

NATIONAL EXPOSURE VISIT

NAGALAND

(From 13/03/2023 to 18/03/2023)

SCERT Coordinators:

Dr. Amit Sharma (Assistant Professor, DIET Daryaganj)

Mr. Vijay Prakash (ASO, DIET Keshav Puram)



State Council of Educational Research and Training

(An autonomous organization of Govt. of NCT of Delhi)

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<https://scert.delhi.gov.in>

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Date: 08/02/23

CIRCULAR

Sub: National Exposure Visit of Mentor Teachers of DoE, Delhi to Nagaland.

SCERT is organizing a National Exposure Visit for Mentor Teachers & Members of School Branch of DoE at Nagaland from 12 March-18 March 2023. The purpose of the visit is to expose the Mentor Teachers to new and innovative teaching practices and pedagogy so that same may be brought over into the Delhi Govt. school classroom through the cascading model.

The objectives of the National Exposure Visit are to:

1. Increase exposure and knowledge of alternative teaching pedagogies
2. Increase the understanding of the importance of non-academic skills like life skills such as empathy, creative problem solving for all round development and success of a child.
3. Development of 21st century skills.
4. Improving teachers' motivation and enthusiasm.
5. Enhance teachers' innovative work behavior.

The following participants whose names are mentioned in **ANNEXURE-A** have to participate in this visit and Mr. Amit Sharma, Asst. Professor, DIET Daryaganj will be the coordinator of this program. The participant will proceed onward journey on 12th March & return journey on 18th March 2023. All must carry their Vaccination (Full) certificate. For any query/information Ms. Preeti, Asst. Professor & Nodal Officer, International, and National Exposure Visit, SCERT, Delhi may be contacted at mail: preetikhatri@scertdelhi.com.

This issues with prior approval of the competent authority.

(Dr. Nahar Singh)

Joint Director (Academic)

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Date: 08/02/23

Copy to:

1. P.S. to Secy. Education/Chairperson, SCERT
2. P.S. to Director (Education), DoE
3. P.S. to Director, SCERT
4. Addl. DE (Schools), DoE
5. Asst. Dir. (Trainings)/WIM, SCERT
6. OS IT, DoE
7. Guard File

(Dr. Nahar Singh)

Joint Director (Academic)

ANNEXURE-A				
S NO.	NAME	EMPLOYEE ID	PARENT SCHOOL NAME	SCHOOL ID
1	ANKIT SHARMA	20196458	SBV NO.-1, C-BLOCK, YAMUNA VIHAR	1104009
2	ARCHANA MALIK	20100558	SKV AYA NAGAR	1923063
3	SUBHASH CHANDRA GUPTA	20170533	SBV GOKHLE MARG MORI GATE	1207014
4	DR. VIJAY PRATAP TIWARI	20082208	GBSSS SUNDAR NAGARI DELHI 93	1106279
5	GAURAV MISHRA	20111464	RPVV NAND NAGRI DELHI	1106252
6	HAMENT KUMAR YADAV	20111752	GBSSS GHITORNI NEW DELHI	1720034
7	KADAMBARI LOHIYA	1993115	GOVT. CO. ED. S.S.SCHOOL CHILLA VILLAGE MAYUR VIHAR	1002182
8	KAMLESH	20092770	SKV GHITORNI	1720033
9	KUSUM JOSHIA	20130975	GGSSS NO 3 BADARPUR ND	1925248
10	MANISH BHARGAVA	20162868	SBV WEST PATEL NAGAR	1516143
11	MANJEET KUMAR	20082454	GBSSS MS PARK	1106006
12	MONICA SHARMA	20112277	SARVODAYA VIDYALAYA FU BLOCK PITAMPURA DELHI	1411008
13	MURARI JHA	20102554	SARVODAYA VIDYALAYA NO-3, SECTOR-7, R.K PURAM	1719022
14	NATHU SINGH	20081303	SBV RAJGARH COLONY	1001110
15	HEENA JAIN	20111730	GSV KALYAN VIHAR	1309271
16	REENA SINGH	20132011	RSKV, PKT-B, MAYUR VIHAR-2	1002029
17	SANGEETA SHARMA	20036435	GSKV BURARI	1207036
18	SWATI DHONCHAK	20190089	ISHANI GOVT. SARVODAYA KANYA VIDYALAYA, G- BLOCK, SAKET	1923036
19	VIKAS RANJAN	20170488	GBSSS DHAKKA	1309022
20	VISHNU KUMAR PANDEY	20060430	GBSSS LALITA PARK DELHI	1003264
21	DEEPAK KUMAR MITTAL	20111920	GBSSS C BLK SANGAM VIHAR	1923027
22	PRAMOD KUMAR	20040830	RSV NO. 4 ROOP NAGAR	1207013
23	DR. NARESH KUMAR	20101272	RP GBSSS RITHALA	1413013
24	MANJU BHANDARI	20102536	GGSSS JHILMIL COLONY	1001111
25	SUMITRA BANSAL	19950128	S CO ED SSS C BLK MANGOLPURI	1412022
26	ANITA VATS	20092973	DDE SCHOOL BRANCH	
27	SANJAY SUBHAS KUMAR	20201688	DDE EXAM BRANCH	
28	RITA SHARMA	20191662	ADDITIONAL DIRECTOR EDUCATION	
29	MR. AMIT SHARMA(COORDINATOR)		ASST. PROFESSOR DIET DARYAGANJ	
30	MR. VIJAY PARKASH		ASO, DIET KESHAVPURAM	

Preeti

Day1:**SCERT Kohima, Nagaland
Observation**

1. Training of principals and Deputy directors under school leadership.
2. A day in month for cultural or traditional day.
3. Preparation of traditional dress corners.
4. Family tree of trained teachers.
5. Role of the community is more as they run class 1 to 8 schools through SMC led by community members.
6. Facilitator helped participants and teachers motivated to make low cost TLM.
7. 16 days training at a stretch to make a deep impact training. They are given year long training in school counselling.
8. Work on FLN books different activity workbooks are developed.
9. Inservice residential teacher training programs for 2-3 weeks.
10. Use of indigenous games and toys in pedagogy.
11. Course on school counselling for teachers. They are posting 1 male and 1 female teacher in each co-ed school.
12. They have pilot schools called lighthouse schools.
13. They have 6 languages and 10 dialects
14. They are working on a holistic progress card.
15. They design and deliver performance incentive grants (PIG) for schools. This amount is used by schools to promote innovations.
16. They understand Hindi well even though they are not able to speak well.
17. In Kohima people drive in one lane.
18. There were explicit messages on the wall to address important social issues like alcohol, drugs, Aids, donate blood, recycling starts at home etc.
19. There was a strong presence of women on the roads as police personnel, traffic controllers, shop keepers etc.
20. Pay and use toilets were in the city.

Takeaways

1. Communization of schools brings ownership to the community members.
2. Evidence based decisions are taking place . They are hand holding their teachers to reach the grassroot problems.
3. Review of TET exam and focus on pre-service teachers
4. Review of current exam practices.
5. Use of ICT in classrooms.
6. Online attendance of teachers and students to ensure their regular attendance.
7. School related gender based violence training for inservice teachers.
8. Resource sharing or twinning with the nearest school.
9. Community members offer small tasks for free for school building.
10. As a one nation we need to understand the value of cultural exchange.
11. Classroom challenges are the same irrespective of the place.
12. Local problems need local solutions and that emerge accordingly.
13. Diverse Cultures give us a thread to live together but in the classroom it becomes a challenge to cater all under one roof.
14. Field visits, hands on are important so they need to be an integral part of classroom interaction.
15. Community impacts the outlook towards education so we need to focus on community inclusion.
16. Education is not a way to get a job but to learn a way of life where we all can thrive and contribute for betterment of our lives.
17. Social issues like the problem of drug addiction should be addressed through schools.
18. Ss should be suggested to explore the world around them and try to acquire learnings from various sources. Even though movies and music can be used to bond.

What can be implemented in our schools

1. Involvement of our officials in our leadership training with taking care of their availability.
2. Diploma Counseling module for in-service teacher's training.
3. Co-Ed schools must have 1 male and 1 female counsellor.
4. They were very honest and simple people and very much aware of their strengths, weaknesses. Our schools need to do a need analysis and then create an action plan.
5. They know the value of teamwork and no complaining attitude so they are able to work with limited resources. More Mindset training for teachers can be planned.

6. They promote and preserve their culture through multilingual classrooms. We can promote local dialects in our classes for better connection.
7. We can fix a day in a month to know our native culture.
8. They are open to share and also wish to learn from us. We can adopt some schools and can assist them to spread our good will.
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Date-14-03-2023

NET Nagaland

Today was our third day in Nagaland. Today we got a chance to see the amazing natural beauty from close quarters. After having breakfast at 8:30 am, we boarded our scheduled buses at 9:30 am. First we had to go to Dzuleke.

On the way bamboo trees, blue vanda, red vanda, white and red flowers were seen, here the national animal Gemini (Mithun) also appeared on the way. A cow of small stature was also roaming around whose calves were with her. The cow, showing maternal feeling, was expressing her affection by caressing her calf with her mouth. The work of widening and repairing the road was going on at various places. The high hills were giving the introduction of being settled by victory. Smoke was seen rising from the houses, only a few houses were visible. When seen from a distance, due to the rays of the sun, the colour of the grass was looking red, which started appearing golden as it came nearer. Creepers wrapped with trees were giving a feeling of beauty, on one side there was a hill and on the other side there was a valley, there was colourful greenery on our right, but the mountain on the left side was dry grass and dry trees. It feels as if the heroine has dried up and become a thorn in the separation of her beloved and on the other hand the hero is not worried about the heroine.

Red green blue yellow flags were waving on the way as if welcoming our arrival. A welcome to the Dzuleke board stood in front to welcome us.

There was a stream of the Small River flowing there. We had lunch on the bank of that river. After that Amit Sir got an activity done which depended on awareness and meditation, everyone did this activity standing in the middle of the flowing stream with great fun.

After that we reached Khonoma village. This village has got the title of Green Village, the following tribes reside here. As soon as we reached the village, at the top of the stairs, we found some hard working women carrying baskets (sako) behind them carrying firewood.

He was not even able to carry his burden from us and she was carrying a heavy load behind her. After walking some stairs, there was an open shop where the goods were kept and the price was marked on the goods. You can take any item of your choice and put the money in the piggy bank, this idea impressed us all.

It reinforces the feeling of honesty and trust. Despite the greenery all around, there were flower pots in front of all the houses with colourful flowers. Special care was being taken of cleanliness in the village, dustbins were made at various places.

The guide told us that mainly rice is grown here and after harvesting rice, other vegetables such as potatoes, onions and tomatoes are grown. This land cannot be sold, only the family has the right to do Jhum cultivation here. The whole village is built inside a boundary.

There were 3 forts built inside the village which were built to protect the women from the attacks of the British. Houses were also built around these three, which were for the youth to live, these youth used to protect all the women. This tribe never surrendered to the British, later they made a treaty by which this tribe adopted Christianity. But they are protecting their tradition and culture till date. Elders are respected, sit near them and talk and take time out for them which is missing in today's urban society.

Different methods of preservation of grains and vegetables were seen there, here in a fort elephant skin was seen as armour which was very heavy.

Then I realised that the people wearing this armour would be very strong. A big wooden plate was also made. The guide told us that on special occasions everyone sits together and eats together on this plate. Such a picture of love and harmony. We wanted to see this picture live. A community water tank was also constructed in 1913 to 1914, whose water goes directly to the fields after being used. One of the forts also had someone's wedding card hanging on the door which could be interpreted to mean that this was a common invitation for all or a way of inviting one's ancestors. The SEMO KUNDA fort was built in 1825, after which it was reconstructed several times.



Here the garbage is not burnt, it is made into manure. The guide told us that there is only a primary school here, so after class five, the children go to Kohima to study and stay there. Very happy to see so much awareness towards education.

After this we went to Heunambe village cave where the path was very difficult. Everyone supported each other. After going there, I gained some confidence and also realized that exercise is necessary to keep the body healthy.

Date-15-03-2023

The day started with the visit to Northfield school, Kohima a very reputed school known for educational innovations. A few classes were observed



Key observations

- 2000 students
- 45 min period
- School timings 9 to 2 pm
- Co Ed school

- Ground has a play area dedicated to number games. Where students were joyfully playing without being conscious.
- Activity based learning
- Pre Primary helper in all the sections 1:32 teacher student ratio
- Follow NBSE
- Students are taught Hindi from primary classes.
- MDM paid Preprimary Monday Tuesday biscuits with milk and Wednesday noodles Thursday and Friday cupcakes and bread plus jam with milk
- They have to learn 2 subjects per day and rest from recreational activities. They even have a movie hall for screening.
- Staff had a Faculty lounge with their names written in designated places.
- Strollers for babies were available there for those teachers who have to bring their young kids to school.
- Assessment formative and summative both.

Had an interaction with administrator Mr. Pheluopfhelie Kesiezie,

Key points

- NCERT books from 9 to 12
- 11 and 12th prescribe other books also
- Nursery to 12th
- Follow NBSE
- Humanities stream available
- School follows the principle of coordination of head, heart, hand, humor and hard work
- Ask teachers to find humor to engage learners
- Do not cover the syllabus uncover it
- 8th 10th 12th boards
- Vacations in Dec Jan
- Session 1st feb
-

Visit to Jakhama Middle School

Interaction with HoS

Interaction with students

Key observations

- 128 students
- some children were also from states like Bihar or Uttar Pradesh, who live here with their families.
- Paintings by teacher
- School timings 8:30 to 2
- K to 8th
- 40 min period

- MDM was being distributed
- Only veg is being served
- Rice staple vegetables sourced locally
- 28 students per sec
- Primary Students taught by subject specific teachers
- English, science, sst, Hindi, Maths, Tenyidie (native language of the tribe)
- Multilingualism
- Students from other villages/tribes also come to school.
- Scarcity of teachers
- Hindi teacher Vitsaho khazo DEEd Hindi till tenth
- Students assembly Jan Gan man prayer in hindi followed by activities done by MTs
- Permaculture
- not only vowels or consonants are written in Hindi on the walls, but instructions and numbers are also in Hindi.
- Hindi is a compulsory subject here.
- children recited the school prayer and national anthem in Hindi

Visit to Directorate of School Education, Nagaland

The team visited the office of Directorate of School Education to interact with the officials from the Samagra Shiksha Abhiyan and project NECTAR, World bank. We had lunch there and then a brief introduction of each member of Team Education, Delhi and officials from the office.

The team Education, Delhi presented the Delhi Education Model highlighting the innovations and reforms. Lastly, the team had an interaction with the officials with respect to educational ideas and innovations.



Date- 16/03/2023

The first visit in the morning was to the 'Kohima War Cemetery', a historical site located in Kohima where the Axis Powers (Germany, Italy and Japan) and 15000 Japanese soldiers attacked Garrison Hill in Nagaland in April 1944 in the war between the Allies - France, Great Britain, United States, Soviet Union), at that time 2500 soldiers from here fought and returned to Japan Forced to return, killed in this war



This war cemetery has been made to never forget the soldiers who have gone. This is the only cemetery in the world where there is a tennis court.

The Kohima War Cemetery is one of 23,000 World War II graves maintained by the CWGC across the continent. It is maintained and maintained by the CWGC. The Commonwealth War Graves Commission (CWGC) is an intergovernmental organisation of six member nations (Australia, Canada, India, New Zealand, South Africa, and the United Kingdom) that ensures that the men and women killed in war will never be forgotten.

A total of 1421 people are named in this cemetery, in which 1420 were killed in wars and apart from one war, 917 of them are Hindus, whose last rites were performed at the same place, the rest of the graves are written on its entrance. 'When you go home Tell them of us and say, For their tomorrow- we gave our today'.

After this move ahead of Kohima to the Naga Heritage Village, the venue of the Hannibal festival, the name of this place is Kisama. It is considered to be one of the most important tourist places of Nagaland. is opened. This village is a completely newly developed village symbolizing the village of Naga culture, the name Kosama derived from two other nearby villages, Kigwema and Phamsa.



The festival is named after the bird 'Hornibal' which is the most revered bird among the Naga tribes.

Recently in December 2022 also the 23rd edition of the Harnibal Festival, also known as the Festival of Festivals, was celebrated here with the support of the Central Government and the Department of Tourism and Culture of the State Government.

Date-17.03.2023

Delegation of Delhi team visited District Institute of Education & Training , Chiechama's campus which is situated in Chiechama, Kohima, Nagaland. Team was welcomed by their Principal, teachers and all students.



Principal of DIET Chiechama felicitated the team and shared that it is the first DIET in Nagaland which got established in 1990 and its academic functioning started in 1993.

The institute gets approval from NCTE and is affiliated with the State Board of Teacher Education, Nagaland. It is known as the Mother of all DIETs. It offers a two year Pre service teacher training course. It does not provide In-service teacher training anymore. Its Curriculum follows NCF 2005 and is based on NCTE 2009 document. The institute follows the constructivist approach in pedagogy and prepares the Lesson plans on 5 E Model. They offer admission to a total of a maximum of fifty students in a year.

In discussion with teachers of DIET Chiechama, It is found that there are few drop outs every year due to lack of confidence and stress coping mechanisms in students. Total faculty strength including Principal and Vice-Principal is twenty where two of the staff members were deputed at SCERT. DIET also provides a short training programme for In-service teachers, conducts research work. In 2017, Activities under school innovative project, NCERT, School organic garden project got an award.

In 2018, DIET participated at national level, audio drama - titled cry of the wild and received best set designing and best acting male award.

In 2022, under innovative projects, only projects were selected in Nagaland.

Prof Bhardwaj from SCERT, Nagaland monitors the progress of the selected project.

DIET has also developed teaching learning material using indigenous materials.

Samagra shiksha Nagaland along with the SCERT, the department of school education is undertaking major initiatives and interventions to ensure that every child in Nagaland achieves the target of FLN NIPUN Bharat Mission.

In tandem with the same, Students of the DIET Chiechama composed a beautiful song for the Nipun Bharat mission.

A delegation of officials from the Directorate of Education had a meeting with Dr. Kekhrie Yhome, Advisor, School Education, Govt. of Nagaland.



Advisor, School Education, Govt. of Nagaland welcomed the delegation and inquired about Delhi education Model. Our presentation document was also shared with him. Officials from Delhi exchanged the best practices and explored opportunities for further collaboration.

All the main projects of Delhi education like- DBSE, EMC, DMVS, Happiness Curriculum, Deshbhakti curriculum, Mentorship program, TDC program, School Infrastructure, Teachers' Capacity Building Programs by SCERT were shared with him. They were made aware by the delegation of Delhi that all the programs are brought to schools only after proper training and co-creation with teachers. He was very impressed with the presentation. The day proved to be successful.

18.03.2023
DIET Dimapur



Observations

- Interaction with DIET principal and faculty.
- Microteaching by DEIED students
- Microteaching was being done in very small groups.
- Residential facility for students