



NAGA
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THE LAND OF MINERALS
KIPHIRE DISTRICT

*Learning Enhancement and
Accessibility Project (LEAP), Kiphire*

YEAR ONE

Thematic Note

2023-2026





Thematic Note



THE LAND OF MINERALS
KIPHIRE DISTRICT

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Foreword by Kevisato Sanyu

I am honoured to mark Year One of the Learning Enhancement and Accessibility Project (LEAP) for the Kiphire district, a transformative initiative embodying the collaborative spirit and shared vision of the NITI Aayog's Aspirational Districts Programme and the dedicated efforts of the Kiphire District Administration. This three-year project, running from June 2023 to June 2026, demonstrates what can be achieved when communities, local governments, and external partners unite towards a common goal.

LEAP Kiphire is a direct result of the voices and needs expressed by community members, schools, teachers, and administrators of Kiphire. Through our comprehensive Listening Mission, we gathered invaluable insights that have shaped the custom-designed educational interventions we are now implementing. This grassroots approach ensures our solutions are tailored to the specific challenges and aspirations of the Kiphire community.

A critical component of LEAP is bridging the digital divide, a pressing issue in Kiphire where access to quality education has been limited, particularly for girls. By providing high-quality, custom-designed courseware through our learning management system (LMS), we aim to empower teachers and students, enhancing their capabilities and engagement with digital learning tools. I would like to give special acknowledgment to our content partners at Central Square Foundation, whose TicTacLearn content forms a core component of the custom-designed courseware. However, this initiative is not just about technology; it is about transforming the educational landscape to create equitable access and foster a love for learning.

As we look forward to the coming years, the impact of the LEAP project promises to be profound. By improving the quality of education, empowering educators, fostering student engagement, and addressing the digital divide, we are laying the groundwork for a brighter future for the students of Kiphire. This project aims not only to enhance academic outcomes but also to instil confidence, resilience, and a lifelong passion for learning in every student.

LEAP Kiphire is a beacon of hope and a model for educational innovation in frontier regions. It is a powerful reminder of what can be achieved when we listen, collaborate, and act with purpose. I extend my deepest gratitude to the NITI Aayog, the Kiphire District Administration, our dedicated team at NagaEd, and the entire Kiphire community for their unwavering support and partnership. Together, we are creating a legacy of learning that will benefit generations to come.

Warm regards,



Kevisato Sanyu
Founder, NagaEd

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DIGITAL CLASSROOM



Overview

The Learning Enhancement and Accessibility Project (LEAP), a three-year initiative (June 2023-June 2026) by NagaEd, seeks to enhance the quality of education in Kiphire district, Nagaland. This project, funded by the NITI Aayog Aspirational Districts Programme, focuses on addressing the educational challenges faced in Kiphire, a region rich in culture but with limited access to quality education, particularly for girls. LEAP aims to bridge the digital divide and empower both teachers and students by providing quality, custom-designed courseware through a learning management system (LMS). This initiative is a collaborative effort between NagaEd and the Kiphire district administration.

Key Objectives and Implementation Strategies of LEAP:



Improving Education Quality:

The project seeks to elevate the standard of education in frontier villages, addressing the specific needs of the Kiphire community. It aims to build the capability and capacity of teachers and students in the space of digital education.



Fostering Student Engagement:

A key goal is to cultivate a love for learning among students and increase their engagement through the use of interactive digital content.



Empowering Educators:

LEAP aims to equip teachers with the necessary technology skills and pedagogical approaches to effectively use digital learning tools.

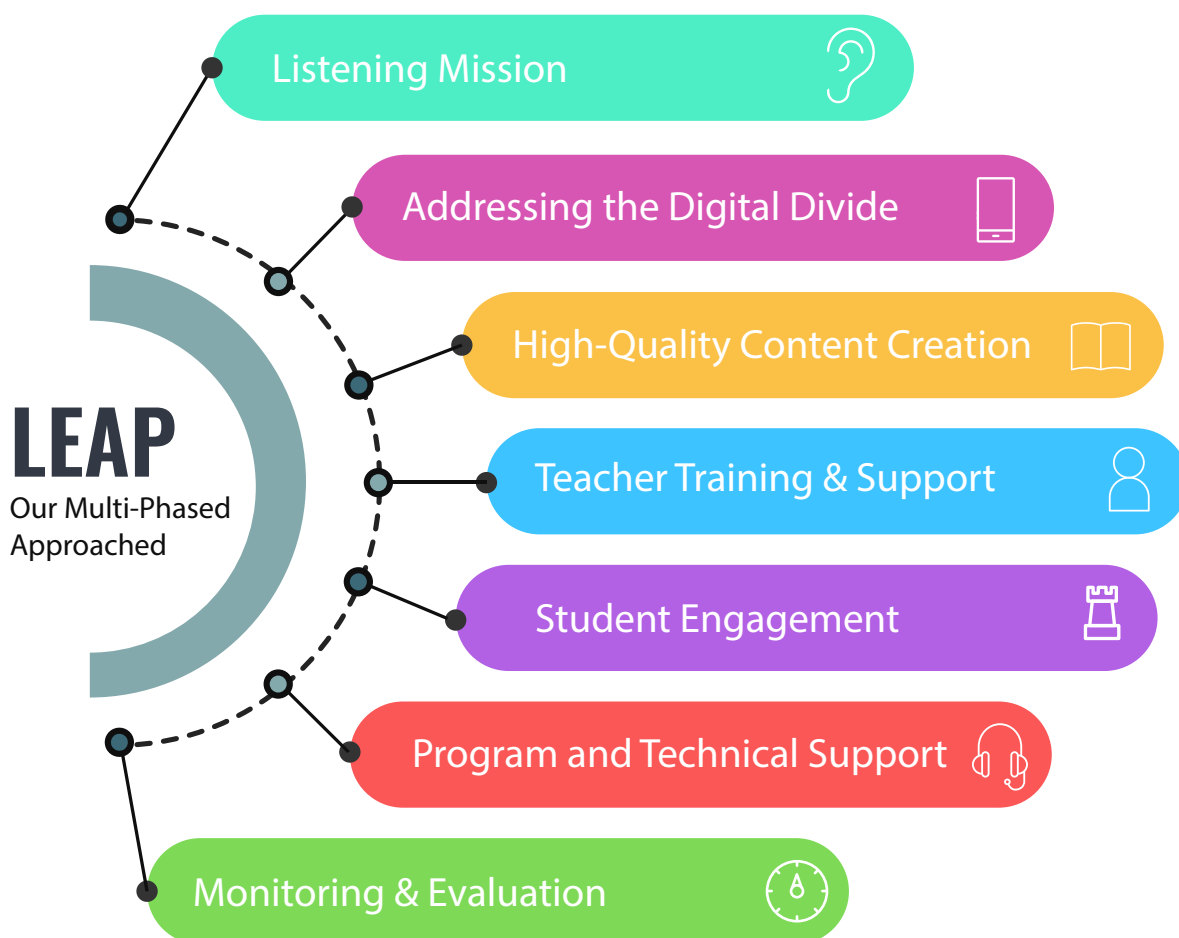


Bridging the Digital Divide:

LEAP aims to create equitable access to quality education by bridging the existing digital divide in the region.



Our Multi-phased Approach



LEAP employs a multi-phased approach to achieve its objectives:

- 01 Listening Mission:**

This phase involves gathering comprehensive insights from stakeholders, including teachers, students, administrators, and the local community, through in-depth interviews, surveys, and observations. This process aims to understand the existing educational needs and challenges faced within the community.
- 02 Addressing the Digital Divide:**

Acknowledging limitations in internet connectivity, LEAP explores different modes of content delivery—both online and offline—to ensure all students have access to learning materials. The project has initiatives to provide schools with 5G routers to enhance internet speed and bandwidth, enabling smoother access to educational resources and online learning experiences.
- 03 High-Quality Content Creation:**

LEAP focuses on developing and curating engaging digital content, particularly for Maths and Science subjects in Classes 9 and 10. This includes creating interactive learning materials like videos, quizzes, and digital presentations.
- 04 Teacher Training and Support:**

Recognising the importance of teacher capacity building, LEAP provides comprehensive training to equip educators with the skills to utilise digital tools effectively. This includes hands-on training sessions, workshops, and access to subject matter experts. The project also incorporates ongoing support mechanisms like on-site visits, workshops, and a service ticketing system to assist teachers in integrating technology into their teaching practices.
- 05 Student Engagement:**

LEAP conducts student workshops to enhance their digital literacy and make learning more engaging. This involves familiarising students with digital resources and providing them with hands-on experience using the learning management system.
- 06 Program and Technical Support:**

LEAP has deployed a locally based coordinator to provide program and technical support to schools participating in the program. The ground coordinator is also responsible for conducting monitoring and evaluation activities.
- 07 Monitoring and Evaluation:**

The Monitoring and Evaluation (M&E) component systematically assesses the success of the programme through regular check-ins, quarterly and annual reports, on-ground school visitations, and technical assessments to ensure continuous improvement and effective implementation. This comprehensive framework involves face-to-face meetings, detailed documentation, and direct observations to foster accountability and transparency.



The Community Component



LEAP places a significant emphasis on community involvement and collaboration.

The project actively involves local community leaders, parents, and school management committees in the planning and implementation phases. Regular meetings and communication channels are established to ensure transparency and accountability throughout the project's duration.



Expected Outcomes of LEAP

LEAP EXPECTED OUTCOMES



DEVELOPMENT OF HIGH-QUALITY DIGITAL CONTENT

The project aims to create engaging and effective digital learning materials for Maths and Science subjects in Classes 9 and 10, tailored to the specific needs of the Kiphire community.



DEPLOYMENT OF USER- FRIENDLY DIGITAL CLASSROOM COURSEWARE

LEAP plans to implement user-friendly digital courseware in all 15 participating schools to streamline content delivery, student engagement, and teacher management.



ENHANCED TEACHER CAPACITY

LEAP aims to improve teachers' skills in using digital tools, developing blended learning models, and implementing effective digital pedagogy in their classrooms.



INCREASED STUDENT ENGAGEMENT

The project seeks to foster active student participation and a greater interest in learning by providing them with interactive and engaging digital content.



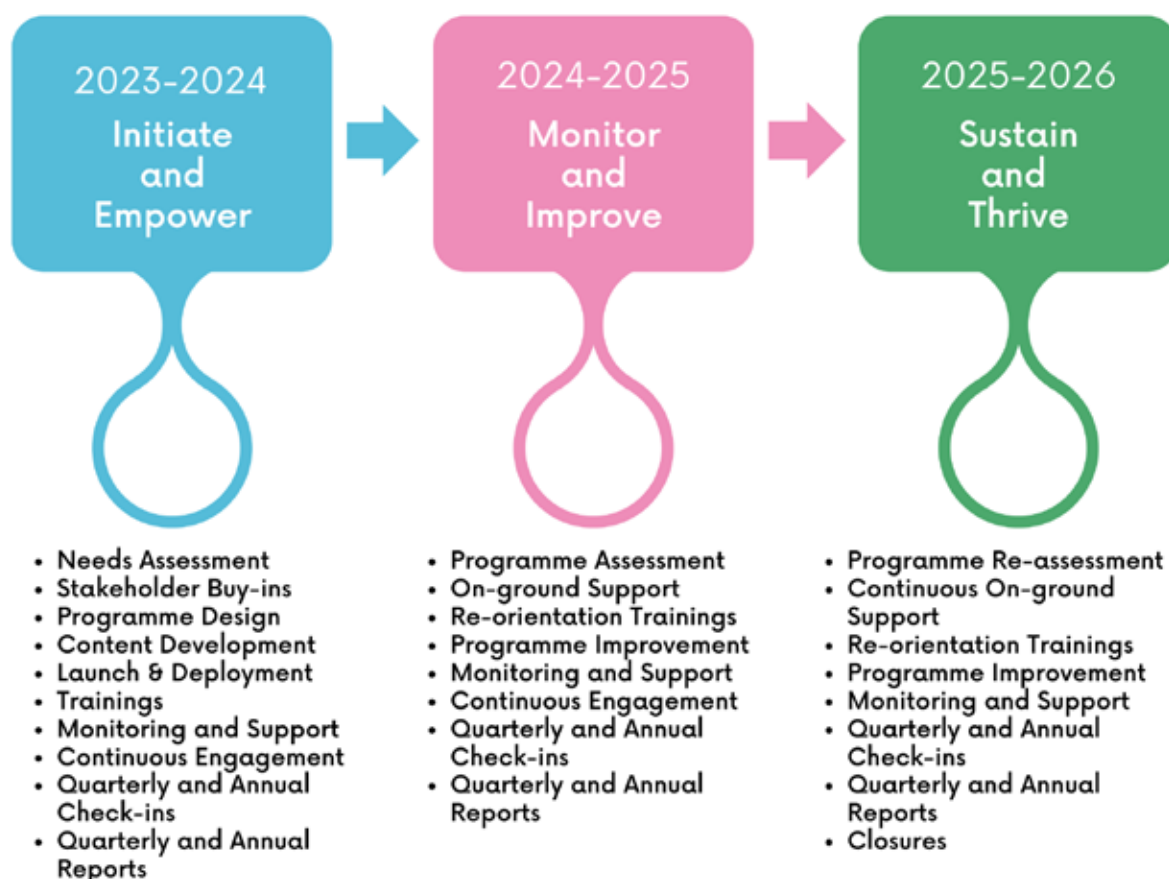
ESTABLISHMENT OF A SUSTAINABLE EDUCATION MODEL

LEAP intends to create a long-term model for quality, technology-integrated education in Kiphire district that can be sustained beyond the project's timeframe.



LEAP Kiphire Program Design

The Learning Enhancement and Accessibility Project (LEAP) is an ambitious endeavour that has the potential to transform the educational landscape in Kiphire. The project is a three-year initiative (June 2023-June 2026), during which it aims to bridge the digital divide, empower teachers, and create engaging learning experiences for students.



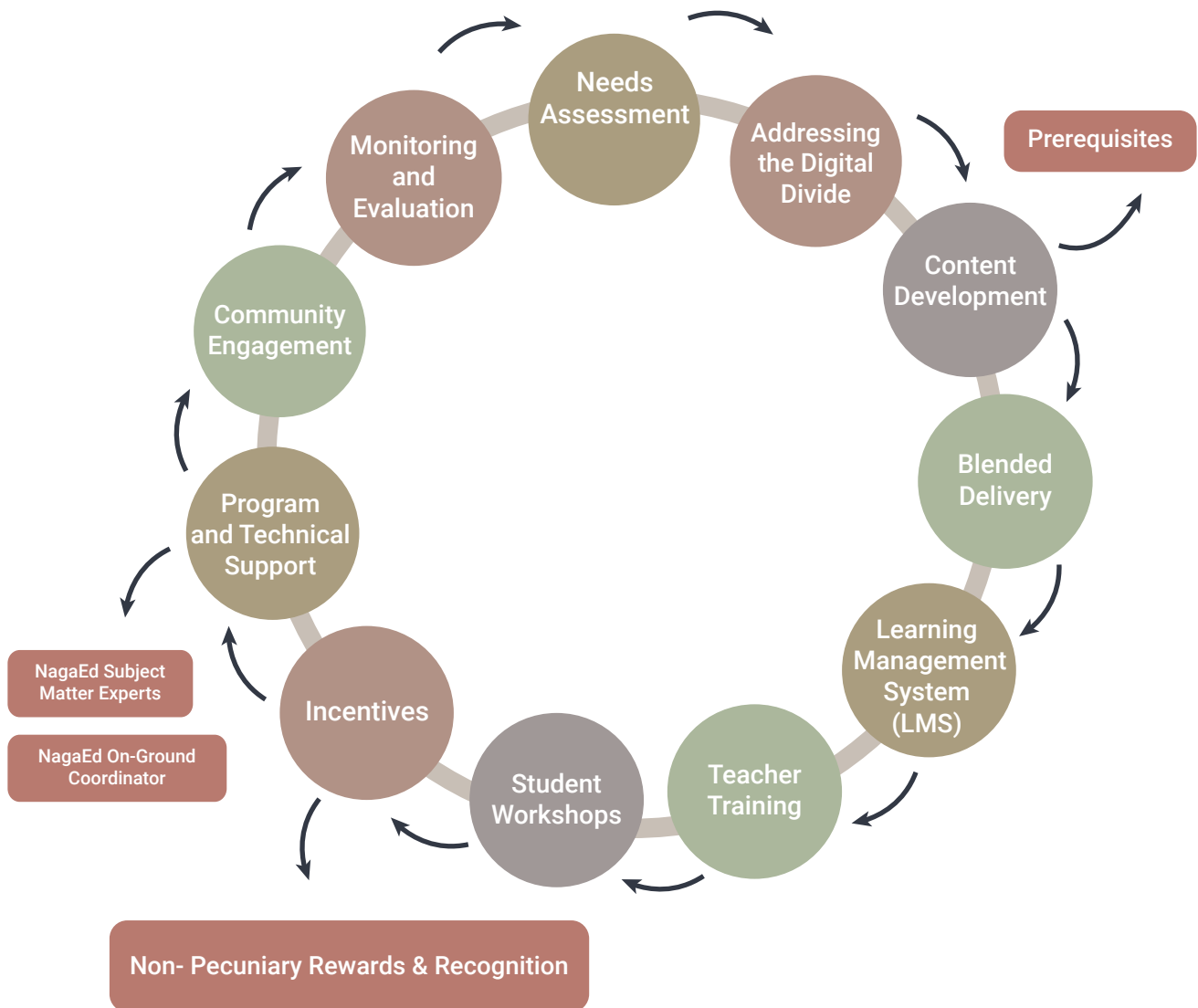
Pilot Year

The first year (2023-2024) will be the pilot. The team will undertake a Project Reconnaissance with a Listening Mission in mind to conduct a Needs Assessment using different research methodologies such as Quantitative Surveys and Qualitative Interviews to understand the requirements of the programme. Post this, the project will move into the Programme Design and Content Development Phase. Following this subsequent Implementation of the Programme in the 15 selected schools with continuous monitoring and evaluation will be undertaken.

Year 2 and Year 3

Years 2 and 3 (2024-2026) will continue to assess the uptake and impact of the programme. Upon assessments, efforts to improve the programme will be undertaken. Years 2 and 3 will also observe Re-orientation training to teachers and students will be provided as and when required based on new enrollments and management changes. Throughout the lifetime of the project, quarterly and annual physical check-ins and report generation will be managed by the on-ground project coordinator to address any grievances and conduct impact assessments.

Programme Design Components

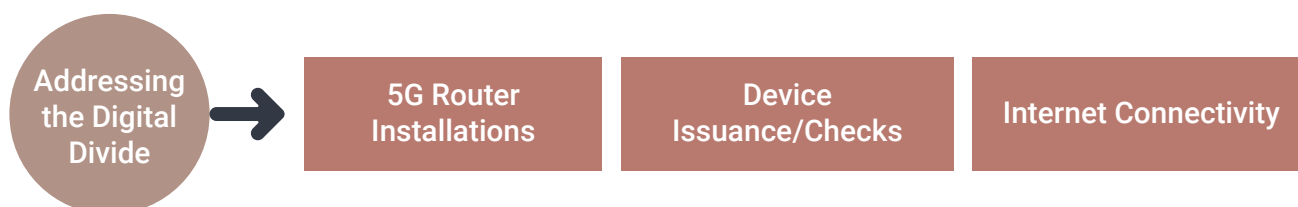


The programme design consists of the following elements:



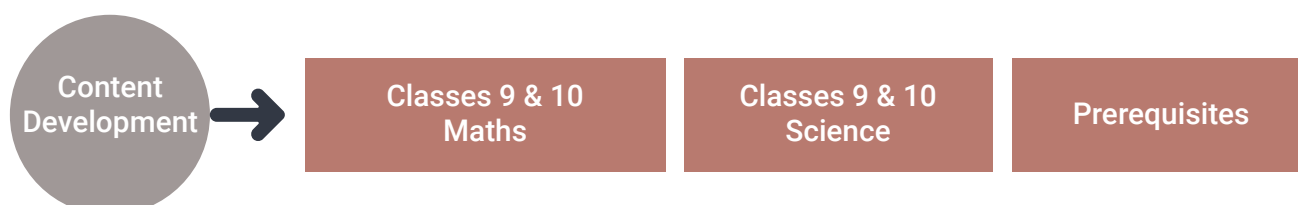
Needs Assessment:

The needs assessment for the Learning Enhancement and Accessibility Project (LEAP) in Kiphire was conducted through surveys, interviews, and observations. This process involved engaging in dialogue with teachers, students, administrators, and the local community to understand their educational aspirations and challenges. The NagaEd team aimed to go beyond simply gathering information and instead sought to actively listen to the community's needs and hopes for the future. The goal of this listening mission was to inform the design of the three-year LEAP project. This approach aimed to ensure that the project aligns with the community's aspirations and provides a holistic educational transformation rather than just focusing on technology integration.



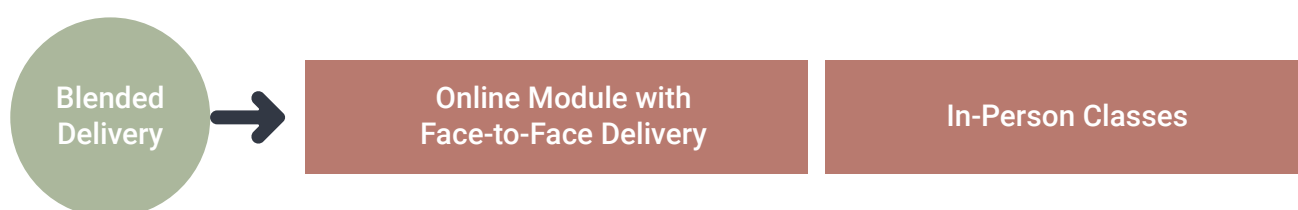
Addressing the Digital Divide:

The program recognises the challenges with internet connectivity and device access in Kiphire. To address this, the program will provide schools with 5G routers and two computers per school. The program will also leverage existing equipment, such as projectors and Smart TVs, where available as well as deploy additional hardware required such as CPUs.



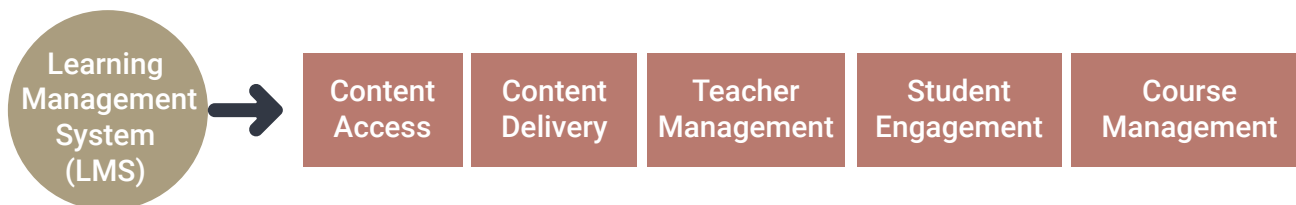
Content Development:

NagaEd will create and curate digital content for Maths and Science subjects for Classes 9 and 10. This will involve revising existing content from lower grades to serve as a prerequisite segment as students in classes 9 & 10 are observed to have an understanding and comprehension of maths and science at lower grades.



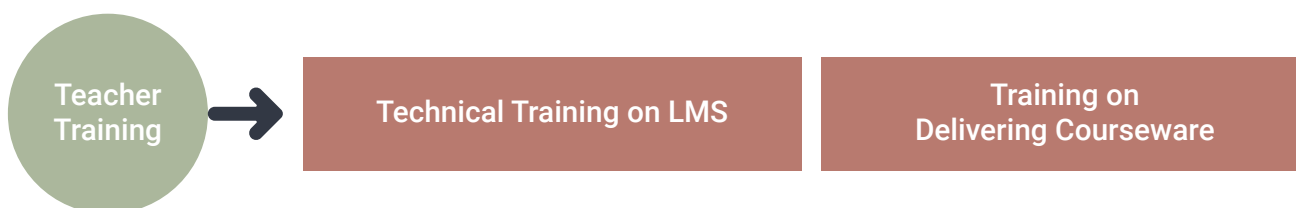
Blended Delivery:

Combining online modules with face-to-face delivery could provide flexibility and personalised learning experiences. Online modules cover foundational concepts and allow students to learn at their own pace. In-person classes facilitate hands-on practice, peer learning, and direct interaction with teachers.



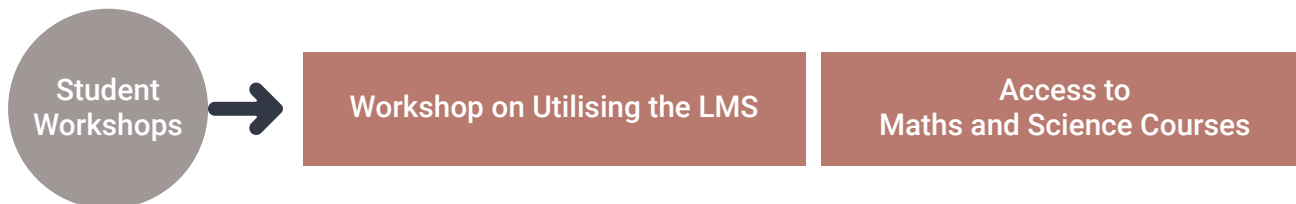
Learning Management System (LMS):

The content will be deployed through a user-friendly LMS that will be used in Kiphire schools to facilitate content delivery, manage teachers, and engage students. NagaEd will provide training for teachers and administrators on using the LMS.



Teacher Training:

NagaEd will provide training for teachers on using the digital platform and delivering the NagaEd courses. Teacher training will also cover basic computer operations, internet usage, using interactive tools for content delivery, lesson planning, and student assessment. Additionally, training will include non-subject teachers to serve as backup teachers.



Student Workshops:

NagaEd will also conduct workshops for students on using the digital platform.



Incentives:

To encourage the uptake and sustained engagement with the programme, we envision a variety of incentives for teachers and schools. In order to foster a positive and supportive environment, these incentives aim to motivate participants through non-pecuniary rewards and social recognition such as Certificates of Achievement and Participation, Professional Development Opportunities (workshops, seminars, and training sessions), Public Recognition, Recognition Awards, etc.

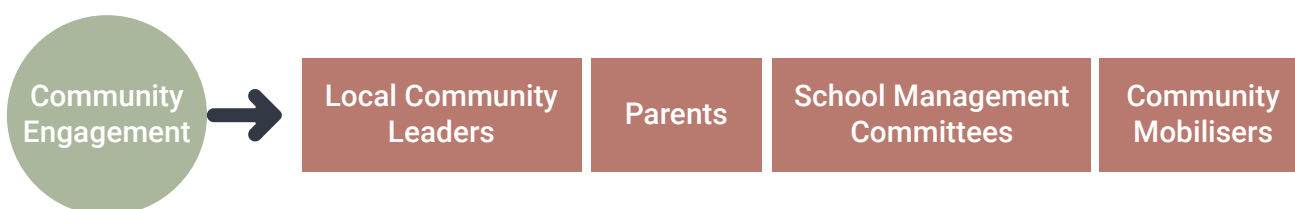


Program and Technical Support:

NagaEd Subject Matter Experts: A direct line of contact with Maths and Science Subject Matter Experts at NagaEd is provided for teachers in all 15 participating schools.

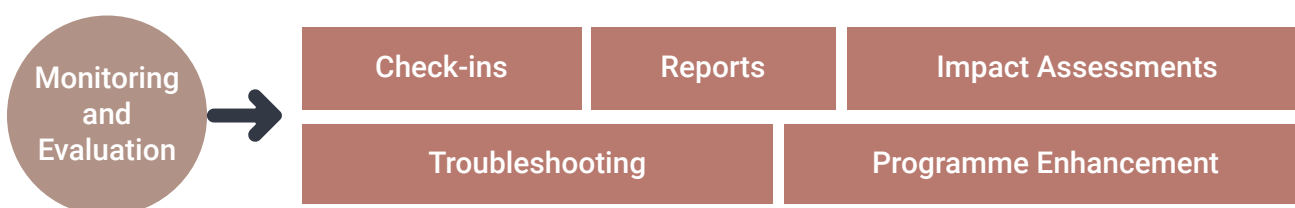
NagaEd On-Ground Coordinator: The project designates a local on-ground coordinator who is the primary point of contact for all programme-related queries and problems. Teachers, administrators, and district officials can contact the coordinator directly for assistance. The coordinator also serves as the first point of contact for IT and technical support.

To ensure the program's success, ongoing support will be provided to schools through on-site visits, workshops, and a service ticketing system. The project also includes:



Community Engagement:

The project recognises the importance of community buy-in and will conduct sensitisation drives for the community before the program's implementation. Community involvement is part of the ongoing engagement plan.



Monitoring and Evaluation

The program will be monitored and evaluated through regular reports, check-ins, and impact assessments. The program will also use data from surveys and interviews to inform program design and measure its effectiveness.

Content Development & Course Design



Modular Course Architecture of NagaEd

NagaEd introduces a modular course architecture designed to enhance learning effectiveness and accessibility through structured pedagogical frameworks. Each course chapter is meticulously transformed into modular units, ensuring a seamless learning journey while leveraging digital education platforms.

The course structure at NagaEd revolves around six core module blocks, each strategically crafted to optimise comprehension and retention:



Preparation

- Offers a concise overview of upcoming material.
- Reinforces prior knowledge and establishes connections with new content.
- Recapitulates key concepts.

Acquire Your Knowledge and Skills

- Delivers comprehensive learning content pertinent to the module.
- Facilitates in-depth understanding through diverse educational resources.
- Present structured lessons, multimedia materials, and interactive exercises tailored to the module's learning objectives.

Check Your Understanding

- Assesses comprehension and grasp of module content through engaging interactivities.
- Evaluates learning outcomes and reinforces learning objectives.
- Administers quizzes, assignments, or interactive assessments to gauge learner proficiency.

Conclusion

- Summarises key learnings from the module.
- Consolidates understanding and highlights essential takeaways.
- Recapitulates core concepts and addresses any lingering questions.

Additional Resources

- Provides supplementary materials to enrich learning.
- Supports exam preparation and deepens conceptual understanding.
- Offers additional readings, reference materials, or multimedia resources to augment module content.

Apply Your Learning

- Enables practical application of acquired knowledge.
- Fosters hands-on experience and skill development.
- Engages learners in real-world simulations, case studies, or assessments to reinforce theoretical concepts.

NagaEd's approach ensures that each module not only covers core curriculum but also integrates interactive elements and supplementary resources to cater to diverse learning styles. By emphasising continuous learning and seamless progression, the modular architecture maximises engagement and retention, fostering a dynamic educational experience.

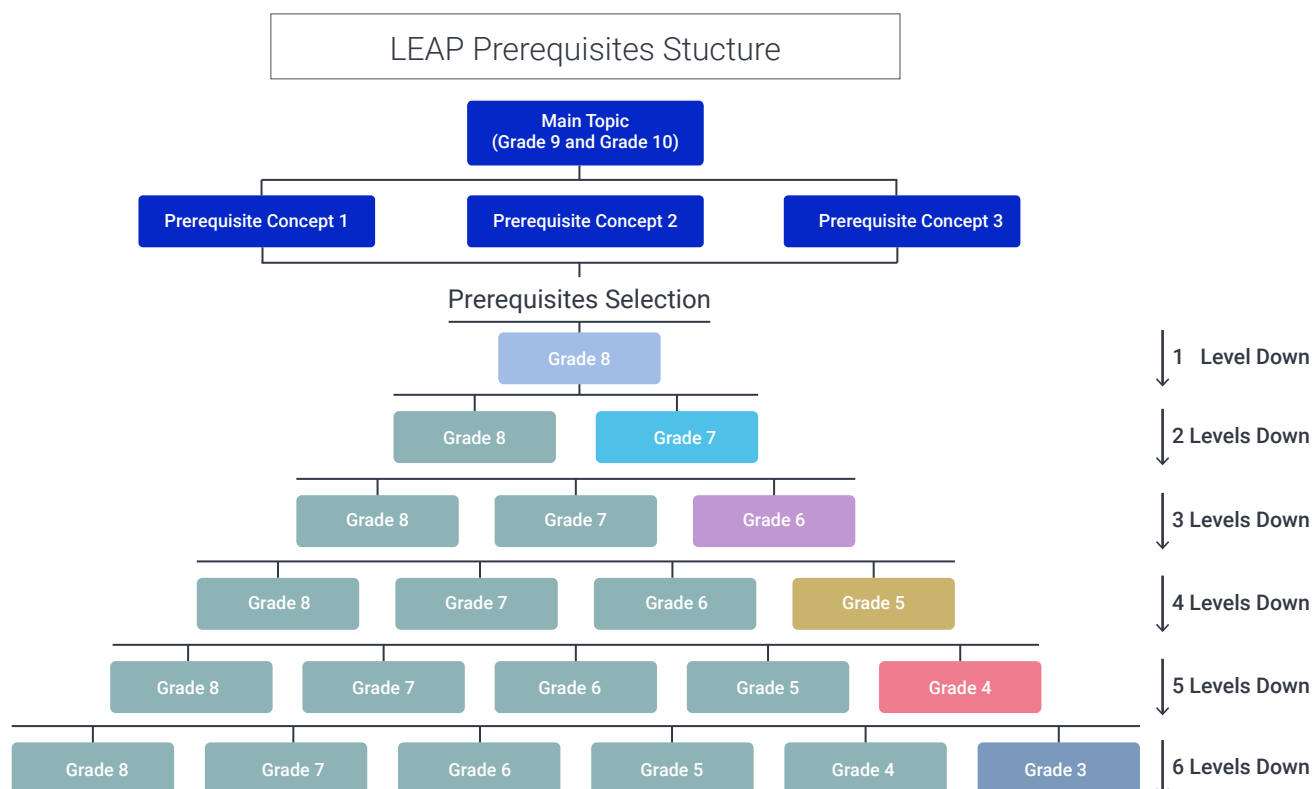


The “Prerequisites” Question!

During a Reconnaissance to Kiphire in September 2023, the NagaEd team identified a critical need to strengthen students' foundational knowledge in Maths and Science. Many students were found to lack the basic understanding necessary to grasp grade-level concepts, which highlighted a significant gap that the LEAP Kiphire program aims to address. To this end, a comprehensive "Prerequisites" component has been designed to activate students' prior knowledge before they engage with core content.

Structure and Implementation of Prerequisites

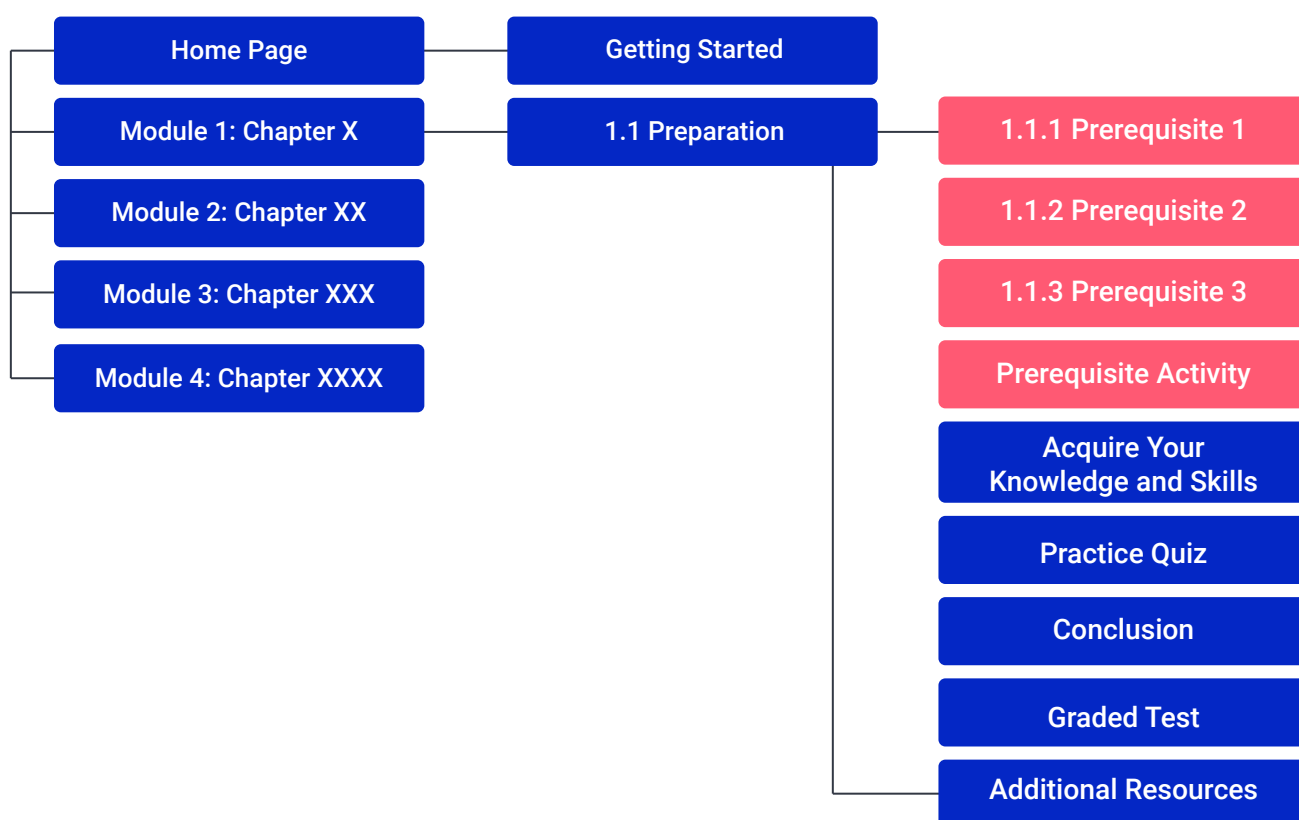
The prerequisites are carefully mapped to each chapter in Maths and Science, with up to three prerequisite topics selected to support the main content in each module. Each topic is relevant and tailored to the students' grade level, ensuring a coherent learning progression.



To assess students' understanding, ungraded tests or activities follow each prerequisite section. These assessments provide valuable feedback to teachers, helping them gauge whether students are ready to move on to the main syllabus.

Fitment of “Prerequisites” in the Course Structure

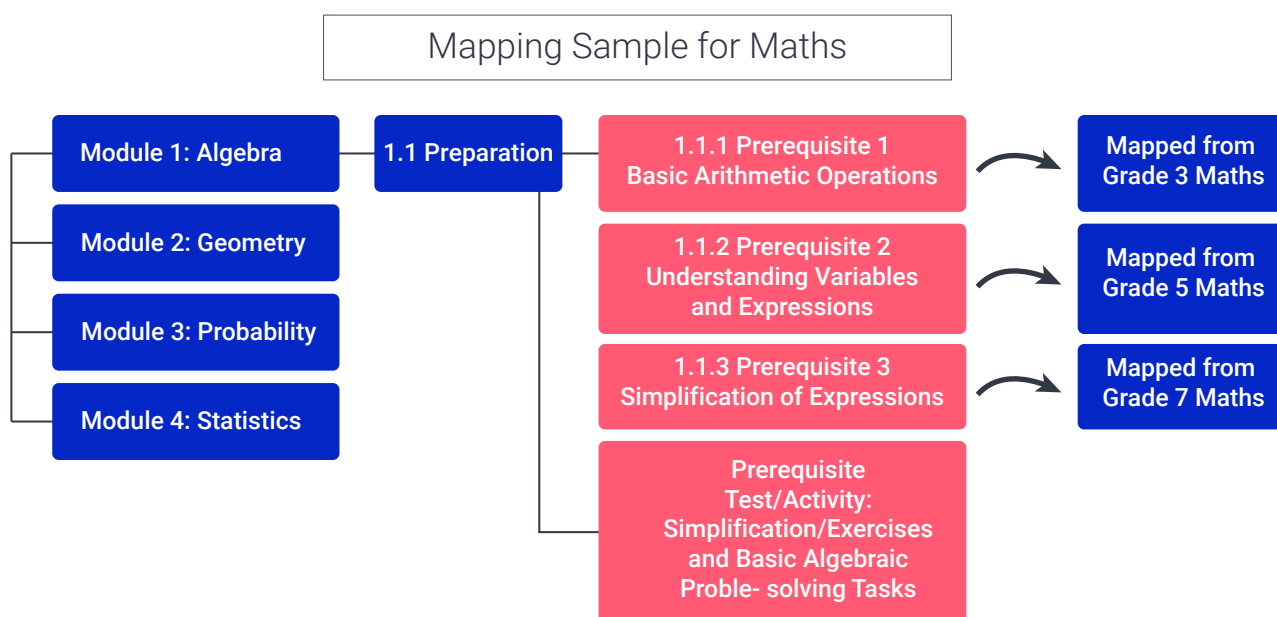
Fitment of “Prerequisites” in Course Architecture



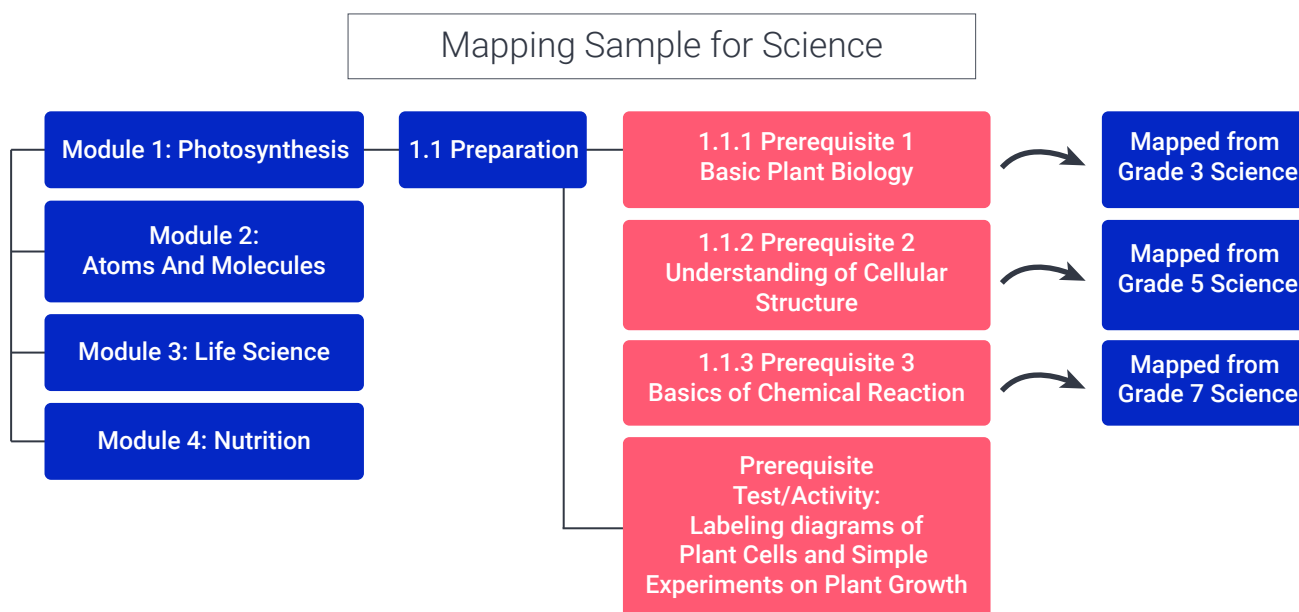
The Implementation Plan for LEAP includes developing detailed prerequisite content, utilising digital resources, and conducting teacher training sessions. Continuous monitoring and feedback mechanisms are established to regularly assess and refine the component's effectiveness.



Prerequisites Mapping Sample for Maths



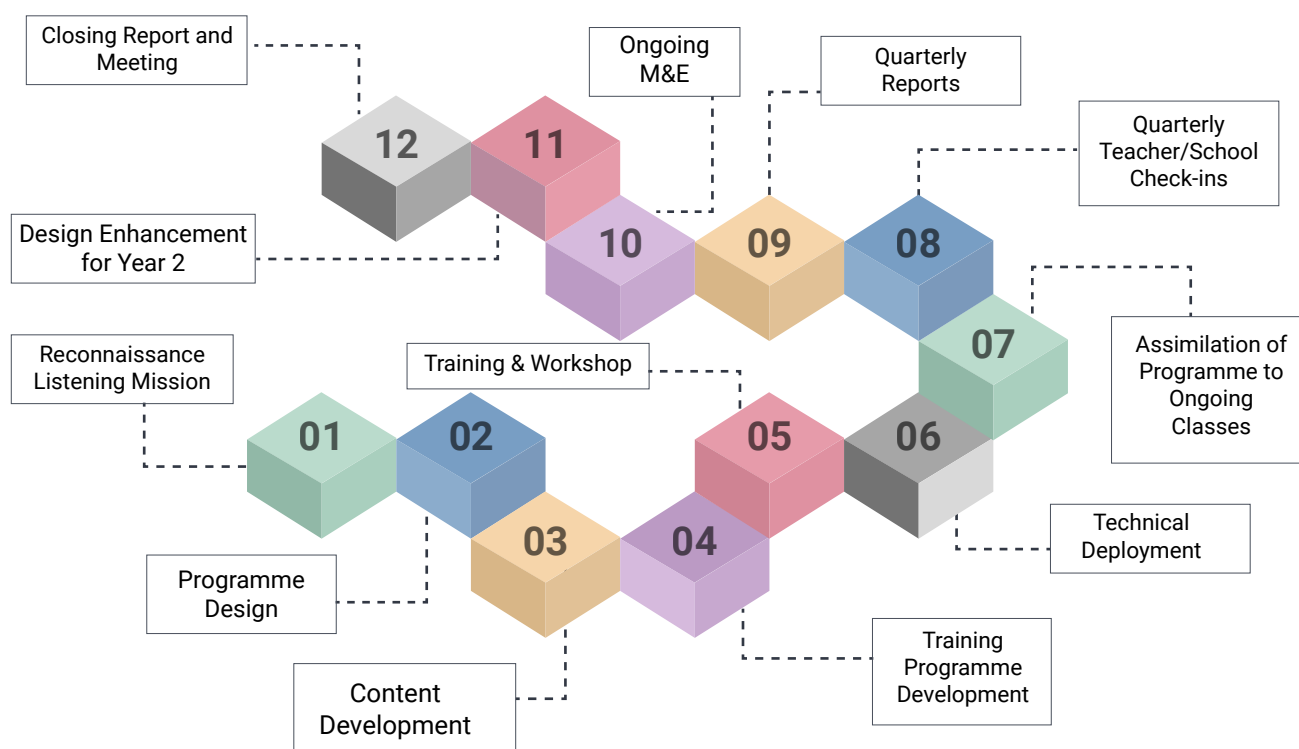
Prerequisites Mapping Sample for Science



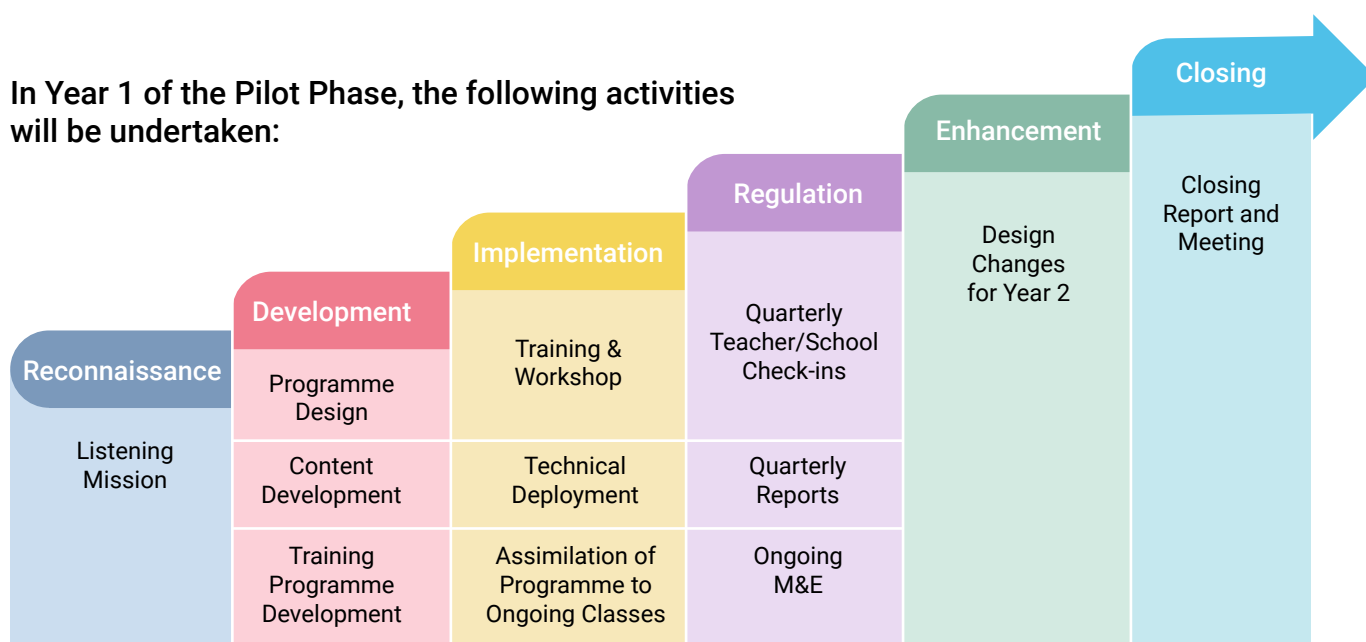
Year 1 Activities

The project, spanning from 2023 to 2026, aims to develop, implement, and improve the programme in the targeted 15 schools in Kiphire. In Year 1, the pilot phase involves conducting a Needs Assessment through surveys and interviews as part of a reconnaissance mission. This is followed by designing the programme, developing content, and creating training materials. Implementation includes training teachers and students, deploying technical resources, and integrating the programme into classrooms. Regulation activities consist of quarterly check-ins, generating reports, and ongoing monitoring and evaluation (M&E). The year concludes with planning changes for Year 2 and a final report and meeting. In Years 2 and 3 (2024-2026), the focus shifts to assessing the programme's impact, making necessary adjustments, providing re-orientation training for new enrollees and management changes, and continuing quarterly and annual check-ins and reports.

Overview of Year 1 Activities

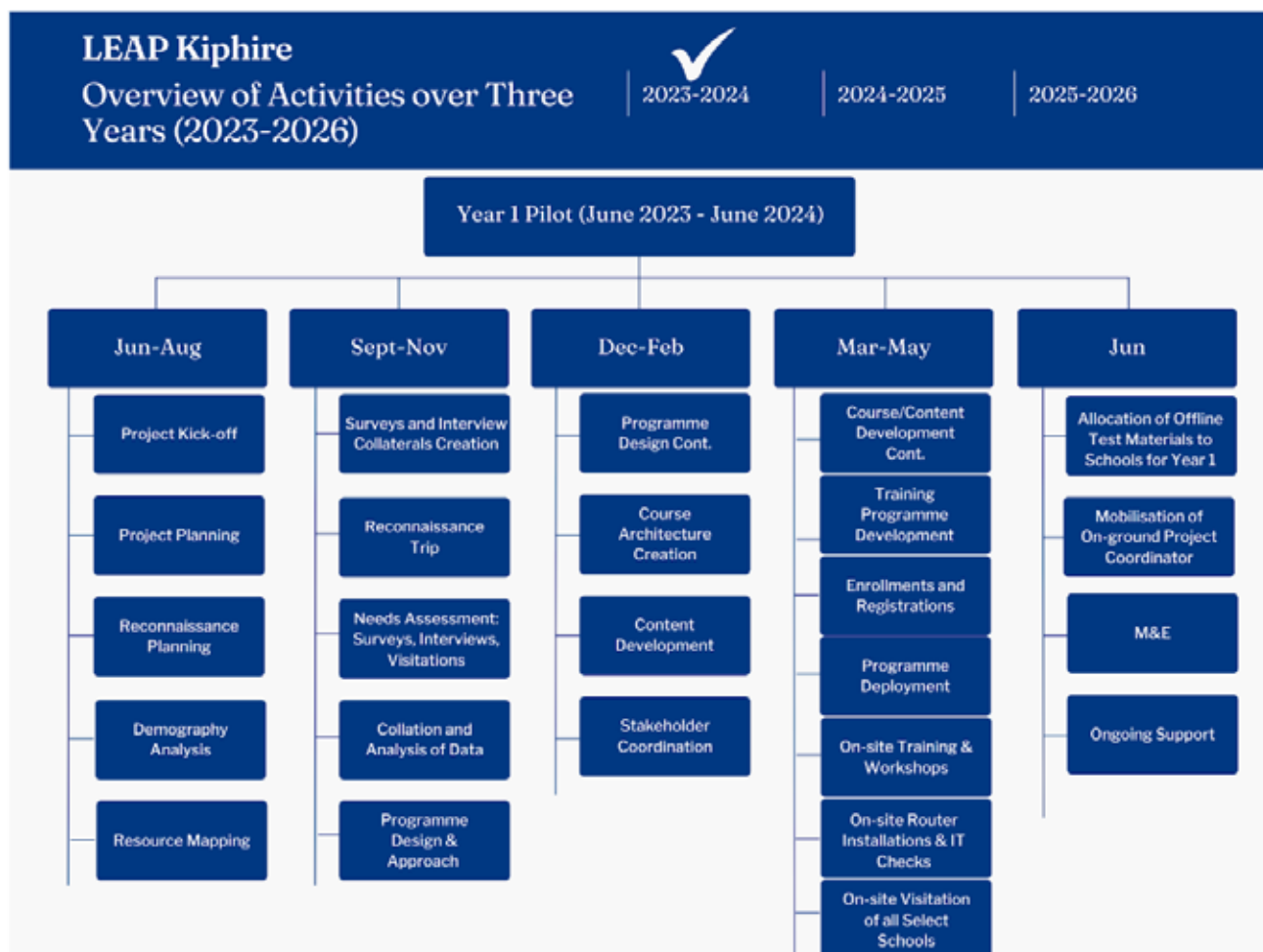


In Year 1 of the Pilot Phase, the following activities will be undertaken:

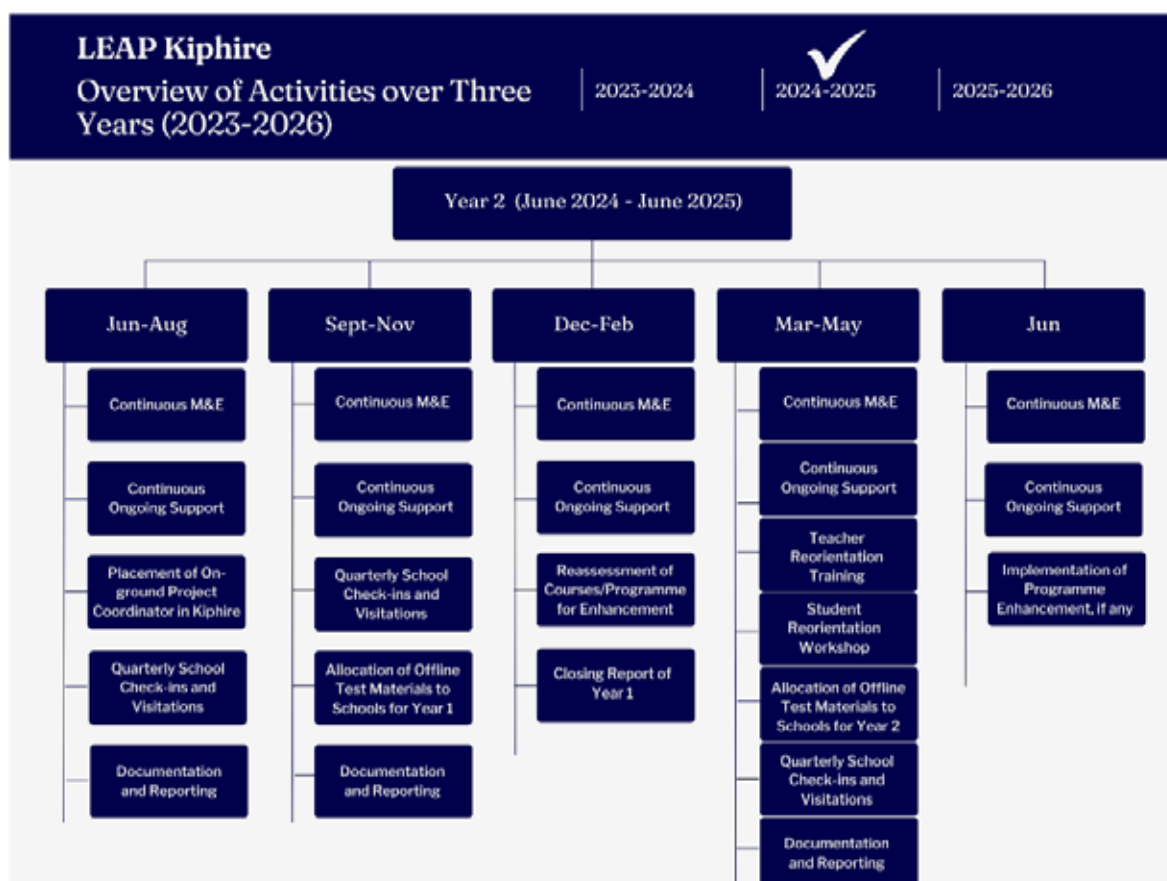


Overview of LEAP Activities and Interventions over 3 (Three) Years (2023-2026)

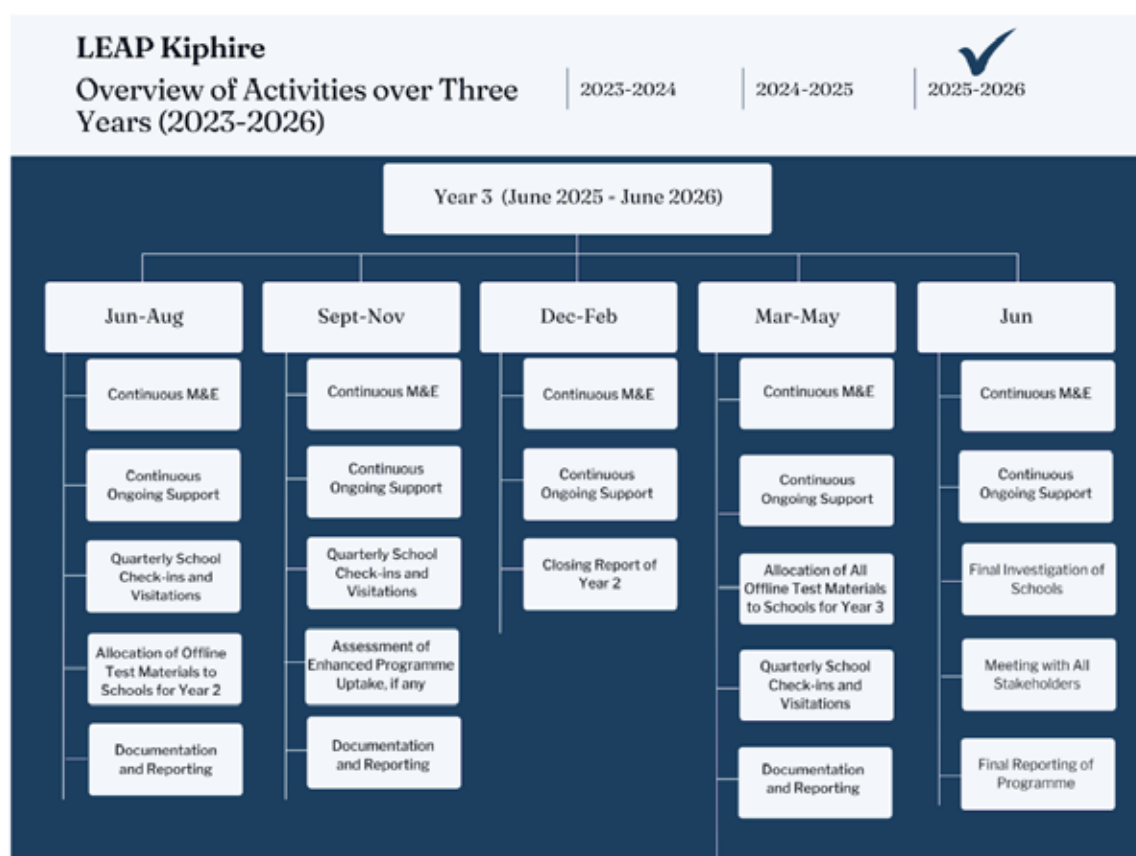
Year 1 Pilot (June 2023-June 2024)



Year 2 (June 2024-June 2025)



Year 3 Closure (June 2025-June 2026)









Youtube - TicTacLearn English



www.centralsquarefoundation.org

Enhancing education in Kiphire with quality content from
TicTacLearn, a digital-learning initiative by **Central Square Foundation**.



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