriented by Mr. Charles Keishing for three days i.e. 27<sup>th</sup> April to 29<sup>th</sup> April 2022.
- Due to the COVID 19, many students loss their interest in studies and were taking interest in bad habits, so a day program on Juvenile offence was held on 24<sup>th</sup> May 2022 in collaboration with DAN and Children’s Parliament Initiative for classes 9-10. Miss Lilly, working with Juvenile Justice was the resource person.
- Regular staff meeting is held for evaluation and growth of providing steady learning to students.



## 56. Saint Savio School, Chumukedima

- Emphasis on Foundational Literacy:

To reiterate the foundation of all the main subjects, the students were engaged with the basics of Mathematics, English, Science, Hindi, Social Sciences, etc. for the first month of the Academic Year before starting the Syllabi for 2022. After the first month, the School introduced a Zero Period before the Morning Assembly where the students were made to read aloud, to converse among themselves in English, to practice handwriting, etc. under the supervision of the teachers.

- Lesson Plan for Teachers:

Teachers are asked to submit weekly lesson plans in advance to make sure that the preparation for the following week is taken care of systematically. Teachers do have to submit their teaching notes to the HoDs as well before giving to the student up to Class 5 to avoid any kinds of mistakes. And, Teachers check the notes of the students in the lower classes every day to avoid further mistakes.

- Motivation / Orientation Programme for Teachers:

The School conducts Motivational Orientation Programme time to time for the Teachers to equip them at par with the standards in imparting quality education. This year the Programme was conducted by Fr. Sabu, the Principal of Don Bosco College of Teacher Education and his team Subject Teachers are being awarded an ex-gratia amount for each A1 secured by our Students in the HSLC Examinations conducted by NBSE every year as a part of motivational strategies which urge them to go extra miles.

- Remedial / Additional Classes and Discipline / Personality Management:

The students of the middle and higher classes were given extra remedial classes to make sure that the slow-learners are getting extra care. The Students are evaluating weekly as a part of Continuous and Comprehensive Evaluation.

After the First Evaluation / Mid-Term Examinations, the School gave space to meet One-to-One Parents-Teachers Meeting and apprised them of their children's learning ability, discipline, behaviour, positive qualities, negative qualities, etc and sought their co-operation in teachers' efforts to make them improve in everything especially learning.

Audio Visual Smart Classrooms are equipped in the School for a better remedial teaching and to make the subject concepts clear and concrete for the average and slow-learners.

A combined Parents-Teachers Meeting also held this year to address the problems pertaining with the Students and for the smooth functioning of the School as well as to avoid drop-outs in middle and higher classes.

The School maintains a Positive and Negative Points Marking System in the School Diary as well as in the School Managing Software to systematically analyse and update everyone on the Personality Development of the Students. Parents are able to login in their Mobile App to know about the daily attendance, weekly test marks, positive and negative marking, etc. Students are being awarded while scoring more Positive Points where warnings/parents call in Negative Points.

The parents of our students are given chances to see and go through the Answer Sheets of the students of all the Classes after each examination to understand and guide their children in a better and efficient way.



### **57. Cosmopolitan School, Chumukedima**

- Classes LKG – VIII

- I. Identifying the slow learners and giving them proper guidance.
- II. Retest for the failed student & absentees students.
- III. Meeting the Parents/Guardians time to time.
- IV. Counseling were being given to the students time to time.

- Classes IX – XII

- i. Pre-midterm exam were conducted to know the learning outcome of the students and based on the outcome, proper guidance were given by the subject teachers.
- ii. Improvement exam were being conducted for the failed students.
- iii. Retest were being conducted for the failed student and absentees students.
- iv. Remedial classes were being conducted after the class for below average students
- v. Counseling were being given to the students time to time.

### **58. Eden Hr Sec School, Dimapur**

- Daily 1 (one) period is allotted for remedial teaching so that subject teachers can utilize it to mitigate the learning losses for the subjects.
- Every working Saturdays after the life skill activities two periods is being allotted for special class so as to remediate learning loss and to enable the subject teachers to rebuild the core concepts.
- Using teaching learning materials, workbooks, work sheets and activity based materials is made mandatory by teachers to ensure continuity in retention, transition and learning

### **59. Highland Hall School, Naga United Village**

- In the beginning of the year 2022 parents meeting was held to discuss about the outcome of the online class.
- Parents were advised to monitor their ward at home and to help them in their studies.
- Twice in a week test is being conducted, chapter wise, so the students can do better in the exam as well as to overcome the learning loss.
- Morning half an hour is allotted for all the students to study.
- School has created a WhatsApp group for all the classes to update the parents about the weekly test performance report.
- Times to time parents are called to discuss the performance of the students during PTI.
- Re-teaching is done by the teachers after weekly test and necessary feedback is being given to the students.
- Upgrading the morning assembly programme introducing various ways to develop their speaking and performing skills.



#### **60. St. Gabriel School, Chumukedima**

- The school organised remedial classes or coaching classes for the weak students from classes 6 to 9 in the month of July (Summer Holidays) at school premises.
- In view of poor connectivity and irregular network issue, the school has decided that for each class from A to 10 Whatsapp group would be created for the best convenience of school, students and the parents' at large. This would facilitate everyone and make all concerned involved.
- Through this medium, assignments/ videos/ test/ attendance are being imparted and collected.
- As of now, the method is found to be effective. And for class 8 to 10, Teachmint app is used for teaching Mathematics class.
- Routine for assignment, routine of test & exams are also being implemented through Whatsapp. However, parents are being called to guide and assist them as when need arises and also to sign the report card by following the SOP norms.
- The teachers are directed to maintain a record of the lessons covered/ notes given/ test taken/ attendance/ pictures shared and videos utilised for teaching etc.
- Personal observation on the method : Due to lack of knowledge on the usage of apps etc by the parents in the lower section of classes A to 5, the schools finds/taxing and needs to call the parents and update teachings in the TV channels.

#### **61. St Anthony School, Tenyiphe**

- Teachers are insisted to make syllabus plan & weekly lesson plan. Everyday 25 minutes of study hour is set apart for all the students, before the Class begins.
- Making the students to memorize multiplication & Additional tables. Revising the Alphabets time to time.
- All the classes (CL- 1-10) conducted Weekly Test, Monthly Test, Unit Test and Mid Term Exam. Re-Test is conducted for weak students and absentees. Assessing of students by conducting class test, giving assignments related to the topics and project works. Encouraging of self practice at home. Question hour was given to clear their doubts.
- Additional classes taken for the weak students. Remedial classes and Additional Classes are taken on 2<sup>nd</sup> & 4<sup>th</sup> Saturdays for higher classes.
- Revising the lessons and monitoring the weak students in all the subjects. After the class weak students were kept back and subject teachers were minding their studies. Group wise oral test is conducted every day to assess their learning capability. Interviewing the students to check what they have understood. Identifying the learning difficulties and assisting the students. Regular writing practice is given.
- Observing the performance of the pupils and giving them appropriate assistance, feedback and encouragement.
- On exam days before the exam begins arranged one hour supervised study for the students.



## 62. GHSS, Medziphema

- Teaching and learning requires participation from both ends. For the last two years, the whole world has witnessed the paradigm shift in the process of Teaching-Learning. Unprecedented time like this has pushed us to look at it as an opportunity to learn and equipped both teachers and students to learn and engaged with new skills.
- Teachers worked hard to address potential challenges including access to internet devices and new learning systems. Teachers have been trying to make class session interactive and engaging as much as possible by applying flexibility, balance and understanding in assessment and grading. Teachers, parents and the students were being resilient in making the best of a difficult situation in all spheres.
- Teachers used new skills in teaching-learning process through project-work, activity, class test and short video-clips, especially in Higher Sec. Section. Multi-skills in engaging the students for active participation in learning through Whatsapp, Google Meet, Zoom and providing photocopy of notes.
- Despite all this activities, there were communication and learning gap among the students. Thus, in order to meet minimum expectation of Teaching-Learning process, few actions were undertaken by the school to mitigate the learning loss of the students.
  - i) Remedial Classes
  - ii) Visual Aided Learning
  - iii) Outreach exercise/Door-to-Door survey of the drop-outs by the teachers.
  - iv) Parents-Teachers-Meet (PTM)
  - v) One-on-One interaction with the weak students by the teachers.

## 63. Little Flower School, Chumukedima

- Introduced "0' Period before the Morning Assembly

During this period, under the supervision of teachers, students were made to read aloud, to converse among themselves in English, to practice handwriting, Mathematics Revision as per the Class etc
- Orientation Programme for teachers

This Programme was conducted with a view to equip teachers to go an extra mile in imparting quality education during post pandemic
- Conducted Various Competitions

A number of Competitions like English Calligraphy, Hindi Calligraphy and Memory Test were conducted to get back the students into right track.

Measures undertaken after the Mid Term Examination
- Parents- Teachers meeting

Called individual parents and apprised them of their children's learning ability, discipline, behaviour, positive qualities, negative qualities etc and sought their co-operation in teachers' efforts to make them improve in everything especially learning.
- Surrender of Cell Phones by the students

Students who possess individual Mobile Phones were asked to surrender voluntarily their phones to the School Authority till the end of First Phase of Final Examination. The response was very encouraging and such students are improving in their studies.



- Held SARGA JYOTHI (YOUTH FESTIVAL)

This event was held after a gap of two years for four days and considered those days as Bag-less days. During those days, students competed among themselves in various items like Speech, Singing, Dancing, Skit, Debate, Story Telling, Painting etc. This event helped most of the students to expose their hidden talents and improve their personality and cope with post pandemic era

#### Conclusion

In conclusion, I would like to state that, having taken the above measures before and after the Mid-Term Examination, students have not only improved academically but also in personality.

#### 64. Pole Star School, Shokuvi, Chumukedima

- **Suggested interventions**
  - Emphasis on Foundational Literacy
  - Remedial Classes
  - Additional Classes
  - Activity/Assessment
  - Teacher-Parents interactions
- **Innovative Practices**
  - Encourage daily reading, Classroom Presentations/Black board solving
  - One-to-one tutoring, Peer tutoring
  - Giving subject-based assignments and projects and taking tests at regular intervals
  - Cleanliness drive, Crafts making, Tree plantation, Discouraging single-use plastics
  - Timely communication regarding the ward's behaviour, study pattern and daily activities to - monitor their calibre.
- **Learning outcomes**
  - Students are showing progress in their reading and problem solving skills
  - Students are now able to express themselves and this has positively affected not only their communication skills but their grades as well.
  - Students are in touch with books and are aware of the lessons being taught in class
  - Students have become more responsible and learned new skills. They have also developed a sense of hygiene and are now keeping the school compound and classrooms clean.
  - Students are showing positive response towards school and finding solutions to academic and behavioural problems.

#### 65. Sacred Heart School, Model Village

- Constant conduction of Class Test (Written/Oral)
- Conduct of activities and projects
- Timely reading opportunities to the students
- Conduct of Periodic Test before every Assessment Examination
- Extra free class especially for the weak students
- Involvement of students in organizing programmes and co-curricular activities





- Literary competitions
- The School has been observing and giving the best opportunities possible for the students. And thus, there are tremendous positive outcomes seen among the students. The weaker students are coping up with situations. Students can be seen more active, interactive, open, and responsible along side with their academic improvement.

#### **66. St. Francis De Sales Hr Sec School, Medziphema**

- Emphasis in Foundation literacy :- Basic concept needed for each class stage is emphasized by teacher
- Remedial classes :-\_Extra time spent by teachers to explain care concept of the previous year
- Additional classes: - Saturdays are made working days.
- Lesson plan for teachers - Lesson plans are being prepared, presented to the headmistress for approval and for follow up.
- Encourage and motivate the teachers to walk an extra mile:- Teachers are asked to spend quality time to motivate students to make up the loss of working days.
- Emphasis on teaching the core concept and basics with clarity:- Teachers are motivating, asking the children to spend more time at home in learning by giving assignments and project works to recover from the negative impact of the pandemic .
- In addition some of the extracurricular activities are reduced so as to improve normal class room teaching

#### **67. Riverine Public Hr Sec School, Urra Village**

- Remedial classes: Class- 5 and above were given remedial classes to overcome their learning loss due to covid-19,special care was given to weak and poor students, classes were taken before and after the schedule school timing.
- Special coaching/Remedial classes: it was conducted during summer break for the students of class 8 to 10, Especially for Math's, science and social science.
- Smart/Digital learning: Smart classes were also started so as to encourage the students for the major subjects. Teachers were also prepared and supported to learning losses among their students and to incorporate digital technology, into the teaching learning process.

#### **68. Bethel Faith School, Seithekiema - C**

- The weaker students were identified from every section of the school and a remedial class for an hour was arranged after the school which was initiated from the 1<sup>st</sup> of August, 2022.
- The parents of the weaker students as per their performance in their 1<sup>st</sup> term examination were call upon individually to make them aware about their children studies by giving them a morning and evening study hour routine which the parents need to supervise at home daily.



## 69. Blue Star School, Singrijan

- According to the standard of the students, lesson based on activities are conducted inside the class to help the students to grasp the basic concepts.
- Remedial classes are being conducted from Class V onwards. Each month four remedial classes are conducted for each class.
- The teacher gives more importance on the concepts / basics in the class room teaching. The teacher always begins teaching the easy and known to the students as they can easily grasp them. The teaching begins from real concepts and complex concepts.
- The school monitors the progress made by the students weekly for motive assessment and monthly summative assessment are conducted to check whether students have achieved the learning goal.
- Two hour remedial classed are conducted for all below average students. Additional / extra classes are conducted to cater the need of all categories of students.
- Subject teacher prepare their lesson plans based on previous knowledge and use teaching aids to support and supplement their teaching.

## 70. Charity Residential School, Dimapur

### REMEDIAL MEASURES UNDERTAKEN

#### Pre-Primary Classes

Along with reading and writing skill development the students were involved in extra hands on educational items, using flash cards for all subjects to enhance their learning.

#### Class 1 to 7

1. Focus on Listening, Reading, Writing, Spellings.

Handwriting Practice once a week.

2. Introduction of new Extra classes named- **Enrich your Vocabulary**

#### **Enrich your General knowledge**

**Both covered in three parts from Class 1-7 (Outside the Textbook)**

3. Extra **Art & Craft** Classes with different themes to help students regain excitement in learning. Themes – Favourite anime character, Means of Transport, Architecture dimensions, Nature and its beauty.
4. Involvement of students in classroom learning through activities and also Physical activities.

#### Class 8, 9, & 10

1. Inclusion of studying Spellings followed by spelling tests for every subject except Math.
2. Extempore Speech in every morning assembly – 3 to 5 student everyday according to Roll Numbers.
3. Series of weekly test, cycle test conducted according to different allocation of marks 10, 20, 40.
4. Improvement exam conducted apart from Mid- Term, Model Exam.
5. ORAL test/Assessment was taken to enable students to develop verbal communication skill.



On 11<sup>th</sup> of January 2022 Teachers meeting it was highlighted that the most important concern for the teachers was to start with the academic session getting the attention of students back to their class after abnormal gaps due to pandemic. After the re-opening of the school, the first week was utilized to enhance the students discipline, emphasis on etiquettes to understand the value of discipline which was lacking in many of the students due to prolonged stay away from School. Handwriting practices. Classes to be taken up from basic level revising previous taught lessons like alphabets, vowels, consonants, time tables to encourage students to read textbooks

- **More emphasis made on Mathematics learning-**

1. Minimum Levels of Learning (MLL) has been adopted to ascertain that the students attain a certain level of competency comfortably without going through stressful time.
2. Syllabus of each class minimized for lower class too following the standard adopted for Classes 8-10 by the NBSE in order to gain more time on Re-Teach and consolidate concepts.
3. The maxims of teaching have been followed to make students grasp concepts easily.  
(Maxims of teaching such as 'Easy to Difficult' 'simple to complex' 'concrete to abstract')
4. Material based activities were conducted in the class to evaluate the students learning outcome.
5. Project works have been given to evaluate the student's learning outcome.
6. Very easy and minimum home works are being given for joyful learning.

For Hindi subject-

Very basic aspects were covered first like listening to pronunciation with the help of vowels and consonants flash card and educational consonants tray, matras. Followed by sounding words, two-three to four letters. Combination and Pronunciation- Consonants+ vowels + matras

Test on basic reading and writing.

Spoon feeding level of teaching adopted.

With all the remedial measures adopted followed by Test, Re-Teach, Re-test the students show interest and more progressive in their lessons. There is improvement in student's participation.

To many extend the learners have attached and connected themselves to learning. With all these initiative and effective remedial learning and support we are positive that students can recover from the negative impact of the pandemic and will improve overall.

## **71. Christ School, Ekhyo Yan**

- Remedial classes for weak students have started from the month of May. Timely unit test, Weekly test is conducted to improve their performance in studies.
- Special attention is given to students to improve their speaking, spelling, reading and writing.
- Daily assembly programs to build up self confidence.
- Retest for the weaker students has helped to improve their learning.
- Lesson plans by teachers on every lesson.
- Orientation program for students and teachers.



## **72. Christian Mission Hr Sec School, Diphupar**

- After the regular classes gets over each subject teachers were made to stay back for 30 minutes for remedial classes for students who are weak in studies
- Students were made to study what they have learned in the regular class hour during the remedial class. For higher class, apart from Monthly Test the school also conducts Revision Test regularly. Students who are weak in studies were made to meet the Principal along with their parents to discuss and plan how to improve and help the student in their studies.
- Remedial classes, teachers were also asked to minimize their syllabus, minimize the volume of answer, more focus on objective type question like true/false, fill up the blanks, MCQ etc. which will help them to get promoted to the next class.

## **73. Eastern Academy Hr Sec School , Diphupar**

Remedial measures taken by the school for the learning loss of the students:

1. Subject teachers of lower classes teach the students reading and writing what they have completely forgotten.
2. In higher classes, subject teachers are doing revision the formulae of Maths and Science.
3. The subject teachers are trying their level best to overcome the weaknesses of the students.

## **74. GHS Dhansiripar,**

- During lockdown due to pandemic, the school conducted online classes and also notes were prepared and distributed to the students. After reopening of the school, the school resumed normal classes and remedial classes were also taken up to enhance the students learning.

## **75. GHS, Naga United Village**

- Reaching out door to door for students who had dropped out in the middle of the academic session.
- Taken extra classes in science and maths subject for with students.
- To enhance the writing skills of the students, essay writing was conducted on the topic: How to maintain personal hygiene.
- To improve reading skill for primary students, poem recitation was conducted.
- To improve the 3Rs, poster making and handwriting competition was conducted.
- To bridge the gap of learning loss a retreat for primary section was organized.
- Nursery rhymes and drawing competition was conducted.



## 76. GHS, Nihoto

Some of the practical remedial measures taken by the school are highlighted as follows:

1. Sensitization for teachers:
  - Before the start of the session, the teachers were sensitized about the social and emotional well being of the children and were instructed to incorporate these aspects in their teaching/learning outcomes.
  - A capacity building session inviting an external resource person was conducted to prepare them for the unexpected.
2. Emphasis given to children from PP to class 2:
  - More effort and time were given and spent to these groups of children in teaching them English alphabets like reading and writing, joining letters, one word/two words/ a sentence, spellings, handwriting and phonetics.
  - Teaching basic mathematical numericals like counting of numbers, writing and learning different shapes, simple addition and subtraction (class 1 & 2)
  - Reading and writing hindi consonants
3. Previous learning and remedial class:
  - The teachers always started the class with revisions on previous knowledge acquired and conducted remedial classes after school daily to focus on the loss in learning.
4. Additional classes for 9 and 10 students:
  - Apart from remedial classes the students of class 9 & 10 were given additional learning time in mathematics and science everyday before the start of the daily classes from 8:00-8:50 a.m for 3 months.
5. Activities & assessment for fun learning:
  - a. Scholastic-
    - Reading individually and in groups in front of the class especially in the lower classes to boost self confidence.
    - Group activities like songs and short plays in higher classes
    - Problem solving worksheets in groups subject wise in higher classes.
    - Making them attend digital based e-class for each subject from class 6 to 10 daily for motivation and concentration.
  - b. Co-scholastic-
    - Speech competition on given topics in front of the class for higher classes.
    - Drawing competition, painting competition, essay competition were conducted to raise a spirit of competitiveness among the children.
    - A week long sports competition in groups and at individual level with prizes and certificates were conducted to promote the social & physical well-being of the students.



6. Sensitization of students of higher classes on various topics:
  - Counseling sessions inviting external resource persons were also conducted to sensitize the students on the topics of-
    - 1) Abuse of Tobacco, Alcohol & the use of drugs
    - 2) Awareness on HIV/AIDS.
7. Involving the parents and the community:
  - Parents-teachers meeting held quarterly to highlight their children's progress and inviting their problems and giving them suggestive & supportive measures wherever possible.
  - A capacity building session for the community on ' Dealing with life after the pandemic' was also conducted which saw a positive turn out.
8. Outreach activities and Enrollment drives:
  - Outreach activities by teachers in batches to identify out of school students and enrollment drives to identify drop-out students were conducted to enable the children to return back to school to a more supportive learning environment.

### **77. GHS, Sovima**

In order to mitigate learning loss during COVID-19 the following measures have been taken:

- Students who could not perform well in the class tests and mid-term exam were identified and given remedial teaching in that particular subject. Some improvements were observed in the students' performance
- Parents teachers meeting was held where the parents were made aware of the difficulties faced by their wards/children. Further, the parents were requested to encourage and monitor the studies of their children at home.
- Remedial/support teaching and revision of all the subjects for Class X were continued till 17<sup>th</sup> of December 2021 and regular classes were resumed again from 1of January, 2022 until their final exams. The blueprint was shown to the students where they were made aware of the expected questions in the exam.

Certain challenges were faced in the teaching learning process

- Lack of interest in studies on the part of students was a huge hurdle faced in the teaching learning process
- Inability to have access to personal smart phones was another reason that contributed to poor performance of students over the curse of two years and now as a huge gap was already created in their studies. It is taking time for students to cope up with the studies. This difficulty arises because most students are domestic helpers or live with their guardians.



## 78. GHSS, Singrijan

- Revision of lessons taught for recollection, understanding and retention of lessons.
- Weekly class Test's of 3 to 4 subject's for continuous assessment and evaluation of students co-curricular activities like Drawing, Sketching and Singing competition were organized once a month to encourage students to participate and develop their personality and creative thinking.
- During the class hours twice a week 10 minutes of a subject class was reserved for student's to clear their doubts on the lesson and topics taught.

As a follow up to the measures, steps and activities implemented to facilitate the Teaching -Learning process and to improve attendance and involvement of students in the classroom the following interventions are being applied before the 2<sup>nd</sup> quarterly exams to be conducted in the last week of September begins:

- Parent-Teacher meeting for student's with poor attendance to work on remedial measures and steps.
- Remedial classes once a week for poor performing student's of Class-5 to 10.
- Oral test subject-wise once or twice a week for every class for credible understanding of lesson's and active participation in the Teaching-Learning process.
- The steps and interventions summarized above have helped to check the dropout tendency and poor academic performance and disinterest of student's in the classroom and all other academic and co-curricular activities. In comparison with the previous academic years pre-pandemic(2019-2020,21) and post pandemic (2022).This academic session (2022) our school has been able to resolve the causes for dropping out of school and loss of learning to a reasonable extent .
- This academic year has been resourceful and productive so far. In the coming days and months our school hopes to achieve considerable strides for the academic upliftment and progress of the student's and take Teaching-Learning onward and upward.

## 79. Great Commission Higher Sec School, Naga United Village

Following are some measures the school undertook to meet with the learning loss and the gap that occurred due to the pandemic situation.

### a) **Emphasis on Foundational Literary:**

- Play way experiential activities. More hands on teaching materials were also provided
- Emphasis is put on reading with comprehension, writing with understanding and Speaking with clear thought process
- Foundational numeracy and literacy is stressed as teachers repeatedly work on the basics
- Special Talk on the understanding and applying mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real-life scenarios.”
- Library is expanded for students' access of reading materials age specific
- Reading is greatly emphasized, library classes were implemented for all and checking out of books for class 5 & above was made a mode.



b) **Remedial Classes**

- Transitioning grade 1 classes has to be given maximum remedial classes to catch up with their more formal and intensive syllabus.
- Math for middle classes was a challenge. The school brought in part time teacher to give classes to specially struggling ones. They were coached separately and made to join main stream after certain levels.
- A class 6 student dropped out of school due to the gap and his inability to catch up with the class. He was coaxed back with special personal after class remedial classes. It was a success
- A class 8 Student had to be taken out of the class for more than months to be taught basic literacy again. It was very challenging.
- Some of the subjects had to be held back from being introduced at the same time due to some subjects which needed more time and attention owing to the gap period

c) **Lesson plans**

- Teachers' lesson plans are concise, to the point and as simple as possible
- Teach the concepts clear even if slow was our guideline
- Not just the knowledge from the books, prepared teachers coached our kids with life skills to prepare for life and any situation
- Personal counselling is a common sight
- Mentor classes were developed to cope with mental, emotional issues and general wellbeing

d) **Encourage and motivate the teachers to walk extra mile**

- Teachers are re-oriented and encouraged by way of seminars and pep talks, tea parties and small celebratory events for who they are and what they do
- Monthly Up-skilling Events are taking place where professionals and inspiring people are resource persons

e) **Emphasis on teaching core concepts and basics with clarity**

- Students are given tasks as supplement assignments to learn the taught concepts clearly
- This is reviewed and feedback given by the teachers after certain periods

f) **Activity /Assessment**

- The school adopted more of a formative approach of assessment since the come back
- More frequent evaluation is conducted with less content for students' convenience.

g) **Parent/School meetings are frequent. Parents are cooperative and thus school and parents walk in tandem in most decision making and action.**





### **80. Hebron Hr Sec School, Sovima**

- Extra classes taken from classes 8-12 after the class working hours
- Special class taken for Mathematics and Science subjects.
- Parents and Teachers meeting after every quarterly examination were held.
- Measures were taken in order to fill up the gap of learning loss due to the pandemic.
- The response of students was positive.

### **81. Little Daffodils Hr Sec School, Doyapur**

- The school has been taking class on all working Saturdays.
- Conducting test every week.
- Coaching class for the slow learners after the school was over.
- PTI conducted quarterly to let the parents/guardians know the weakness/progress of their wards.
- Students are advised to be regular in their attendance.
- Extra class conducted three times a week in place of morning assembly.
- Teachers are asked to make study plans in such a way that it gives more importance on revision and guidance, and not only on completion of the syllabus.

### **82. Mount Saramati Hr Sec School, Unity Village**

- The matter has been taken up from 1<sup>st</sup> August 2022 with a mission mode.
- Most of the students are found to have drastic recession in subjects like MATHEMATICS and in ENGLISH GRAMMAR.
- That 80% of the students are found to have intense delinquency towards classroom behaviour and not at all interested in doing their home studies or home assignments.

Therefore the school management decided to adopt the following measures to bridge the gap of learning loss.

- Supply of notes through online have been stopped totally and teachers are asked to give notes by writing on the classroom board to make sure that the students have taken down the lesson notes on the spot.
- Two (2) Mathematics Teacher, One Mr Sushil (M.Sc. Physics) and One Mr Arjun Bahadur ( B.Sc. PCM) have been hired in addition to the existing Mathematics teachers in the school.
- Provided 3 periods for Mathematics class each day in the routine from class 5 to 10.
- That Subjects like English, Science and Social Sciences are also provided double classes on certain days of the week.
- The school timing has been increased. Classes start sharp at 8am and get over at 3pm.



- School have a total of 10 periods a day on Monday, Tuesday, Thursday & Friday. The 10<sup>th</sup> period is FREE Maths tuition.
- Wednesdays and Saturdays 8 am-8:40 am Praise & Worship, Birth day celebration of the week, special song presentation, counselling are held. Full set instrumental music system provided. Gross motor held in the 9<sup>th</sup> period for fitness and to boost their interest towards schooling. However eight (8) periods are held even on these days.
- All 600 students have been divided into 4 sectors. Namely, i) Success ii) Victory iii) Triumph & iv) Conquer

Students are motivated through co-curricular activities to awaken competitive mind by periodically organizing Dancing, Singing, General Knowledge Quiz, Fancy Dress, Traditional Dress, Bible memory, Sermon, extempore speech, Art & Craft competition.

- Huge hoarding 40 ft. x4 ft. erected in the school campus depicting 1st. 2nd. & 3rd. rank holders name and their photographs in each of the Terminal Exams from Nursery to Class 10 in order to motivate them to academically compete.
- 4-6 subject tests are held in a week to make them studious.
- The 4<sup>th</sup> & the 5<sup>th</sup> rank holders are made the Class Monitor in their respective classes and Monitor Name Plate Batch have been given to them to be worn daily-A motivational strategy to compete academically.
- Casual Leave of the teachers has been reduced from 10 to 6. Medical Emergencies may be considered.

MISSION SLOGAN OF MSHSS : "Enter A Classroom Not To Teach But To Make them Learn"

### **83. Patkai Hr Sec School, Chumukedima**

- Keeping in mind the impact of learning loss suffered due to the Pandemic, the school authority and the teachers sat down together and deliberated over the issue before the beginning of the new school session in 2022.

After the discussion, it was decided that Remedial Classes would be undertaken from Classes B to X to cover the loss of learning suffered. The main focus of the Remedial Classes was twofold:

- Emphasis on Foundational Literacy and Numeracy and
- Emphasis on Core Concepts and Basics with clarity.

With the new session, the subject teachers undertook remedial classes based on the two main objectives mentioned above for a period of the first one and a half month. Only after this were the syllabuses for the new session started.



#### **84. Seeds Of Hope Hr Sec School, Chumukedima**

Following were the initiatives adopted and successfully conducted by Seeds of Hope Hr. Sec. School, Chumoukedima as remedial measures to mitigate the learning loss of the students.

- Instructional Solution
- Extended School Periods and Days
- School Based Summer Vacation Programs
- After School Program
- Visual learning for students specially primary level.

The programs initiated were very successful, more so because the students and the parents were very cooperative due to which almost all the weaker students also could catch up with the others. Of all, the Instructional Solution program and the school based summer vacation program was most successful.

#### **85. St Gabriel School, Murise**

- During the course of pandemic Our school students have been affected psychologically by school closures, lack of proper guidance at home, being unable to access online materials from home and being unable to leave home for a long time. The outcome of the Covid – 19 pandemics wasn't too pleasant. It did not just increase in the disparity of teaching and learning process but increases the number of dropout rates too.
- To mitigate the learning loss, the school has implemented a little different format of teaching – learning process. Students lacking behind, the teacher took measures in taking back the students to basic learning ideas and skills. And also give one on one explanation to those who are unable to cope up in peers or group learning process.
- The school encourages more on fun – learning activities, trying to bring out talents, skills and ideas of a student. This makes learning more interesting and understandable.

#### **86. Unity Christian Hr Sec School, Diphupar**

- The first three months of the School reopening, the School encourages all subject teachers to focus only on the foundations.

Eg. Mathematics- Basic formulas and calculation for different levels.

English -Simple grammars like tenses and nouns and learning the meanings.

- Students are carefully categorized according to their performance and remedial classes are given based on their needs by every subject teachers.
- Major subjects are given extra periods for more in-depth learning by students.
- Every teacher is to submit weekly their lesson plan for a particular chapter (lesson) to the administrators for approval before delivering it to the students.
- Special Coaching Class is given to the weak students where all subject teachers' helps out in learning.
- Teachers follow teaching-learning instructional steps for active teaching and learning.



### **87. GHS, Nito**

- The teachers are requested to initiate doubt clearing session after the completion of each chapter to understand the weaknesses of the students.
- Taking up compulsory mock test every week according to the subjects and convenience of the subject teachers.
- Collection of data and feedbacks from students on various topics which requires more elaboration and clarity.
- Taking up extra sessional classes for standards which needs more focus and extra efforts in a particular subject.
- Organising events and programs which is centred on important topics which the students have missed out during the time of pandemic.

### **88. St. Joseph School, Viyito, Niuland**

- Coaching classes in all the subjects for the outgoing Class – X students extra coaching classes in the school from January second week (10<sup>th</sup> Jan) to till the last date (March 6<sup>th</sup>) of their examination. We also insisted them to stay in the hostel and give them a followed assistance in their studies.
- For Class – IX students we began Classes early than the other classes i.e. on 10<sup>th</sup> January, 2022. Though difficult, still our teachers kept on persisting the parents to send their students to school. Parents really cooperated with us in this regard.
- Teachers made a yearly plan besides the CEDOK's syllabus plan, to finish the syllabus and give more drilling for the lower section students from class 1 – 5. Teachers also found this easy to motivate students and focus on learning part.
- More focus was given on blended learning. School App is introduced in the school for this purpose. Exercises, videos, and the text book is made available for easy learning and occupy the children at home so as to divert them from other online games....
- Free Tuition: For the poor students who are unable to go for tuition are provided by the school specially appointing two teachers in the school itself. Nearly 50 children are benefitting from this.

### **89. Royal Academy, Khehoi**

- Zoom meetings were held weekly (for teachers).
- Created whatsapp group for every class with parents contact number through which informations were conveyed.
- Printed notes ( hard copies) with brief explanation were distributed to the students (class wise on chapter basis): Alternate days.
- Assignments were submitted/notes were collected every alternate days with precautionary measures.
- Students without smart phones were made feasible by the teachers personally.
- 6.School buildings were cleaned/sanitized during weekends.
- Online examination having proved valueless (malpractice) twice , corrective steps were taken:



- Since the school is in rural area (students are mainly from 3 villages), so with the approval from these village council's and GB's, examinations were held at 3 Council Hall, maintaining social distancing in their own respective villages.
- To encourage students to continue with their studies, fee was waived for the month of May 2020 and thereby, from the month of June 2020, 50% of students monthly school fees were relaxed till January 2021. However, teaching staffs were paid in full.
- By the end of pandemic, 20 to 30 weak students were selected and were given free tuitions after class by teachers for 3 months.
- Thus the school was able to function successfully with the cooperation from the parents community adopting the mentioned measures as mentioned above.

## ***KIPHIRE***

---

### **1. Agape School, Kiphire**

- The school has arranged extra/remedial classes for the students to learn pre-requisite skills
- The school has followed a different schedule to re teach the basics to the students before going on with the actual syllabus
- Teachers are asked to submit detailed lesson plans in order to provide a supportive learning environment and to meet the need of individual learners
- Teachers are emphasized to stress more on teaching the core concepts and the basics
- Implementing learning through projects/practical/ activities

### **2. Christ King School, Phuvkiu**

- Extra classes for the students who need special care.
- Evening classes were conducted to teach the basics of all the subjects.
- Students were asked to do some projects and present them in their own way in order to have better understanding.
- Teachers were well informed about the special step that they should take in developing the mental and emotional health of the children.
- To save the time printed notes of missing classes were given to the students when the classes resumed.
- The parent's day was conducted and informed them about the role that they should play in the development of the child.
- Facilities were arranged to the students for evening studies at the school.
- To create interest in students for studies special programmes and competitions were conducted.



### **3. Christian School Pungro.**

- Encouraging and motivating the teachers
- The school has curtailed the holidays and extended the duration of the classes
- Teachers have been made to stay back after the normal classes in order to discuss the progress of the students and to plan their lessons for the next day
- Parent-Teacher meeting have been conducted frequently

### **4. El Beth School, Kiphire**

- Two hours of daily supervised study after the normal school hours for class 10 students by the head of the institution.
- One hour extra tuition for very weak students from class 3 to 7 by the subject teachers.
- In addition of this teachers are very careful in helping the students, specially the slow learners.

### **5. GHS, Phuvkiu**

- Staff and PTA meeting are held every month to address the students learning problems
- SMDC meetings are held to improve the teachers sincerity and dedication in inculcating the teaching of lessons
- Remedial measures are being undertaken by every teachers for slow learners and weak students
- School conducts study hours thrice a week before the actual class starts.

### **6. GHSS, Kiphire**

- Tablets with pre-installed study materials were distributed to the students
- Creation of whatsapp groups for different classes
- Teachers visited the home of the weak students and assisted them wherever required

### **7. GHSS, Pungro**

- Remedial classes were made mandatory every Saturday
- Additional classes which focus on slow learners and weak students in order to bridge any gap between the target group and the rest of the students
- Almost all teachers give free consultation on any topics /concept for further clarity
- Home assignments are focused mostly learning core concepts and basics where students can take the help of their parents and elders



## **8. Good Shepherd High School, Kiphire**

- The students of classes 8, 9 and 10 were given the zoom classes
- The school also opened class wise whatsapp groups for all the classes from LKG to 10. The subject teachers were allotted to send the notes or any other necessary information through the groups.
- The students or the parents submitted their textbook and notebook to respective subject teachers to copy down the notes.
- The students were also provided with print out notes.

## **9. Holy Cross High School, Kiphire**

- The parents were called to school and advised/encouraged to let the students continue their studies
- The school provided special classes for those who had been missing out on their studies..
- Teachers gave much effort for their improvement in studies. Frequent class test/ monthly test are done for their improvement.

## **10. Little Flower School, Pungro**

- Teachers had taken remedial classes for the weak students before and after classes
- Regular retests and monitoring of the students is being practiced
- All the Saturdays have been made working days
- Syllabus plan and lesson plans made to equip the teachers for better teaching
- The school appointed a teacher to counsel the students on their mental and emotional well being
- Parents are called to motivate them to play a supportive role for the education of their children

## **11. Mount Horeb Baptist School, Pungro**

- Emphasis on Foundational Literacy and Numeracy (FLN) enforced in the school from Class 1 onwards
- Remedial classes are being taken and students are made to share/present what they have learnt
- An extra period everyday is being taken for extra classes
- In order to let students acquire the core concepts, the students are made to discuss in groups, debates, etc after the lessons are taught
- Parent teacher meets are organized from time to time.



## **12. Saramati View Modern School, Kiphire**

- Frequency of class tests doubled.
- Saturday classes mainly used for remedial classes.
- In each bench of the class, one good student was selected as bench leader to guide the remaining students in the same bench. (Teach to learn and learn to teach approach)
- More focus was given on reading, writing and basic arithmetic for lower classes.
- Parents were contacted to make them aware of the problems faced and sought cooperation.
- Subject teachers were asked to make an assessment on the students' achievement level.

## **13. Trinity School, Kiphire**

- Revision classes have been conducted on selected chapters every Saturday.
- Special classes were also arranged for the slow learners, for them to catch up with the rest of the class.

# **KOHIMA**

---

## **1. Alderville Hr Sec School, Jotsoma**

- After school classes.
- Mentoring classes.
- More class Test.

## **2. Azedon School, Kohima**

- Most children have lost substantial instructional time during the past two years and may not be ready for curricula that were age- and grade- appropriate prior to the pandemic. They require remedial instruction to get back on track. Diagnosing the learning gaps by assessing each student's progress, proficiency and mastery in a particular subject, identifying the gaps that must be filled and providing student with tailored content that they are ready and able to learn. Teachers need a consistent way to assess the student knowledge gaps and help bridge them in a personalized and data-driven manner. The following initiatives were taken:
  - Class tests and weekly tests are conducted every Wednesday and Friday.
  - Extra classes are arranged on Saturdays to give additional learning time alternately in every subject to equip the students with basic concepts.
  - All the teachers equip themselves to provide counseling to every student and maintain a cordial relationship among them.
  - All the teachers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching.
  - Teachers prepare lesson plans daily and deliver them accordingly.
  - Constant monitoring of students engagement by following up on their attendance, behavior, and learning progress.





### 3. Baptist High, Kohima

For the lost/ missed days of

- a. Classes, special Saturday classes specially subject of Mathematics, Science and Social Sciences were conducted for the said level Classes.
- b. The selected topics of some units/ chapters, teachers were briefed about the contents required and accordingly students were guided and taught with the inputs required.
- c. Special classes were also conducted for the exceptionally weak students specially in Maths and Science subjects. Some important expected questions were also given to them during the special Classes at least to make them feel encouraged and help the do better and come up in passing percentage level in Mid- Term Examination/Model Examination.
- d. One or two classes were also assigned for students in observing skill/ works experience as part of improving and encouraging them to feel active not only in studies but in some extra – curricular activities too.
- e. Though some students continue to show no improvement specially in the major subjects after the Mid Term exam and also in the weekly test and other test conducted , still they are encouraged to continue to study hard in the fourth coming Phase -1 Exam (Class 8&9) and Class 10 ( Model Exam)
- f. Parents / Guardians are called to school and and met heads and teacher to discuss upon certain measures to let their wards improve upon the weaker subjects.
- g. Some students were found to be very irregular and the attendance % were usually very low. Their Parents/ Guardians were also called even for this issue. Some were found with health problems, some with in disciplinary behaviors problem to even in their area. Importance of regularity of attendance criteria was also imparted to both Parents / Guardians and Ward.
- h. Though several learning outcome levels were hampered due to Covid 19 pandemic, the school has also learned and gained much Knowledge and practice outcomes of using the available technology Resources through in Simplest manner like Zoom Classrooms / Whats App/ Google Meet / online meetings to all classes in all possible forms. Teachers and other school office staffs had gained much benefits in using the simple apps in the best possible efforts

### 4. Baptist School, Botsa

1. Lesson plans and classroom activities. • The teachers are suggested to conduct a lots of classroom activities related to the syllabus and also present some visual items on the walls so that the students will learn better. • For higher classes, there is an upgrade in teaching materials and usage of technology such as PowerPoint Presentations. More focus was given to classes 9 and 10 in this style of teaching.
2. Conducting programs and competitions. • For the primary sections, we conducted special days such as Fruit Day to teach them how to relate classroom learning with real-life situations. Making them do hands-on activities helped them to get involved in the real teaching-learning process. • For upper primary classes, we focus on teaching language subjects by conducting Hindi and Tenyidie Elocution competitions. And encouraged them to learn how to speak correctly and improve their language. • For the senior classes, we took them for field visits and made them learn through reallife experiences. Through this, we want to encourage them to understand the concept of why education is important to them and to relate classroom learning with society.
3. Teachers are the backbone of the school: To let the teachers be enthusiastic and help the students cope with the learning losses, continuous guidance is given by the head to let them be more creative and fully involved in educating the students. Every Monday through teachers' devotional services teachers strengthened themselves spiritually and mentally to prepare themselves to teach. They are given ideas and tips to improve their classroom teachings.



4. Teaching the core concept and basics: It was noticed that the students have very less interest in Math subjects, therefore, the school is planning to have a Math Fair by October to let the students know the importance of this particular subject. It is also to remove the stigma among them that Math is not a difficult subject.

## 5. **Bayavü Higher Sec School, Kohima**

- The school emphasized on revision of the previous year's courses, especially till class 8, for the first 2 (two) months of the academic year. This was necessary to ensure that the students would be able to properly grasp the contents of the current year's course without difficulty. Teachers of lower grades (upto Class 3) emphasized on reading and writing of alphabets and numbers and reading of simple words/sentences.
- The school is also providing extra classes for revision and coverage of course.
- The school teachers are providing extra attention to weak students. Remedial classes are being arranged for them. The students are encouraged to approach the teachers for clarification of doubts and repetition/revision of topics.
- The teachers are taking up courses according to their lesson plans. Additionally, topics and contents which are pre-requisite in future learning are identified and more emphasis laid on them.
- The students are being regularly counselled, especially at risk students. Teachers visit the homes of such students to show our concern and to encourage and motivate them.
- More extra and co-curricular are being conducted periodically so as to keep the students engaged in school activities along with their peers.
- The teachers are aware of the learning loss due to the pandemic. They are encouraged to be sensitive and take the extra step in helping the students overcome the learning loss and to cope with the curriculum.
- Along with revision of previous years' courses, teachers are putting special emphasis on the core concepts and basics of the different subjects. Important chapters/topics which have already been covered are revised again to ensure clarity.
- Teachers are conducting weekly tests through which progress of the students are being regularly assessed. Remedial measures are being taken for the weak students. Group activities and assignments are being conducted to promote peer learning.
- The needs of CwSN students are being addressed so that they are not deprived.
- The school is in regular contact with parents/guardians. The teachers have a one on one meeting with parents/guardians after every term during which parents are informed about the progress and behaviour of their wards. Parents have been advised about the ill effects of digital addiction which is adversely affecting many of the students.
- The school extends fee waivers and concession to students who are doing well academically, as an encouragement.



## 6. Baptist School, Khuzama

In the past 2 years, during the course of pandemic the school had taken the following measure in order to reach the students.

1. Online
2. Offline/ Alternate class

During the Online classes, many of the students failed to attend the online classes due to poor network, so also as being in the rural area, not every students have mobile phones which leads to hamper the learning outcome during the due course.

During the offline/Alternate classes, though the school tried its best to help out the students inspite of the extra efforts there were many shortcomings, such as restriction from different organization or bodies and lack of clear direction from the government. The school authority could not take strict action against irregular students. And also many students fails to do assigned work at times.

The above mentioned points could be the reason for the poor performance of the students at the higher level of their studies.

Measures to mitigate the learning loss of the students.

- Educators will need a consistent way to assess their students knowledge gaps and help them.
- Educators have to personalize students with special needs.
- Educators should give in extra effort to reach the students in the classroom.
- Educators will need to engaged the students in different fields such as: group work, expressing ideas through writing, speaking, doing etc.

## 7. CD King Higher Sec School, Jotsoma

- Students are assigned with worksheets after completion of lessons (Maths, Grammar and English subjects)
- Teachers in campus conduct remedial classes for some students that are performing unsatisfactorily in studies.
- Extra evening coaching after regular classes has been designed for Classes 11 and 12
- Timely sitting with the Managing Director and Principal to discuss matters related to teaching – learning, necessary corrections made to teachers with regard to teaching profession.
- Emphasis on core concepts
- Memory card game introduced since 2021, specifically for the subjects of Grammar, Social Sciences.
- Second Spelling Bee held for 6 to 10 graders.
- First dictation competition held for 3 to 5 graders.
- Basic phonetics for 10 graders and boarders.



## 8. Chandmari Higher Sec School, Kohima

- Class-room environment—Create an environment in the class-room that conducive for good learning and also make children feel comfortable and learn things with ease & comfort.
- Collaboration — Teachers — students—Collaboration is the need of the hour helping students to fully realize their potentials and thus make them believe in themselves and reduce some major barriers they are facing while learning.
- To bridge the learning gap, conscious efforts are made to assess each student's progress and mastery in a particular subject / topic through the methods of interactive classroom discussion, assignments, written and oral tests.
- Teachers make efforts to have a one to one session with their students where they are encouraged to share their concerns and learning problems.
- Parent- teachers meeting after every terminal examination are held where the parents are informed about their child's academic progress and discuss about learning on behavioral problems.
- Sports and literary events are organized whereby the students are encouraged to actively participate. Students are also assigned and encouraged to participate in the morning assembly to enhance their moral and social values, boost their confidence and display their innate talent.
- Remedial classes are also arranged as per the need of the students.
- To assess their speaking and listening skills, students are asked to perform one or more oral communication task and are encouraged to ask questions and share feed backs.
- If any students missed out or has not mastered the new concept in Mathematics, specific explanations are provided so as to help clear the concept act only for the current / ongoing lessons but also to help prepare for the next new concept. Identify the specific area in which the student is struggling to catch up, and plan or strategise the areas to clear up.
- Identify the reasons or causes for the difficulty in learning certain Mathematics concepts. Then, provide picture examples, models, use manipulations, use non- standard measurements, real life approaches, etc.
- Keep individual records of students to check their progress. Students (with special needs) — remedial teaching with short and clear instructions to avoid confusion.
- Conducting Oral interaction the students feel confident and allows them to express themselves . It also strengthen the thinking skills of the students.
- Task Analysis — lessons are broken down into smaller components and taught these components in sequence.
- Individual tutorial — Individual guidance is rendered as and when needed.
- Group tutorial — students with common learning difficulties and identical weaknesses for a common topic are identified and help overcome their difficulties and doubts.
- Informal teaching — Informal education and teaching suitably planned and assimilated with the formal education. (Class — room activities and projects)



## 9. Charity School, Kohima

- Presentation on selected topics related to the syllabus was given to the students who usually show lack of confidence and passive in the class to encourage active participation where students were asked seldom questions and allow them to express their views.
- Conducted group activities to identify their learning and skills gap to improve students' learning problems like cooperative learning and ability grouping which help to enhance student's interest in learning.
- Use of sample papers to design interesting activities help identify the students and peer- tutoring.
- Play ice breaking games were conducted in each class to test student's knowledge to overcome their learning difficulties and gain interest in learning.
- Use interactive quizzes to spark memories of the past learning after every lesson is taken coupled with reward.
- Demonstrating and doing experimental with regard to science subject to remove their learning obstacles.
- Peer teaching among the students.
- Open-ended questions to help students come up with creative solution.
- A guest lecture was invited to give a lecture on social studies and science subject for higher class.
- A special extra class was conducted after – school for weak students in order to assist them in particular area of subject they find difficult to understand and learn.
- Assignments were given to the students and the teachers take note of the errors of the pupils and deliver correct concept and knowledge to the students generally once the teachers correct assignment.
- Group project such as drawing, information collection and model making activities were conducted as a part of revision after completion of each lesson by the teacher as daily classwork.

## 10. Christ King Hr. Sec. School, Kohima

- Extra class for below average students.
- Class test, oral test, Homework, classwork, project work
- Project, class test ,homework, oral test, hearing and responding.
- Focusing more time on Reading and writing
- First of all to encourage and to make them more friendly with the teachers
- Focusing more time on reading and interacting with the students.

## 11. Christian Welfare School, Khonoma

- Emphasis on foundational literacy: Emphasis has been taken to make the student acquire the ability to read, write and spell words correctly understanding their meaning
- Lesson plan for teachers: Teachers plan their day daily lesson which will help the, to be more organized and confident which led to effective teaching. It also helps the students to understand their lesson easier and better.
- Teachers are motivated in different ways such as encouraging their ideas, praise or complimenting on their work which makes them feel valued, understanding the teacher's problem, listen to their opinion etc., also encouraging the teachers to focus on the strength and weakness of the students



## 12. Coraggio School, Kohima

- Diagnosed learning gaps through listening, speaking and writing.
- Self care time built for the students.
- Being flexible to their learning speed.
- Extra care for their learning and behavioural development.
- Giving ample time and attention to the slow learners.
- Hindi, Math, Tenyidie, Science and Grammar started from the basic in every classes.
- Minimising syllabus in each and every subject.
- To make learning more interesting practice of learning by doing in the class keeping in mind, their psychomotor skills
- Field trips.
- Explanation through visual aids.
- Revision class test and retest for every chapter.
- Oral test.
- Personal interaction with the parents.

## 13. Don Bosco Hr Sec School, Sechü, Zubza

- Care was taken to ensure that the staffs were vaccinated well in advance to provide a safe and secure school environment.
- Students of class VII and above 70 percent of students were vaccinated with both doses.
- The weaker students were encouraged to study more. To ensure that they understand and catch up with the other students. The extra classes were taken and taught individually.
- Notes of all the students were checked and students with incomplete notes were requested to complete on time.
- Regular home works and projects were given.
- Monthly test and Class test has been conducted often to bring out good results of the students.
- Re-test were conducted for weaker students and encouraged to ask for clarification when needed.
- To bring out the talent of the students, they are also encouraged to participate in various co-curricular activities.
- Competition like Drawing and Painting, Essay writing, Fancy dress, Spelling Bee, Debate, Drama, Dance, Singing, etc. were conducted by the school.
- Students were encouraged to develop their own skills and actively participate in various other competitions held outside the school.
- Seminars on “Say No to Tobacco” and *HIV/AIDS* has been conducted by Anti-Tobacco Club.
- On World Environment Day, students were also made aware of the need to take immediate action to save the environment and Mother Earth.
- Surprise checking is done at least twice in a month to keep tab on mobile usage, junk foods, unnecessary money etc.
- Parents and students are well informed of the monthly tests and exams through school Notice Board and WhatsApp group.



#### 14. Don Bosco School, Chiephobozou

Remedial action to accelerate the recovery of learning loss and discontinuity of study is an essential element of national COVID-19 response education strategies. Given that the extent of learning loss is likely to vary across individual students, teaching at the right level is more important than ever to help students catch up to grade-level standards. The following points are the reports of teachers' activity...

- Knowledge sharing and peer-learning: some of the teachers of classes 9 & 10 divided the students into groups which helped them to share their knowledge, thoughts and teach and learn from one another.
- Some of the teachers began extra class for classes 6- 10 after the class hours in order to explain the lessons a second time for the weaker students to catch up.
- Establishing Programs for Teaching at the Right Level: children are grouped by their level of achievement. This approach includes specific activities and instruction designed to move students to the next level, with close tracking of children's progress.
- Establishing Small Group Tutoring Programs: tutoring can substantially increase student achievement, especially among low-achieving students,
- Daily 4-5 questions are given for classes 7-10 & 2-3 questions for class 1-6, to study and clarify their doubts. Frequent class tests were conducted.
- Personal guidance and personal conversation with weak students on how to improve their studies.
- Some of the teachers contacted the parents of the weak students personally in order to inform about their ward's academic performance.
- Teachers also re-explained the chapters to make the students understand the concepts.
- For mathematics regular test/home work are given and the performance of the students evaluated regularly.
- Helping students to solve a set of questions daily on a selected topic that was discussed on the previous day.
- Repeated revision of the same chapter enabled the students to grasp the lesson and improve their studies.
- Provide Individualized Self-Learning Programs, Including Computer-Assisted Instruction Self-learning programs were used with limited teacher input and guidance, enabling students to progress incrementally towards mastery of their lessons.
- **Summer School:** Holding classes during the summer was another approach to providing more instructional time for remediation.

#### 15. Dr Neilhouzhu Kire GHSS, Seikhazou

- Firstly, the attendance of all the students from Class 6 to 12( as our School starts from Class 6 onwards) was assessed. Class teachers identified irregular students, after which these students and parents were contacted. Parents were reminded to monitor their child going to school, even the time they return home, so that their child does not involve in unwanted activities after school.
- Secondly, the school is seriously checking truancy in students as we notice rise in truancy specially Post- Pandemic. Also latecomers in school. as this is mainly due to mobile phone gaming and excessive use of mobile phones and lack of sleep. All of this affects learning, therefore, school is trying to help them from all sides.



- Thirdly, mentoring is practiced, where all the teachers have mentees under their care. Mentors are reminded to keep a close tab on their mentees under them. Weekly tests are conducted every Friday and students failing in this test are given special attention.
- Fourthly, working Saturdays are utilised for giving Additional classes. Here, unlike other week days, we are focussing on subjects after consulting students, whichever subjects they need more help, intensive as well as extensive classes are taken.
- Fifthly, in order to cultivate reading habit, school library is open daily, students are encouraged to use school library, to borrow books. There is no school librarian but a routine is made for our staffs to look after the library on rotational basis.

## **16. GHS, Chandmari**

With the assistance of the Mathematics and Science teachers, the school has provided necessary remedial classes to improve the mental reasoning ability. Special focus was given to the Class V students to provide a proper foundation and to bring out the interest of student on Mathematics at early age.

Hands on skills activities were conducted regularly in relation with the introduction of Vocational Education. The response and interest of students towards these activities was very positive.

All subject teachers were advised to provide necessary remedial classes on important concepts missed out during the previous year due to lack of in-person learning.

Necessary health services and nutrition meal are provided to targeted groups regularly so that the physical well being of the students are not at stake.

Priority has been given to students discipline and regular assessment of academic performance by conducting test regularly by the concern teachers.

## **17. Fernwood School, Kohima**

### Initiatives taken by the school.

Weaker students were identified by letting them appear a simple test of their previous class course in the core subjects. After evaluating their performances, remedial classes were conducted for them in a cluster of just 3 to 5 students only for about 35 minutes after the school, with the consent of their parents, giving personal attention to each of them. These classes were conducted for students of class 1 to class 10 on alternate days so that the other weak students also could be accommodated.

## **18. GHS, Kiruphema**

A competition was conducted on Time table and spelling bee for classes 6-10 in the month of May 2022 to improve their Basic Mathematics and English

Remedial classes is given to those students weak in Mathematics, Science, etc. after Holiday from Wednesday to Friday

Few classes were given for reading skills in English subject.

Some teachers were assigned to visit few students home and guide them in their study hour and collect their problems





## **19. GHS, Rüsoma**

- Remedial classes were arranged for those students with poor performance in mid-term.
- Weak students were allotted mentor-teachers to understand and guide them towards the desired outcome academically and emotionally.
- Parents-teachers meeting was organized on 25<sup>th</sup> August to close the communication gap between parents and teachers to better facilitate the learning process of the students.
- Smart classrooms have been introduced for classes 9&10 for better retention and to captivate the interest of the students.

## **20. Gilead School, Tuophema**

- The school had started remedial classes by taking additional classes in order to help the students overcome the loss in learning during the pandemic.
- The Teachers had attended seminar/webinars to update the teaching skills and rebuild the core concepts and to encourage and motivate them to do hard work.
- The school also introduce extra classes and mix of class-room teaching to strengthen the basic concepts and topic covered. Date.2... 09/22.
- Material based activities, work sheets and projects were assigned to the students at regular interval of time to improve the students' learning skills.
- The School had also organised Parents/Teachers meeting, in order that together we can motivate and assist and play a supportive role for education of their children.
- The School had also organised Literary week cum Cultural programme, World Environment day and Awareness programme to inspire and strengthen the students in their learning skills.

## **21. Grace Higher Secondary School, Kohima**

- Class 1 students were made to read and write alphabets and numbers which they did not have the opportunity to learn due to the pandemic. They were assessed in subjects, their progress and gaps were filled until they are ready and able to learn.
- Remedial classes were taken mainly focusing on the basic concepts and better study habits.
- Additional class were conducted during some non working Saturdays.
- Visuals were mostly used for the lower grades.
- Encouraged project based learning.
- Weekly assessment of the students were done to determine their progress .
- After weekly assessment, the teachers intervene and pin point certain areas the students need help most.



## 22. Holy Family Higher Sec School, Kohima

- **Remedial classes:** almost on a regular basis, after the assessment through unit test, teachers are identifying the low achievers and providing remedial classes after school. Doubts are being clarified and the concepts are re-explained.
- **Study hour:** as there are many students who do not receive much support in their studies at home, students are provided study hour in the school under the supervision of subject teachers before the conduct of unit test.
- **Project and assignments:** project and assignments out of the textbooks are often given to the students for conceptual understanding in the core subjects.
- **Additional classes:** the school normally conducts special classes for students of class 9 to 12 on Saturdays. however after the summer break, children from primary classes onward who fall in the category of low achievers are identified and called to the school on Saturdays for special classes sending prior information to parents.
- **Peer Teaching:** to encourage 'learning by teaching' students are given time for peer teaching. It is also observed that students listen very attentively when they are taught by their own classmates.
- **Lesson plan:** teachers are always told to plan their lessons well for effective teaching. A log book is maintained to check the teachers in this regard. Emotional and mental health of the students are also taken care and counseling is provided wherever necessary.
- **Literary activities:** the school has conducted literary week from 16<sup>th</sup> to 20<sup>th</sup> aug to provide platform to the students to learn outside the classroom. Students were also sent to participate in the quiz, extempore and music competition organized by ANPSA, Kohima unit on 13<sup>th</sup> & 27<sup>th</sup> aug 2022 respectively.
- **3D teaching aids:** the school has also procured 3D teaching aids for Science and Mathematics to enhance teaching and learning in these subjects.

## 23. Jo Foundation Inclusive School, Kohima

- During this pandemic, education of the children has regressed and more so for the differently abled. Seeing this condition JFIS was the first among the private schools in Kohima to extend teaching through Whatsapp this was possible with the corporation the parents. Assessment and related activities was also done online through Whatsapp.
- In the second year. all the teachers were trained by the Ramie Tech Solutions, Kohima on how to use Google Classroom effective teaching. Blended classroom and WhatsApp.
- With the help of Union Baptist Church and the Deputy Commissioner, JFIS cot-ikd distribute Rations to the special children and- families with. Poor economic conditions.
- Eventually as per the SOP blended and offline class resumed alternately from secondary to elementary and primary as well.
- Till now we can feel the loss or learning gaps and extra attention is, being given to weak students.
- With classes mostly being Online the past few years, attendance after. The regular classes have been disrupted. In order to improve their, attendance-as well, monthly Attendance sheet has been introduced which would help the students know their position. The parents know about the regularity of their ward in the school.



- In order to cope up with regular studies, class test has been conducted weekly and re-test for those who could not reached the margin marks.
- To enable the students to be active and participate in-the physical activities as well, co-curricular activities like Sports Week, World Autism Awareness Day, Nature 'Walk, Educational Tour, Talent Competition etc. have been organized by the school.

#### 24. John Govt. Higher Secondary School, Viswema

- The gigantic shift of learning online was necessitated as a result but we were totally ill-equipped technically, financially to assist the students to the fullest extent. Only about 20% of the students/parents had smart phones. Our students mostly belong to financially struggling families that depend on agriculture for sustenance and it was impossible to immediately afford to buy smartphones for their children. Coupled with this problem, another was poor network connectivity in our rural area. So, in truth, many students were not able to take part actively in the teaching/learning process online.
- After the schools started functioning normally, we soon could detect the learning gaps of the 2 years lockdown during Covid. Classroom attendance was also affected to a large extent and student's irregularity due to several reasons was also noticed.
- **Extra Coaching Classes:**
  - The teachers have tried their best to help in mitigating this learning loss by providing extra coaching classes, continuing with online as well as offline classes.
- **E-Learning Classrooms:**
  - E-Learning Classrooms were also set up which was received under SAMAGRA schemes.
- **Co-curricular activities:**
  - Several co-curricular activities were conducted under the guidance of the teachers. Life skills activities like basket weaving, envelope making, etc were undertaken.
- **Contributions from Teachers:**
  - One particular teacher Miss Peleno has even bought mobile phones for 5 deserving students.
  - Some teachers even visited homes of students encouraging them to join regular classes.
- **Remedial Classes:**
  - Remedial classes for main subjects like Mathematics, Social Science, English, Political Science, History was conducted in the month of December/January.

#### 25. Living Tree School, Kohima

- **Foundational Literacy:** The school focus on the students' proficiency in learning. More emphasis was given on the students' reading comprehension, writing with understanding and their listening and speaking skill through various teaching aids and materials.
- **Remedial classes:** Teachers were assigned to assist indigent students on the subjects that they find it difficult to cope up with.
- **Additional classes:** Extra classes are conducted for 2 hours daily during exams, to prepare the students well and also to improve their performances.



- **Lesson plan for teachers:** Teachers prepared their detailed lesson plan at the beginning of every term focusing on the students' overall development.
- **Co- curricular activities:** The school assigned the teachers in initiating the students to take up different club activities such as Science Club, Book Club, Nature Club, Art & Craft Club etc. The goal of these curricular activities is to motivate and create an encouraging study environment focusing on the strength of the students.
- **Activity/ Assessment:** Students' progress is assessed thoroughly through quality of learning activities such as showcasing educational/ motivational movies, word games, life skill etc. It provides a channel for reinforcing the lessons learned in the classroom, offering the students the opportunity to apply academic skills in real- world context.
- **Teacher- Parent Relationship:** Here at Living Tree School, we strive to bring about a better teacher- parent relationship by communicating daily about the students' performance and behavior by maintaining student's handbook. This has positively impact both Teacher- Parent as well as ParentStudent relation.
- The school has witnessed positive outcome in the student's performances by following the above suggestive measures.

## 26. Loyola Hr. Sec. School, Jakhama

**Encouragement and Motivation to the Teachers:** The principal conducted an orientation for the teachers to enhance their teaching strategies. He stressed on capability of the students rather than their weaknesses.

**Lesson Plan for Teachers :** The lesson plan was a great help for the teachers and students to focus on their day today learning process . Teachers were able to identify the capacity of each and every students according to their capability.

**Counsellin :** The management and the staff were able to give personal attention to every students specially the slow learners. Student Counselor counseled and guided the students .Through which the mental, emotional health and their wellbeing of the students were taken care.

**Remedial Classes:** Students were encouraged to attend the remedial classes. Teachers according to their subjects took remedial classes for all the students after school hours. Extra classes were conducted for the weaker students to help them to cope with the other students. In addition to this, group discussion, visiting students at home and interacting with parents were also part of the awareness programme. Teachers take personal interest to check their note copies and to complete their notes and assignments in a systematic way.

**Tests:** Weekly tests were conducted orally and written for all the classes to assess the continuous learning.

**PTM:** After the quarter examination the PTM was conducted. The management informed the parents/ Guardians the performance of their wards . and encouraged them to take special care for their sons and daughters in their academic performance, health and hygiene etc.



## 27. Merhulietsa High School, Kohima

1. **Focus on core foundational concepts:** Having assessed the performance of the students after completion of first term and Mid-Term exams and in keeping with the NEP 2020 guidelines. The focus of the teachers has been directed on the core/ foundational concepts that students need to master for class (1-8):
  - a. Chapters and concepts that students found struggling and showing lack of mastery are being **retaught and reassessed** internally to gauge the learning outcome of the students. All teachers- especially on chapters/topics that require concepts to be learned are intentionally going slowly so that weak students will be at a disadvantage.
  - b. In lower classes some subject's **individual learning outcomes** and evaluations are being implemented. Admittedly, it is still crude at the moment though internals (CCE) is not an issue but external examinations for the second term is proving to be a bit of a struggle. Hopefully things will smoothen out for the third term.
  - c. For subjects like **Grammar, Mathematics, Hindi, and Science** which require concepts to be mastered. Chapters that are foundational and were covered in the first term- at least 50% of the chapters will be repeated for the second term. Likewise, after second term if students still continue to show lack of mastery the chapters from first term will be added in the third term. The progress may appear slow but the end goal is mastery of the foundational concepts rather than completion of syllabus.
  - d. More **choice questions** will be added for the second term.
2. **Life skills subjects:** Life skill subjects have become indispensable subject after the pandemic. We are making use of life skill subjects-twice a week for classes 1-10, to be intentional in our approach to addresses: Physical and Mental Health, Interpersonal Skills, Coping with Stress, Self-awareness and more.
3. **Additional classes:** As many students take tuitions after school hours it was posing a problem to have additional periods of classes after normal classes. So instead of extra hour after school we started classes on Saturdays - though normally Saturdays are off for the school. For now students of class 5-10, regardless of their performance during First and Mid-Term examination, are attending the classes but after the second term the plan is to have only students with poor performance to attend the classes. Apart from these simple steps we are constantly looking for better and proven methods to help the students grasp and retain the concepts taught in the classes.

## 28. Mewi Hr Sec School, Kohima

Placing emphasis on Foundational Literacy and Numeracy as envisaged in the NEP 2020, the school is encouraging more classroom activities, requiring students to bring extra learning materials like dictionaries to help them better understand the meaning of words and terms.

Teachers are also being encouraged to use outside the text book methods to help the students improve their math skills and problem solving capabilities.

Teachers have been instructed to revisit the previous year topics which are being repeated in their present class to help the students recollect and be more knowledgeable about the topics which they will be learning.

Saturday coaching classes are being conducted specially for classes 9, 10, 11 and 12. During these classes, students are being encouraged to clear their doubts about their subject matters with the Teachers.



### **29. Mezhür Higher Secondary School, Kohima**

As suggested by the Board for remedial classes, the school started the remedial classes from class 1 to 10, during the month of July and August. The outcome was very fruitful as we could see improvement in the students performances in the recent Second Evaluation Examination. Moreover, we have again arranged for the second phase of the remedial classes, hoping that it will be as fruitful as the previous one.

### **30. Ministers Hill Baptist Higher Sec School, Kohima**

- Remedial classes in addition to the regular classes were held to reinforce the basic concepts which might not have been possible due to the technical glitches during the online classes.
- Whatsapp group for all the classes has been created to connect and work together with the parents to address the needs of the child.
- The school Chaplain is also assigned to give counseling to the students for the wellbeing of the mental and emotional wellbeing of the students
- Teachers are also instructed to confine to their teaching, especially for the slow learner, to the basic concept learning, which the students might have missed it in their previous class.
- As far as possible, teachers do not pressurize the students much and focuses more on their strength and encouragement with minimal stress supplemented by remedial measures on the student weaknesses.
- To recollect and to reinforce the basic knowledge in hindi, a 'HINDI DAY' was organized in the school from classes 1 to 10, where students were asked to write the vowels, consonants and 'Matras' as well as to say it verbally from memory.
- The school also organized 'Time Table Day', where a day was dedicated for time tables and basic formulae in mathematics. On this day the individual student had to orally say the tables and formulas from memory. This exercise was carried out for the students of classes 1 to 10.

### **31. Model Higher Secondary School, Kohima**

- Teaching the core concepts and basics to recapitulate the loss during the pandemic. More emphasis was laid on the importance of conceptual learning keeping in mind that it would serve as a ladder for their future learning process. One on one mode of interaction with the students along with parents was started to address and solve the problems faced by the students in their academic areas.
- Unit/chapter wise tests were conducted to keep track on the progress of the students. In doing so, these regular tests help the teachers to identify the students in need.
- Teachers were advised to organize debates and symposiums to make the classrooms more learner friendly.
- Students were given projects and assignments based on mathematical working models to instill learning interest with special regard to Math subject.
- Handwriting of the students was kept in check to improve their writing skills.



### **32. Modern Hr. Sec. School, Kohima**

- Review of the student's previous knowledge through, group discussion and questioning.
- Regular Formal testing to know the learning progress of the students.
- Identifying different categories of students and providing them counseling.
- Implementing more practical activities through games, competitions, puzzles, project works etc. to energize their cognitive ability.
- Awareness on the use of QR code and DIKSHA APP.
- Encouraging students to communicate in Hindi to improve Hindi Skill and to make subject easier

### **33. Modern School, New Market, Kohima**

- Helping the students to read correctly especially the complex words.
- Making them to practice writing to improve their handwritings.
- Encouraging the students to participate in different co-curricular activities such as painting, handwriting, singing drawing, making productive things out of waste materials to bring out their inbuilt talents.
- Giving opportunity to every child to lead the morning assembly in singing, reading the word of God, thought of the day. This is to make the students to overcome stage fright.
- Making the children to plant some flowers seeds/seedlings at home to inculcate care and love for environment
- Helping the students to read and understand the word meanings in order to improve their vocabulary.
- Taking/teaching lessons which are relevant to the academic syllabus of the students.
- Extra classes were conducted for students who need extra care and guidance.
- Parents/Guardians co-ordinate with the activities of the school. Reports and assessments were sent back to school teachers/authority.
- Tuition after school hours was encouraged and the same was responded well, Co-ordinations among tuition teachers and schools subject teachers were made so as to facilitate better, faster and more effective means of learning.
- Covering and completion of left out from original syllabus were also encouraged to every subject teachers.

### **34. Mount Carmel Hr. Sec School, Kohima**

- Written Test/ Oral Test
- Weekly tests/ Extra classes



### **35. Mount Hermon Hr Sec School, Kohima**

1. Remedial classes/Emphasis on teaching the core concepts and basics with clarity/Additional classes:  
Though the Board suggested from class.5 onwards, the school decided to start from class.3 onwards as most of the students from the lower grades are an equal victim of learning loss.  
Each class was divided into either 2 or 3 groups, as per their learning capacity and academic performance. And accordingly the remedial classes were provided during working Saturdays especially for the slow learners and average performing students, 3 periods for an hour each so that a teacher can give enough attention to all the students in the class, individually.  
On the other hand, those students who are quick in following the class and have easy understanding, plus good in academics were made to stay back after class for 45 mins ,every Tuesday and Thursday. Here the basic concepts and topics covered were discussed to strengthen the understanding and knowledge of the students .Students were also encouraged to clear out impending doubts on a concerned topic, if any.
2. Activity/Assessment : Students are consistently assessed through classroom based activity like presentations, oral test, weekly test and role play for certain subjects. Writing and Speaking skills are checked by conducting activities like debates, quiz, essay and letter writings etc.,especially with the higher classes.
3. The school used to reach out to the parents every now and then, trying to connect and collaborate for the betterment of the students. Encouraging the parents to be supportive and understanding of their wards. Just recently a PTM was conducted for class 8 & class 9 students, specifically for those who fared poorly in the Mid-Term Exam, with the hope that the students perform better in the coming final examination. The general PTM was conducted during the month of April '22 for all the classes. Some more PTM will be conducted class wise in the coming days.
4. To address the psycho-social and emotional wellbeing of a student, the school used to make an appointment with a clinical psychologist , as and when serious needs arise. Else the school has a chaplain who also takes care in the counseling of both students and teachers alike.

### **36. Mount Olive College, Kohima**

- Remedial classes
- One month orientation programme for under privileged students from rural areas held during the month of July
- Repeaters are provided remedial coaching classes
- Textbook reading is encouraged, open book test and unit test are conducted frequently.
- Students are made to submit their notebooks for evaluation by the concerned subject teachers.
- Personal contacts are made with non-performing students and their parents.





### **37. Mount Sinai Hr Sec School, Kohima**

- Teachers identified the areas of weakness through oral/written tests in their respective subjects, through observation and personal contacts with students and parents.
- These areas of weakness are discussed during the class wise monthly subject-teachers' meetings and efforts/solutions to address them are worked out and carried out in and outside the class.
- Special attention is given to slow learners during the transaction of lessons. Lessons/concepts are simplified for those who are unable to cope up with others.
- Efforts are taken to improve the reading, writing and speaking skills through different activities.
- Remedial teaching and re-teaching are done for slow learners both during and after the class hours.
- Teachers meet parents regularly to discuss about their children's progress.

### **38. Nagabazar Baptist School, Kohima**

- Re-teaching the students the basic /concepts of previous years syllabi to improve the current year performance.
- Give opportunity to student to have one - to - one conversation / interaction with teachers.
- Special attention to be given to distracted and underperforming students.
- To go for detail revision on important topics / lessons after completion of syllabus.
- Give more importance to spellings, reading, writing and listening.
- Take up activities to reduce stress and support students well - being.
- Conduct of parent - teacher meeting so as to know more information about the pupil and help the students collectively.

### **39. Oking Christain School, Kohima**

- Teachers were prepared in conducting accelerated learning classes to help children recall and get back into the rhythm of learning and give constant motivation to boost the confidence.
- Instead of jumping straight into teaching, all teachers were requested to facilitate structured instruction with children, listen to them, understand their fears and provide them with a loving and caring environment.
- It was a herculean task for the teachers to improve the concentration level of the students in writing, reading, listening in the class.
- Conduct of one to one Parents Teachers Meeting so as to know the difficulties face by the child in the teaching learning process.
- Teachers were asked not to run after the syllabus but to see the difficulty level of the children after every chapter in the form of reading, writing, activities, etc and to give remedial classes as per need arises.
- Activities like class works and home assignments were given to students and they did accordingly.



#### **40. Regimental School 4<sup>th</sup> NAP, Thizama**

1. Constant motivation and boosting the confidence of the students.
2. Detention after class to study.
3. Starting with reading phonics blend: The area of conducting reading in small children becomes very beneficial as they were out of touch with the trend of reading.
4. Competition in various activities: Students are always in a mood to compete with one another, it may be through class test, home assignment, class work assignment, or project work. By taking these activities, it helps them build competitive spirit and takes the opportunity to work hard.
5. Peer group activities were conducted to help students develop communicating, participating, leadership etc.
6. Letting students' maximum reading and writing activities helped improve them their ability.
7. Periodic discussion with the parents also helps in improving students' performance in studies as well as in every aspect.
8. Self- presentation of verbal sharing and discussion was encouraged.
9. Lesson based reviews were conducted.
10. Play-way method was rigorously conducted.
11. More opportunities were given.

#### **41. Rev. Dr. Neiliezhu Üsou Memorial School, Kohima**

##### Objectives:

- To motivate and help the academically struggling students realize their areas of weakness and help improve on their front.
- To develop the quality of generic skills such as interpersonal relationship, communication, problem-solving, independent thinking, self-learning, logical and critical thinking.
- Enhance learning interest and motivation. To de stress.

##### Measures taken to facilitate effective learning are:

- Spellings and doubt clearing session.
- Students with incomplete notes are made to write their notes.
- Re-explanation of lessons based on their concept of understanding.
- Basic ideas were explained on how to remember the answers and how to attempt the questions according to the marks given.

##### For example: Geometry (Mathematics):

- Quadrilateral and circle lesson was covered using various techniques. They include usage of papers cut in the for of various shapes and sizes to explain the concepts. The major focus is to help the students make the best use of their logical thinking skills.
- The concept of measurement was taught using varied techniques. These include sequencing the smallest unit to longest unit (milli to kilo). Students were made to count the zero while converting. Usage of BODMAS rules was taught. The steps involved were to calculate the four operations according to the rules mentioned.



Science:

- A real sample of plant leaf was used to show and explain the parts of a leaf such as the mid-rib, veins, lamina, and etc. Students were made to touch and see the various parts of a leaf.
- Usage of working model like a floating house to explain Buoyant force, demonstration of chemical reactions such as using baking soda and vinegar to observe the release of carbon dioxide gas, ‘show and tell’ of a battery using 9V battery, and etc.
- Visual representation and drawing on white board to explain the working of electric current.

#### **42. Rüzühkrie Government Higher Secondary School, Kohima**

Measures and initiatives undertaken to address learning gaps and achieve learning objectives by the teachers

##### **Teaching learning process during Pandemic**

- Whatsapp groups for students were created for students to continue with the teaching learning process during the pandemic and continued till offline classes resumed. Classes were taken according to the school routine with strict attendance even for online classes.
- Students were provided with explanatory notes, recorded explanations and given home assignments to encourage students ‘independent learning and to keep them in touch with their books. Educational videos and recordings were uploaded daily for students’ better comprehension.
- Periodical tests were conducted for assessment of student’s progress and understanding.
- Some teachers used Google classroom to take classes and conduct tests. At the same time, video presentation was conducted for students by teachers to assess their comprehension of given topics.
- Also, the teachers personally attend to the need of their students by sharing their contact numbers if and when the need arise.

##### **Teaching learning process Post Pandemic**

With introduction of Remedial classes, teachers braced themselves for an organized and well planned teaching course for students whose regular classes had been interrupted due to the Pandemic.

- Weekly and daily lesson plans have been modified and efforts are been made to endure that students have understood the basic concepts before proceeding to given topics.
- Classworks and regular assignments are given so as to ensure self study. Inorder to clarify doubts and to supplement their learning,
- Remedial classes were conducted for students appearing class 12 and 10 final examinations before their exams.
- Weak learners were identified on basis of their performance in their internal exam/tests. Inorder to build better relations with students and to interact with them and their guardians/parents ,home and hostel visits were done. During such visits, the students were encouraged and motivated by sharing of experiences and given tips/suggestions for improving their learning skills.
- Career counseling with help from professional counselors were also organized and problems faced by students were also addressed during such interactions.
- Basing on students needs and interests, extra classes are being continuously conducted. Peer group discussions and group activities are encouraged amongst students.



#### **43. Silas Memorial School, Thizama**

- In order to compensate the loss in the classroom learning, working hours have been extended.
- Remedial classes to the weaker students were initiated.
- To keep the students safe from contacting Covid-19 in the school, some basic measures have been initiated like providing hand sanitizers, soap, mask, hand washing point, pulse oximeter, thermal screening provisions and sodium hypochlorite to sanitize the school. iv. Students unruly behaviours were also noticed after long closure of school. In order to curb these problems measures like counselling and parents meeting have been initiated.
- Discussion hours with the students once a week by the subject teachers to understand the learning outcome through friendly environment.
- Counselling and parents meeting were also initiated to improve students' performance.
- Group activities were conducted to help students in interacting and to share their opinions.

#### **44. St John School, Kohima**

- Teachers are instructed to prepare a clear lesson plan highlighting the expected learning outcome of the lesson to be taught.
- All teachers are instructed to take few remedial classes before the start of any new lesson from the present syllabus to reflect back on the previous year's lessons to refresh/recollect what students have learnt the year before. For subjects like English, Mathematics, Science subject teachers are instructed to teach the students the basics first. Saturday classes are engaged for Remedial classes only.
- During proxy, handwriting, drawing, games periods, special attention/additional class are given to the weaker students assisting them in better understanding of the lesson.
- Keeping in touch with the parents of the weak students and providing constant feedback of the students on their learning outcome.
- Class test/weekly unit test are conducted to have a continuous evaluation of the students and to ensure that learning is taking place.
- Creative Activity classes are conducted providing platform for the students to work on their creativity/ skills and also for recreation.
- The school has planned to give Additional classes for the students of IX & X for the entire month of August 2022.
- Plans are underway for Parents-Teachers Interaction soon.
- In addition, Discipline Awareness Week and Cleanliness Awareness Week are conducted to inculcate good practices as a way of life. Also, moral/value lessons are given to the students in the morning assembly to motivate the students towards purposeful life and for the overall development of the Students.



#### **45. St. Andrew's School, Jotsoma**

The steps taken by the school to bridge the learning process that Covid 19 had brought are:

1. For the first month especially for the lower classes (Nursery-I) basic of Mathematics and English class were thought before going into the syllabus.
2. Remedial class for weak students for the higher class was arrange every alternative days.
3. An awareness program on the theme learning after Covid for students of class VII to X was conducted by peace channel group from Kohima.
4. Regular test was conducted for the assessment of the students.
5. As there was tendency to drop out counseling was given to class 9 and 10 students by sister Jincy.

After taking an effort of two months implementing the necessary steps taken by the school authority there was a tremendous change in the academic performance of the students. The students are now in tune with the subjects and learning than before they are taking initiative to learn new things and are ready to work. With the group readings and activities initiated the students are cooperating among themselves with new ideas and innovation. The relationship among them also improved and learning becomes more effective for them, the students are now ready to take up any new task we gave. Academic wise the students are improving with the periodic assessment in each subject. Above all, there is a change in their attitude towards learning. The extra classes help them to improve both in their academic and classroom.

#### **46. St. John Bosco School, Khonoma**

- During the covid-19 pandemic loss of interest and tendency to drop out among the students were quite prevalent, and some parents took away their children from the school, this was due to the intermittent disruption of regular classes. And the school authority in consultation with the teaching staff and the parents took the following measures:
- Online classes were initiated from classes 1to X
- Relevant questions were prepared and made the lower primary children to respond them through the phone
- In addition to the online classes, based on the lesson/chapter proportionate regular notes were given and even some practical home works were also demanded.
- When the pandemic situation improved, keeping the social distance offline classes were conducted. During this time teachers were asked to give extra attention to the poor students.
- The teachers were instructed to check the notes of the students once a week.
- Practical projects: Project works were given and the students were asked to submit to the subject teacher at different time.
- The children were encouraged to do the project works and submit them through Whatsapp first and then surrender to the respective subject teacher.
- Gradually, the online exams system was done away with as there was a lot of mal practices
- The students who perform poorly were given chance again to improve their knowledge of the lessons.



- At times some selected questions were given for some students who could not afford to come to school for long period of time
- Teachers: In keeping with the NBSE directives the teachers were regularly present, except the most severe time of covid-19 pandemic, turn by turn they were to come to school. The teachers prepared their lessons for class online, in addition prepared extra questions, exercises to help the students
- The school authority: Strict measures were taken for safety of everyone, use of mask compulsory, provided sanitizer in the school campus gate and class room.
- Posters were displayed such as: no mask no entry/ no handshake / wash hand before entry to the school campus / no personal contacts
- The school management paid the teacher's salary without failed, although during the severe covid-10 pandemic there was delay. The school had given concession to a number of children during the covid-19 pandemic as their parents had no earnings to pay the fees.
- Three months school fees were granted to all the children during the total closure of the school.

#### **47. St. Joseph Hr. Sec. School, Viswema**

1. Remedial classes for classes V – XII on every Saturday
2. Additional classes by the Subject teachers especially Maths and Science
3. Lesson plan for teachers
4. Special care for the slow learners by teachers to ensure minimum learning
5. Emphasis on teaching the core concepts and basics with clarity
6. Weekly assessment and tests
7. Seeking the cooperation of the parents to support the students in their learning.

#### **48. St. Xavier's School, Kidima**

- Morning study hour is made use to help the weaker students of the class.
- Daily 2- 3 questions are given to study and clarify their doubts in the class under which test are conducted. Weaker students are being given extra care to perform better.
- Personal guidance and personal conversation with weak students on how to improve their studies.
- Some or the teachers contacted the parents personally in order to inform about their ward's academic performance and plan out effective ways to help them learn their lost classes,
- Teachers' also re-explained the chapters to make the students understand the concepts better.
- For Mathematics, regular test and home work are given and the performance of the students are evaluated regularly, Also helping them to solve a set of question daily on a selected topic that was discussed on the previous day. \_
- Repeated revision of the same chapter enabled the students to grasp the lesson and improve their studies,



#### **49. Stella Hr Sec School, Kohima**

- Remedial classes are held after class for weak students
- Free tuition given in Maths for the weak students
- Regularly conducts subject-wise tests
- Conducts weekly test for 20 marks
- Doing thorough revision in all the subjects
- Conducted Model Exam and Term Exam
- Teachers meeting parents personally to encourage their child/ward at home till date.

#### **50. Trinity School, Kohima**

- Remedial Classes ranging from 15 – 20 minutes were arranged and taken for the weak students after normal school hours.
- Re-test and re-taking of exams are specially arranged for the struggling students.
- Classroom seating arrangement were adjusted and change from time to time, for instance, weaker students are allowed to seat on the front side, and also they were allowed to seat in between the brighter students.
- Peer Group teaching is encouraged and done from time to time.
- Smart Classrooms are used to induce more learning methods.
- Syllabuses/Chapters are reduced for every terminal examination.
- Surprise test are conducted to ensure that students are alert and adapting to regular studies.
- Personal Counselling for both the parents and the students were also done especially for those struggling students.
- With the intention to instil in them the much needed confidence, responsibilities in the form of Captains and School Leaders are entrusted to those students who are struggling, so as to ensure that they are always counted.
- A monthly monitoring exercise covering all the details of the students are also taken into account in a bid to assess the overall performance of the students.

#### **51. Vinyūzo Hr Sec School, Kohima**

- Weak students are indentified and parents are informed about the situation and to extend their cooperation.
- Few Teachers were assigned to visit the homes of some very weak and irregular students.
- Lessons have been planned with more examples, illustrations to make learning easier and interesting.
- Extra classes are being conducted for the students who are lagging behind.
- Re-teaching/revisiting their mistakes.
- Clearing doubts one on one.



- Solving similar problems again and again especially in maths.
- Students are given more interaction time with the teachers to build their speaking and social skills.
- Assigning them with writing activities to improve their writing skill. The topics are also intentionally selected to help them express their feelings and help them overcome their fears, doubts, laziness etc.
- Encouraging self study, peer learning to strengthen their understanding.
- Giving motivating speeches in the morning assembly has been emphasised.
- Two seminars on mental health were conducted for the students.
- Counselling the weak/problem students has intensified.

## **52. Viswema Baptist School, Viswema**

- Introduction of Games and Library as classes for reduction of overloaded learning and stress in students.
- Organizing co-curricular activities to make students participate in activities not undertaken since the Pandemic like planting of flowers, painting of wall and baking for different classes with teachers.
- Additional classes of an hour for class 8-10, for clarifications and remedial learning as well as Parents-teachers interaction after monthly Tests and 1<sup>st</sup> Mid Term Examination for a better relationship and understanding among Students, Teachers and Parents.
- Emphasis on Testing previous knowledge of the students with the very aim of making them understand and learn topics in relation with their environment.
- Re-introduction of Morning Assemblies based on Themes with reference to occasions falling in the month.

## **53. Little Flower Hr Sec School, Kohima**

Pandemic period has indeed created a big gap of learning and still it is a tough time for both teachers and students during this academic year 2022. First and foremost during the staff meeting, teachers were made to make Annual Teachers' Project on how to follow up the students. Because they lack understanding of the basic and core concept of subjects, slow in writing and shy in approaching, also lack motivation to get back to normal classes, low self-confidence, they were easily distracted and had short span of attention in the class and they lack team and competitive spirit.

Some of the simple and yet very practical remedial measures which we followed so far are given here below:

### **1. Socialization:**

- Students were helped to introduce themselves in the class and made them to share few things to make them familiar and comfortable with each other in the classrooms.
- Teachers made great effort to develop healthy personal relationship with students to understand their emotional and mental state of mind.
- Showed empathetic towards every child because of long gap of direct contact with the school.
- Gave space and freedom to every child so that they can express themselves well among their peer group.
- Made the students write their thoughts out in the class, experiences related with their studies, emotional and mental health issues and after that they were given direction to meet the school counselor for professional guidance and help.





2. Concept learning:
  - Reviews of the previous lessons and related topics that they might missed during the pandemic and also basic core concepts are taught and gave brief summaries of the lessons.
  - For Primary classes for almost 3 weeks students were taught alphabets, joining letters, short words and phrases followed by framing of sentences.
  - Taught basic lessons such as writing the formulas, learning of the multiplication tables, shapes, sizes and counting of numbers etc...
  - Taught phonetics for English and for Hindi Consonants from the basic to joining letters.
  - Individual reading and practice of handwriting were also given equal importance during the class hours.
  - Helped the students to learn construction of new sentences, they were taught to create/construct stories based on their own imagination on the spot, to encourage their skill of reasoning and creative thinking.
  - The concept of math like Algebra is one of the basics for learning mathematics especially for higher classes and remedial classes were taken to speed up the knowledge of previous lessons on Saturdays.
3. Project and Quiz based learning:
  - Helped the students to prepare a collage/poster on a given topic, also prepare speech on that topic and from time to time groups quiz was organized in the class.
  - Groups were given chances to give presentation and speech by students based on the subject topics.
  - Students were asked to make presentations on folktales and stories of their own and present it before the class so that they can improve their power of thinking and reading skills.
  - Inculcated in the children the love and care for the environment by assigning project to plant some seeds/seedlings in their homes and in the school campus.
4. Practical based learning:
  - Taught the students to make Power Point and other Presentations through computer practical classes.
  - Science experiments and other practical classes were also performed from time to time to visualized their learning.
  - Made good use of the Library books and charts available in the school along with the digital board in the classrooms for better interaction with students.
  - Enactment/Role-play of the concerned topics in the classroom according to the group to enhance their understanding of their lessons and learn to work as a team.
  - Through SUPW classes, students were taught how to make use of the papers, plastic bottles, old clothes, cardboard box and bottles etc., to reuse and made into useful products and do away with throw away culture.
5. Peer and group based learning:
  - Weaker students are made to sit along with the good students so they get some help and support in peer learning.
  - Encourage and stimulate learning/study habits of the students by allowing them to work in group based activities.
  - Groups are divided in a way with the aim of motivating, interaction and co-operation where it consists of studious, average and weak students so that the studious ones can teach the others as well and also encouraging the students to take active participation in the class-room discussions and learning.
  - Best groups were awarded with prizes to inculcate interest for the subjects and group activities.
6. Competitions based learning:
  - To make this whole learning process a joyful for the students, co-curricular activities were conducted likes of handwriting competition, drawing, dance, solo singing and poetry recitation.
  - Motivated the students to take part in various competitions to develop self-confidence and participation such as poems, dance, singing, extempore inside the class as well as inter house wise competitions.



- Inter house wise March Past Competitions were organized by inviting the trainers from Assam Rifles for strengthening self-discipline and to build up the physical health etc.
  - Giving rewards, prizes and points for various performances for both positive and negative were done to help the students have a competitive spirit.
  - Conducted weekly test for both written and oral so as to have continuous evaluation about the individual academic progress of the child.
7. Seminars and Orientation based learning:
- Seminars were organized for Teachers, students and parents by inviting resource persons from various fields such as, personality development, building self-confidence, hard work, parenting, creative and committed teachings, cyber-crime, and awareness session on HIV AIDS etc...
  - Any seminar or program organized by the Education department or NBSE that are meant to train the teachers and students were given utmost importance and the school have taken very active part and they were given time to share and enrich during the school assemblies and staff meetings.

## **LONGLENG**

---

### **1. Christian School, Tamlu**

- In our school we have conducted extra classes from last October ie. October 2022 for class 8, 9 and 10 after the school hours.
- This year after summer vacation we are conducting extra study for 2 hours for class 10 students and 1 extra study hours for class 5 and 6. This time teachers are helping weaker students to study the basic facts which are taught in their previous classes.
- Some teachers especially Maths and Science teachers make use of locally available teaching learning materials to make the students understand the basic concept behind the difficult portion of the lesson. Project works are given to students to make them active learners.
- Teachers used to give homework for the students to make up for the loss.
- English and other language teachers also apply new and innovative methods to teach the basic facts of language to students.

### **2. GHS, Bhumnyu**

- Parents teacher meeting was conducted on 18<sup>th</sup> July 2022 to discuss the mid-term examination result of the students and to discuss the shortcomings and the steps needed to tackle the learning gap of the students.
- Additional classes for classes 6 to 10 has been started from 25 July 2022. Basic concepts of all the subjects are taught during the regular classes whenever needed and during the extra classes conducted after the school hour.
- Periodically assessments are conducted to make out the learning outcomes of the students.
- Counselling session was provided for all the parents, teachers and students from class 6 to 10.



### **3. Good Shepherd School, Longleng**

- Remedial Classes/Extra Classes: Class Teachers were asked to figure out the weak students from each class, and those students were guided by a subject teacher accordingly, after the main class hours for remedial class.
- Compulsory Lesson Plan: All teachers were compelled to maintain proper Lesson Plan, which would be reviewed and guided by the Headmaster.
- Assessment of Students: As usual, we assessed our students by giving class work, home work, class test and other class room activities. After the completion of every Chapter/Lesson, students were given time to study and respond accordingly.
- Special Class for Class-8 to Class-10: After a consultation meeting with the parents we started special classes for all the students of Class-8 to Class-10, wherein, subject teachers were assigned to guide and monitor our students daily up-to 4:00 pm.
- Parents Teachers Association (PTA): In order to communicate and work together for the progress of our students, PTA was reformed again this year.

### **4. GHS, Bura Namsang**

- Remedial classes of 1 hour daily after class since 15<sup>th</sup> July 2022.
- Two teachers deputed everyday on rotation basis to guide the students.
- Arrangements for class 5, 6, 7 are clubbed up and class 8 and 9.
- Objectives to develop students reading habits and improve students vocabulary.

### **5. GHS, Yaongyimchen**

- The school has successfully conducted activities under foundational literacy where the students had been demonstrated and participated in making art and crafts, storytelling and play enacting for overall development in foundation of their career.
- The school conducted remedial classes for the students where subject routines were developed and concerned teachers were assigned extra classes in the evening.
- In order to facilitate proper learning and bridge any knowledge gap in their basic understanding of lesson, the school invited graduate student volunteers for topic specific teaching to the school students according to their requirements.
- Ensuring that the normal class routines were not affected by the remedial teaching, the teaching staff prepared weekly teaching plan and conducted the classes.
- The school in coordination with the SMDC conducted parents teachers meeting to emphasise on the remedial measures being initiated and apprised the parents on the need and importance of maintaining home study hours.



## **6. Christian High School, Longleng**

- Teachers orientation was conducted at the first place, in order to implement the remedial measures and better learning outcomes of the students.
- Motivation and encouragement was given to the teachers to make sure that they give the best of their knowledge to the pupils so that school will be a place of “joy of learning”.
- Slow learners were identified and giving additional class after school, specially Mathematics and Science subjects.
- Remedial classes were given to classes V to X.
- Lesson plan for every subject has been made mandatory for all the teachers for smooth conduct of their respective period with clear objectives.
- In order to get better understanding about the student’s strengths and weaknesses, parents – teachers meet was conducted to make more effective learning and student’s future endeavor.

## **7. Shamakok Mission School, Longleng**

- Taking initiative to identify the pupils who need support and establishing the pupil’s needs and identify the root cause.
- By conducting parent-teachers meeting to discuss the problems face by the children in the school and at home level, to find the root cause relating to poor performance or irregular in the class and to work on it.
- Conducting thorough lesson planning process, developing objectives and activities.
- Assessing the students throughout the lesson.
- Providing extra classes in those subjects student’s performance is weak.

## **8. St Thomas School, Tamlu**

### Some Methods Which We Can Adopt

- Use of proven teaching methods that have worked in the past and we are confident about.
- Stick with a step-by-step method without skipping any minute details and take for granted that they know it. And also adjust to the learning speed of the student.
- Assess and conduct activities to help the students recall what they have learned and recap the same the next day, while continuing the class.
- Evaluate the child before beginning a new lesson, weather they have understood the present lesson by questioning and taking feedback.
- Always have optional materials, examples, and tactics in case the student does not understand with first time explanation.

### Practical Good Remedial Teaching Plan (Applicable)

- a) Preparation: Use more teaching materials and aid to elaborate the learning need of the students.



- b) Learning Activity: Must include more numbers of activities to develop learning ability and problem - solving skills.
- c) Learning Environment: Create good conducive learning situation in the form of games and other entertaining activities. This will help the students to stimulate interest towards learning.
- d) Teaching Methods: Start with easy examples before we go for the hard and actual teaching and proceeding with abstract ideas. Devise easy simple steps and proceed at a pace comfortable for the students. We can even use teaching aid, even information technology and other teaching resources can be utilized.
- e) Clear Instructions: Be clear with all the concepts before teaching them. And clarify our own doubts. And in these lesson plans play a vital role.

## **9. Vision Vale School, Longleng**

- Organised group reading or reading class in the classroom.
- School has identified those weak students and slow learner and arrange remedial classes on all alternative day after the regular class.
- In order to cope up learning gap, school has started additional classes (study hour) everyday one hour before the regular class begins.
- After covering each chapter students are asked to solve an assignment/project work by themselves related to the particular chapter.
- Different activities conducted in the classroom; oral practice, role playing, storytelling, monologue activities etc.

# ***MOKOKCHUNG***

---

## **1. 2<sup>nd</sup> NAP HSS, Alichen**

After reopening of schools safely, the teachers test the students to determine the level of knowledge loss during the pandemic after which attention is given in the areas where the students is found lacking.

- Assessment either through oral/written is done after every lesson/chapter.
- Student centred discussion is being conducted after every assessment.

## **2. Canaan Christian Higher Secondary School, Mokokchung**

Over the past three years, the pandemic has brought profound disruptions to children's learning, exacerbating the pre-existing global learning crises. However many school all around the world has initiated and brought up different measures/interventions to mitigate the learning loss of the students. Likewise even our school has adopted some measures so as to bridge the learning gaps/loss of students.

- Remedial Classes has been started from class V to XII
- School has arranged additional classes/extended hours, emphasizing on Science and Maths.



- Teachers prepare lesson plan focusing not only on the cognitive domain but also focusing on student's health owing to unlimited screen time.
- Teachers let the students learn the topic covered inside the classroom in their presence so as to help them if they are struggling to understand the very concept. Also they supplement assignments from the topics covered in order to assure that they are engaged with their books often.
- Every subject teachers conducts class test often, keeping in mind the slow learners and provide special attention to academically weak students.
- Teachers and parents sits together/meet up once a month, addressing the needs of the students and work out together for the improvement/betterment of students.

### 3. Children School, Mokokchung

The below mentioned remedial measures are being undertaken with a view to recover the learning loss of students during COVID-19 Pandemic.

- Incorporation of Foundational Teaching in the routine:

In the weekly time table, one period per subject was assigned to teach only the foundation elements to make the students able to follow the normal trend of teaching.

- Arranging Extra Class: Extra classes are being arranged on Saturdays and beyond the normal time table, to teach the basics of every subject.
- Remedial class: Assessing on the performance of the students, the students with weak concept were given remedial teaching on Saturdays and separately on other working days.
- Parent Teacher's Meet (PTA meet): Parent teacher meeting was convened at the beginning of the academic year to explain the initiatives taken by the school to go an extra mile in teaching learning process.
- Lesson plan for teachers: Teachers are preparing detailed and systematic work plan with lesson plan of their subjects giving emphasis on teaching the core concept.
- Consulting the parents according to needs: Parents of students who need special guidance even beyond school hours are being called and individually counselled regarding the needs of their child/ward.
- Faculty Meet: Frequent staff meetings are being organised to take an update of the progress of students, specially the weak students. Teachers are being encouraged and motivated to carry an extra burden for the welfare of the student community.
- Monitoring student's attendance: Students attendance is strictly monitored so that there won't be a learning gap of the basic concepts in the process of remedial learning.

### 4. Christian School, Tuli

Over the course of two years, there has been a massive disruption in the learning outcomes of the students and an increase in the disparity in teaching-learning process due to the CoVID-19 pandemic. Therefore, in order to mitigate the learning loss of the students, the school has adopted the following measures/interventions.



- Students were divided into groups of 8 (eight) and online class of 2 % to 3 hours per day was conducted via WhatsApp video conference.
- Soft copies/PDF files of notes were provided in the WhatsApp groups of every respective class.
- Assessments were being done weekly to ensure that the students' comprehension of the topics taught is satisfactory.
- Strict attendance in every online class or test was maintained and updated in the parents/guardians WhatsApp group or through phone calls.
- Intensive remedial classes and re-assessment were being done for the students with unsatisfactory performances

#### **5. Christian Standard Hr Sec School, Changtonya**

- Regular parents-teachers meet i.e. class wise where the problems are being shared to the parents.
- Introduced mentoring cells where the students are divided among each teacher-mentor and helps in encouraging and disciplining the students both in scholastic and co-scholastic areas.
- Extra coaching is being given to the slow learner after the class & on working Saturdays by the concern subject teachers.

#### **6. Don Bosco School, Tuli**

School has taken the following measures to bridge the learning gaps or loss that will help students in their studies.

- Extra class: - Firstly, extra classes were taken for the whole classes every Monday, Wednesday and Friday by the subject teachers. Then tests were conducted and after checking the papers, again remedial classes were taken for the weak students.
- Lesson Plan: - Secondly, since lesson plan plays a vital role in increasing and motivating student's interests during the learning process and it also encourages students to learn more by exploring new ideas. So, lesson plans were prepared by the teachers to assist them in achieving their objectives.
- Guidance and counselling: - Thirdly, the results of the Mid-Term Exam of classes 8, 9 and 10 were given in the Headmaster's office one by one in the present of their parents so that the parents are aware of their ward's performance. Suggestions were given by the class teachers and the Headmaster for the improvement of the weak students.
- Active Learning :- Lastly, keeping in mind the famous quotes "All work and no play makes Jack a dull boy" so in order to reduce the stress from studies; activities, house wise competitions and sports were organized from time to time to make them relax and free them from the daily chores of teaching and learning.

The above measures were taken by the school and we hope that these small efforts by the headmaster and teachers will help the students to excel in their studies and they will become successful and responsible embers of the society.



## 7. Eden Academy, Mokokchung

- **During Pandemic**, Eden Teachers were tasked to schedule for Online Classes for 4(four) to 6 (six) hours a day, through ZOOM App. Technical support and counselling supports were extended to both the students and the parents. Special online PTMs were conducted to partner the parents in supporting the students. We did manage parent teacher meeting successfully and covered the entire course online during the pandemic.
- **After the Partial lifting of the lockdown**, teachers paid house visitations of each student after their Online Classes for One to One sitting.
- **On resumption of normal classes**, we conducted recapitulation classes with emphasis on basics and core concepts for 45 days straight before starting with the new session course.
- **Weekly Assessments** along with daily CCE is being practiced in the classes to understand the learning outcome of the students and strategies the teaching efforts.
- **Remedial classes** are given to slow learners and students left lagging behind due to the pandemic.
- **Children with special needs**: We have helped the parents in identifying Children with Special Needs and also guiding them for evaluation and seeking professional help. So far we are taking special care of 9 students certified in the special category.
- **After the First Terminal Examination**, we conducted one to one sitting with each student focusing on areas where they need extra support. One to One PTM was conducted to evaluate the performance and the behavioural and academic effects of the lockdowns on the students.
- **Special emphasis** on numeracy, Math skills, second language and behavioural pattern is being given based on our findings on the effect of the lockdown period.
- **Teacher Support**: Fortnightly trainings via online from experts are being facilitated. Weekly huddle meetings are being conducted and one to one counselling is being provided to teachers.

## 8. Edith Douglas Hr Sec School, Mokokchung

- Lesson plan for teachers: Each academic year, every teacher is made to prepare lesson plan and it is check by the head of the school daily.
- Remedial measures: Remedial classes are being conducted by every teacher. Keeping in track the student's learning progress each subject teacher conducts remedial classes after completion of one or a number of lessons/ chapters.
- Additional Classes: For the higher class students, additional classes are being allotted so as to enable the teachers to rebuild the core concepts and also to allow more learning outcomes for the students.
- Activity/Assessment: Home works, assignments, tests (oral and written) and class work activities are common practices exercised by every subject teacher. Special days like Ethnic Day are observed in the school which aims at inculcating moral values among the students. Literary events are also organised in order to ensure active participation of students in such activities. The students are assessed daily according to their regularity in the school, their punctuality, sincerity, discipline and performance in every tests and exams conducted by the school.





- Teacher/parent meeting: Meetings with parents are organised mostly after the completion of every exam or as per the child's performance and behaviour in the school so as to enable the particular parent to be made aware of his/her wards' performance.
- Meetings with teachers are also organised in order to keep track of their progress. Innovative ideas, suggestions and feedbacks from the teachers are also taken into account. Moreover, every possible care is being taken by the school in order to ensure smooth learning among the learners.

## **9. Friendship High School, Chuchuyimlang**

- The remedial measure programme envisions supporting weak learners in different subjects and provides them more focused teaching support to enhance their quantitative subject knowledge and academic skills. The remedial classes offered the students a good sustenance and attention. The aim one particular aspect of remedial classes carried out in our school are well organized classes, screening test, repeated exams and taking classes after school hours.

Our school has even conducted additional one hour class on every working Saturday after class. These strategies have facilitated us to apprise our students to a great extent.

## **10. GHS, Longjang**

- **Remedial Classes:**

The school has initiated remedial classes for target students once a week in Science, Maths and English since March 2022.

- **Tutoring:**

A community tutoring programme involving stakeholders like the Longjang Students' Union and other individuals (educated unemployed) has been actively participating in the teaching-learning of the target pupils. Informal schooling was also run during the summer break.

- **Curtailed Summer Vacation:**

The school reopening day was on January 17<sup>th</sup> for Classes 8, 9 and 10. Also, the school extended the working days and had a curtailed summer break from July 7-19, 2022.

## **11. GHS, Longkhum**

- Outreach- The dropout students were personally visited by teachers and encouraged and they agreed to re-appear the Exam.
- Parents/Teacher meeting: - On 23/ August /2022 Parents and guardians were share their difficulties and problem of the students with the teacher and they were convinced to continue their children to study.
- Meeting with Student Union:-On 30/July/2022 a meeting was conducted with the village student body and asked to guide and encourage the student in their studies.



## 12. GHS, Mangmetong

The pandemic has posed tremendous disruption to education system which include rise in dropouts, learning loss causing serious problems, post pandemic to mitigate the learning loss of the students, the following measures are taken to bridge the gaps at different levels:

- Remedial Teaching and Extra Class: School had taken the initiative to take remedial teaching and extra class after school everyday wherein students were given the opportunity to clarify their doubts.
- Individual Tutoring and Mentoring: Every Teacher were entrusted to mentor 5 – 6 students under their mentorship and supervise each student's progress and struggles academically, emotionally and mentally.
- Re-grouping Students Based on Learning Levels: Learning pace is different for each student. Hence slow learners and weak students are identified and more attention has been given for them.
- Technology Assisted Learning: In order to accelerate students learning and increase learner's engagement, various technology assisted learning are being used with the introduction of E-Classroom.
- Home Visit, Phone Calls: To keep a track of the students in and outside the school frequently, home visits and constant contacts and communications with parents and students are undertaken.

## 13. GHS, Chuchuyimpang

To overcome the negative impact of the pandemic of Covid-19 and improve the overall welfare of the students and the community, GHS, Chuchuyimpang has taken up the following steps with the students and the parents.

- **Remedial class:-** After assessment of the First Terminal/Mid-term examination, remedial classes were conducted for the weaker students in respective subjects for all the classes.
- **Additional classes :-** Additional classes were arranged for interested students where teachers took extra mile to re-teach the lessons wherever required.
- **Parents-Teachers Meeting:-** Parents-Teachers meeting was held .The general performance was discussed in the meeting. After the combined meeting, individual student assessment was done in respective classrooms along with the students and parents.

## 14. GHS, Mokokchung Village

To make up for the loss of learning loss due to school closures resulting from COVID- 19 Pandemic, our school in order to bridge the gap have followed some measures which are briefly reported here:-

- Our school have already started remedial and extra class teachings by subjects teachers for all the classes i.e. from class 6 to 10 after school hour, compulsorily for slow learners as well as for fast learners if be needed. Further, we invite identified slow learners and give extra tutorial coaching for them at some of our teacher's private residence from time to time.
- Teachers ever since the starting of the academic session 2022 are monitoring every student by catering to their learning capacity and diverse needs. The school is maintaining every detail of students' whereabouts and keeping a track through constant contacts and communication strategy. Besides, in order to mitigate it, the school has come up with a period wise attendance tracker so that students don't bunk any class which is closely monitored by every subject teachers.



- Basing on the attendance tracker and reports the teachers are focusing on home visitation specifically targeting on irregular and weak students. One of such house visitation activity is also enclosed for your kind references.
- Lastly, due to sudden dramatic shift of online and offline learning our school so far is giving special social, emotional and psychological counseling to navigate their loss through teachers for students well being.

#### **15. GHS, Khar**

- Special classes were taken for dropout students to help them cope with the regular students.
- Platform was provided to the students for different activities. Group discussions, debates, speech, sports, cleanliness drive activities on world environment day.
- Engage the students in sensory experience.
- Courses were implemented with videos for better and effective learning.
- Students were taken for field trip to have hand or experience.

#### **16. GHS, Yaongyimsen Compound**

- There has been nil dropouts since 2018.
- In order to mitigate the seriousness of the learning gap and bridging problem. The school and teacher together have collectively contributed and conducted regular remedial classes by finding out those group of pupils who face difficulties catching up with the other peers.
- The school is also maintaining proper Covid 19 protocols such as hand wash, face mask, etc.

#### **17. Green River Valley High School, Changtongya**

- Academic session 2022 was started from February 3<sup>rd</sup> 2022. Classes were taken full period from the re-opening day of school. Teachers are allowed to make lesson plan and prepared well ahead before they teach in the class room. Teachers lesson plan are reviewed from time to time by Head of the Institution. School organized different Co-curricular activities as per school activity calendar.
- Parents Teacher Meet (PTM) and Parent Teacher Interaction (PTI) were held to provide a supportive learning environment. In the month of April (1<sup>st</sup> & 2<sup>nd</sup> week) slow learners were taken remedial classes. Additional classes were taken for week students as reviewed from the student's class test performance conducted by their respective subject teachers.
- School 1<sup>st</sup> Evaluation was conducted in the first week of May from JKG to Class: 8. After the exam, students who couldn't able to get pass mark were allow one week to study (on particular fail subject) after the school hour and were taken re-test.
- Class IX and Class X Mid-term was taken in the month of June 2022 the school allowed Class 9 & 10 students to re-write the exam again on the same question paper as part of re-test as the students performance was not satisfactory.
- For the month of July and August, school continued to take regular classes and prepared the students to appear for second evaluation.



## 18. Greenwood High School, Alichen

Initiatives / measures:

- Class 5. Subject: English
  - Learning support materials: textbooks, flash cards
  - Role play: student's involvement makes them more engaged and interested.
  - Story writing.
- Class 7. Subject: Science
  - group discussion and presentation
  - experiment through china rose indicator to test acid and basic solutions.Subject: English
  - role play: reading materials for students
- Class -8. Subject: English
  - Questions dealing with issues and problems of their lives. How to overcome such issues or problems
  - Teacher-student interaction based on their issues/ problems.
  - Personal counseling for some students.
- Class: 8. Subject: Social Sciences
  - Worksheets on map works
  - Group works
  - Self-study
  - Quiz competition
- Class: 9. Subject: Social Sciences
  - Extra classes for self-study and queries
- Class:10.Subject: Mathematics
  - Additional classes on alternate days for practice and queries.
- Class 10. Subject: English
  - Grammar worksheets to work and practice on learnt concepts related to syllabus
  - Debate conducted on the topic, 'online learning vs offline'

### Activities conducted by the School:

- Class 9 & 10: Conduct of extempore speech
  - Objectives:- to boost their confidence, to express their opinions/views, to develop speaking skills, to broaden their knowledge.
- Class 8, 9 &10: Quiz competition on topics like current affairs, general knowledge, Bible, political science, history, science, mathematics and logical reasoning..
  - OBJECTIVES:- to be aware of general knowledge, broaden understanding, to arouse interest in learning, to develop critical thinking, reasoning ability, to develop friendship and teamwork.
- Class 3 & above: Extracurricular activities -It included solo and trio.
  - Objectives: to boost their confidence, to explore and embrace their talents.



## 19. Jubilee Memorial School, Chungtia, Mokokchung

The impact of COVID-19 on education has been staggering and the most common response to this pandemic was an abrupt national-wide shutdown of school. Pandemic period has created a huge gap in learning for both teachers and students during the academic year 2022 and to fill the void of learning gap, teachers play a crucial role in the recovery of post-pandemic phase. The utmost importance was to focus on ensuring foundational learning such as reading, number recognition and basic operation, especially in early grades. Teachers we're assigned to boost the educational system and re-enhance the students confidence.

Some of the steps and measures which we adopted so far are given here below:

### 1. Humanizing Learning

- Students were helped to socialize and overcome the overexposure on internet and gadgets.
- Teachers were made to be more flexible and allow mistakes made by the students thereby helping the students normalize offline classes.
- Teachers we're encouraged to boost the confidence of the students by organizing numerous creativity based activities.

### 2. Psychological Assistance

- Teachers were assigned to adapt conversational based activities in the classrooms to help overcome the isolation and the lack of conversation with the peers.
- Held sessions in the classrooms to share and express their views on certain topics.
- Counseling board were established with a member of few teachers which provides mental and emotional aid to the students.

### 3. Concept Learning

- Reviewing and revising of the previous lessons on certain topics were implemented to fill the gap of fundamental learning.
- Primary classes were re-taught alphabets, phonetics and arithmetic for almost two weeks.
- Encouraged the students to explain what they understood by letting them read certain passages from textbooks.
- Mathematical emphasis were given importance to help teach students revise the basics of algebra, timetable every week for one hour during the weekends.

### 4. Proper Ventilation and Sanitation Measures

- Inspecting, testing and maintenance of current ventilation systems to avoid improper airflow in classrooms.
- Adopting physical distancing and avoiding overcrowding during morning assembly and lunch breaks by using signs, etc, to maintain 1 meter distance in queues.
- Teachers were assigned to demonstrate and assist the students on proper hand washing.
- Students were made to draw hygiene posters for their classrooms.
- Cleaning and disinfecting of surfaces and objects in school.



## **5. Project-based Learning**

- Creating collaborative classroom projects to encourage students to work together. Students were divided into groups and each group is responsible for completing a task which encouraged students to communicate and work together to find solutions.
- Teachers held art projects for the students once a month which helped the students use their creativity to explore and express their creative side.
- Community Service Projects were initiated where the students and teachers take part during Saturdays. This project included visiting orphanages to inculcate the feeling of humanity.

## **6. Orientation and Workshop-based Learning:**

- Orientation and workshops were organized for the teachers on various fields such as learning disabilities, personality development, creative teaching, etc.
- Seminars and programs organized by the education department of the state that are meant to enhance the students and the teachers were given utmost importance and the school has taken active part in it.
- Workshops were conducted for the students to lay emphasis and to educate them on various subjects such as COVID-19, HIV AIDS, STIs, etc.

## **7. Adopting Healthy Learning**

- Teachers were encouraged to put more efforts in helping slow learning students by providing them special classes.
- Creating a healthy competition among the students by giving them equal appraisal for their achievements.
- Teachers held individual based quiz competition so as to give equal opportunities to all the students in highlighting their academic aesthetics.

## **20. Little Garden School, Tuli**

- **Conduct of improvement Test:** Improvement Test for Class 8 to 10 to be conducted from 22th August 2022 along with the 2nd Assessment Exam for Class LKG to Class 7.
- **Study Class:** To start Study Class for weak students from the month of August based on Mid-terminal Exam Report. Study Class will be conducted after the school hour is over, i.e. 02:00 pm to 03:00 pm.
- **Regular Assessment:** Conduct chapter wise full test and revision tests on a regular basis.
- **Regar Feedbacks:** Teachers should provide feedback regularly after each assessment on projects, assignments, tests, etc. Provide feedback with positivity and areas of improvement for future assessments.
- **Improving Learning Outcomes:** In order to improve learning outcomes, teachers to implement the below cited initiative

### **a. Outdoor teaching**

- Conduct classes outside the classroom on the ground or any place on the school premises
- Take students on field trips to different places depending on the topics taught.



- Allow students to interact outside of the classroom for effective communication with teachers and their peer group.
- Allow student to observe the nature, surroundings, places or objects for their learning

#### **b. Updating Teaching method**

- Initiate practical or life skill based teaching method.
- Conceptualize strategies for different teaching methods
- Conduct learning activities in the classroom with the help of technology or any materials.
- Focus on visual learning as they can retain information for longer period of time than words.

### **21. Lady Bird School, Mokokchung**

After the commencement of physical classes in phase manner for academic session 2022, many interventions were found to be necessary. The following were the difficulties and measures adopted by our school in respect to learning - teaching process.

#### **Difficulties & Initiatives:**

- With the closure of schools, students from all the classes did not attend regular physical classes for two years and it has been found that although they got through the examinations in 2020 & 2021, yet parents/guardians have not been able to guide the students with the online classes as majority of the parents are not well educated, not only in terms of guiding their children in different subjects but also in terms of using technological gadgets. Moreover, the working parents/guardians who are well-educated could not give enough time for their children's education at home. Therefore, it has been found that online classes were not effective. This is the main reason why teachers had to start teaching from scratch, from the basics, and take the lessons at a steady pace. We emphasized on clarity of concept after reducing the syllabus right from Nursery to Class VIII.
- In Second Term, for classes VII and below, teachers had to select the chapters taken in First Term as well because the learning pace is quite slow and students needed to be well rooted on the important chapters already learned in First Term so that they are starting with a strong foundation from the beginning of the year. Our emphasis is on making them understand clearly what they learn and not on completing all the chapters in the textbook. Therefore, a lot of re-structuring in the syllabus, teaching method & transaction of the curriculum was implemented.
- Due to excessive use of mobile phones during the pandemic by the children in their homes, many of the children are showing vivid signs of attention disorder, anxiety, depression, etc in the class. Therefore, to bring back their concentration and focus in the classes, teachers are guiding the students to read books at home (which are issued from the school library) so as to reduce the time spent on digital gadgets. The school authority reminds the parents/guardians to reduce screen time of their children on smart phones/laptops/TV.
- It is also noticed that the children were not sitting straight on the benches and there was a lot of indiscipline. Therefore, we had to emphasize on physical classes every Saturday morning from 5:30 to 7:30 a.m. to make them develop the habit of waking up early every day and to be physically active and maintain good posture. Reminders on the disciplinary rules of the school are given out consistently to bring their focus and attention to their studies.
- Workshop for parents/teachers on understanding the different stages of growth of a child was also conducted so as to empower parents as well as teachers to handle the children in a better way.



## 22. Langpangkong Tsükong Government High School, Chuchuyimlang

- To address the problem of the above mentioned report title; the Langpangkong Tsükong GHS faculty undertook the mitigative step of conducting *Remedial Classes* for the secondary students. Post pandemic, a wide gap in the pattern of study and decline in the learners' performance was observed.

Therefore, to cater to the needs of the learners as well as to bridge the gap, *Remedial Class* was commenced after the Summer Break. The remedial classes are provided not only to the secondary classes but for the elementary class as well. After the regular classes are done with, the learners are provided lunch prepared by the IV Grade staffs. A daily rooster is prepared weekly, where the teachers are distributed *Remedial Duties*.

- The *Remedial Class* is undertaken for a period of 2 hours every day except on Saturdays. During this time of study, the learners are often given one-on-one attention and clearing of doubts are initiated. This measure has made some positive impact on the students to some extent as of now with further observations to be done.

## 23. RC Chiten Memorial School GHS Changtongya

- To prioritized Foundational Learning accounting for the lost time remedial classes were held to help the student catch-up.
- Adjusting instruction to meet the students where they are at.
- To encourage enrolment and minimizes dropout rate, the school provided free admission to all students.
- To build a support base at home, the school organizes consultative meeting with parents and guardian and teachers.

## 24. Straightway Hr Sec School, Mokokchung

- Proper Lesson planning by the subject teachers by incorporating the Teaching Learning Materials and subject related activities for effective learning.
- Peer-teaching among the students was initiated to let the slow learners catch up with their friends. The teacher supervises the group division and acts as the facilitator. This is a rewarding experience
- Introduced Bag-less Fridays (alternate 2nd & 4th Fridays)The objective is to review the topics taught in a child-friendly way, whereby creativity and use of motor skills and available contextual resources can be used to make learning more practical.
- Working Saturday classes: (a) General awareness & current affairs (b) Games & Sports (house-wise) to enhance learning abilities and also to induce interest to come to school.
- Owing to pandemic some students need guidance. For such students counselling sessions are given with special focus on moral values and discipline. It is a yearlong programme where case studies are done and the respective parents/guardians are regularly called in the school for co-mentoring. We have a full-time counsellor.
- Regular assessment after every lesson taught, re-teaching (especially if the students underperform) are some additional steps taken to check students performance and guide accordingly.
- Capacity Building Refresher Course is conducted quarterly to Teaching faculty to improvise teaching-learning and develop Emotional Intelligence abilities and skills. The objective is to prepare our Teachers to be proactive and execute their Teaching-Learning with resilience.





## **25. Subong Government High School, Mongsenyimti**

- After the culmination of the First and Mid Term examinations 2022 in the month of June 2022, remedial teachings/measures were adopted for students who had difficulty in learning. Some measures undertaken are:
- Parents/Guardians were invited to have a meeting and were encouraged to assist children in improving their works.
- Extra classes by the teachers are also called for those students who had learning problems.
- Weak students are especially encouraged to learn better.
- Study classes are organized. Weak and slow learners are specially taken to quiet places like auditorium to work and study to reduce distractions.
- Re-teaching of those chapters where the students had problems.
- One on one tutoring is being practice.
- Teachers are being encouraged to plan their lessons/works according to the needs of the pupils.
- Capacity building on 'Adolescent and Depression; A solution have been organized for the students of Classes 8 to 10.
- Counselling for Teachers, parents and students on Mental, emotional and social well being to be organized.
- The school hopes and pray that these measures taken will improve the learning outcomes of our children in various ways.

## **26. Town Higher Sec School, Mokokchung**

- In order to effectively implement the suggested measures from the Board, Subject Teachers were first asked to identify the poor performers in every class, and find out the reasons for their weak performance. It was found out that majority of the poor performers were those without proper guidance at home. In the secondary level, the use of smart phone has a huge impact on their studies. Parents of such students were personally intimated and suggestions given on how to guide their child/ward at home.

### **Given below are the measures taken up by the School**

- For classes 1 – 7, tests are conducted after completion of every new chapter. Failed students are conducted Re-test in smaller portions of the lesson. Remedial classes are held after school, twice in a week either for re-teach or re-test depending on the requirement of the students, on discretion of the concerned subject teachers.
- For classes 8 – 10, Remedial classes are conducted on the syllabus covered till mid-term. Remedial classes are held during the school hours in the last period especially for subjects such as Mathematics, Science and Social Sciences. (b) Re-tests are also conducted for students who fail in the class-tests. With these measures in place, the school hopes that the students would be able to perform better in the up-coming examinations. The school also extends its sincere gratitude to the Board for coming up with the suggestions to help the student community. We look forward to all the wonderful initiatives the Board would take up in the future that will enable the schools to impart quality education, and make the students respectable citizens of society.



## 27. Queen Mary Higher Sec School, Mokokchung

The activities or measures carried out in the school include the following:-

1. Remedial Classes: At the moment these classes are conducted in an orderly fashion and we have prepared a detailed time schedule for the smooth conduct of the same. To make these classes more effective and focused, we have identified the weak students especially on the basis of their performances in the recently conducted first term/ Mid term examinations.

Every class has been categorized into 6 groups. Each group will be lead by a student who has performed well/Rank holder in the Mid term/Ist Terminal examinations. Each group will have a combination of outstanding, above average, good and weak students.

Under the guidance and mentorship of the subject teacher the Students will sit with their respective group of students each day and discuss different topics/ concepts of their choice and the good students will explain the subject matter to other members and the subject teacher will intervene as and when necessary or topics which they do not understand, the teacher will intervene and explain it to the respective group according to the requirements of each group.

2. Additional Classes : In addition to the above mentioned measures, teachers are instructed to conduct additional classes especially on holidays.
3. Lesson Plan: All the teachers are instructed to prepare specific plan for the remedial classes and submit the same to the Principal on monthly basis.
4. Motivation for the teachers: The school uses every opportunity like staff meeting and personal meeting to encourage the teachers to walk the extra- mile as far as the effective implementation of the proposed measures in the class rooms.
5. Activity Assessment: Teachers are also encouraged to develop teaching learning materials and make use of them and make timely assessment to monitor their progress or lack of progress and take further corrective measures from time to time.
6. Linkages with parents: The school arranges annual parents meeting as well as personal meeting with the parents of poor performing students/ students with learning disabilities/differently abled.

## 28. Zion Hr Sec School, Tzudikong

- Encourage and motivate the teachers to walk an extra mile: The head of the school convenes meetings every first week of the month. The good works of the teachers are appreciated in presence of all, Corrections/shortcomings of the teachers are shared individually
- Emphasis on teaching the core concepts and basics with clarity:- Clear introductions and basic information about a particular topic is presented first. That pupil who does not show sincerity or neglect study is provided home assignments. Prospective but lazy students are made to stay after school to study.
- Activity/ Assessment:- The teachers plan out an appropriate project work relating to a particular topic is selected and asks the students to prepare project work. This is done to let children learn practically.
- Parents and teachers connection:- Join meeting of teachers and parents are held twice a year. The parents are made to share their views/grievances/suggestion first. The teachers also share their experiences in the classroom. This kind of meetings helps us to understand and solve each problem.



## 29. Whestone High, Yimyu

- Duration of every period was reduced by 5 minutes each. An extra period was created with this reduced time was used for remedial classes.
- Syllabus for Classes 1 – 7 was reduced by about 40%. Irrelevant chapters/topics were dropped.
- Only basics were taught specially in Maths, Science and English.

## **MON**

---

### 1. Amity School, Mon

- Re-explanation and revision of each lesson and chapters are done for weak and slow learners.
- Class test, weekly test, monthly test. Re-test are taken. After the test, if the students performance are not satisfactory particular students' parents are called for discussion.
- Activity based project/assessment/topic discussion are given by the subjects teachers, which have seen tremendous progress.
- School authority have been maintaining counselling for students to improve their studies, mental pressure, inferiority complex and emotional well-being time to time.
- Parent-teachers meeting are conducted class wise.

### 2. Ayo Memorial School, Naginimora

- Regular home works, projects and assignments are given to enhance their learning skill.

### 3. Beijing School, Tobu, Mon

- Increase in the frequency of class tests/weekly tests
- Increase in the number of additional classes to make the students catch up for the lost time

### 4. Christ King School, Mon

- Concepts of the particular lesson and subject given to the students for better understanding
- Re- explanation of the lessons for slow learners.
- Group discussions are made to make better understanding about the lessons.
- Apart from CCE class tests and Monthly test are conducted to know the improvement, skills and aptitude gained by the students.
- Arranged class wise parents meeting and discussed about the students - performance. Parents are requested to meet the teachers personally to discuss the performance of the students individually after the class hours. PTA meeting also there to monitor the student's performance. At every weekend the class teachers are collecting report from the parents about the study and behavior of the students through phone.
- Lesson plan made for each term and teachers prepare weekly lesson plan and it is verified by the headmaster. Classes are based on the weekly lesson plan.



## **5. David School Tizit**

- In the month of March 2022, we conducted English Refresher classes for selected students who they are weak in English.
- Remedial classes initiated from 2nd August 2022, for weak students based on their performance in Mid-term examination (LKG to class 6)
- For bigger classes (7,8,9 and 10), our teachers are encouraged to take classes on second and fourth Saturday's.

## **6. Don Bosco Hr Sec School, Mon**

- Organized pre-discussion are taken before and after each lesson.
- Re-explanation, giving more examples of the lesson for the slow learners.
- Directing/Explaining the technique/method of easy learning.
- Monthly test/weekly test and Re-test are conducted. If a student's scores less mark that particular students parents are called for discussion.
- Activity base project/assessment/topic discussion are given by the subject teachers. Through which observed that students are enjoying and develop learning.
- School as arranged counselling class for the weak students, mental pressure, inferior feeling for his/her poor studies, emotional health or wellbeing whenever necessary.
- P.T.A meeting are taken in class wise. After which shows a positive outcomes from the parents and students.
- Innovative practices- The school principal takes initiative in organizing P.T.A meeting. School motive is to bring/rendered equal support from the school and parents for weak students.

## **7. Don Bosco School, Tizit**

- The four Saturdays are used for instructional classes to make up the Basic Learning Loss up to 12:00 noon
- Literary writing skills are emphasized to motivate the students
- Teachers are advised to prepare the lessons in such a way that it would help the students to make up the Basic Learning Loss.
- Teachers are provided prepared book to prepare the Lesson Plan and get it signed by the headmaster after every three days in a week.
- Monthly, weekly, Class test and Project works are conducted on every topic.
- Class wise counseling is organized every month to motivate the students to make up the Learning Loss.



## **8. Eastern School, Mon**

- Pre-discussion or group discussions are taken before and after each lesson.
- Re-explanation of the lesson for the slow learners.
- Class test, weekly test, and monthly test. Re-test are taken. After the test, if a student score less mark that particular students parents are called for discussion.
- Activity base project/ assessment/ topic discussion are given by the subject teachers. Which have seen that students are enjoying in their classes.
- School is arranging counselling class for the students to improve their studies, mental pressure, inferiority feeling for his poor studies, emotional health or wellbeing wherever necessary.
- P.T.A meeting are taken in class wise.

## **9. Eklavya Model Residential School, Tizit**

- Class test conducted after completion of every chapter.
- Re-test for absent students.
- Parents teachers meeting is conducted after every mid-term exam.
- Teachers were assigned duty during study hours especially during exams.
- Teachers meetings were conducted to work out on the course completion, notes, test and any problems found by the teacher.
- Time management counselling were given to the teachers from time to time for completion of course as well as knowing how to go with pace of the students.
- Teachers are asked to check the notebooks of the students of after completion of every lesson/chapter.
- Grading of teachers' performance is conducted monthly to know how far students can benefit from teachers.
- Special or extra classes are given to the students of class X in Maths and Science.
- Teachers are asked to lay special emphasis on classroom management, use of teaching learning materials and use of lesson plans.

## **10. GHS, Chenloisho**

- Arranged special remedial teaching to ensure that the Students to cope with the loss in learning caused by the pandemic.
- The important measures have been taken to bring about improvement in students learning with the help of Co-curricular activities.
- Assignment, homework and tests are conducted regularly.
- Teaching learning tools have been used to inculcate students in the classroom.
- The Teachers have regularly evaluated learning outcomes of the students and undertake remedial measures so, as to overcome the teaching deficiencies of the students.



## 11. GHS, Jaboka

- Implement learning recovery programs: Adding to the conduct of continuous regular classes extra classes and tutoring are conducted to help students catch up to expected learning targets.
- Usage of remote teaching and learning: Video lessons on TV are shown to students and access to digital devices and equipment are encouraged to students apart from regular classroom teaching and learning to allow for greater use and blended learning approaches in school going forward.

## 12. GHSS, Mon

- Keeping in mind the foundational literacy and numeracy, from class 7-10, visual aids such as images and shapes were used to reflect the meaning of the numbers in Math classes.
- Remedial classes and additional classes in all the subjects had been initiated for one month from classes 7-10 in the month of August 2022.
- In order to address students' health, psychological and emotional wellbeing, our school conducted co-curricular activities such as Games and Sports, Literacy Week, and Cultural programmes in the month of September 2022.
- Keeping in mind participation and interaction among students and with teachers inside classroom, Paper presentation on the basic concepts and topics were assigned to students and initiated by Pupils of classes 9 and 10.
- Keeping in mind parents involvement in pupils' learning outcome, and creating learning environment at home, parents - teachers interaction had been initiated by the school making parents participate to know the pros and cons for the progress of the students.

## 13. Green Valley School, Mon

- Parents and teachers counselling meet: With the beginning of academic session, Class wise counselling meets have been conducted to create awareness the impact of learning loss due to pandemic. The interaction with parents to acknowledge poor learning due to inconveniences, distance and lack of connectivity.
- Recapitulation of syllabus on reopening month: Respective Subject teachers have been directed to make the lesson plan to recapitulate the syllabus of previous class. In addition the below average students were provided extra classes to revise the basic knowledge.
- Intensive remedial classes: Respective subject teachers of all the classes instructed to categorize their students as per their learning abilities. They were categorize as: (i) Good (ii) Average and (iii) Below average. Keeping the list handy, the concerned teachers coming up with specific lesson plan to fill the learning gaps of the above categorized students.
- Improvement tasks to be carried out by team of H.M./teachers and parents or guardians: Team meeting was held weekly or fortnightly to discuss intensively on the strategies of learning, improvement of students etc.
- Encouragement and motivation: Respective subject teachers encouraged to emphasis on basic skills of learning like reading, writing speaking, and pronouncing difficult words from the text books etc. To make students learning continues and comprehensive, parents/guardians are advised to record every learning activity which are implemented by respective teachers. In order to keep up the study routine at home, parents/guardians are obliged to report to teachers about their activities carried out at home. In this way a good communication between teachers and parents developed.



#### **14. Holy Angel School, Tizit**

- Teaching the 4Rs (Listening, Speaking, Reading and writing)
- Remedial Classes
- Lesson plan for teacher
- Attention and care to the slow learner
- Assignments and tests

#### **15. Holy Cross School, Mon Town**

- Re-explanation of the lesson for the slow learner.
- PTA meeting to monitor the performance of the students.
- Class teachers make phone calls to their respective class parents once a week.
- Monthly house visiting by the class teachers.
- Class tests weekly test and monthly test to test the knowledge, skills and aptitude acquired by the students.
- School is arranging counselling class for the students to improve their studies, mental pressure inferiority feeling for his poor studies, emotional health or well being whenever necessary.

#### **16. Little Flower School, Mon**

- Weak and slow learners were identified and special classes were arranged for them.
- Seminars on mental health and Orientation classes were conducted on Saturdays. Counseling is being given to certain students who misbehave. We also focus on the Life Skill Education.
- Frequent tests and assessments after each lesson are being carried out and the marks are recorded.

#### **17. Little Flower School, Tizit Village**

- Re-explanation
- Continuous evaluation
- Counseling and group discussion.
- Remedial class
- Parents meeting
- Preparatory classes
- Extra co-curricular activities



### **18. Model School, Mon**

- Reading classes for all subjects.
- Revision of all the chapters with emphasis on the basis and core concepts.
- Group activities and discussion.
- Teaching Learning Materials to aid and support the learning outcomes.
- Class test after every lesson, weekly and monthly test.
- PTA meeting after every quarterly examination to discuss and encourage the parents participation in the students' learning process.

### **19. Newman Hr Sec School, Tobu**

- i. The teachers to take the remedial measures to mitigate the learning loss of the students.
- ii. The subject teachers immediately started taking extra classes from 11<sup>th</sup> July 2022 onwards.
- iii. Some teachers called the students 1 hour before the classes while others took extra one hour after the class (2 pm). Some continued on Saturdays whenever there was a holiday and is still continuing. Students are cooperating positively.

### **20. Police Unit School, Mon**

- Re-explanation of the lessons for the slow learners.
- Group discussion in certain topics from the chapters.
- Oral and written test after completing every chapter by the subject teacher.
- Revision of chapters after completion and conducts reading and writing class to improve students' skills.
- Weekly test and monthly test according to the routine issued from the school authority to test the skills, knowledge and aptitude acquired by the student.
- Visual class learning to help the students to understand the concept easily.
- Evaluation class every day after school for 1 hour for class 9 and 10 students.
- SMB and PTA meetings to monitor the performance of the students learning and progress.
- Class teachers to make phone calls to their respective class parents/guardians time to time to update and supervise the home study of students.

### **21. Sacred Heart School, Mon**

- Re-explanation of the lesson for the slow learners.
- Peer discussion or group discussion.
- Class test, weekly test and monthly test to test the knowledge, skills and the aptitude acquired by the students.





- Smart class/visual learning to help students grasp the concepts quickly.
- PTA meeting to monitor the performance of the students.
- Class teachers make phone calls to their respective class's parents once a week to supervise whether the children are studying at home.

## **22. St John Higher Sec School, Mon**

- The Principal and Vice Principal visited many students' homes in the evening and gave counselling to students and parents who stay in the town.
- Parents were given suggestions on how to monitor and guide their children at home during the P.T.A meeting.
- Those students who were addicted with mobile games were given special counselling at school individually and their parents were advised to see them at home in a special way.
- Students were given ample advice from time to time in the classroom and commonly in the school assemblies.
- Those students who brought their mobile phones in school by mistake are confiscated.
- Teachers are given orientation programme on how to manage class efficiently and deal with students of various temperaments from time to time.
- Teachers stopped giving notes online and started to dictate notes in the class.
- In some classes particularly in class 10 morning classes were arranged. It helped a lot to bring them to the seriousness and proper study mood.
- We started to conduct monthly test for classes 1 - 12 and awarded prizes for the best performing students. Subject teachers used to conduct class test frequently. Those students who do very miserably in any test, their parents are called to meet VP/Principal.

## **23. St John's School, Wakching**

1. We are focusing on Foundational Literacy and Numeracy to help the students to grasp the basic concepts through different ways. During this special situation after the badly affected Covid –19, the school authority decided to introduce Audio/ Video visual classes, through that children can understand the content of the topic, the way of writing, the pronunciation etc. thoroughly.
2. We have conducted remedial classes from Class – 5 in every 2<sup>nd</sup> and 4<sup>th</sup> Saturdays.
3. Teachers understood the seriousness of the situation and tried their level best to give more importance on the concepts/basics in their class room teaching.
4. Children are finding difficulty to cope up with the syllabus of their respective classes.
5. Through continuous comprehensive evaluation method school is monitoring the progress of the students in different subjects. Moreover, we are sharing our views about the progress of the children along with their parents.
6. We provide extra classes for the slow learners.
7. Extra classes were conducted not only to cover up their syllabus but to cope up with their weakness also.



8. Class wise lesson plans as per the needs of the lesson are being prepared by the teachers.
9. The loss of two years of education is irreparable. It is difficult to fill it in such a short period of time. But the introduction of Audio/Video visual classes brought a lot of interest in the minds of the children. I feel it is an effective method to reach up to the depth of the minds of the students.

#### **10. St Joseph School, Mon**

- Remedial classes are provided to students on weekends (every Saturday), where the teachers of the particular subject would re-explain and clarify the doubts of the students who are slow learners.
- Teachers are encouraged to provide free tuition to students who are weak in studies and are from economically weaker section to help them cope up with their studies and not to be a dropout.
- One on One PTM is conducted once in 3 months to discuss the progress of the students.
- Teachers are asked to plan their lesson a week ahead for the particular week, also to reduce syllabus that are not of much importance.
- Daily one subject test is conducted so that the students learn their lesson. A single lesson is divided into parts for test and only one part is conducted at a time. Apart from this monthly test are also conducted.
- Once a month class teachers call up parents to know about the students studies at home.
- Students are also given recreation time.
- Counseling is given to those students who show disinterest in studies.
- Teachers encourage the students for group discussion and group activity so that they learn more conveniently.

#### **11. St. Mary's High School, Mon**

- To compensate the lost days of 2020 and 2021, we have conducted remedial classes on every Saturday from the very beginning of the academic session 2022. The school authority has directed to all the maths, Science and English II teachers to take remedial classes for the very weak students and they have taken classes after completion of the regular classes.
- The school authority has advised the teachers to revise the lessons of the previous years by adjusting few periods of the current year.
- Allowed students to do group discussions and given particular lessons for the same.
- After completion of every two chapters, we have conducted class tests to know their improvement, skills and aptitude.
- Conducted class wise parents meet and discussed about the students' performance. Parents were requested to meet the teachers personally to discuss the performance of the students individually.
- Every weekend the class teachers are collecting reports from the parents about the study and overall improvement of the students over phone.



## 12. United Christian Higher Sec School, Naginimora

- All those weak students who had been promoted are given counseling from time to time. Discussion on chapters were made until comprehended, retest and exams are conducted after every monthly test.
- Extra classes are being taken twice a week so as to compensate for the loss of learning faced during the pandemic. Class discussions are key because it helps the students exercise their mental ability, which in turn helps them comprehend lessons and ideas better and faster. The school in all prospect is trying the best to encourage all the students to do well in their academics while at the same time making sure that attention is paid to those who need more help.

## ***NOKLAK***

---

### 1. St Paul School, Noklak Town

- Some of the teachers began extra class in the morning in order to explain the lessons a second time for the weaker students to catch up.
- Personal guidance and personal conversation with weak students on how to improve their studies.
- Some of the teachers contacted the parents personally in order to inform about their ward's academic performance and plan out effective ways to help them to learn their lost classes. After dividing the class into two groups, they were made to ask questions each other giving points to the winning groups...
- Morning study hour is made use to help the weaker students of the class.
- Some of the teachers conducted audio-visual classes at least twice a week for a better understanding of the topics.

## ***PEREN***

---

### 1. Baptist High School, Jalukie

- Foundation literacy was considered as one objective to help the students proceed with clarity and to do well in the higher classes. For which the school employ only the Montessori train teachers for the lower classes. The teachers balanced the subject taught in the class according to the syllabus. The lower sections were taught in a contract basis, a teacher taught the whole subject of a class except Maths and Hindi. So that the weight of the school bag is lighten and the teacher has more time for the require subject.
- Remedial classes were given to the weaker section of the students after the regular classes. Every subject teachers identify the students and walked extra mile to mitigate the learning losses that had happened.
- Every teacher was encouraged to make their lesson plan. Every teacher's lesson plan and syllabus were cross checked to exercise positively.
- Motivational counseling were to teachers to encourage and motivate the teachers to walk an extra mile. So that they focus on the strength of the students rather than their weakness.
- Emphasis was given on teaching the core concepts and basics with clarity by giving supplemental assignments, a mix of classroom teaching and topics covered.



## **2. Baptist Higher Secondary School, Peren**

- Supplemental assignments are given to students to enhance their learning.
- Children with special needs are given more attention and even the parents are made aware of it.
- Teachers are given to follow the systematic system of learning and subject wise class test routine is handed out.
- Students especially the lower sections are emphasized more to cope up with their lessons which they have failed to learn due to pandemic.

## **3. Barail Valley Hr. Sec School, Jalukie**

The first two months of the current session, classes were taken on the last year's course. Thereafter, classes resumed with the syllabi of the current session 2022. Besides, summer holidays were shortened and every Saturday was made a working day to mitigate the loss of the students.

## **4. Christian School, Athibung**

- Emphasis on Foundation Literacy: The initiative undertaken for pre-primary to primary classes, play based learning is implemented where a child's memory power will be boosted through their thinking skills, communication skills and so on. Activities such as alphabets, colours, shapes, sounds and numbers is being conducted by the respective subject teachers in such a way that it is designed attractively to catch the child's attention with colourful charts and drawings and communicate through the things which the teacher opt for.
- For the Middle & Secondary section, all the subject teachers have selected certain chapters/topics to give proper explanation multiple times and after which tests conducted to survey how better the students have understood. This is done by providing Extra classes/Additional classes during Off days/after school hours
- After analyzing the progress and result of students; teachers have made lesson plans on the topics which could not be understood easily by all the students affected by the digital means of learning during the pandemic years.
- The teachers after identifying the weaknesses of the students based on classroom teaching of the concerned subjects and topics, after school classes are initiated to those students, where they are taught again on the specific topics in which they find it difficult to understand in classroom teaching.
- In order to address the needs of the students in a larger prospect, the school conducts Parents Teachers Co-ordination Meetings, where it was discussed on various means and measures to be adopted and followed by both the teachers as well as the parents.

## **5. Christian School Jalukie**

The following are the remedial measures taken up by the school to mitigate the learning loss during the pandemic.

- **INTERACTIVE SESSIONS:** As a follow up of what could have been done during the pandemic, students interactive sessions were initiated following all protocols to give them space to talk and interact with each other and learn from one another basing on different topics.



- **PEER GROUP STUDIES:** Division of students into different sections and categories including both slow and fast learners to give them ample of time to cope up with the learning loss during the pandemic.
- **NARRATIVE CLASSES:** Special classes like story-telling and narrative classes were initiated to help the students maintain listening and speaking skills.
- **LEARNING THROUGH PRACTICAL:** Practical works and projects based on the textbooks were conducted to keep the students engaged and be more resourceful.
- **ONE-ON-ONE COUNSELLING:** One-on-one counselling by the church councillors and school managing board was done to motivate the students and help them get through the post pandemic study stress and a guide for their career.
- **PROJECT WORKS & CONTINUOUS EVALUATION:** Students were given different project works and continuous evaluation of each students was checked into to see the progress of the students and extra remedial measures required for slow learners and the like.

## **6. Chwang School, Samziuram**

- **Identifying Learning Gaps:** Teachers maintain a learning-performance record for each subject taught. They conduct quiz, ask questions and conduct tests after each topic or unit is taught to identify those students who are not able to understand concepts just taught and who need intervention in their learning process.
- **Remedial Class:** After identifying the learning gaps of the students, remedial class is given to those students who fall under “Needs Help” category. They are given one on one guidance as well as group remedial class. This is taken for all the classes.
- **Peer Learning:** Under the guidance of the subject teachers, students are given Peer Learning Activity from time to time. Here, students are paired up and made to teach their peer group as assigned. The teacher guides the students on how to prepare lesson on the topic assigned, how to tutor and give feedback. This helped the students to be more confident in their learning and also make them study. This learning activity is conducted on Classes 8 to 10.
- **Circle Time:** At the beginning of the class about twice a week, circle time is taken for about 10 minutes. Here, the students are given opportunity to have interactions, discuss about any topic and sometimes do a group activity like singing, hot seat, etc. This activity is taken up for classes 7 and below.

## **7. GHSS, Athibung**

- **Home Visits:** Once frequent absence of a student is noticed, the parents or the local guardian are informed through a phone call and enquiry is made about their respective wards. If the students continue to remain absent or display a pattern of irregularity from the school or stopped coming then a visit is paid to where he/she is staying, to have a personal talk with the concerned students and parents so as to work out on a solution to bring the child back to the school and ensure they continue their studies.
- **Raising concerns to the community leaders:** After assessing the condition of the student, his/her family condition if they are not in a position to help themselves, the issue is taken up with the concerned community leaders and the concerns regarding the student in question is put to their notice. Suggestions are given to them how they can help in supporting the child in continuing their education.



- Informing the higher authorities: Matters beyond the teacher's capacity are taken up with the higher authorities like the Head of the Institution and the SMDC where they can act as per required and necessary.

## **8. GHS, Lilen**

Parents were made known about their wards performance and remedial /corrective measure were taken by the subject teachers. (Assignment were given). To curb drop out problems in school following points were resolved.

- i) Parents are informed to encourage the students to attend school regularly.
- ii) Subject teachers tried to identify student's problem in school/class and try to solve it in consultation with Headmaster and parents.

Conduct of improvement examination is being conducted w.e.f 26 September 2022 along with Class 8 & Class-9 Phase 1 Final examinations.

## **9. GHS, Ngwalwa**

The school authority called a meeting of the parents and advised them to send their children to private tuition. Besides that remedial teaching was conducted for all the classes in the school by the teachers.

During remedial teaching period guest speakers were invited to exhort and motivate the students to concentrate in their studies. It has been observed that guest speaker could play a vital role in motivating the students. Educationist of the locality and high profile speakers were invited. After which the school authority find the result of the students better than other years.

## **10. GHS, Mbaulwa**

- To mitigate the learning loss remedial teaching has been continuing and more assesments were initiated by the school to overcome the loss and make the students prepared to proceed to the higher classes.
- Additional/extra classes are given to the students especially for classes 8-10 on some particular subjects in order to enable the students to rebuild the loss concepts and be able to qualify for higher classes.
- The school is also developing class wise weekly plans of learning activities for the students giving more attention to the slow learners.

## **11. Kirjath Jearim Mission School, Peren**

- Continuous interactions with the parents in class Whatsaap Group.
- Meeting with the parents / students to handover study materials etc.
- Retest for the failed and absentee students.
- Meeting with parents and students after every term end result.
- Extra Guidance were given to the slow learners.



## 12. L.M. Higher Secondary School, Mhainamtsi

- Classes from January to mid-March were used by all subject teachers to revise and concentrate on the previous class syllabus, and the basics of Mathematics, Grammar, and Science.
- Remedial and additional classes are constantly taken on Saturdays depending on the need of the subjects
- The school has also provided ten (10) smart TVs and ten additional Laptops to aid the teaching-learning. It doesn't lag behind any other school in the area in the technology field and had also won the 2nd prize in the online District Level Science Exhibition and 1st in the District Level Extempore competition held in March and August.
- The teaching-learning process always sticks with the compulsory teachers' Lesson Plan and regular supervision of 'Daily Class Activity'.
- Parents are also made to visit the school once every month to check their wards' performance.

## 13. Mungleu Valley School, Saijang

- Classes Nursery – VIII
  - i) Meeting the parents/Guardians time to time.
  - ii) Identifying the slow learners and giving them proper guidance.
  - iii) Retest for the failed student & absentees students.
  - iv) Counseling were being given to the students time to time.
- Classes IX - X
  - i) Proper guidance were given by the subject teachers.
  - ii) Counselling were being given to the students time to time.
  - iii) Retest were being conducted for the failed & absentees students.
  - iv) Parents Teacher Interaction (PTI) after every result declaration.

## 14. Transforming Lives Higher Secondary Academy, Gaili

To minimize the gap, school authorities have brought up the following steps and encouraged teachers to take up necessary Learning Approaches to help reduce the learning loss.

- Provide children with opportunities to catch up on what they missed out during the School Lockdown so that they do not fall further behind in their studies.
- Extra classes, collaborative learning and parental engagement to be explored so that personalised and dedicated attention is given to students who are lagging behind.
- Worksheets and instructional materials to be given out to address specific problem areas of students to enable them to bridge the learning loss.
- Whatsapp groups and other technological platforms to be utilised to circulate educational materials to help in the learning process.
- Inorder to improve students' discipline and interest to attend school, extra-curricular activities such as Sports week, Literary Meet and Students' Camp to be organised.



## **PHEK**

---

### **1. Baptist School, Pfütsero**

- The lessons are made easier and lighter for the students unlike other years.
- For lower classes especially in Math class teachers teach through play-way method.
- Additional class is given to the secondary students' i.e before the school hours especially in Math
- Often interaction with the student's parents about the student's overall performance.
- Counseling is given to the students with behavioral problem.

### **2. Bishop Abraham Memorial School, Phek**

- Conducted regular study hours for all the students before the beginning of the class every day.
- To improve the students spelling, we conducted spell bee competition and awarded those who really did well.
- Regular classes were conducted on every 1st and 3rd Saturdays.
- Students especially those of higher classes were offered opportunity to study after class in the school.
- It was insisted that all the teachers should correct the notes given to the students.

### **3. Christian Home School, Phek**

- Identifying missed learning standards and contents that are prerequisites to future learning.
- After completing every single chapters class presentation and class test is to be held.
- Time management methods or ideas have been made clear to the students.
- Prior to the exam syllabus particular subject teachers are to complete the syllabus 2-3 weeks before the exam.
- Extra help and direct instruction/ interventions time for students who need it.

### **4. Christian Mission Hr Sec School, Phek**

- Additional classes/coaching to help the slow learner.
- Counseling session to some students who have difficulty in copying with their studies to help them reach their full potential.
- Proper planning of lesson to suit the needs of all the student i.e, gifted, average and slow learners as well to focus on the physical, mental, moral and social well being of the students.
- Activity based learning method and outside exposure to make learning more interesting and fun.
- Parents – teachers meeting to address the needs and problems of the students and bring positive change in learning.





## **5. GHS, Kanjang**

- Class Time: 1:30 PM – 2:40 PM (Class - 5 to 10)  
12:10 PM – 12:40 PM (Class - 1 to 4)
- Class test (assessment) every 1<sup>st</sup> and 3<sup>rd</sup> Saturday.

## **6. GHS, Khomi**

- Free tuition is being provided to the students by the subject teachers in their respective subjects.
- The school also uses ICT materials such as LED TVs with pre-installed files and apps provided by the department.
- Class test, weekly test and assignments are conducted on a regular basis.
- SDMC meetings and parents teachers meetings are held once in a month.
- Special coaching classes are being given to the students appearing board exams.

## **7. GHS, Dzülhami**

- The school conducted mitigative measures to bridge it by taking remedial class, additional class and assessing the students.
- Remedial class was given to the students after taking an assessment of their learning to provide feedback and to develop a clear understanding of the topic.
- Timely conduct of assessment was also carried out to understand where the students learning were so as to plan and develop the lesson to cater to the needs of all the students.
- Additional classes were also taken as per the needs of the students.

## **8. GHS, Khulazu Basa**

- Remedial classes were taken up to bridge the learning gap. Additional classes were also taken up on occasional basis to help the students. Special classes were also taken up to help the weaker students.
- Class tests, home assignments and project activities were also taken up by the respective subject teachers to assess the learning progress of the students.
- To boost the intellectual and social well-beings of the students, literary and cultural activities (21st and 22nd July 2022) were also taken up.
- Parents – teachers contact meetings were also held to acquaint the parents about the progress of the students.
- Teachers were also encouraged to prepare lesson plans as well as to prepare themselves in such a way that they provide a supportive learning environment.



### **9. Green Wood Cottage School, Chozuba**

- Lesson plans are prepared by Teachers during the start of the academic year which has been followed throughout
- Monthly activity reports and assessments are strictly maintained. Individual student are being counselled monthly if they are not doing well.
- Remedial and extra classes have been conducted by the concerned teachers.
- Assignments and presentations for classes VIII to X are being conducted every weekend.
- Illiterate parents are called for counselling in the office to be responsive and be supportive to the child.

### **10. Holy Care School, Phek**

- Diagnose learning gaps
- Prioritize personalization
- Trauma-informed approach
- Remedial classes
- Healing centered strategies

### **11. Kiddies Corner School, Phek Town**

- Seminar conducted for the parent on the topic 'Back to offline classes.'
- Teacher-parents meeting.
- Seminar conducted for class 8, 9 and 10 (by Chakhesang Student Union).
- Awareness programme for class 8, 9 and 10 (by school).
- Special counselling programme once in every week for weak students.

### **12. Mount Kahu Christian School, Phek**

- Parents -Teacher Meeting.
- Extra - Class.
- Find out students weaknesses like Pronunciation, handwriting, formula and so on.
- Train students how to handle online classes.

### **13. Royal Foundation School, Phek**

- Students are made to do extensive reading individually at regular intervals during class hours.
- A 40 minute duration class has been in place after school hour for those students who are finding difficult to cope up with the normal classroom instructions.



- Re – Test measures have also been enforced strictly for students falling under Needs Improvement category.
- Slow learners are identified and given individual attention by respective subject teachers which is more like counselling. This is carried out in a separate room.
- Meeting with parents of slow learners.

#### **14. St Andrew School, Thenyizumi**

- Remedial classes are taken especially for those students who are finding difficult in coping up with the lessons.
- Additional classes are held after school hour and on Saturdays.
- When the student is absent in the class, teachers are to enquire and find out the reason for the being absent from the class. The teachers pay a visit to the students in order to find out the reason for being absent from the class and thus find ways and means to help them out.
- Timely evaluation is conducted in order to evaluate the progress of the students in the form of weekly and unit test every first, third and fifth Saturdays.
- Time to time parents are called to the school office in order to brief them on the progress of their ward.

#### **15. St John School, Razeba**

- Remedial classes for all the students, morning before class begins and after class hours.
- Weak students are given special tuition in the school freely.
- Class test after completing each chapter every day for different subjects.
- Teachers visit the families of the students in the locality to enquire about the studies.
- Teachers prepare the lesson and write notes in advance, and prepare charts to make the teaching easier.

#### **16. St Xavier Hr Sec School, Meluri**

- Additional classes were conducted during summer holidays.
- Parent teacher meeting was held in the school. And created sufficient awareness to bridge the learning gap in the students.
- Irregular behaviour of the students is being checked up.
- 20 minutes study time is allotted for students for revising the lessons. Time: 8.00am to 8.20am.
- Assignments and project works are given by subject teachers so as to enable better assimilation of the lesson and to explore beyond the classroom.



### **17. Tewelhi Medo Tyranus Hr Sec School, Pfütsero**

- The school conducts monthly tests every month for all the subjects.
- Coaching classes were offered to Classes 8, 9 and 10 for a month ahead of the exam. The classes focused on Mathematics and Science.
- In order to enable students learn their notes, extra time and effort has been put by the teachers after the regular class is over.
- Group activities in the form of group discussions are done sometimes to develop in them the spirit of competitiveness, brainstorming and enthusiasm to invest more time in exploring and learning the topics in the books.
- To enable the students to be active and participative in physical activities as well, co-curricular activities like sports week, Freshers' day etc. have been organized by the school.

### **18. Union Christian School, Pfütsero**

- A special committee was set up to determine how much the knowledge was lost or forgone and how the school should restart the classes for the benefit of the students.
- Special attention was focused on regularly tracking the progress of students learning, prioritizing the foundational skills.
- The school had also minimized the time for breaks and holidays.
- Teachers were assigned with 10 – 15 students for special home tuition to recover the learning lost during the pandemic.
- The school even encourages the re-enrolment of the dropout students.

## ***SHAMATOR***

---

### **1. GHSS, Shamator**

- Since there is only one Mathematics teacher and one undergraduate Science teacher, the school authority engaged one graduate teacher.
- Extra classes for all the subjects for class 10 are conducted form Sept 2022 at 3:30 pm to 5:00 pm.
- PGTs are asked to take extra classes in their subjects, conduct more class test and give feedback to the students.

### **2. St Xavier School, Shamator**

- Emphasis given to students on Foundational Literacy and numeracy. Re-teaching the concepts of basic mathematics through activities, games and play.
- Teachers are encouraged to take extra remedial classes with re-explanations of the lessons from, class one onwards.
- Teachers are also encouraged not only to teach lessons, but to go beyond the classrooms to teach them to be responsible citizens.



- Teachers are encouraged on teaching the core concepts with clarity by re-teaching the concepts which are not understood by students.
- Lot of activities and assessments being conducted by all the teachers to make learning become possible.

## ***TSEMINYU***

---

### **1. Christian School, Tseminyu**

- Remedial class after normal school hours has been undertaken for higher class specially 9 and 10 with these students
- Voluntary extra class/free coaching has been taken up by few teachers to help the willing / studios students to learn and do better.
- Weak students are being identified from each class and are given special attention to make sure they learn and remain competent with their own fellow pupils.
- The head of the school regularly meets and interacts the weak students and their parents to see them improve and also discuss possible avenues to help the students achieve positive results collectively
- Currently the school is focussing more in improving the quality of education than quantity.

### **2. Don Bosco School, Tseminyu**

- Teachers took extra classes in the beginning of the year. Atleast two months all the Saturdays were utilized for making up the losses with revisions of the important subjects.
- Some of the teachers began extra class in the morning before assembly.
- Daily 2-3 questions were given to study and clarify their doubts.
- Home works and extra classes were taken for mathematics.
- Some of the teachers divided the students into groups which help them to share their ideas, thoughts and teach and learn from each other.

### **3. GHS, Kandinu**

- Since the school was in the Green zone, we have arranged alternative classes maintaining SOP.
- Notes were prepared and distributed to the pupils especially to the secondary students.
- Home tuition were organized by some teachers to cover up the courses.
- Offline tests were conducted to assess the performance of the students.



#### **4. GHS, Kasha**

- Parents Teacher Association (PTA) formed.
- Two teachers were appointed as counselors for counseling students having problems both at home and school.
- Special home visits were conducted to some selected students homes.
- Special extra classes were given to slow learners.
- It was resolved in the last SDMC meeting that through community supports a temporary hostel for HSLC candidates 2023 will start from October 2022.

## ***TUENSANG***

---

#### **1. Akum Imlong School, Tuensang**

- The syllabus for classes 1 to 7 also has been modified to make it more understandable to the students.
- The school also encourages holistic education and for this we give ample of attention to their co-curricular activities.
- Add activities such as paper cutting, crafts, and physical exercises such as Drills, Aerobics, Yoga, NCC and others.
- Demonstration and talks given by Fire and Emergency department and officials from Tobacco Free Control Cell on different occasions.

#### **2. Christ King High School, Angangba**

- Three days in a week, weak students of classes I to VII are given free tuition after their class for one hour during which Mathematics and Science are given emphasis.
- Teachers are asked to pay individual attention to the students who need special help regardless of subjects and find extra time to help them out.
- On all the four Saturdays, for classes I to X, school conduct classes up to 12:00 noon specially to give remedial classes, to cover up the syllabus and also to revise the lessons taught.
- To motivate the students to learn, especially of Classes VIII to X, occasionally the school conduct Motivational sessions.
- Occasionally, parents are invited to the school to check the progress of their children and to cooperate and collaborate with the learning of their children.

#### **3. Ekalavya Model Residential School, Tuensang**

- Special classes for Class 10 on Maths and Science subjects are being conducted every evening, Monday to Friday (one hour) since June 2022.
- Teachers assigned to aid students during every evening study hours for class 6 – 10.



#### **4. GHS, Konya**

- Remedial teachings for the students.
- Co-curricular activities were carried out for the students to participate.

#### **5. GHS, Sangsangnyu**

- The teachers mainly focused on slow learners among the students by conducting class tests.
- Maximum of the period had been utilized in conducting dictation of words, giving home works and class works on daily basis.
- The teachers had been advised to conduct class test, giving home works and dictation of words on daily basis.

#### **6. GHS, Tonglongsor**

- Remedial class
- Conducted enrolment drive on 21<sup>st</sup> Aug. 2022
- Door to door visitation for dropout students.
- Counselling for parents, Teachers and students on 6<sup>th</sup> Sept. 2022

#### **7. GHS, Yangpi**

- Remedial classes for weak students from 4:00 to 5:30 pm every working days.
- Extra class for all students from 2:00 to 2:40 pm on working days.
- Conduct of extra-curricular activities on every weekends.

#### **8. GHSS, Tuensang**

- With the beginning of the academic session, the teachers have started classes by giving revision of the previous year lessons.
- Teachers have been taking extra classes on Saturdays in order to make up for the learning loss.
- A parent-teacher meeting was called to address the learning issues of the students and collective decision was taken to work together to help and monitor the students.
- An attendance checking mechanism has been set up to check absenteeism which has been on the rise.

#### **9. Holy Angel School, Tuensang**

- Parents-teachers meeting were held thrice, October 2021, February 2022 and June 2022.
- Teachers visit the home of students and advice the parents to send their children to school.
- Given free admission to all the LKG and needy children for the year 2022.
- Special classes for the weaker students.



### **10. Holy Cross School, Tuensang**

- On every Monday, efforts are implied on learning basic English language, Vocabularies and grammar.
- Extra teaching period for Mathematics and aptitude test every Tuesday.
- After normal class, 45 minutes of remedial class are set for weaker students to bridge the learning gap on every Wednesday and Thursday.
- Special class is organized on alternate Saturdays.
- Counselling session on every Saturday for students who couldn't focus on their studies.

### **11. Loyem Memorial School, Tuensang**

- Special classes are conducted on all Saturdays to teach the basic concepts or have put much emphasis on foundational literacy.
- One period is completely dedicated everyday for clearing the concepts of the previous class.
- Assignments are provided on areas where the students did not have enough practices.
- Regular feedback and counselling is provided to parents and students.
- Coaching classes are conducted at the evening hours from 3.pm to 5.30 pm for class 8 to class 10.

### **12. Mount Carmel School, Tuensang**

- Conducted Parents meeting two times in our school in this year to discuss about the improvement of students studies.
- Arranged remedial classes every day (after regular class) for their improvement in studies which they loss in pandemic time.
- For secondary classes, we have parents meeting along with the managing board members and with students.
- Advised the parents whose children discontinued their schooling to send them again to school so that they can continue their studies.

### **13. St John Hr Sec School, Tuensang**

- Everyday 40 minutes of study hour is set aside apart for all the classes before the class begins.
- There is class test either oral or written in all the classes apart from the scheduled Unit Test and Term Exam.
- Class X and Class XII students have extra class of one and half hours after the class every day.
- Parents of weak and irregular students are called and made them understand their role in their children's education.
- Some classes have Special classes even on 2<sup>nd</sup> and 4<sup>th</sup> Saturday.





#### **14. St Joseph School, Tuensang**

- Special attention was given to lower class students to increase their learning outcomes.
- Parents meetings were organized to get the support of parents.
- Conduct remedial classes.
- Additional classes were conducted specially for higher class students to equip them to overcome the loss in learning.
- Teachers prepared lesson plans.

#### **15. Trinity Academy, Tuensang Town**

- Focus in the innovations to provide extra academic support and extra classes are conducted.
- First and third Saturdays are utilized as working days and weekly tests are conducted on regular basis.
- Attending home tuition.
- Twice in a week, extra Classes from IV – X are taken after school hours.

## ***WOKHA***

---

#### **1. Bethsaida School, Wokha**

- Conduct of remedial classes.
- Remedial class from first week of August 2022.
- Weak students were identified by the teachers on the basis of performance in the exams.

#### **2. Christian Model Hr Sec School, Wokha**

- Remedial and additional classes were arranged to assist students who were underperforming in different subjects.
- After the first evaluation test for class 1-7 and the model test for class 8-10, the school started providing remedial instruction for underachieving students in the final week of May.
- Subject teachers were given the go-ahead to identify and group weak students according to the subjects they failed.
- The school began remedial and coaching sessions after the regular class hour after dividing the kids into various groups.



### **3. Chukitong Area Baptist Mission School, Chukitong**

- Strict adherence to Rules and Regulations.
- Sorted out the grievance face by the students and parents during Covid-19.
- Hammering out to address the issue one after the other.
- Remedial classes to the weaker students.
- Mandatory for all the students to attend morning study hour.

### **4. Don Bosco Hr Sec School, Wokha**

- Started with remedial classes for our students to cope up with the great academic and learning gap that the students suffered for almost two years.
- During the regular classes, one period (that is 45 minutes) of additional classes is taken up three days in week for classes 6 -12.
- Intensive Training for the primary classes.
- Academic Competitions and Learning by Doing activities were held for improvement of all our students.
- The teachers are also taking extra effort to help each student individually.

### **5. FernBrook School, Wokha**

- Counselling and career guidance camp was organized at the start of the year from 6-8 January, 2022.
- An intensive one week teacher's program was organized at the beginning of the year by the school management where teachers were trained to make use of the best resources that will boost the interest of the children, with a focus on creativity and learning activities.
- With an aim to oversee the progress of each child, the students have been divided into tutorials with teachers to counsel and guide the students.
- With a view to connect the parents and tackle any problems a meeting was conducted and proper plans drafted out as to how the students can be helped by both teachers and the parents together.
- Working Saturdays are best utilized for conducting additional special classes and conducting various competitions on a regular basis.

### **6. GHS, Akuk**

- Teachers hold a meeting in the early part of academic and suggested measures for improving learning of the students.
- A remedial teaching class was initiated after normal class and 1<sup>st</sup> of 3<sup>rd</sup> Saturday.
- Study hours were introduced in the school every day from 7:30 am – 8:30 am for all the students.
- The teachers have also decided to conduct test on every Monday.



## 7. GHS, Sungro

- The subject teachers are engaging the students in weekly/monthly test.
- Extra classes/periods are taken in order to cope up with thorough understanding of the chapter.
- PTM has resolved that students of the school should not go out of their homes from 6:00 pm so that they concentrate in their studies. This is monitored by parents and teachers.
- For class 10 students who are to appear HSLC Exams, study camp/study hour is strictly maintained after school hours are over in the school itself from the month of October to December.

## 8. GHS, Longtsung

- SDMC, Teachers, Students Parents, Council Members & Women wing co-ordination meeting was held at GHS Longtsung on 11<sup>th</sup> August 2022 at 10:00 am in compliance with the NBSE Notification No.69/2022.
- It was resolved in the meeting that before and after classes on every working days, one hour study timing is given to the students and the subject teachers are entrusted to supervise all the remedial study hour w e f 16<sup>th</sup> August 2022.
- It was resolved in the meeting that the student's parents took an oath to affirm their children studying at GHS Longtsung – two hours to study at home every evening (ie. 5 to 7 pm).
- If any student is found roaming outside during these specified study hours, a fine of Rs 200 will be penalized by the school authority.

## 9. Gilgal High School, Wokha

- The school has taken remedial classes to support the learners especially the weaker learners in different subjects and provide them more focused teaching support to enhance their knowledge in every subjects the learners find difficulty in understanding the concepts.
- Some of the measures of remedial classes carried out in our school are well organised classes, additional classes, extra hours for studying, lesson plan for teachers and repeated exams for assessment.
- So for some of these strategies have facilitated us to a great extent in covering up the important topics and lessons and has strengthened the interest of the students in learning despite the problems and difficulties they came across during the pandemic.

## 10. GHS, Sanis

- A remedial teaching class was initiated on every Saturday from class 6 to class 10.
- A study hour of one hour everyday was introduced in the school on every school day from 1:30 pm to 2:30 pm.
- The school authority decided to conduct test on every Saturday for the benefit of the students from class 6 to class 10.



### **11. GHS, Wokha Village**

- The school conducted remedial teaching after the normal offline classes on the subjects such as science, mathematics, social science and English.
- The students were made involved in community based activities such as plantations, cleanliness and awareness campaign on tobacco, impact of fast food and packed items.
- Teachers meticulously prepared lesson plans focusing on three domains viz cognitive, affective, psycho-motor.
- Parents-teachers association (PTA) was formed by the school to work together for the betterment of the students both in school and home environment.

### **12. GHSS, Chukitong**

- Teachers were instructed to teach the basic concepts of their respective subjects as would have been learned by the students in the previous classes before the actual syllabus transaction.
- Additional classes are being conducted for Mathematics and Science subjects for class IX and class X from Monday to Friday every week.
- Divided the students of class IX into two groups basing on their ability to learn and special attention was given to those slow learners especially for mathematics.
- Parents teachers meetings were conducted three times to share their child/ward's performance and address the needs of the students.
- Teachers visited every house and family of class IX and X in Chukitong as well as in neighbouring villages to know the actual family environment and background to provide help and counselling.

### **13. GHS, Wozhuro**

- Remedial Classes: Remedial Classes are being conducted right after the Mid-term Examination 2022.
- Additional Classes: Additional classes are conducted wherever the students find difficulties in their lessons.
- Motivation sessions: Along with other activities motivation sessions are held in the School from time to time to encourage the students to maintain good health and study more.
- Parent teacher interaction: Occasionally parent teacher interactions/ meetings are held in the school.

### **14. Isaiah Ability Hr Sec School, Wokha**

- The administrator of the school called for a consultation meeting with the teachers and informed them to identify and recognize the weak and slow achievers.
- Teachers were informed to identify the students who are likely to dropout so as to give special remedial class to them.
- The main objective of having the remedial teaching is to give additional class so that no student in the class will be dropped.
- Students were given counseling, conducted small test and gave them marks.



### **15. Little Angel School, Wokha**

- We have started with remedial classes for students who are not able to cope up with the lesson's taken up during the regular classes.
- One hour additional class is taken up daily for classes 8-10. Students are made to stay back after school and subject teachers helps them with their doubts.
- Taking the past two years into consideration, the teachers are making their lesson plans to accomodate the needs of the children.
- The teachers are also taking extra effort to help each student individually.

### **16. Libemo Memorial School, Wokha**

- Class test-chapter wise and revision tests are conducted on a regular basis to let students accept the challenges and become more familiar with the types of questions and how to answer them differently.
- A constructive feedback is given to help the students develop motivation and identify the limitation in their performance and also to the parents to keep track of their wards performance.
- Students facing challenges in learning or school attendance are identified and are provided remedial classes immediately so that they do not fall behind in their studies permanently.
- To lower the high dropout rate at secondary level, re-test is conducted after every quarterly assessment. This measure has improved the pass percentage.
- In order to enhance better understanding, audio-visual classes are conducted twice a month in the class-room to give students a break from their continuous theoretical classes.

### **17. Mount Carmel School, Wokha**

- To address the learning loss of the students, academic recovery strategies have been relied on the use of additional instructional time and day.
- Students struggling in subjects like Maths, Science, Social Science etc, high dosage tutoring have been given thrice in a week with 2 hours time frame.
- Practical and ideas have been made to administer pre and post test observed instructors, collected staff views and shared evaluation data to improve the learning program over time.
- To give more systematic support to students, a plan of learning and assessment has been developed by the Teachers with class-wise. Special attention has been provided to the students through teaching learning materials, workbooks, activity based materials etc.
- Above all the most important measures taken was the remedial class. In order to facilitate and assist the weak and poor students to improve their quantitative and qualitative knowledge, remedial classes have been conducted with wee- organised classes, continuous screening and evaluation of students through class test, class work, followed by counselling.



### **18. Perennial School, Wokha**

- Additional classes are conducted for one hour on a daily basis after the regular class is over.
- Weekly class test are conducted after which required support to students / slow learners are given with adequate materials.
- Teaching Learning Materials (TLMs) that supports progress towards mastery of learning objectives are prioritized and superfluous materials are eliminated.
- Teacher's efforts are recognised by offering a small token of appreciation. Students are encouraged and motivated through different activities.
- Teachers prepare lesson plans which helps provide a supportive learning environment and create a lively classroom environment. Games and activities are designed by the teachers so as to provide personal learning experiences and stimulate their interest.

### **19. St Peter School, Longsa**

- Re-tests are conducted regularly.
- Extra coaching classes are given to the slow learners, apart from the usual classes.
- Weaker students are called and listening to the difficulties and problems faced in the home environment, remedial interactions are conducted.
- The concerned students are given encouragement as well as a lot of appreciation for the minute progress.
- Time to time the students are met and given motivation and encouragement.

### **20. Santsuo School, Wokha**

- Parents were frequently called for interaction regarding their ward's studies and problem facing at home. Their involvement were sought to produce improved results.
- Weak students were identified and remedial/Extra classes were conducted after the regular classes.
- Some chapters were omitted so as to give more importance to the important chapters to provide quality education rather than quantity education.
- Apart for regular assessment, students were let to read intensively in the classroom followed by writings.
- Basics subject matters were taken up specially Maths, Science and Hindi.



# ZUNHEBOTO

---

## 1. Don Bosco School, Lazami

- When lessons are being explained relate which relates to the previous year's class are brought in and asked, in this way if the concept of the given topics are not cleared, a detailed insight is given.
- Students are made to read certain topics in front of the class, in that order self-confidence and pronunciation is also checked which not the case during online classes was taken during the pandemic.
- With the permission of the concerned authority, students are given an insight about the topics being discussed through the help of images, video clipping etc.
- Group activities are also conducted in the classroom to let them have good communication skills with their classmates as well as with the teachers.
- Other than studies, extracurricular activities were organized like drawing, choreography, quiz on SS & GK, quiz on Bible, speech competitions, singing, crossword on India and many more activities are conducted and still more will be conducted in the coming days.

## 2. GHSS, Pughoboto

- Remedial classes were conducted for classes-7 to 10.
- The school also provided mid- day meal to the students because they are essential for the cognitive development and well-being of the students.
- The teachers engaged themselves with the students by visiting their homes and had interactive session with the students as well as the parents.
- The students were given opportunities to socialize, play and refresh their minds and also interact with the peers they have missed for so long, in line with school safety protocol.
- After the mid-term examination, the students who failed in all the subjects were given a chance to sit for retest.

## 3. Highland High School, Satakha

- Teachers orientation program has been conducted discuss on various issues, main focus on how to recover the learning loss of students during Covid-19.
- Students counselling program has also been done by respective sub-teachers in class.
- In order to create the students interest, co-curriculum activities have been conducted.
- Parents and teachers meeting
- Remedial classes were facilitated.



#### **4. Hillboto School, Satakha**

- Re-explanation.
- Revision/re-teaching.
- Improvement test/ class test.
- Re-test for the improvement of the weak students.
- Reading and writing test.

#### **5. Hillto Children Home School, Akuluto**

- The school has been taking remedial classes for the weak students by the subject teachers after class.
- Special classes have been taken on every Saturdays for the particularly group of students.
- Weekly class tests are also conducted to check the progress of the students.

#### **6. St Clare School, Akuluto**

- When lessons are being explained, topics which relates to the previous year's class are brought in and asked, in this way if the concept of the given topics are not cleared, a detailed insight is given.
- Students are made to read certain topics in front of the class, in that order self-confidence and pronunciation is also checked which not the case during online classes was taken during the pandemic.
- With the permission of the concerned authority, students are given an insight about the topics being discussed through the help of images, video clipping etc.
- Extra classes are inculcated.
- In relationship to mathematics, basic knowledge are checked, which is asked with respect to lessons taught during the pandemic.

#### **7. Mission School, Pughoboto**

- Remedial Classes on various subjects is being implemented for Class 5-10 based on the needs of the students.
- Additional Classes are being allotted for Class 8-10 as per the requirement of the subject teacher and the students.
- Lesson Plan for Teachers has been implemented and the teachers are required his/her time to submit their weekly lesson plan every Friday.
- Various activities based on the academic curricular as well as co-curricular are being conducted as and when required to help the students for allround development.
- Teachers Orientation was conducted to encourage and motivate the teachers as well as to keep the teachers updated with the NEP 2020.





## **8. Mount Shepher School, Aghunato**

- Firstly, the students are mostly assigned to do projects, assignments and are taught in pictography for better understanding of the students.
- The students have combined classes for the basic concepts and topics to be covered.
- Co-curricular activities like sports club, literary club, dancing club, cooking club, eco green club and choir club are being taken every day for one period apart from the academic, to assist and encourage the study environment.
- Science and math coaching class were given to class 8-10 students everyday in a week.
- The teacher lesson plans are strictly maintained for systematic and betterment of the students.

## **9. New Foundation School, Pughoboto**

- Additional classes are still going on for class 8,9 and 10 and the respective subjective teachers are doing best on their part to equip the students with their learning loss.
- Students are encouraged rather than mocked for what they don't know. Efforts are being made to show audio-visual videos for better learning experience.
- Individual student-parent-teacher meeting was conducted for class 9 and 10 to share the student problem and to let parents understand their child problems.
- Remedial classes are being given to weak students after the class.

## **10. Olympic Hr. Sec. School, Zunheboto**

- A parent teacher meet whereby the parent were sensitized about the mental and psychological health of their wards, specially emphasizing on the sympathetic role of parent in the learning of their wards in the new situation.
- A counselling session for 45 minutes by experts was organized once in week so as to address the adverse psychological impact of the lockdown situation and to affect the mental well being of the students.
- The teachers are continuously being encouraged atmosphere in the class room situation and also within the school campus.
- Students who were found to be unable to cope up with the teaching learning process are identified by the teacher-in-charge and were provided with the basic skill especially in English language so as to improve their skills.
- In order to bring the gap between the actual level attained by the students and the desired level expected of them, a bridge course was provided to them, especially in the area of basic English structure, which has immensely helped the students to cope with their studies confidently.



### **11. St Anthony School, Zunheboto**

- The school principal Fr Johnson Ayila during morning assemblies and other occasions address the students and gives motivational tips and intellectual stimulus to improve their interest and desire to excel in studies.
- The school provides students, a quiet and equipped space for each student and best learning conditions and support to cope up with the studies.
- We organize extra classes daily in the morning before the school timing and afternoon after the classes get over.
- Every day, students are asked to come to school between 8 am to 9 am for the individual study guided by their own class teachers.
- Weekly tests are conducted for all the students compulsorily.

### **12. St Paul School, Naltoqa**

- Extra 30 minutes has been added as additional/remedial class from Monday to Friday for classes 8, 9 and 10 and for classes 5, 6 and 7 only Tuesday and Thursday every week.
- Counselling classes are also held in school on the topic such as have to keep themselves healthy, mentally and physically fit.
- Weekly assessment is done every week in a way that all the students have got acquainted to the topics, lessons, chapter discussed.
- PTM is held once every month.

### **13. St Peter School, Atoizu**

- Animation, encouragement, motivating the teachers timely in the very first place to set the teaching & learning finds its expected outcome.
- Teachers lesson plan to make the teaching learning have better outcome and also to provide a supportive learning environment which focuses not only on the cognitive domain but also addressing students' health, psychosocial and emotional well being.
- Special attention towards the weak students in the class room learning plus the remedial class for them after the normal class hour.
- Teachers taking an extra pain to see to the foundational literacy of the respective subjects despite the demand of the completion of the syllabus for each term exam.
- Last week of every month is set for monthly test for all the subjects to check the learning outcome.

### **14. Seven Home School, Zunheboto**

- Conducted after school classes/programs for solid 1.5 hours from Monday-Friday.
- Students were assisted and reshaped their learning skills which were completely gone due to Covid-19.



### **15. Woodland Hr Sec School, Zunheboto**

- The teachers in the primary level are starting from the basics which has greatly affected the teaching of the normal subjects. Extra classes had to be taken to help the students.
- The teachers in the middle and secondary level had to also go back to the basics mainly for subjects like Mathematics and English.
- A lot of extra-curricular activities had to be conducted along side normal classes to get the students to have the interest to be more attentive and regular in their classes.
- We are also having regular interactions with parents to understand the issues that the children are facing.
- We have also made the assessment and tests easier since the students have not been in the habit of studying regularly.



## **Outcome/Improvement:**

Outcome-based Continuous Improvement Reported as a Result of Strategies Adopted by the Institutions

---



## **DIMAPUR**

---

### **1. Assisi Hr Sec School, Dimapur**

- Seminar arranged on awareness COVID-19 effects.
- Insisting on safety measures to protect themselves both parents and student guidelines are followed parents and students are improved their health condition.
- Giving stress on literacy & numeracy by recalling past knowledge & skills of the pupils in order to make their understanding better through number play, word play, emphasising on reading, writing and listening practice. Interest is created. Learning ability is on the progress.
- Giving additional or remedial classes to clarify pupils doubts and address their needs individually as well as group by using the following techniques:
  - a. One to one interaction: Group discussion and study with activity.
  - b. Linking the present topic with the previous topic.
  - c. Revising the topic up to their understanding and expectation.
- Students are free to approach teachers, Clarify their doubt, improved in the performance.
- Encouraging motivation and developing pupils learning ability and interest
- PTA meetings were arranged to motivate the parents and update to them about the progress of their children.
- To refresh their minds and develop the skills students were given different activities such as drawing, painting, singing, decoration of the classroom, handicraft, flower making etc...

### **2. Gilgal School, Padampukhuri**

- With the approval of the parents and guardians, classes 9 and 10 students are made to stay back after the class. Volunteered teachers supervised them during the study-hour, either in the class or outside the class-room. Doubts are cleared individually, no class taken collectively. Every student devotes the time allotted to serious personal study. The teachers' in-charge asks series of questions from specific chapters of a subject to every student according to the Roll No. Each memorized or understood questions and answers are marked and signed with date. After the completion of all the chapters of a subject, the next subject is introduced.
- Students from class 1 to 8 were offered the opportunity to be tutored after the class. The staff, on a voluntary basis, made themselves available to help the students. Students responded in largenumbers to attend the extra class. Payment for the extra classes were flexible; each, according to their own free will and financial status.
- Mathematics is one subject where many students alienated themselves for lack of knowledge of the basic concept due to prolonged detachment to daily practice. Hence, the school has arranged a highly trained Mathematics teacher from Guwahati to impart and re-teach the basic conceptual knowledge of the same.
- The persistent demand of the volunteering teachers coercing the students to respond to every question of every chapter has set the tone of serious studies ambient. Even Shy students find confidence to seek clarification of their doubts. Momentum for long concentrated works are picking up. Open tuition has enabled even the marginalized families to attend the extra class. The visiting teacher has ignited even the mediocre students to love the mathematics subject.



### 3. Holy Child School, Toluvi

- Most of the children started writing their own notes without any hesitation and due to special attention given by the teachers most of weak students improve their studies.
- Due the counselling given by the Headmaster and teachers and support of the parents many students are able to control the use of mobile and especially mobile games.
- Many students who left the school during Covid – 19 pandemic time continue their studies.
- Special classes in the evening for LKG, UKG and Class – 1 students help them a lot in their studies. Those weak students in UKG and Class – 1 are able to read and write due to special care.

### 4. Holy Cross Hr Sec School, Dimapur

- Compulsory talking in English in the class-rooms and the school campus.
  - Due to the incentives placed to talk in English all try their level best to speak in English in the school campus.
- Phonetics classes are conducted
  - Spoken English has improved as a result of phonetics students are better able to articulate and speak confidently.
- Division of students into categories i.e weaker students, average students and the best students keeping in mind intense remedial teaching for the weaker students and others according to their abilities.
  - Division of students into categories according to their abilities has helped teachers to pay special attention to the weaker students and take remedial class. It has helped the students to cope with their studies without stress. They could learn at their own space and perform better.
- Classes 8-10 students involved in social evils were sorted out and input sessions were given to them. Counseling is done by the school counselor as per the requirement.
  - As a result of this changes are noticed in the behaviour pattern of some students
- Parents of weaker and problematic student were met individually for better coordination.
  - Parents of the weaker students are taking some interest to monitor their studies. There is slight improvement in their performance.
- Weekly Class tests are conducted
  - The weekly test made the students to study on time and perform better.
- Bag less Day were organized for classes 6-8 once in a month
  - Bag less classes helped the students to relax. To take responsibility. To bring out their talents. They learn to express orally as well as writing.
- Special classes were conducted for the weaker students of classes XI and XII
  - Special classes for weaker students have helped the students to perform better in their exams.
- Parents were called and were guided to monitor their studies.
  - Calling the parents to meet the teachers and monitoring their studies at home has built teacher-parent relationship. This initiative has helped the student perform better.



## 5. Honili Mem. School, Dimapur

- Our school is focussing on the foundational Literacy Numeracy through the extra remedial conducting 4-6 remedial classes in a month.
- With the teacher's full support we are giving more importance on the concepts in their classroom teaching. The students are also able to co-operate up with the syllabus of their respective class by monitoring them in the weekly test and class test.
- We are also conducting extra classes especially for the slow learners. We conduct the extra classes to cater to the needs of the weaker students. The teachers prepare lesson plans and projects to be taught to the students thoroughly.
- The teachers prepare the lesson / unit every day to monitor the students. We have taken extra classes during the covid-19 pandemic and till now we are mitigating the learning losses caused by the covid-19 pandemic.

## 6. Lewis Academy, Kevijau, Dimapur

- Revision by reverting to the previous year's work when the children found it hard to understand some lessons especially in maths and grammar the teachers revised the formulas, definitions to refresh the Child's memory. This worked well for many of the students.
- Reduction of syllabus- By the reducing the syllabus especially in the first term and conducting the classes at a slower pace the students were able to bridge the two years gap to a certain extent. The teachers focused on seeing that each child learned the lesson instead of randomly completing the lessons and making them learn bulky notes. Hindi teachers had to revert back to the basic of alphabets and matras as it was found that maximum number of students had paid very little attention to Hindi during the covid period.
- Remedial class - The weaker students were identified, their parents were informed that there would be remedial classes for an hour two to three days a week to help them to cope up with their studies. A good number of students began staying back to clear their doubts and study under the teacher's guidance.
- Online sources - videos, pictures and studying material was uploaded to help the children understand the lessons better and make the lesson clearer for the students.
- Class test and projects –Class tests and projects were given regularly to the children to help them learn their lessons properly. Slow learners and weak students were retested many times till they understood the lessons. Oral tests were also taken for children who could not write fast in the lower classes.
- Interaction between teachers, managements and parents - The interaction through meetings, suggestion and regular meetings with the teachers and with the parents proved fruitful. Parents were free to call up the teachers regarding their ward's studies and the teachers helped them.

## 7. Liz Woodland School, Dimapur

- Parent involvement is crucial to facilitate a consistent environment and reinforcement of learning. Because of the involvement of parents and working together hand in hand with the school for the improvement of the child has been positive and we were able to bridge the gap of loss of learning to a certain extend. A proper feedback and feed forward sets the foundation for achieving



the desired outcomes. The unique nature of the pandemic has placed parents as first - line responders for their children's survival, care and learning. This places a burden on all families. However, with the dedication and concern of both the parents and teachers students have now adjusted to the curriculum of the school and now we are moving towards to achieve their full potential.

- Providing frequent feedback to students and parents on work, setting expectations and standards on weekly and monthly basis has really encouraged and helped both the students and teachers to improve the students in all overall development. Since we had a positive outcome, we are still continuing with the strategy
- Having adopted the flexibility - with the syllabus or assignments and teaching strategies has been a boon as it helped the students build their confidence and interest in learning.

## **8. Logdrum Hr Sec School, Sangtamilla**

- Teachers are the guides but at times they too need guidance. And also strongly feeling the need to mentally and physically prepare the Teachers first of the sudden changes so that no child is left behind.
- The School arranged a one day orientation program for the Teachers by inviting resource person Dr. H Salome Kinny, Assistant Professor at Northeast Christian University (NECU) who spoke on “Challenges after the Pandemic” with detailed information on how a simple methods and acts can impact the students. This initiative of the School was greatly appreciated by the Teachers as they were made familiar with the challenges ahead and also motivated, both the old and the new member staffs to enhance their skills which they have lost the past two years over online classes.

Keeping the Teachers mentally ready firstly, saw great improvement in the overall work progress ones the real class-room situation started. There was much improvement in the reconfiguration of professional teaching competencies and increased recognition of teamwork.

- The School made it a point to connect with the parents and especially the parents of the students who have discontinued their classes after the pandemic. Getting familiar with their grievances, the School realized that the main problems with the discontinuation were associated with the financial issues faced. Therefore, the school Management decided to help some of them by completely considering their school fees. The School also has decided to continue to help the students every year if he/she excels in their studies. This initiative was warmly welcomed by the Parent body. The School also connected with the parents whose wards showed very weak performance and with their consents promotion or detained of their ward was decided. This was mainly done for students below class VII. The School initiatives to connect with the parents directly and indirectly really helped in the smooth functioning of the School after the re-opening. Especially as the parents body were made to feel entitled in the decision making of their own wards since they were practically their mentor for the past one and a half year. Also by assuring them of the financial assistance, The School manage to bring back some lost students in the School again. The strained gap between the Teacher and the parents were also checked by trying to have as much direct Parents-Teacher meet of every particular students.
- Understanding the sudden changes that the students had to go through over time, with most of them getting addicted to their mobile phones and the gap build between the students and the teachers, The School decided to introduced more activities in the School curriculum. The introduction of more activities along with their normal class was a complete package that enabled the overall development of the students by developing in terms of feelings, intellect and skills parameters. Since the students





were guided to not only focus on subjective development but also the emotional development connection. By introducing new play room for the Lower primary section, The School notices that play-way method acted as the driving force as the entire learning method revolves around activity-based learning, encouraging expression and creative skills among the students.

- Various activity days like- No Book Day, Club Day, Literary Day, Sports Week, Parents Day, Talent Day, Cultural Day and many other was initiated where both the students and the Teacher were actively part of and which help build among the students the feeling of co-operate among each other along with gaining knowledge, it inculcated various other skills and also helped them connect with their teachers which easily facilitated the overall and holistic development of the students, particularly the students who have lost complete touch with their own peer groups.
- The School also had many teachers who walked the extra miles to conducts extra classes, to bring in activity based learning, audio-visual class etc to make the leaning process more fun. This kind of initiative saw a massive improvement among the students. Along with the many activities, the School aim of helping the students get in track with their studies through this remedial classes were teachers were encouraged to conducts class test, study hours and even remedial teaching as per the needs was greatly welcomed by both the students and the parents.

#### **9. St Edmund Hr Sec School, Dimapur**

An important outcome is an observation action of what the student will be able to do and under which conditions they will be able to do it and the performance level they should be able to reach. It also helps the school to measure the skills, abilities, knowledge or values that students should be able to demonstrate as a result of completing a course. So the overall outcomes of the questionnaire provided has led the desired school learning objectives and standards that schools and teachers want students to achieve.

#### **10. St Paul Hr Sec School, Dimapur**

- Students have shown a lot of improvement in their studies
- Those who were irregular have started to become more regular and became more interested in their studies
- Remedial classes and weekly tests have proved very beneficial for the weak students
- Extra curricular activities and bagless days have given the students a lot of enthusiasm and created interest.

#### **11. Unity Christian Higher Secondary School, Diphupar**

- The teachers were able to reach out all the students
- Students were benefited as their needs were being identified and addressed by teachers
- Remedial classes helped especially the slow learners
- Continuous conduct of reading class and oral test has really helped students come back to the track of studying
- Frequent Parent Teacher Meeting PTM has helps parents understand then ward better.



## **KIPHIRE**

---

### **1. El Beth School, Kiphire**

- Many students who are willing have shown signs of improvement in their studies
- The teachers have been giving extra attention/remedial classes to those who are unable to catch up in their studies and there has been an improvement here also

### **2. Good Shepherd School, Kiphire**

- The institution with combined effort and common goal took up all the possible ways like giving online classes, printed notes for higher classes and the teachers initiatively coping up with their assigned duties and responsibilities by writing notes for the lower classes both in their textbooks and notebooks. Any sort of important informations were conveyed or notified through whatsapp groups for all the respective classes from LKG to 10<sup>th</sup>.
- At times offline classes were given to the 10<sup>th</sup> standard especially for those having the problem with not being able to afford smart phones/network issues but with full precautions and not of more than 10 students at a time.
- Offline mode was done only for those who couldn't afford smart phones as mentioned.
- With all these measures things went smooth with the educational process though at times our institution also faced some sorts of problems or backlash keeping in mind the mentality or ignorance of the people like any other schools here which was quite evident.
- Overall, we got a deserving and satisfying result with all the efforts and initiatives taken and everything going good with situation being back to normal like the past few years before the hit of pandemic

### **3. Mount Horeb Baptist School, Pungro**

- The performance of the students has improved
- The number of students passing the terminal exams has increased
- Extra time spent after the school hours and the extra effort put in by the dedicated teachers has benefitted the students as well as the school
- Improvement in the teaching learning materials
- More friendly teacher student relationship has developed

### **4. Saramati View Modern School, Kiphire**

- Subject teachers were asked to make an assessment on the students' achievement level.
- Teachers realized the gravity of the problem.
- Parents were contacted to make them aware of the problems faced and sought cooperation.
- We reduced the syllabus for the First Term Evaluation to find out more time for remedial classes.



- More focus was given on reading, writing and basic arithmetic for lower classes.
- Initially teachers adopted one to one approach for the solution and found it was time consuming and not very effective. Then we adopted Peer Group Teaching method.
- In each benches of the class , one good student was selected as bench leader to guide the remaining students in the same bench. (Teach to learn and learn to teach approach)
- Saturday classes mainly used for remedial classes.
- Frequency of class tests doubled etc. Still looking for more new techniques.

## **5. Trinity School, Kiphire**

- Students have shown improvement in their studies
- Because of the extra effort put in by the concerned subject teachers, there has been increase in the participation of the students
- Remedial classes/extra attention shown to the weaker students has had a positive effect.

# **KOHIMA**

---

## **1. Baptist Mission School, Jotsoma**

Report on improvement /Outcomes of the conduct of suggested remedial measures to mitigate the learning loss of the students.

1. 1st Phase Examination for Class 8 and Class 9 and 1st Model Examination for Class 10 was conducted from 23rd September to 1st October. Result was better.
2. Remedial classes were taken from October 2-31,2022. Special Remedial Classes were conducted for weak students.
3. Final Examination for Class 6 and Class 7 was conducted and their performances were better. All got through the exam.

## **2. CD King Hr Sec School, Jotsoma**

1. Teaching Core Skills using spiralling method: We took to a method of teaching that focused on the regular reviewing of specific chapters of a subject throughout a curriculum. The students revisited the same material several times throughout their academic year. This has resulted in keeping the students well versed with their academic content.
2. Emphasizing contents that could be a prerequisite to the student's future learning Subject teachers were made to re-identify all contents that came as possible prerequisites to further learning. This included determining basic learning standards and units students would need to take on to their next academic year, enabling them to run their course on a more intentional trajectory.
3. Creating mini-lessons: The school teachers prepared compressed lessons creatively that enabled students to learn this content as quickly and thoroughly as possible. This helped retain the interest of the students, alongside achieving goals within their attention span.



4. **Backtrack, Personalise, Reroute:** For students who were overwhelmed and needed additional support to manage their workload and a planner was re-designed around their specific curriculum can help them stay on track. The school made arrangements for teachers to have a separate sitting with the student after school hours to discuss problems and issues.
5. **Promoting Project-Based Learning:** The school intensely ventured into project-based learning to engage students in real-world problem solving by working on projects that lasted from a week to a month. The projects included problem solving, critical thinking, and a variety of collaboration and communication techniques.

Their projects were initiated on these grounds:

- **Incorporating Several Subjects on a project** – With projects, students learned several subjects and applying different learning standards at the same time.
- **Bridging Academics and Real-Life Situations** – This helped connect academics to real-life scenarios providing motivation and an excitement for learning that rarely comes from a textbook or a lecture.
- **Hands-on Experience** – Students were seen learning and retaining more knowledge by “doing” instead of listening or even watching an activity.
- **Improving Student Collaboration** – Students were provided platforms not just to learn from instructors, but from each other. Having students work with and learn from one another is a great way to help mitigate learning loss. One project launched with the above stated as our target goal was the Kingians Page, the school newspaper, developed and printed by students of grade 8.

### **3. Fernwood School, Kohima**

#### Outcome of the Remedial Classes

The feedback that were received from the teachers was that the students were not hesitant in clearing their doubts and are showing improvement in class work, home works and tests to a great extent. The students are also showing regularity in doing their homework. The school will be continuing these remedial classes till the end of the academic session.

### **4. Loyola Hr Sec School, Jakhama**

- Students have shown improvement in 2<sup>nd</sup> Term Examination.
- Extra classes of 30-40 minutes after the regular class hours for the weaker students have helped to compete with others.
- Efforts given in the area of handwriting skills and spellings have enabled their writing and speaking skills.
- Viva and written tests for the weaken students have enhanced their knowledge.
- Writing of previous question papers to make the students get familiar with questions enabled them to go through the text in detail.
- Genuine praise, frequently by emphasizing their strengths and giving positive feedbacks have great impact on relationships with our students.



- Interaction with their friends by dividing them in to groups have encouraged students to revise their lessons well.
- Being patient and consistent in guiding them have helped them to set a goal and work hard towards it.
- Making sure students are attentive during Practical activities have helped them to focus on time management.
- Checking their notes and giving them assignments and home works have helped to improve their quality time in studies.
- Majority of the students particularly in classes 5,6 have done better in maths as the syllabus is less.

## **5. Little Flower Hr Sec School, Kohima**

Some of the outcomes of the remedial measures are given below:

### **1. Socialization:**

- Students started opening up more, when freedom was given for presentation, based on their understanding of the lessons.
- Sharing of views and helping each other were developed with a great sense of cooperation among the students.
- Students are motivated to take active part in the various competitions and improve their self-confidence.
- They were very open to ask the doubts from the teachers that were related with the studies. They also felt free to share the problems that they were facing.

### **2. Concept learning:**

- Through concept learning improvement can be seen in their understanding level and performed better in the Mid Term Examinations.
- Through Phonetics helped in the better pronunciation. Learning Hindi Consonants also enhanced their capacity to read well.
- After knowing the concepts, students were able to memorize better. Power to retain was improved.
- Critical thinking and innovation ideas strengthened after knowing the concept of the lessons.
- Learning concept helped them to use their imagination power and connect to something very practical.

### **3. Project and Quiz based learning:**

- Students began to give importance to preparing good projects which helped them to understand the lessons better.
- Project and quiz methods in learning made the students an easy way of grasping the lessons and understand the concepts of the lessons.
- They have become more involved in participating in the learning process.



- The Project (to make something from waste materials and old items) created awareness among the students and helped them to understand the dire need to preserve our environment by wasting fewer things.
- Students were more environmentally conscious and they have put it into some concrete action by adopting some plants and flowers in the school and in their homes.

#### **4. Practical based learning:**

- Through practical classes students learnt faster, identified things clearly and easier unlike the lecture method.
- Enactment / Role-play of the concerned topics in the classroom really enhanced their understanding of the lessons and connect with their text books.
- Experiments and other practical classes have created greater learning capacities.
- Through SUPW classes students learnt to value even the waste materials to make something beautiful and useful.
- Power Point and other Presentations and through computer practical classes used by teachers proved to save time, visualize things and students showed greater interest in the subjects.

#### **5. Peer and Group based learning:**

- Peer group learning was proved to be one of the best and most effective strategies for the slow learners. They began to pass even in the difficult subjects due to peer learning impact.
- Through group studies students were highly motivated. Interaction and co-operation among them grew stronger and even built up better relationship with the teachers.
- It also helped them to have a great sense of belonging and developed their self-esteem through group encouragement and discussions.
- Students were able to elaborate and present their creative ideas. Learning has become fun and easy.
- Improvement could be seen in their writing skills after this measure was taken up.

#### **6. Competitions based learning:**

- Self-confidence was built up due to improvement in their handwriting and other competitions such as drawing, dance, solo singing poetry recitation, etc.
- The method of giving award in the form of points or gifts for their performance were very effective and created lots of interest in students.
- Through March Past and other games and sports, the physical health of students were also strengthened.
- Weekly test was a good way to see the progress of students' performance in the academic field by teachers and parents, which helped the students to write their Term examinations better.



## **7. Seminars and Orientation based learning:**

- Seminars and orientations were great sources that provided extra information related to their studies and skills needed for their lives.
- They have also gained knowledge and now, explore beyond their text books information.
- Motivational thoughts and common prayers in the morning assembly is helping the students to bring out the best that is in them. It is also helping them to become more disciplined.

## **6. Regimental School 4<sup>th</sup> NAP, Thizama**

These actions taken to deal with the loss of learning outcomes of the students have helped in terms of academic performance and discipline in and out of class. There are very weak students who give up without even trying, detention after class to finish assignment in writing, memorization etc., really helps as they are left to go home only after completing their tasks. Students with rebellious attitude are dealt with short chat and counseling proved fruitful. Therefore, over the past few months, we have seen a drastic improvement in the students both in academic as well as in their behaviour and their approach to studies and life.

## **7. Rüzhükhrie Government Higher Secondary School, Kohima**

On the measures and initiatives undertaken by the different subject teachers, the students have been able to develop better comprehension of the topics taught. They showed more positive impact. The remedial and extra classes taken for them had improved their reading and writing skills to a certain extent that their performance level had increased during class tests and examinations. Students had improved in developing good learning habits ,completion of assignments in time as they were given more time and attention. Identification of weak students by teachers have helped in motivating them and as such ,their teaching learning outcome have gradually improved. The teaching learning process of the students have been enhanced generally and their participation in classroom and group discussions can be seen as positive change, helping in developing their confidence and speaking skills. Self study through home assignments and practical works have boosted their confidence and innovative ideas. Likewise, home visits and counselling sessions have helped students to come forward with their apprehensions and reluctance to develop the skills of talking and listening alongside the ways of gradually mitigating their grievances step by step with help from professional counsellors.

## **8. Sacred Heart School, Khuzama**

After the last evaluation and the implementation of certain steps, our students have shown some improvement in their academic performances. Our teachers have given their best to help our students better themselves in their studies. Different steps have been taken - extra classes, constant revisions of lessons, reading habits, audio-visual aids, assignments and regular evaluation through tests are some of the different activities that have enhanced our children in their studies. Here below are some points that our teachers have given:

1. Students showed learning improvement in regard to reading and writing
2. Showed improvement in their test and their assignments
3. Weak students showed active participation in group activities and discussions
4. Students have improved in speaking and reading skills



5. They have learned to write better sentences with good and simple English
6. Their understanding level has improved regarding the lessons taught in the classroom
7. Improved by Revision test - Oral and Written
8. Helping the students to improve in spellings
9. Students have improved by giving extra test
10. Making the students in reading skills in the class
11. Making them have conversation in the classroom
12. After repeatedly evaluating them even the weaker students are able to cope up with others in the class
13. Assignments related to the topics have helped them to understand the chapter/topic better
14. Students improved by conducting re-test, even weaker students too
15. They show interest in given assignment related to the topic and improves their studies.
16. Weaker students have improved after supplementing
17. Listening and reading skills have improved
18. Extra classes students have improved in reading and writing
19. The students have improved their reading skill through reading together in the class
20. Revisions helped
21. The students are able to answer in the class when they are asked the questions

We, as teachers, have also undergone some ups and down in the process especially in the initial stage. There are a few students who are really weak and need special care and attention. Yet, their positive response to the extra help and guidance that they get, they have shown improvement. Thanks to our teachers for their extra effort they put in their teachings and imparting knowledge to the students. We continue to strive for excellence of our students in the coming years as well.

## **9. Silas Memorial School, Thizama**

With the actions taken to deal the loss of learning process, the academic performance of the students has improved a lot. Unruly behaviours of the students were also dealt with a lot of constant counselling.

## **10. St. Andrew's School, Jotsoma**

After taking an effort of two months implementing the necessary steps taken by the school authority there was a tremendous change in the academic performance of the students. The students are now in tune with the subjects and learning than before they are taking initiative to learn new things and are ready to work. With the group readings and activities initiated the students are cooperating among themselves with new ideas and innovation. The relationship among them also improved and learning becomes more effective for them, the students are now ready to take up any new task we gave. Academic wise the students are Improving with the periodic assessment in each subject. Above all there is a changes in their attitude towards learning. The extra classes helpsthe to improve both in their academic and classroom.





### **11. Stella Hr Sec school, Kohima**

- There was an increase in the pass percentage of students and also noticeable improvement in the marks scored by students.
- Free tuitions on Maths and Political Science have helped the students to improve their marks, clear up the concepts. Improvements have been seen in the students.
- Further the Parent-teacher meetings have helped the teachers know the students more about the problems faced by the students who otherwise are introvert to open up in schools, the problems faced by the students and also report the positives of the students to parents.
- With all the remedial measures taken, there is visible increase in the grades of the students which is evident from the success of the remedial measures undertaken by the school.

### **12. Trinity School, Kohima**

- Keeping in mind that the children coming to school for a regular offline classes after the lockdown needed special care and concern, Trinity School Kohima took up various means to come out of lockdown effects.
- Remedial classes taken for about 30 minutes after the normal class from Pre-Primary to CI-10 was well appreciated by parents and students started to perform better.
- Reduced syllabus helped struggling students to cope with the brighter students.
- Re-test helped struggling students to re-learn and do better.
- Peer group learning and teaching really encouraged the weaker ones to get motivated in their studies.
- Seating arrangement where brighter students were kept with the struggling ones helped in class room discipline and learning.
- Surprise tests kept students on their toes. Parents were kept informed of the progress of their ward.
- Both struggling students and brighter students were given counselling. Regular parents call and parents-teachers meetings were held.
- We were able to use all available modern technologies like computers and smart class systems to enhance our teaching and learning process.
- Teachers not only prepared 'Lesson Plans' but had 'Daily Plans' for better and effective education outcome.
- School managed to impart maximum learning through co-curricular activities like Games and Sport, Literary Competitions and Cultural Programs, Science Exhibition, Study tour to historical places, outings etc.
- Overall performance in the third and final evaluation is very positive. We can proudly say that all went well with our meticulous planning and execution.



## LONGLENG

---

### 1. St Joseph School, Longleng

1. Teachers try their best to inculcate understanding of the concepts by using the methods of making the students to learn the tables by heart and apply them in to their studies especially in addition and subtraction, reading and oral tests. They also make use of their class hours using mathematic puzzles to make them understand more clearly.
2. We have conducted 4/5 remedial classes in a month from class 5 onwards where the teachers tried to help the students to improve in their reading and writing as they became very poor in these area. We couldn't do much as the students are coming from far away places.
3. The teachers make a lot of sacrifices to give more importance to the teaching of concepts/basics in their teaching. The children after the lockdown have become poorer in their understanding of lessons and to capture its meaning as they have very poor mastery of English language. Their interest has been diverted to the use of internet and other facilities.

The teachers try different methods to instill interest in them such as:

- a. Loud reading
  - b. Oral/Written tests
  - c. Stories based on the lessons
  - d. Project works/Assignments
  - e. Repetitive reading
  - f. Group discussions & Presentation
  - g. Open questions to the students where they are able to think and speak
  - h. Creative conducting assemblies where the students are given opportunities to speak
  - i. Debates/Extempore speech
  - j. Picture presentation to make them understand
  - k. Daily Cursive writing & weekly tests for all subjects
  - l. Poem recitation
  - m. Mathematic Puzzles & Quiz etc.
4. Since they are given extra classes, coaching and tests, they are able to cope up the syllabus. But lockdown has adversely affected the learning process of the children as a result many of them are not able to give their full cooperation.
  5. The school monitors the progress made by the students in various subjects by weekly and chapter wise class tests, Continuous reminders to teachers and students, surprise check of the notes and books, asking them to learn of tables and checking their learning by using them at random.
  6. Extra classes and motivational classes are conducted for slow learners to motivate them to learn better.



7. Extra classes and motivational classes are conducted to cover up the syllabus as well as the weaker ones are helped by giving them extra explanations and giving them coaching.
8. Each teacher use different methods to prepare their lessons but mostly they submit the lesson plans and follow them. They have clear knowledge of their subjects and teach the students. They use their creativity to enhance the learning capacity of the children.
9. They began their lesson plan preparation after the month of July.
10. We have one child in class 3 who is with hearing impaired. She has picked up the ability to understand the explanation by seeing movement of the lips. The teachers try to explain slowly. There are few children who has vision problem and unable to see the black board. They are given the privilege to sit in the first bench.
11. Since the students are very weak in spellings and English language we have made them to study the lessons and find out the spellings and study those. They also are made to study the table by heart in order to make easy learning. Coaching classes are conducted for Cl. 10 and weekly class test to make them learn better.

## ***MOKOKCHUNG***

---

### **1. 2<sup>nd</sup> NAP Hr Sec School, Alichen**

- After following the 3points remedial measures adopted by the school to build the learning gap of the students after the pandemic, now we can confidently say that the students' approach to learn new things and to study their content based lesson is back to normal. They have become sincere towards their studies and we can find improvement in the approach of the students.

### **2. Canaan Christian Higher Secondary School, Mokokchung**

The measure adopted by the school to bridge the learning gaps/loss has brought about a positive impact within the students. It has provided the students with the opportunity to catch up on the content missed because of the disruption, supporting their continuation in learning smoothly .It has also helped in recovering the students from the loss due to pandemic and transitioning to a new normal of teaching and learning.

### **3. GHS, Chuchuyimlang**

In continuance with the initiative report taken up by the school to address the secondary school drop-out, a brief report on the outcome is detailed in the following lines. The remedial classes as mentioned in the previous submitted report were continued till the 25 of November, 2022. Some areas of improvement are listed below:

- Continuous evaluation as in tests was beneficial in addressing confusions and doubts
- The habit of regular study was shared by the parents and guardians of the learners post the initiation of remedial classes.
- The learners have become more open and forward in clearing doubts.

The area of improvement mentioned is focused more towards the academic sector. However it is evident that improvement has been observed in a holistic way.



#### **4. GHS, Longjang**

- Remedial Classes: The school has initiated remedial classes for target students once a week in Science, Maths and English since March (much earlier before the Notification).
- Tutoring: A community tutoring programme involving stakeholders like the Longjang Students' Union and other individuals (educated unemployed) has been actively participating in the teaching-learning of the target pupils. Informal schooling was also run during the summer break.
- Curtailed Summer Vacation: The school reopening day was on January 17<sup>th</sup> for Classes 8, 9 and 10. Also, the school extended the working days and had a curtailed summer break from July 7-19, 2022.
- Outcomes: There has been no significant improvement in the learning outcomes of the target pupils.

#### **5. Hill View Hr Sec School, Mokokchung**

- For primary and upper primary classes, emphasis was given on improvement of reading and handwriting for which marked improvement has been observed.
- For Class X students, one hour extra class after school was provided. The students show a growth in their academic performance.
- One hour review of lessons was done before every exam which enhanced the performance of the students to a great extent.
- Remedial classes were conducted for weaker students for all the classes. The result shows a marked improvement in their academic performance which has mitigated the problem of differences among the students to a large extent.

#### **6. Mount Moriah School, Ungma**

- With the joint efforts of both the parents and the teachers, students attention towards importance of education was arose. Additional classes are being conducted and remedial classes for slow learners were conducted by the subject teachers. With the efforts of all these, all students could successfully complete their academic session.

#### **7. Senayangba GHSS, Ungma**

- Remedial classes undertaken for weaker students and weekly tests particularly in classes 7 & 8 has improved student understanding and participation in class.
- Personal parent-teacher meeting of concerned students class wise at school and Student Outreach Programme has improved student school attendance, parent home monitoring and teacher-parent relationship.



## **MON**

---

### **1. GHSS, Aboi**

- Improvement in reading skills and enhanced vocabulary of the students.
- Improvement of interaction in the class.
- Ability to relate learning to real life situations.
- Developing a curious mind for History and Political Science subjects.
- Better understanding of the concept taught - attentive and responsive.
- Images, flash cards and videos of the lessons are shown in the teaching-learning process.
- Additional Phonetics classes are imparted to interested students to improve their vocabulary and self-confidence.

### **2. St John Hr Sec School, Mon**

There has been a tremendous change in the attitude of students community towards regularity and in studies. We have seized the mobile phone of some of the students who were addicted and brought mobile phones to school. Those students have shown much interest in studies. We are sure that around 95% - 98% of students have taken studies seriously and doing their task well. A few, nearly 20% are not yet come to the expected change.

Parents are very co-operative and more aware of their wards activities at home. Students are even attentive in the evening coaching that we started from 1<sup>st</sup> August.

Students are improving in studies they became more serious in attending the regular classes and taking up exams seriously. The misuse of mobile is less.

## **NOKLAK**

---

### **1. Christian High School, Noklak**

In order to assess the outcome of remedial steps taken by the school to mitigate the learning loss of students., an overall assessment was conducted and the findings are as below:

1. There was a tangible improvement in the overall performance of the students as far as the third Internal Assessment was concerned in comparison with the first Quarterly Assessment.
2. Calling up the parents of students absent in the particular day yielded a noticeable improvement in the attendance of the students. Many parents expressed appreciation for this initiation.
3. Injury and accidents in the campus reduced tangibly.

The school is progressively making continuous effort to provide conducive learning environment by involving parents and community through various ways by creating awareness among parents on issues regarding social/peer group pressures, substance abuse and ill effects of media and internet on children.



## 2. St Paul School, Noklak Town

- St Paul School Noklak has taken a lot of initiatives to focus on the foundational literacy and numeracy to help the students to grasp the basic concepts. The First step was to identify the students who needed help to understand the basic formulas. Each subject teacher has identified those students and taught them the basic formulas through extra classes. They used different effective activities and methods to teach them the concepts.
- Remedial classes for slow learners were conducted from class I to X on Saturdays and every evening. This remedial classes gave the students ample time to level the gap in their learning ,caused by the pandemic.
- Thus the school has taken all possible initiatives to help the Students to cope up with their lost classes and decline in academic achievement. It has been noticed that after the conduct of these remedial measures, the students have shown much more improvement in their academic performance. These remedial measures have not only helped the student's to improve the academic performance but also their behavioral and social- emotional aspects.

## **PEREN**

---

### 1. Barail Valley Hr Sec School, Jalukie

The first two months of the current session, classes were taken on the last year's course. Thereafter, classes resumed with the syllabi of the current session 2022. Besides, summer holidays were shortened and every Saturday was made a working day to mitigate the loss of the students.

### 2. Ikiesing Memorial School, Nkwakreu

- Subject teachers try to revise and concentrate on the previous class syllabus and the basics so that the students can catch up on the current syllabus and retain what they have learned previously.
- Conducting class test/unit test have a very positive impact on the students learning outcome. When they have such tests, we found that the students give more focus on the given subject/subjects.
- Reading, prompting and discussion in the class helps in their language skills and it also keeps the student interested and focused.
- Activity based learning helps the students and encourages them to stand out and try/experiment new things.
- Interaction between the students and teachers is very important as this helps us in learning and knowing what the student's needs and wants are.
- Identifying where and what the students learning gap are and coming up with suitable methods/measures to address those difficulties help in rectifying and addressing their problems.



### 3. L M Higher Sec School, Mhainamtsi

The school academic started on the 20th of January 2022.

Classes from January to Mid-March were used by all subject teachers to revise and concentrate on the previous class syllabus, and the basics of Mathematics, Grammar, and Science. Remedial and additional classes are constantly taken on Saturdays depending on the need of the subjects. The teaching-learning process always sticks with the compulsory teachers' Lesson Plan and regular supervision of 'Daily Class Activity'. The school has dedicated and sincere teachers who are always ready to go the extra mile and as such, frequent activities are conducted for continuous evaluation of the student's progress. The school has also provided ten (10) additional smart TVs and ten additional Laptops to aid the teaching-learning. It doesn't lag behind any other school in the area in the technology field and had also won the 2nd prize in the online District Level Science Exhibition and 1st in the District Level Extempore competition held in March and August. Various other school and inter-school programs were also held where the students performed quite well. The school heads along with the subject teachers also have had frequent interactions with parents and deliberately upon finding the best course of action (s) to deal with the students, apart from the monthly staff meetings. Parents are also made to visit the school once every month to check their wards' performance. The school has had a hectic year on account of the pandemic and its regulations. However, expectations are moderately still high seeing the response of many students. The school expects and will continue expecting to have productive and fruitful years.

## ***PHEK***

---

### 1. Bishop Abraham Memorial School, Phek

- Behaviour of the students has improved and they have become more responsible.
- They have learned to use their time better. Students are not seen wasting their time uselessly.
- When exam are conducted students are seen making use of the maximum time.
- Slight improvement is seen in the marks secured by the students in the examination
- Teachers are sharing willingness to be of help to the students whenever required.

### 2. Baptist School, Pfütsero

Following points are the outcome that the school noticed from the students after taken some measures:

- Teacher lesson plans made the classroom learning insightful and lively and not gone wasted.
- Co-curricular activities helped the students built confident enabled them to cope up with each other and also with the school.
- When students-parents were often contacted, students with behavioural problems were mostly corrected.
- When special attention was given to differently-abled students they behaved better and they learned to adapt with their classmates.
- Revision helped the students to write exam with eagerness and without stressing them.
- When students were given extra classes they turned out to be more serious.
- When students were taught in play-way method and using teaching aids, they understood the lesson clearly and also with great enthusiasm.



### 3. Chokri Baptist School, Chetheba

- Remedial class is showing positive results
- Students participation in co-curricular activities showing improvements
- Students interests in learning lessons are improving but more time is needed to return normal.

### 4. St Andrew School, Thenyizumi

With the conduct of weekly/unit tests lot of improvements are seen in the students. Teachers are also able to follow up the weaker ones through different remedial measures. The Lesson Plan made by the teachers are also a great help for teaching in the classes. They are able to plan the lessons together with the activities and are aware of the timeframe. With the cooperation from the teachers and parents the teaching learning process has become not just one sided but everyone's responsibility. The irregular students are regular now with the involvement of the parents and proper follow up by the teachers and the school.

### 5. St John School, Razeba

- Some improvements are seen in students performances in their studies.
- Teachers are more conscious in taking extra initiative to improve the learning process of students.
- Willingness and co-operation from the part of parents are seen to improve their children studies.

## **TUENSANG**

---

### 1. GHS, Konya

The outcome of this exercise has been fruitful altogether. Through the activity, there is a slow but sure improvement in the attitude and outlook of the students towards learning. In addition, the remedial teaching added the students to clear their doubts through one on one interaction with the teachers. Many co-curricular activities were also carried out for the students to participate which have help them to find their confidence and excited them to be back to school.

### 2. Holy Angel School, Tuensang

All the students of classes 8, 9 and 10 attended the remedial classes. But for the lower classes, slow learners and poor students only attended the classes.

Even though the students of Tuensang are socially and economically backward, we got good support from the parents and students. Parents took much interest in sending their children for remedial classes. Teachers student's interaction is also seen more in the remedial classes than regular classes. In overall it helped them a lot and their pass percentage also improved by the end of his year.





# ZUNHEBOTO

---

## 1. Mission School, Pughoboto

- Remedial classes have helped the teachers to focus more on the subject matters and the topics undertaken and the students to understand the subject and the topic.
- Additional classes helped the teachers to cover his/her syllabus and give him/her more teaching hours.
- Lesson plan has helped the teachers to have a clear concept on the topics to be taught and improved his/her time managements. Students are able to grasp more on the topics taught and are being assessed accordingly.
- Activity/assessment has helped the students to build up interest, better understanding and enjoy learning. Different assessment methods have helped the teachers to plan and introduce better methods to help the students.
- Teachers are familiarised with NEP 2020 and TLM through teachers orientation.

## 2. New Foundation School, Pughoboto

- Additional classes are still going on for class 8,9 and 10 and the respective subjective teachers are doing best on their part to equip the students with their learning loss.
- Students are encouraged rather than mocked for what they don't know. Efforts are being made to show audio-visual videos for better learning experience.
- Individual student-parent-teacher meeting was conducted for class 9 and 10 to share the student problem and to let parents understand their child problems.
- Remedial classes are being given to weak students after the class.

## 3. St Peter's School, Atoizu

- Much initiative and interest seen in teachers towards the students learning and welfare.
- Students seen slowly getting into the track of learning and the importance of education.
- Improvement seen in students after the remedial and coaching class taken. Still lots to improve upon.
- Parent's interest towards their wards learning and welfare in the school is much seen.



# Best/Innovative Practices adopted by Institutions

---



## **DIMAPUR**

---

### **1. Community Education School, Dimapur**

The systematic assessment helps in organizing plan which is helpful for students, teachers, parents and administration, therefore the school continues to collaborate together for the entry of student's test assessment score in the Google sheet. The marks of the students scored during the test are shared with the parents on a weekly basis or whenever the parents enquired of it by any teacher because all the teachers collaborate online in Google sheet and have access to the same document for their own marks entry or reference or for sharing with the parents. This method is helping parents and the school to gain more access to student's progress; also it helps in making comparison of student's marks with his/her previous score and also comparison with other subjects. This method allows teachers and the head to have an access to the information of student's academic progress anytime and anywhere.

## **KOHIMA**

---

### **1. John GHSS, Viswema**

Some of the best/innovative practices that John GHSS, Viswema has incorporated into the schooling process are enumerated as follows. First and foremost, it was quickly clear how the lockdown has affected the learning process and style of the students to a large extent. They were totally disinterested in the actual classroom learning situations and with the new normal rules certain concessions had to be made for the children's absence at school due to cold/cough/ or any kind of sickness. It was indeed a great challenge to instill motivation in the children to be regular at school. We are talking about Best Practices here, but a rural school like ours with very low enrolment are forced to go for enrolment drives and try to bring the drop-out students into our school and into mainstream schooling. As a result, each classroom is a diverse group of individuals with different learning readiness. Proof of this diversity is evident in this year's class 9 which consists of 15 students in the age group of 13- 21, some having repeated a class for more than 2/3 years and with diverse backgrounds. The enrolment drive that the school does involves the community as well and can be considered an innovative practice of the school. We have also conducted folk song/dance competitions, poster making competition, Drawing and Essay on "Awareness Campaign on Covid 19 Guidelines". We have also conducted plantation/cleanliness drives under Eco Club to inculcate love for Environment. Remedial classes and extra classes are conducted every year. Self- Defense training were also imparted to Girl students. John Award that carries cash incentives to the 1st Position holder HSLC/HSSLC from our school is also another good practice to encourage our students to do their best. Moreover, 6 teachers in whose subject students got distinctions were also awarded. These are essentially some of the best/innovative practices that our school did this year.

### **2. Loyola Hr Sec School, Jakhama**

- Lesson plan and Tobacco free campus.
- Staff meeting being conducted every month to evaluate the ongoing process of teaching and learning.
- Club days / every club takes the initiative in organising and taking up various responsibilities.
- Counselling of students by the student Councillor.
- Division of higher secondary students into sections in order to give individual attentions.
- Observation of all important days like world Mental Health day, Earth Day, Education day, World AIDS day, Constitution Day etc. to create awareness among the students and teachers.



- Bagless days for the students by organising sports, literary competitions, cultural day, and even encouraging study hours.
- Audio - Visual teaching and project based learning.
- Physical activity and skill based learning.
- Study hours before examination.
- Conducted weekly test.
- Evaluation test copy by the subject teacher and send to the parents to know their children performance and get signed by them .
- Conducting assembly for the students to improve their leadership quality
- Least interested students given special care to enhance their study productivity.
- Vigilant and observant on students regularity in the schools – like maintaining strict attendance record.

### **3. Regimental School, 4<sup>th</sup> NAP, Thizama**

- Self- presentation of verbal sharing and discussion was encouraged.
- Lesson based reviews were conducted.
- Play-way method was rigorously conducted.
- More opportunities were given.

### **4. Rüzühkrie GHSS, Kohima**

- This academic session, the school had extended the class timing of higher secondary class from 40 minutes to 50 minutes so as to give both teachers and students a comfortable time in their respective period
- The practice of Home visits/counselling by teachers will be encouraged so as to facilitate teacher-student-parents interaction wherein the challenges and problems faced by both the parties can be discussed and ways to make teaching- learning friendly environment can be created.
- Co-curricular activities are also to be given equal importance in terms of stimulating the students creative thoughts and ideas and also to help them polish their hidden skills outside of academics.
- Identification of weak students by teachers will be encouraged so that they do not lag behind their classmates but helped to learn the concepts in simple ways to reduce the gap between weak and bright students.
- With the used of different online learning mode during pandemic, both teachers and students have in a way got acquainted with basics of digital learning which had proved beneficial in long run and the school continues to encouraged its teachers to be prepared and be trained for which capacity building programs on basic ICT will be organised from time to time .
- Self-study amongst students to be encouraged as it has been observed that even in Lockdown, students manage to learn through home assignments and projects. Therefore, in post pandemic. times also, the students will be encourage to learn and study individually and collectively with teachers ready to guide them as and when required.

### **5. Silas Memorial School, Thizama**

- Group discussion were encouraged.
- Self-presentations were also motivated.
- Play way method was conducted.



## **6. Whito School, Kohima**

- Quiz competition based on lesson.
- Minimizing the question of the lesson and conducting test for weak students.
- Fun & games.
- Outdoor learning approach was also initiated to make learning more innovative.
- The students were taught through role-playing.
- Infusing real-world materials in the class room while explaining the lessons or citing real life situation.

## ***MOKOKCHUNG***

---

### **1. Christian School, Tuli**

- Saturday was declared as a day of letting the students watch documentaries/videos/movies related to their lesson and assessments were being done accordingly.
- Teachers were asked to make use of their free time at home to prepare low cost and environmental friendly TLMs which could be used both in online offline mode of teaching.

## ***NOKLAK***

---

### **1. St Paul School, Noklak**

- Conduct of remedial classes.
- Activity based teaching & learning
- Regular assessment of home studies with parents–teachers coordination.
- Extra Classes for weaker students.
- Additional special care being provided to slow learners.

## ***TSEMINYU***

---

### **1. Christian School, Tseminyu**

Effective strategy practiced by the school Assessments of the student's performance are carried out on weekly and monthly basis and the performance are transparent to the parents. After reviewing all those, each of the students especially the higher sections are given counseling individually and further interactions are done with each of the parents. For lower sections, we identify the students whose performance are not satisfactory and solve the problem in collaboration with parents through telephonic or face to face interaction. In our school context, this strategy is more effective in enhancing the performance of the students.



## **TUENSANG**

---

### **1. Akum Imlong School, Tuensang**

We have tried to cover the syllabus through regular and extra classes. We also realized that the students missed on many creative activities. In order to let the students explore their creative and literary talents, the school organized many literary competitions covering debates, recitations, folk dramas, quizzes and model exhibitions. It was fulfilling to see students participate enthusiastically.

The school also encourages holistic education and for this we give ample of attention to their co-curricular activities. We add activities such as paper cutting, crafts, and physical exercises such as Drills, Aerobics, Yoga, NCC and others. There are plantation drives within the school premise to bring awareness on the Environmental Conservation. The school had organized Covid-19 awareness drive around town area and vaccination camp for the students in the school.

The school has been fortunate to have visitation from Fire and Emergency Department and also officials from Tobacco Free Control Cell on different occasions. The demonstration and talks that they have given have been able to provide the students with skills and awareness.

## **WOKHA**

---

### **1. Libemo Memorial School, Wokha**

The best practice taken up by Libemo Memorial school is the remedial class provided to the weak students as the planning of variety of teaching activities and strategies such as practice, clarification, repeating content and devoting more time to working on skills have been shown to help students learn more effectively and also overcoming their flaws.

All the above measures stated in order to enhance the students learning post the pandemic helped the students to cultivate the traits of diligence, resourcefulness and conscientiousness and a drastic shift of all round improvement in performances of tasks and functions is seen in 70 % of the secondary students.



**Nagaland Board of School Education**

Post Box. No. 613, Kohima,

Nagaland - 797001

Website : [www.nbsenl.edu.in](http://www.nbsenl.edu.in)

E-Mail : [nagaboard@gmail.com](mailto:nagaboard@gmail.com)