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19th JOINT REVIEW MISSION
STATE REPORT: NAGALAND

(January 13-18, 2014)

Introduction

As a part of the Nineteenth Joint Review Mission (JRM) a team comprising Dr. R. S. Tyagi (NUEPA) and Ms. Shubhra Chatterji (Vikramshila) visited Nagaland from 14th to 18th January, 2014. The Mission reviewed the progress made by the state to implement SSA and the results with respect to overarching goals of SSA including universal access, enrolment, retention and completion, inclusion, quality and outcomes of learning, finance, programme management and procurement. The Mission held discussions with the senior officers of the Department of Education and Sarva Shiksha Abhiyan Mission of Nagaland, reviewed progress made so far under SSA and also visited the districts of Dimapur, and Peren.

During the field visit the JRM Members observed the infrastructure, educational facilities and held discussion with the heads and teachers of primary and upper primary schools, SMC members, members of the Village Councils/Local Authorities, officials of the Education Block Resource Centres, Sub-Divisional/Block Education Officers, District Education Officer and other staff at the district level. The Mission also visited a DIET in Dimpur District. Since the schools were closed due to the winter vacations during the visit the Mission Members could not observe the teaching-learning process and as such were not able to see the actual functioning of schools (Schedule of visit – Annexure A)

The JRM Members were provided full cooperation and support in getting all the required information and the better hospitality at both in Dimapur and Kohima. At the outset on behalf of the MHRD, Government of India, the Mission Members provide their sincere thanks of appreciation to the Commissioner and Secretary, Department of School Education and SCERT, Government of Nagaland, Shri T. Imkonglemba, IAS; SSA Mission Director, State Mission Authority, Nagaland, Shri O.T Chingmak Chang, IAS; Shri Paokathing, Programme Consultant, and Shri Tali Jamir, Deputy Project Director. The Mission also provides grateful thanks to all the

school heads, teachers officials of Educational Block Resource Centres, Sub-divisional Education Officers, members of SMCs, Village Councils/Local Authorities and the whole team of State Mission Authority who provided all the data and information to the Mission Members.

Overview and Major issues and Key Recommendations

Overall the implementation of SSA the state has progressed well as far as the different interventions are concerned for achieving the goal of universal access, retention and achievement. However, the state has yet to overcome some of the key issues which are confronting in its implementation of Right to Education Act and especially in reaching the children those who are still out of the system.

The following are the overview and major issues of the various interventions under SSA in the state of Nagaland.

- Under the implementation of Right to Education Act, the State Mission Authority, Nagaland has done an appreciative effort by publishing a handbook on The Right of Children to Free and Compulsory Education Act, 2009 and Nagaland Rules of RTE, 2010. The booklet has assigned the responsibility to different stakeholders for implementation of RTE. The Municipal Council in urban areas and Village Council in rural areas have been made the Local Authority and the VECs have now been re constituted as SMCs as per the mandates of the RTE Act.
- The Village Councils have done much for improving schools by donating land, have arranged for additional funds for construction of school buildings for upgradation of primary schools to upper primary and upper primary to high schools and also keep close contact with schools by visiting them on a regular basis.
- Although Community Participation is a very strong element in Nagaland's education, traditionally, Village Councils are yet to be given the RTE Handbook and the newly constituted SMC members are yet to receive any training in respect of their functions for implementation of RTE. Local authorities were found to be unaware of concept of identification of neighbourhood and neighbourhood schools as per the RTE Rules. School records are also not maintained. Though meetings are convened regularly every

3 months, Village Education Registers were not prepared.. School Development Plans were not prepared by SMCs as the format prepared by the state is yet to be shared with them..

- No House to House survey has been conducted by Village/Municipal Councils for tracking of out of school children in the neighbourhood in the last 5 years. No school/social mapping was done for identifying children of most deprived sections of society particularly in urban areas.
- There are no teacher vacancies in the state cadre and the average PTR is quite low although teacher re-deployment is needed to adjust adverse PTR in identified 294 schools
- Textbooks of good quality are provided to all children up to the elementary level but their distribution is delayed and this year it is likely to get further delayed due to fund constraints
- The state had made a good start with respect to Special Training in terms of identifying children, opening up centres and preparing curriculum and textbooks in 2012, but the efforts seemed to have lost momentum in 2013. The state reported that a total of 8589 children out of school were identified in 2013-14 and were undergoing Special Training, but in the absence of proper records at the block and district level it was difficult to ascertain the progress. The district reported that the residential centres were having some problems as the contracts with the NGOs had not been renewed.
- CCE is being implemented in Nagaland but facing problems as it been reduced to a system of rigorous and continuous testing, due to lack of understanding of its nature and purpose. There are thoughts at the state level to revise the module.

Financials and AWP&B:

- The issue of non release of state share was raised by the JRM Team and was assured by the Commissioner and Secretary, School Education that the state share has been approved by the Chief Minister and would be released in this month only. As regards the remaining audit paras between 2005-06 to 2010-11 it was conveyed by the State Mission Director that these were in the process of clearance

- The Mission Members were conveyed in the first meeting on 14.1.14 at Dimapur that all the on-going interventions of SSA were to continue in 2013-14 as per the approved AWP&B of 2012-13. But since in the current year only Rs. 98/- crores were received in September, 2013, (out of total approved funds of Rs. 221/- crores.) of which , Rs. 53 crores were released for the payment of salaries and Rs. 38 crores for Civil Work - with only Rs. 7 crores for all other interventions, many of the proposed interventions could not be taken up :
 - Out of the proposed 125 Cluster Resource Centres for providing academic support to school 123 could not be made functional
 - The 10 days Refresher training proposed for all resource persons could not be held.
 - 97 primary schools and 42 upper primary schools that were proposed to be opened in 2013-14 are yet to be done.
 - Delay in initiation of construction of 9 KGBV buildings that are running in rented premises
 - The 10 days Refresher training for heads of primary schools was not held.
 - No Monitoring was done by the Nagaland University in 2013-14 due to lack of funds.
 - Special Training was adversely affected

The following are the key recommendations:

- The state has progressed well so far in terms of providing access to elementary education. Building on its existing strength of communitisation, it needs to initiate the process of training of local authority and the VEC/SMC so that it could be able to sensitize the already active community in respect of implementation of RTE, specifically in conducting house hold survey for child tracking, preparation of village education register, preparation of school development plan and setting up of grievance redressal mechanism.
- The state should resume the residential and non-residential centres for providing age-appropriate admission to out of school children.
- The state should adhere its own decision for providing training under ODL for all untrained teachers so as to improve the quality of education in the state.

- The state is in the process of reforming local level educational administration so as to strengthen the supervision and monitoring of school by establishing the position of Area Education Officers below the block level. It is a welcome step and it should be implemented in the earliest possible time.
- There is also need to start the work of monitoring by Nagaland University so as to know the strength of implementation of various interventions under SSA and RTE.
- The state should now pay more attention to quality related issues e.g. improving teaching learning processes in the classrooms, enhanced teacher performance, putting into place an assessment system that helps to improve children's learning, attention to the foundation years to ensure that all children are able to read and write independently.

Progress towards Achievement of Goals

Goal 1: All Children in School

1.1 Access to schooling : Under the ambitious programme of SSA along with the implementation of Right to Education Act the state is moving ahead for bringing all children in schools. Though the total habitations in the state are 2019, the state has so far 1806 primary schools, of which 1696 are independent primary schools, 109 primary classes are with upper primary schools and in one school primary classes are attached with higher secondary schools. So far the state had a target of construction of 365 new primary schools. Till 2013-14, 46 primary school buildings were constructed, 222 buildings were in the progress but in the case of 97 primary school buildings the construction work could not be started in spite of target set for the current year. The state has completed the construction of buildings for all the 76 building less schools. The work of construction is also completed on 16 primary school buildings which earlier have school buildings in dilapidated conditions. The work of construction was in progress on other 45 schools which have dilapidated buildings.

In case of new upper primary schools out of a total target of construction of 569 school buildings, 377, were constructed, the work on 149 was in progress and in case of remaining 43 school buildings, in spite of target for this year the work of construction has not been started so far. In case of 23 dilapidated buildings of upper primary schools, the construction work was

completed on 21, the work could not be started on 2 dilapidated school buildings in spite of the target for this year.

The 50% work on other activities like in case of additional classrooms, toilet facilities, drinking water was also completed and the rest of work was in progress. However, ramps and handrails were completed in case of 29 schools only out of the target of 180 schools. There was also a target of 1 residential school which was not achieved.

Following is the progress of enrolment of children in Nagaland.

Enrolment I-V			Enrolment VI - VIII			Enrolment I – VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
#148334	143167	291501	63880	62984	126864	212214	206151	418365
@(133497)	(127372)	(260869)	(63431)	(62502)	(125933)	(196928)	(189874)	(386802)

#Enrolment: Source; UDISE 2012-13

@ Child Population: Source; District Annual Survey, Nagaland

The data indicate that enrolment at primary and upper primary stage is more than the child population. However, there are two different sources but the enrolment may be more due to the overage and underage children at both the stages.

1.2 Mapping of Out of School Children : The state has still a total number of 8589 out of school children which are as follows.

Out of school Children (As on 30 th Sept 2012)								
6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2307	2075	4382	2277	1930	4207	4584	4005	8589

Source: UDISE 2012-13

1.3 Special Training through Residential and Non Residential Centres : The state had set the target of mainstreaming of 7657 out of school children this year by conducting residential

training of 6 months and 9 months and non-residential training for 3 months and 6 months but these trainings could not be completed so far.

1.4 Communitisation of Elementary Education to ensure access, and retention:

Communitisation of Elementary Education is one of the components of Nagaland. Communitisation of Public Institution and Services Act 2 of 2002, aimed at accelerating the universalisation of elementary education, in fact, it predates the SSA. In the rural school that was visited by the team at Dungkye, the community has donated 11 hectares of land for building a high school and have also constructed makeshift classrooms with bamboo and mats. However it was reported by the officials that in spite of strong community involvement, problems of low teacher accountability, absenteeism, appointment of proxy teachers were not uncommon, specially in remote far flung areas. It is expected that with the training of SMC members on RTE and preparation of School Development Plan based on the guidelines prepared by the State Mission Authority, the community will be able to play a more effective role in school management and monitoring.

1.5 Preparation of Village Education Register and School Development Plan : It was found that the traditional structure of Village Councils in rural areas and Municipal councils in urban areas are very strong in Nagaland which contributed significantly not only in establishing and construction of schools but they also keep a watch on regular attendance of children and the school teachers. Under the Right to Education Act these two structures have been made local authority which have been assigned a major role in the management of school education in their respective areas. The local authority has not been provided the handbook of RTE Rules. Neither they have the concept of neighbourhood and neighbourhood school. The local authorities have not conducted house hold survey which was conducted 5 years before. They have also not started keeping school record so far. The JRM team has also discussed with the SMC (which is called VEC in Nagaland). It has been observed that neither local authority nor SMC were provided training with respect to RTE provisions. As a result, SMC do not prepare school development plan and other activities like setting up of grievance redressal mechanism. It has not prepared village education register for tracking out of school children. The state has not established the

cluster resource centres. The CRC Coordinator could have been provided support in preparation of school development plan and preparation of village education register.

Concerns

- No residential or non-residential training for out of school children.
- No initiative for construction of 54 girls' toilets and ramps and handrails.
- There are no Village Education Register for child tracking and no initiative of school development plan.
- No training of local authority and SMC and grievance redressal mechanism.
- There is considerable data variance in the data presented at various levels.
- As per school mapping exercise 219 habitations do not have schools.
- The Residential School at Dimapur is not yet functional.
- The state has no focus on the issue of urban deprived children, yet this is emerging as a problem in towns like Dimapur.

Recommendations

- Adherence of set targets for the current year in respect of primary and upper primary schools, girls' toilets and ramp and handrails.
- Implementation of RTE in its spirit by providing training to SMC and local authority for preparation of village education register and school development plan.
- Early functioning of Residential School at Dimpur.

Goal 2: Bridging Gender and Social Gap

2.1 Gender Gap : Nagaland does not have gender gap as far as the enrolment of girls is concerned. As indicated in the Table the percentage of girls is quite higher and sometimes it is more than 50% as it is indicated in the district-wise data of government schools. It is also a matter of appreciation that the gender parity index also indicates more than 1 in 10 districts out of 11.

S.No.	District Name	% Girls to total enrolment		Gender parity index (GPI)	
		Primary	Upper Primary	Primary	Upper Primary
1	DIMAPUR	48.59%	51.95%	0.95	1.08
2	KIPHIRE	51.18%	50.83%	1.05	1.03
3	KOHIMA	52.24%	56.36%	1.09	1.29
4	LONGLENG	50.45%	51.94%	1.02	1.08
5	MOKOKCHUNG	48.19%	49.63%	0.93	0.99
6	MON	53.67%	57.44%	1.16	1.35
7	PEREN	51.65%	52.75%	1.07	1.12
8	PHEK	49.37%	52.19%	0.98	1.09
9	TUENSANG	51.83%	53.98%	1.08	1.17
10	WOKHA	53.37%	53.64%	1.14	1.16
11	ZUNHEBOTO	49.63%	51.20%	0.99	1.05
STATE		50.74%	52.69%	1.03	1.11

Source: DISE Data

2.2 Kasturba Gandhi Balika Vidyalayas : Kasturba Gandhi Balika Vidyalaya (KGBV), a residential school for girls aspires to be a successful programme under the patronage of Sarva Shiksha Abhiyan (SSA). A programme launched by the Government of India, KGBVs are residential schools at the upper primary level for girls belonging to the educationally underprivileged group of the ST,SC,OBC and other minority group. With 11 KGBVs functioning in the state viz., at Tobu, Chen, Chessore, Shamatore, Thonoknyu, Noklak, Kiphire, Wakching, Phomching, Yongyah and Namching, the hostels work towards promoting the academic, vocational and overall development of the girls. Keeping in mind the prevalence of gender disparities in rural areas and among disadvantaged communities, KGBVs have been introduced in areas where as per enrolment trends, the enrolment of girls at upper primary levels are significantly lesser. Timely seminars are held to ensure that the hostels provide access and quality education to the girls. Out of the 11 KGBVs,

buildings for two KGBVs have been constructed and others are working in the rented buildings. The state is in the process of construction of new buildings for other 9 KGBVs.

2.3 Inclusive Education - Children with Special Needs : The state had identified 9197 children with mild to moderate disabilities which is 2.38% out of the total child population. In 2013, they reported that 9171 children were identified, out of whom 7329 were enrolled in schools, 1868 severe cases were reported who were to be covered through home based education and 1190 aids and appliances were provided to children across the 11 districts. Braille books have been printed but are yet to be distributed to the children. Large print books are yet to be printed. This process has to be expedited as the state has identified a total of 3418 children with visual impairment, out of whom 255 are blind. Assessment is done by the volunteers in collaboration with Department of Health and Family Welfare, ALIMCO. There are 76 Resource Teachers and 92 Education Volunteers placed at the EBRC level across the state. In the absence of a state based institution 25 of these resource teachers are untrained. Short duration trainings are conducted by RCI, Shillong, and Mountfort School in Guwahati. Training and sensitisation of regular teachers is a challenge due to lack of a state based training institution. The state has started four Resource Rooms operating as Day Care Centres in 4 EBRCs, one of which was visited by the Mission team. They are manned by qualified and trained Special Educators as well as a physiotherapist and cater to children with special needs, offer counselling services to parents and organise sensitisation courses for teachers. These are expected to be upgraded as Study Centres for the Foundation Course Training to be offered by RCI. Of the 5 schools visited by the team, none of them had any CWSN enrolled. None of them had ramps, although some of them were new constructions or had constructed a new set of classrooms.

Concerns

- Lack of overall vision vis a vis the concept of inclusion – mainly seen as a series of activities and the spirit of inclusion not permeating the schools and teachers.
- The non construction of 9 KGBV building is a major concern and the recommendations made by the AS during an earlier visit are yet to be implemented
- Shortage of trained resource teachers for dealing with CWSN in the state.

Recommendations

For KGBV

- The state should adhere its commitment to provide all required resource teachers for CWSN along with the initiative for providing needed aides to them.
- It is also necessary that buildings should also be constructed for all the 9 KGBVs which are running in rented buildings.

For CWSN

- Set up State Resource Groups who would be able to provide IE orientation for all teachers during their annual training
- The 76 Resource persons can be utilized as referrals at block level, for school visits and for providing support to CWSN

Goal 3: All Children Retained in Education System

The retention rate of children at primary stage is 69.97% and at upper primary stage is 89.74% which seems to be quite low. It is higher in case of girls which is 72.04% as compared to boys 67.90%. This issue is related to the best practices in school management, children friendly environment in school, and so much of availability of textbooks and uniforms to children in time. Supervision and monitoring by EBRCs of schools seem to be inadequate. A recent study conducted by MHRD shows high absenteeism among both teachers (as high as 30.60%) and students (27.20%) at the upper primary level, although there is a system of fining both teachers and students by the SMC. Retention rate is considerably lower at primary level. There is a gap of more than 8% when compared to boys and girls retention rates. The two districts Dimapur and Peren which were visited by the JRM team have the second and third lowest retention rates at primary and upper primary level after the Mon district. At primary level, retention rate is 56.84% in Peren and 57.60% in Dimapur where it is 45.72% at Mon district. At upper primary level also Peren district has 79.25%, Dimapur 91.89% and the Mon 79.73%. The transition of children from class V to VI is also cause of concern which is 93.76% as there is no detention policy at class V. Besides, there is also a dropout rate of 5.61% at primary level. However, as per the gross

enrolment ratios and the net enrolment ratios, the achievement of enrolment at primary and upper primary is appreciable.

Category	GER			NER			Retention Rate			Transition Rate (Class V to VI)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PS	111.11	112.40	111.74	97.92	98.22	98.07	67.90	72.04	69.97	94.14	93.37	93.76
UPS	100.71	100.77	100.74	94.68	96.20	95.44	88.97%	90.4	89.7			

(Source :UDISE 2012-13)

Concerns

- Low retention rates are major concerns. It seems that there is lack of supervision by the community and the local authority/village councils and the resource persons at the EBRCs level.

Recommendations

- There is need to regular monitoring and supervision by EBRCs and the Village Councils/ local authority.

Goal 4: Education of Satisfactory Quality

4.1 Functioning of Schools : Nagaland has a fairly large number of private schools run by missionary institutions and the government schools often get influenced by their pedagogical practices as there is a sense of competition to compete with them in enrolling and retaining children. These institutions have been historically engaged in the act of providing education to the poorer sections of society since 1872 and this has resulted in a fair degree of awareness about education among parents even among the marginalised sections of society. Very few government schools in Nagaland have multigrade classrooms as there are adequate number of classrooms and teachers in most of the schools. There are benches and desks for children in all the classes – including the pre primary sections. The provisions for these were often made by the community. The state has a very high percentage of tribal population speaking different dialects, often unintelligible to one another, a phenomenon that has prompted the state to make English the medium of instruction. Hindi is taught as a second language from Class 1, although officially there is provision of teaching 17 local languages as L-2, by the government. Having

English as a medium of instruction puts the government schools in Nagaland at a relative advantage as compared to other states of India, where there is a steady exodus of children from government to private schools due to the lure of English medium education. In fact, the high enrolment figures in Nahabari and Kuda in urban areas despite the presence of private schools in the vicinity bears evidence to this. It was heartening to know from some of the teachers of these schools that provision of facilities such as good quality free textbooks, mid day meals and uniforms were factors that were contributing to a steady increase in the popularity of government schools. Most government schools have pre primary sections to cater to children of 4 and 5 years of age. These are known as A and B classes. The inclusion of pre primary classes has however brought up the total number of classes in a school to 10, for an elementary school, leading to a situation of teacher shortage even in schools with a low PTR (the state level PTR is 1:18 for primary classes and 1:11 for upper primary classes). When this was brought to the notice of the Commissioner, he assured the JRM team that he would look into the issue and take appropriate action. They also have plans to converge the angadwadi centres with primary schools to ensure convergence and better services for all children at the ECCE stage.

4.2 Curriculum and textbooks : Nagaland has a strong SCERT with a faculty strength of 46. The SCERT has sufficient autonomy, leadership, authority and has a capable and well qualified faculty with a vision for improvement of education. . It prepares the curriculum and syllabus for schools as well as all modules for pre service and in service teacher training. SCERT designs curriculum and textbooks for all classes from A (Pre Primary) to Class 8. They have developed textbooks in all subjects till Class 4 and Hindi text books till Class 8. The textbooks of other subjects are prepared by private publishers as per guidelines provided by SCERT based on NCF 2005. Some of these publishers are quite prestigious e.g. Madhuban, Ratnasagar, Allied Publishers, Fran Ross, etc. and produce books for high end private English medium schools. The production quality of the text books were found to be good. The state reported that the state has to provide an additional Rs. 7.58 crores of funds to the Rs. 3.33 given by the Ministry to provide free textbooks to children. This was proving to be a burden and they were considering curtailing the number of books, or to introduce 'integrated textbooks' as a cost cutting measure. What is of concern is that though the new academic year in schools start from February, the

government had not yet placed order for printing books due to fund constraints and it was unlikely for the schools to get the new textbooks on time

4.3 Innovations in teaching learning process : The state has come up with a model of learner centric education which they have termed as Activity Competency Learning based on ABL model of Tamilnadu but adapted by the state to suit its context. This is currently being piloted in 137 schools across 11 districts. It was taken up on an experimental basis in 11 schools in 11 districts in 2010 and then later on under the leadership of SCERT was expanded to more schools in 2011. They have plans to scale it up to all the ERBCs in the coming year with each EBRC taking up 10 schools as nodal schools thus taking it up to approximately 500 schools across the state. Of the 5 schools visited, Nahabari GMS was implementing ACL but since the relevant teachers were not present on the day of the visit, the team could not see any of the materials or get a sense of how it was being implemented.

4.4 Early grade reading and writing : The SCERT Faculty are aware of reading deficiencies in children and they have attended some seminar organised by MHRD in Guwahati. However they do not seem have any concrete plans at this stage and are considering giving some additional resources to schools such as setting up reading corners in classrooms to support reading. They feel the problem of reading deficiency is more acute in the rural areas where there is lack of teacher proficiency in English. The Mission team had the occasion to interact with a few teachers who teach Language in Classes 1 and 2 and found out that the teachers lack clarity on the issue of teaching children how to read and write. Reading, writing, rote memorisation for answering tests were seen as steps to learning, and ‘understanding’ and ‘meaning making’ were not taken into consideration.

4.5 Continuous Comprehensive Evaluation : The Evaluation Cell of SCERT has brought out a guidebook on CCE to ensure its statewide implementation. The module is at a trial stage in schools. They felt that CCE had to be translated into a workable situation and for this they have divided the year into 4 semesters, each complete in itself. There are paper pencil tests in each semester with a system of ‘re-teach and re-test’ for remedial teaching. The Mission team had the occasion to visit 5 schools in the two districts of Dimapur and Peren and meet with some of the teachers to get an idea of how : CCE was being implemented in the schools. The Mission team

felt that the teachers lacked clarity on the nature and purpose of CCE, and some of them had adapted the format to make it into a rigorous and continuous testing process, that was burdensome for students. Some teachers reported that CCE had increased burden of paper work, while others felt that it was difficult to implement. Teachers from schools with high PTR (1: 60) said that they were finding it a big challenge to implement CCE. There was also scepticism among district and block level officials about CCE as they felt that the no detention policy introduced under CCE would result in bringing down quality of education as well as performance of children. The current mode of implementation of CCE was not in consonance with the spirit of RTE. The SCERT faculty were also of the view that the module needed revision. They felt that CCE could not be implemented unless the entire teaching learning process was transformed. It was virtually impossible to implement CCE where classroom instruction was being provided in a traditional mode. They felt that ACL was the solution because evaluation was built into the teaching learning process. This view was also expressed by the Commissioner who said that ACL and CCE should both be implemented together in all the schools to make it a meaningful process.

4.6 Position of Teachers The state has been quite active in recruiting teachers as a result of which there are no vacancies in the state cadre and 307 under SSA are to be appointed shortly. The state has recently conducted its first TET Examination under the leadership of SCERT for which they have brought out a Guideline.. It was expressed by the SCERT Director that TET was a positive step for improving the quality of teachers due to the scope it offered for rigorous screening and he was hopeful that in the next 5 years the state would see a positive change in the profile of teachers, all of which would have a positive effect on the quality of education in the state.

4.6.1 Teacher Training : There are about 10,863 untrained teachers in the state, of which around 6000 are in primary schools. Of these there is need to train about 5000 teachers to meet the RTE norms. The state is planning to get them trained by NIOS in the ODL mode to ensure that teachers would not have to be pulled out of the schools for long duration. The training is scheduled to start from April 2014. There are 6 functional DIETs in the state, and 2 more are in the process of coming up in the current year and the 2 more in the next year. They have plans to start 3 BIETs next year under CSSTE. These institutions, along with 11 district based Higher

Secondary Schools will act at Study Centres for the ODL training to be given by NIOS to the untrained teachers. The Module for the training has been developed by SCERT and approved by NCTE and is based on the NCFTE 2009. In case of in service teacher training, there was a view among the leadership that it was largely a waste of resources and the funds would be better utilized for other more important things. This is a matter of concern, as properly planned in service training is a critical element in improving performance and learning levels in classrooms.

4.6.2 Teacher Support systems : The state has 6 functional DIETs for providing pre service and in service teacher trainings. A 30 Day Induction training course has been designed by SCERT, which is currently provided by the DIETs. However, the SSA wants to take responsibility for this and have them conducted at the EBRC level for which it wants to create residential facilities in EBRCs. The Mission team visited the Dimapur DIET which is a fully functional DIET with 23 Faculty members. The institute was closed because of winter holidays and most of the teachers including the Principal were unavailable. However the mission team could interact with two teachers and were able to get some idea of the activities conducted by the DIET in the past year . They were engaged in providing pre service training as mandated and had given induction training to 2 batches of teachers. Some of their staff were actively linked with SSA or SCERT as resource teachers in developing modules on Science and Maths. The team felt that their **capacities were largely under utilised**. Their institutional linkage with the District SSA and the EBRCs have to be strengthened.

4.6.3 Education Block Resource Centres: There are 46 EBRCs in the state. There is an EBRC Coordinator with 6 TOTs and 2 Resource Teaches for CWSNs in each EBRC. The resource teachers are known as TOTs (Trainer of Teachers). They are Graduate B.Ed trained senior teachers deputed by the Department to the EBRCs. Each of them are assigned 8 to 15 schools that they have to visit regularly and provide mentoring and academic support to teachers. The Mission team had the opportunity to visit one EBRC at Kuda and interact with their resource teachers as well as those from Kushiabill EBRC who had come to Nahabari GMS for an interaction. . The state had earlier introduced a practice of providing school based training to teachers, which was later discontinued as it was found to be unfeasible in spite of being effective. The TOTs said that no training was conducted in 2013 due to lack of funds. The BRC

at Kuda has a model Day Care Centre for children with special needs, which they are expecting to upgrade as a study centre for conducting Foundation Course training under RCI.

4.7 Learning Achievement: The National Achievement Survey conducted by NCERT, which is a grade level test, shows that the children in Nagaland are close to the national average Scores in Reading Comprehension, Mathematics, Science and Social Sciences. The ASER test, which is a floor level test shows that 54.1% children of Class 3 can read Class 1 level texts, and 51.8% of Class 5 students can read Class 2 level texts, which is significantly higher than the national average.

	Reading Comprehension	Mathematics	Science	Social Science
National Average	247	245	251	247
Nagaland	245	251	251	247

Issues and Concerns

- Lack of an overall vision of quality as a result of which various interventions under SSA were seen as individual activities with no linkage with one another
- Backlog of untrained teachers and lack of proper planning for in service training
- Delay in distribution of textbooks
- Weak inter institutional linkages for providing sustained support to teachers

Recommendations

- There is need for the state to undertake a visioning exercise for quality. Currently it is confined at the SCERT level. This should be taken to all SSA functionaries at the state, district, block and school level, teachers in schools, as well as to the SMC level
- The training of untrained teachers should be completed and in service training for all other teachers should be based on needs and should focus on improving children's learning
- Need to have better synergy between DIETs and EBRCs

- Current CCE framework should be revised and ensure that assessments lead to improvement of learning. Systematic planning needed for children who are falling behind.

Programme Management

Staffing and Capacity Building

- The Mission found as per the information received that all the sanctioned posts at the State Project Office and the District Project Offices in the 11 districts as well as at all the EBRC levels have been filled up. However, the posts of 2-3 Cluster Resource Coordinators at 123 CRCs are yet to be filled up which is an immediate requirement for capacity building and to provide resource support for teachers at school level.
- There is an urgent need for providing training for remaining 51 resource persons for CWSN which are on contract basis.
- Educational Volunteers appointed for providing special training have not been trained. They should also be provided training immediately.
- There is an urgent need to fill up the posts of Part-time Instructors for Art Education, Health and Physical Education and Work Education.
- Training of all the headmasters at newly established upper primary schools for better school management.
- Training is also needed for Village Councils/Local Authority and SMC/VEC for better school management and implementation of Right to Education Act.
- It was earlier observed that there is variation in staffing pattern and budgetary provisions of KGBVs. The KGBVs. in some cases are handed over to NGOs after MOU for a period of two years. After the expiry of the MOU the same has not been renewed bringing problems of management of KGBVs.

Financial Management and Procurement

Financial Management

As mentioned earlier the state has conveyed that out of total approved fund of Rs.222/- Crores, Rs. 98 Crores were received out of which Rs.53/- Crores were spent on salaries, 38 Crores on civil work and Rs.7/- Crores on other interventions. The Commissioner and Secretary of Education informed the Mission Members that the State Share of Rs. 8/- Crores has been approved by the Chief Minister and will be released very soon. As regards the pending audit paras, involving procedural lapses such as non-maintenance of books of accounts or improper maintenance, deficiencies in accounting are being settled and will be cleared very soon. Mission Director, SSA has informed that audit paras pending for 2005-06-2011-12 will be cleared very soon. It was also conveyed by the Mission that the state government has not posted Financial Controller in SSA. On the issue of organizing EC Meeting it was informed that it will be organized very soon. While the building costs were sanctioned for all the 11 KGBVs, state has only constructed so far 2 buildings only. The work of construction of 9 buildings is yet to start. It was informed to the Mission Members that tenders are being issued for this purpose.

Procurement

The state has also informed the Mission that procurement procedures are complied with the provisions and processes laid down in the FMP Manual of SSA. An amount of Rs. 3.33 Crores for 2012-13 were released to the Directorate of School Education and textbooks have been procured and distributed in the month of February 2013. All the details under financial management and procurement have been given in Annexure B.

Schedule of Visit of Mission Members to Nagaland

Schedule of Visit	
14.01.2014	Meeting with SSA officials and representatives from SCERT and State Monitoring Insitutute (University of Kohima, Department of Education)
15.01.2014	Visit to DIET Dimapur Visit to GMS Nahabari and Kuda – meeting with teachers, SMC members Visit to UBRC Kuda – meeting with TOTs, RTs of Kuda and Kushiabill EBRC Visit to DEO office
16.01.2014	Visit to HS at Dungkyo – meeting wth VC members, SMC members, teachers Visit to 2 GMS at Jalukie Sub Division – meeting with VC members, SMC members and teachers
17.01.2014	Visit to State SCERT Meeting with Commissionar/Secretary Visit to state SSA office
18.01.2014	Leave for Dimpaur from Kohima