

Secondary education in Nagaland: An overview

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ABSTRACT

Nagaland is one of the tribal-state in the North-eastern region of India where rich culture and tradition co-exist. To uplift, conserve, preserve, and contribute to national development, uplifting through education is needed. It is essential to focus on improving the education scenario in this state systematically. This paper presents the status and discusses the secondary education scenario in Nagaland. It also elaborates the teachers in position, recruitment of Teachers, young population, aspirational Districts of Nagaland, Girls Hostel, Kasturba Gandhi Bal Vidyalyaya, position of colleges, financial inclusion & skill development and Guidance and Counselling in Nagaland. The suggestions have been put forth for improving of secondary education in Nagaland.

Keywords: Nagaland, NBSE, Secondary Education, Retention Rate, KGBV

1. Introduction

The North- Eastern states of the country have hilly terrains, beautiful rivers, mountains, salubrious weather, rich biodiversity, rare wild life, and distinct historical and ethnic heritage. The world knows these states for welcoming people and versatility in the festivals that are celebrated throughout the year. These depict their keen involvement in cultural and social activities. North-Eastern states are well known for mountaineering, trekking adventure, and tourism. People in these states have diversity in the spoken and written languages including the beautiful natural environment. North-Eastern states are the shelter for different and rare wildlife sanctuaries. The Seven states in the North-eastern region are Sikkim (7,096 km²), Tripura (10,492km²), Nagaland (16,579km²), Mizoram (21,081km²), Manipur (22,372km²), Meghalaya (22,720km²), and Arunachal Pradesh (83,743km²). Sikkim is the smallest and Arunachal Pradesh is the biggest among seven states in the Northeast India. Nepal, China, Myanmar, and Bangladesh surrounded North-eastern states internationally. As shown in the following table (1) given below:

Table-1: North-Eastern of India and their population

S.No	States	Capital	Total Districts	Area (Sq km ²)	Population			
					Total Population (in Lakh)	Male (in Lakh)	Female (in Lakh)	Density (km ²)
1.	Sikkim	Gangtok	4	7,096	610,577	32323,070	287,507	86
2.	Tripura	Agartala	8	10,492	3,673,917	1,874,376	1,799,541	350
3.	Nagaland	Dimapur	12	16,579	1,978,502	1,024,649	953,853	119
4.	Mizoram	Aizawl	8	21,081	1,097,206	555,339	541,867	52
5.	Manipur	Imphal	16	22,372	2,855,794	1,438,586	1,417,208	128
6.	Meghalaya	Shillong	11	22,720	2,966,889	1,491,832	1,475,057	132
7.	Arunachal Pradesh	Itanagar	21	83,743	1,383,727	713,912	669,815	17

Source:www.census2011.co.in

North-eastern states have been able to preserve their ancient culture to large extent. However the effect of development is visible in the states. One of the states is Nagaland, effects of influence of education is visible in the state. Historically, Nagaland has no available written document about their existence. The medieval chronicles of the Ahom kingdom of state, describe the Naga tribes, their economy, and their customs. The state was invaded by Burmans in 1816 and was ruled till the British Rule took over the state in 1826. The of British government, by 1892 encompassed the entire of Naga territory (except the rugged Tuensang space within the northeast). Since the independence of India in 1947, the Naga territory remained a district of state. After that, the Naga People's Convention meeting of July 1960 resolved that Nagaland ought to become a constituent state of the Indian union. Nagaland achieved statehood in 1963, and a democratically elected government took the charge in 1964.

Nagaland is a state in Northeast India and shares borders with the state of Assam to the west, Arunachal Pradesh and Assam to the north, Myanmar to the east, and Manipur to the south. The state capital is Kohima, and the largest city is Dimapur with seven times the inhabitants of Longleng, the least populous. The Nagaland population is largely rural with 71.14% living in rural regions in 2011. It has an area of 16,579 square kilometres with a population of 1,978,502 of which male and female are 1,024,649 and 953,853 respectively as per the 2011 Census of India, making it one of the smallest states of India. The total population growth in this decade was -0.58 percent while in previous decade it was (64.41) percent. The population of Nagaland forms 0.16 percent of India in 2011. Twelve districts in the Nagaland state are Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Peren, Tuensang, Wokah, Zunheboto and Noklak Districts. Tuensang district is now the largest, nearly five times the area of Longleng district, and the smallest. Dimapur district is also at the lowest elevation, Zunheboto district being highest in the mountains. Nagaland is inhabited by 16 tribes, all are unique in character with their own distinct customs, language and dress. Christianity (90.02%) is the major religion in Nagaland while Hinduism, Islam and Jainism are also practised in Nagaland. These are followed by state, at 7.7%, 1.84% and others 0.5% of the population respectively. Nagaland is largely a mountainous state. 20 percent of the total land area of the state is covered with forest, a haven for flora and fauna. The evergreen tropical and the sub-tropical forests are found in strategic pockets in the state. Nagaland has a largely monsoon climate with high humidity levels.

2. Education

In the state, schools are run either by the state, central government or by private organizations. Nagaland has a high literacy rate of 80.1 per cent. Nagaland Board of School Education (NBSE) looks after the secondary and higher secondary education in state. NBSE is the state agency of Government of Nagaland, and works for promotion and development of secondary and higher secondary education in Nagaland. The NBSE was set up through an Act passed by the Nagaland Legislative Assembly. Functioning from the 1st October 1974, the Board held its first High School Leaving Certificate Examination, at 6 (six) centers, in March 1975. After two decades in 1990, an Amendment in the Act, empowered the Board to conduct the higher secondary school leaving certificate examination under the three streams of science, arts and commerce.

The NBSE was basically instituted to achieve certain objectives viz., to prescribe courses of instruction for examinations, conditions of examinations, conduct examinations and be responsible for making necessary arrangements for the same, to publish the results of external examinations, to prepare the curricula, syllabi and textbooks in accordance with the approved courses of study. It also gives guidance to the State Government on development of school education, Adopting reforms in examinations and evaluation practices, inspecting schools to ascertain attainment of standards, organizing seminars, workshops for teachers and heads of institutions. The NBSE joined hands with India's National Stock Exchange (NSE) Academy to impart financial literacy to Class IX students across the state. The majority of the population in the state speaks English, which is also the official language of the state.

The objective of the course was to help the students acquire necessary life skills and prepare them to learn about the basics of financial management and discipline. This course will help in familiarizing students about the basics of finance and financial planning.

3. Secondary School Scenario

According to the PAB-RMSA (2017), total Number of Secondary Schools in Nagaland is 720, total number of Government Secondary Schools in Nagaland is 295(40.97%), total number of Central Government run Secondary Schools in Nagaland is 22(3.06%) and total number of Secondary Private Schools in Nagaland is 403(55.97%). The enrolment percentage at Secondary level varies from the range 50.00% to 60.00%, during the past five year in the state. Total enrolment percentage was 51.10% in the year 2016-17 which was count very low. 8.10% lower to year 2015-16. Gross enrolment ratio of year 2016-17 was 61.80% to 17.06%, Retention

Rate 71.25% count in year 2016-17 are higher from previous year 2015-16, Transition Rate from class VIII to IX 80.32% and national transition rate was 90.62%.

3.1 Total number of Secondary Schools in Nagaland

According to the Nagaland Board of Secondary Education report year 2017, the following table shows that the total number of schools in Nagaland District & Category wise.

Table-2: Total number of schools in Nagaland District & Category wise(2017)

S.No.	Districts	Government Higher Secondary Schools with Secondary Section	Government Hig Schools	Private Secondary Schools with Secondary Section	Recognised Private High Schools	Permitted Schools	Total
1.	Kohima	7	24	24	23	25	103
2.	Mokokchung	5	37	11	12	8	73
3.	Tuensang	5	27	1	6	16	55
4.	Mon	5	17	5	2	25	54
5.	Phek	4	35	5	11	7	62
6.	Wokha	3	21	2	7	12	45
7.	Zunheboto	3	22	44	14	15	60
8.	Dimapur	4	23	1	19	83	173
9.	Kiphire	2	16	0	2	10	31
10.	Longleng	1	15	3	2	6	24
11.	Peren	2	16	102	5	10	36
	Total	41	253	102	103	217	716

Source: http://www.nbsenagaland.com/documents/List%20of%20schools_2010/SCHOOL2017.pdf

Table shows that, Nagaland district has total 716 schools, 41(5.73%) Government Higher Secondary Schools with Secondary Section, 253 (35.34%) Government High Schools, 102 (14.24%) Private Secondary Schools with Secondary Section, 103(14.39%) Recognised Private High Schools and 217(30.30%) Permitted Schools.

The Education Indicators show that the enrolment in the year 2016-17 has decreased by 8115 (13.70%) from previous year despite increase in number of schools from 715 in 2015-16 to 720 in 2016-17. The GER has decreased sharply from 71.62% in the year 2015-16 to 61.80% in 2016-17. The NER has decreased sharply from 46.44% in the year* 2015-16 to 34.03% in 2016-17. The dropout rate has increased drastically from 11.94% in the year 2015-16 to 34.94% in 2016-17 which is a matter of serious concern. The transition rate has decreased from 91.95% in the year 2015-16 to 80.32% in 2016-17. The Gross Access Ratio(GER) at the state level is 45.7%. 62 government schools shows zero enrolment. The position of education indicators shows that low GER, NER, retention rate, transition rate and high dropout rate in the state are the areas of concern. The performance was particularly low in the districts of Woldia, Men, Tuensang, Kiphire and Longleng.

3.2 Enrolment in Secondary Level

The following table shows the enrolment of both boys and Girls in Secondary Schools of Nagaland since 2012-13.

Table-3: Enrolment in Secondary Level (Year 2012 to 2017 (in Lacs)

S.No	Year of Enrolment	Students		Total Enrolments
		Boys	Girls	
1.	2012-13	26.74	26.51	53.25
2.	2013-14	28.53	28.55	57.08
3.	2014-15	26.43	26.59	53.01

4.	2015-16	29.65	29.57	59.22
5.	2016-17	25.38	25.72	51.10

Table reveals that boys and girls enrolment in secondary level in five year since (2012-17) has not steadily increased. In the academic year(2015-16) maximum enrolment ratio was 59.22% , while in the year (2016-17) registered 51.10 % which is the minimum enrolment ratio since year 2012.

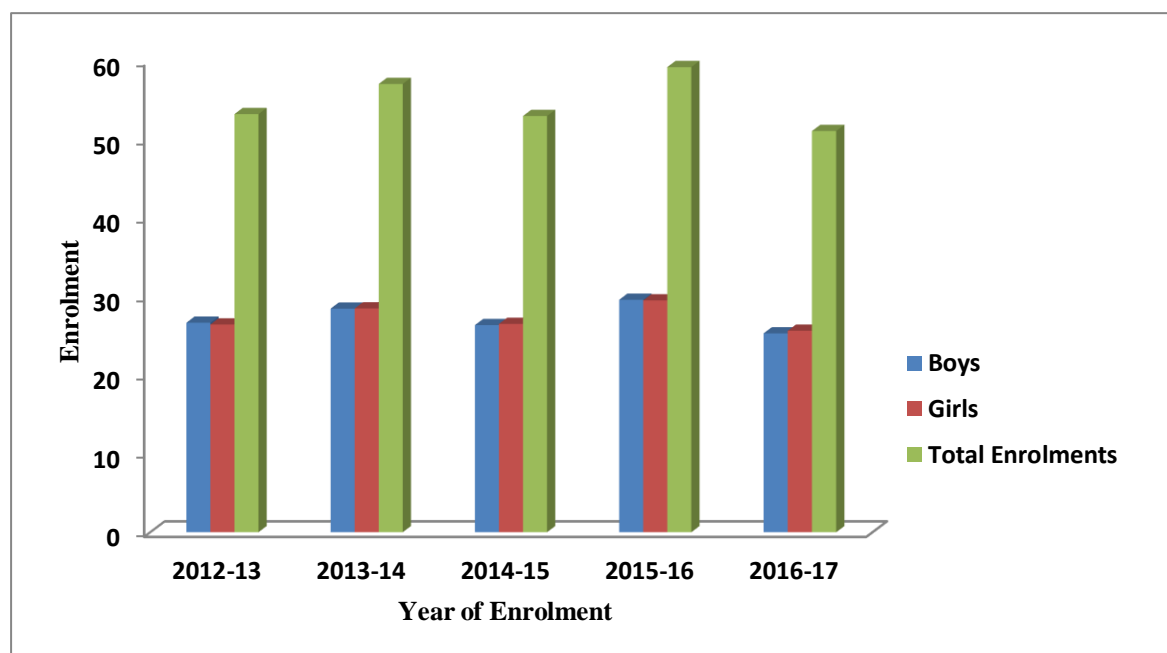


Figure 1. Enrolment at Secondary Stage

3.3 Gross Enrolment Ratio

The following table showing the Gross Enrolment Ratio of Secondary School students from the year 2012-13.

Table-4: Gross Enrolment Ratio (Year 2012 to 2017)

S.No	Year of Enrolment	Students		Gross Enrolment Ratio
		Boys	Girls	
1.	2012-13	60.72	62.03	61.35
2.	2013-14	66.33	70.30	68.24
3.	2014-15	62.33	66.91	64.53
4.	2015-16	68.90	74.57	71.62
5.	2016-17	58.98	64.87	61.80

Note: National GER 2014-15 (80.01%)

Table depicts that total gross enrolment ratio of students in class tenth increased maximum in the year 2015-16. While, the lowest(61.35%) gross enrolment ratio was counted in the year (2012-13).

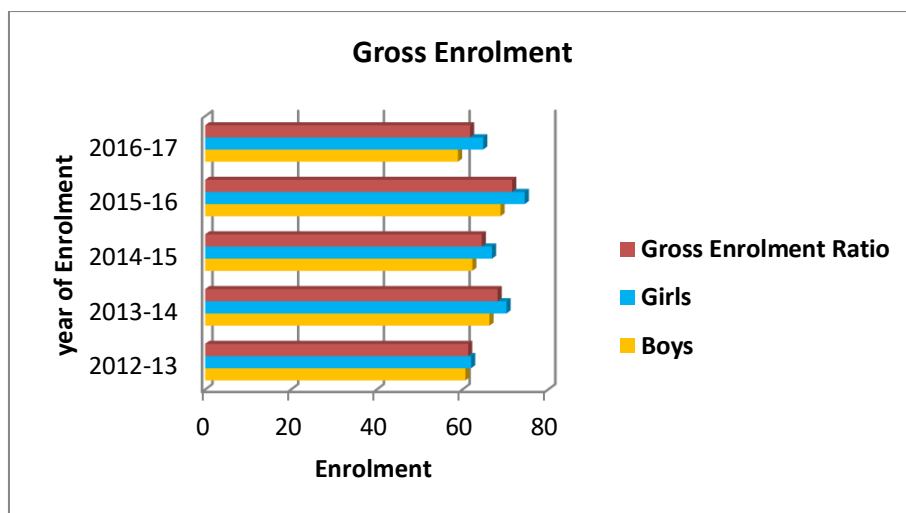


Figure 2. Gross Enrolment

3.4 Dropout Ratio of Students

The following table shows the dropout ratio of Secondary School students from the year 2012-13 to 2016-17.

Table-5: Dropout Ratio

S.No	Year of Enrolment	Students		Total Dropout Ratio
		Boys	Girls	
1.	2012-13	60.72	62.03	61.35
2.	2013-14	66.33	70.30	68.24
3.	2014-15	62.33	66.91	64.53
4.	2015-16	68.90	74.57	71.62
5.	2016-17	58.98	64.87	61.80

Note: National Dropout Rate 17.06%

From the table, it found that the dropout ratio was maximum (71.62%) in the academic year (2015-16) for both boys' and girls' ratio and dropout ratio 61.35% was minimum in the year (2012-13) during the last five years from (2012-17)

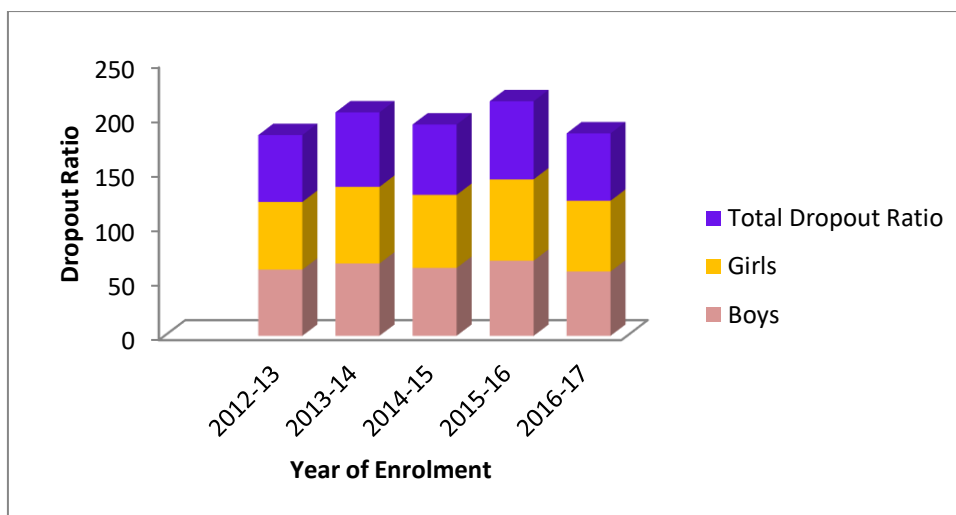


Figure 3. Dropout Ratio

3.5 Retention Rate

The following table shows the retention rate of Secondary School students from the year 2012-13 to 2016-17.

Table-6: Retention Rate

S.No	Year of Enrolment	Students		Total Retention Rate
		Boys	Girls	
1.	2012-13	84.06	82.33	83.39
2.	2013-14	88.44	87.70	88.06
3.	2014-15	58.05	55.47	58.26
4.	2015-16	69.46	70.38	69.91
5.	2016-17	69.02	73.43	71.25

It is evident from the table(6), the 88.06 % retention rate was recorded higher in the academic year 2013-14.

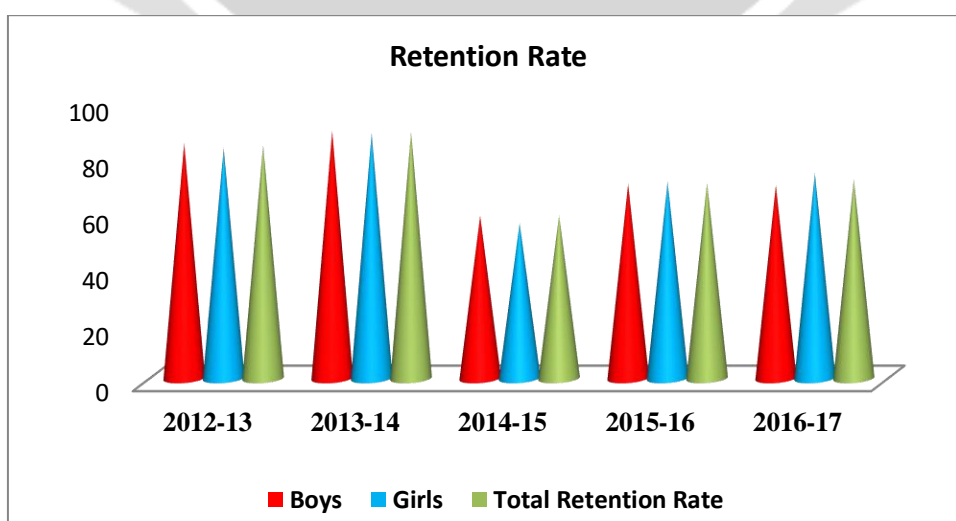


Figure 4. Retention Rate

3.6 Transition Rate

The following table shows the transition rate of Secondary School students from the year 2012-13 to 2016-17.

Table-7: Transition Rate (VIII to IX)

S.No	Year of Enrolment	Students		Total Transition Rate
		Boys	Girls	
1.	2012-13	65.12	83.87	73.59
2.	2013-14	85.85	87.53	86.65
3.	2014-15	81.24	83.71	82.47
4.	2015-16	91.89	92.02	91.95
5.	2016-17	71.07	81.60	80.32

Note -National Transition Rate 90.62%*

From table (7), reveals that transition rate from VIII to IX class in the year 2016-17 transition rate has decreased 80.32 % comparatively to the National transition rate 90.62% . In the year 2015-16, 91.95% transition rate was recorded, which was maximum during the last five years.

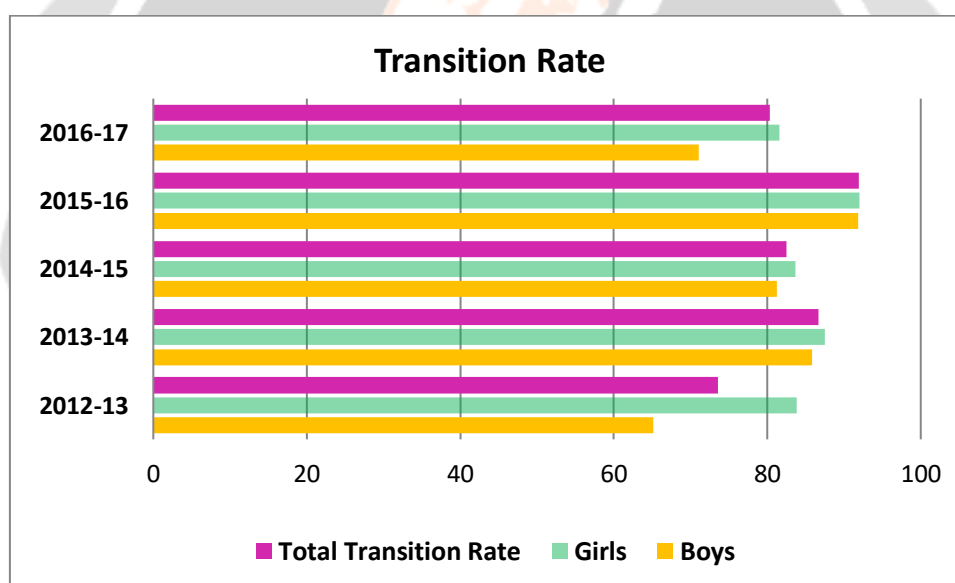


Figure 5.Transition Rate

According to NBSE Gazette (2018), a total of 22,147 students enrolled and out of them 18,872 students appeared for Higher School leaving Certificate Examination-2018 in both government and private Schools. The poor performance of Nagaland's government school students in the High School Leaving Certificate (HSLC) examinations conducted by the Nagaland Board of School Education is a point of concern for State's education department.

Table-8: Status of NBSE Government and Private Secondary School

Category	Enrolled	Enrolled for Examination	Qualified	Qualified %
Government Schools				
Male	2698	1945	818	42.06

Female	3100	2318	920	39.69
Total	5798	4263	1738	40.77
Private Schools				
Male	8171	7124	5840	81.98
Female	8178	7485	6280	83.90
Total	16349	14609	12120	82.96

The gazette shows that in government schools, strength of female students is more than male students. In government schools the (39.69%) percentage of female students is lesser than (42.06%) qualified percentage of male students. In private schools the (83.90%) percentage of female students is greater than (81.98%) percentage of male students. Further, the ratio of percentage is more than two times in private schools. According to Education Department’s (2018) the pass percentage in the government schools was 40.77 per cent which is 1.83 per cent lesser than that of last year. The key reasons for the dismal performance of the schools may be due to lack of sufficient teachers, non-availability of subject teachers to teach Mathematics, Science and English, neglect of rural schools, weak foundation of students in government schools .

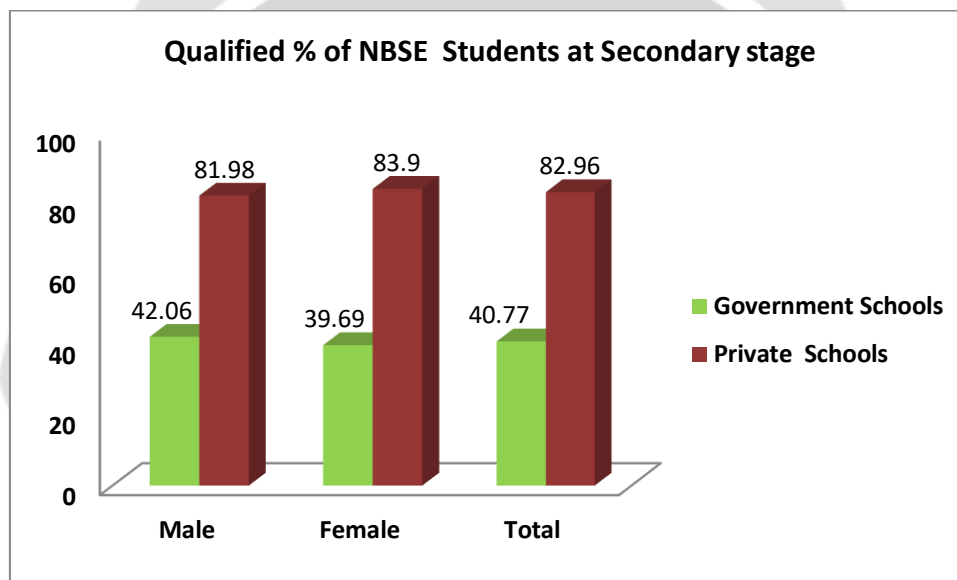


Figure 6. Qualified Percentage of Students

4. Teachers in Position

As mentioned in minutes of PAB-RMSA (2017) for Nagaland, state cadre vacant posts of Subject Teachers in Government Secondary Schools, 2104 teachers vacancies were approved, 1840 teachers were in-position and 264(12.55%) teachers posts were vacant. Further, vacant posts of subject teachers in Government Secondary School, 15,110 posts were approved, 13772 posts teachers were in-position and total 1338 posts were vacant in schools. With regard to technical and vocational institutes, only 10 were at elementary level & 3 at Secondary level.

5. Recruitment of Teachers

Recruitment process of school teachers is on slow path, as a result a numbers of teacher position are vacant in various districts, and there is a shortage of teachers in the state government schools ,inspite of a large number of people being appointed as teaching staff. The deputation of teachers to non-teaching postings has long been a practice. This constant deputation of teachers has led to a serious teacher shortage in the schools.

6. Girls Hostel

11 GHs were approved in the year 2012-13, out of which construction for 3 GHs is complete and one is likely to be completed .

7. Kasturba Gandhi Bal Vidyalaya (KGBV)

In Nagaland, there are only 9 Kasturba Gandhi Bal Vidyalaya, only 11 Girls hostels are in the four districts (Kiphire, Longleng Mon and Tuensang) of Nagaland. All four districts are in educationally backward areas and the hostels have been established to improve the girl student's literacy rate. In these hostels around 1100 girls are enrolled who are either orphan or single girl child of the parents who are below poverty line (BPL).

8. Sex Ratio

Sex Ratio in Nagaland is 931 i.e. for each 1000 male, which is below national average of 940 as per census 2011. Over the last 40 years, improvement in Sex ratio in the district of Kohima (22.27%), Mokokchung (10.91%) and Dimapur (7.61%). However, the sex ratio worsened in the districts of Peren (-3.28%), Wokha (-1.22%) and Mon (-0.44%).

9. Young Population

The census of India 2011 indicates that Nagaland has one of the highest number young of population in the 15-24 years of age bracket standing at 21.9%. Another 18.2% of the population is between the ages of 25 and 35 years. Moreover the total population below the age of 35 is a stunning 72.77% way above the country's average of 65%. Consequently Nagaland has one of the lowest percentages of senior citizens with only 5.2% of the population in the ages of 60 years and above.

10. Position of Colleges

In Nagaland, there are 8 Private colleges Conducting Bachelor and Master's Degree programmes, 14 UGC recognised colleges, 3 medical colleges at Dimapur, Mokokchung and Kohima, and 5 Government engineering colleges.

11. Aspirational Districts of Nagaland

NITI Aayog has come up with a mechanism under which 101 most underdeveloped districts of the country are termed as Aspirational and would be competing with each other in terms of performance and will be ranked on 49 indicators based on various data points. The 49 indicators will cover five development areas of health and nutrition, education, agriculture and water resources, financial inclusion and skill development and basic infrastructure. As per the baseline ranking, Vizianagaram in Andhra Pradesh is ranked highest with score of 48.13 % while among others districts (28.04%) Kiphire being most backward district among Districts of Nagaland .

12. Financial Inclusion & Skill Development

Together, these two themes account for 10% of the overall index of Aspirational district of Nagaland. The Six indicators have been identified in financial inclusion to measure progress in take-up of important central government schemes (Atal Pension Yojana, Pradhan Mantri Jeevan Jyoti Bima Yojana etc.), reach of institutional banking (number of accounts opened under Jan Dhan Yojana), and ease of institutional financing for small businesses. 5 indicators have been identified in skill development to keep track of the progress in skilling of youth, employment, and the skilling of vulnerable/marginalized youth. Kiphire districts of Nagaland on bottom line with 5% of financial inclusion and skill development.

13. Guidance and Counselling in Nagaland

The National Curriculum Framework-2005, recognized Guidance and Counselling as an integral part of the regular school curriculum. The need for counselling is universal which is needed by all. Consequently, the Right To Education (RTE) Act, 2009 proposed the need for counselling. In this context it needs to be ensured that

every child receives Education free of fear, trauma, stress, anxiety and without corporal punishment) . studied on ' need of school counselling in Nagaland. (Rume, Zavise -2017 in his study Need for school counselling in Nagaland found that

- There was a total absence of counselling in the present school education system in Nagaland.
- There is a need for administrative-will to slice a certain amount of resources for the development of school counselling in Nagaland.
- The State Government has set up a State Level Coordination Committee on Vocational Guidance & Counselling headed by the Commissioner & Secretary of School Education & SCERT Nagaland and the Director, SCERT, but it was also not functioning -almost defunct, many members of the Committee are even not aware of the existence of this Committee.
- There was no regular fund flow annually for guidance and counselling activities.
- There was no organisation in the state which extends financial support to sustain the efforts of counsellors in offering minimum counselling service to the school children, material development and manpower development in school counselling.

During the present circumstances guidance and counselling in the state is the dire need of the hour. The secondary school students need it more than even before.

14. Suggestions

On the basis of the data presented and various research studies conducted for Nagaland state, the following suggestions may be useful for improving the educational scenario of the state :-

- The percentage of enrolment of students increased only 10% (50-60%) in the last five year. But, the Education Indicators show that the enrolment in the year 2016-17 has decreased by (13.70%) from previous year ,hence focus on the gap areas to increased the enrolment of students reach up to 100%.
- In government schools the percentage of female students is lesser than percentage of male students. In private schools the percentage of female students is greater than percentage of male students. Further, the ratio of percentage is more than two times in private schools. As result of this, percentage in male and female students is big difference among government and private schools. Therefore, the government organisations need to analyse the teaching-learning processes at both (IX and Xth standard) in which the interventions can be provided to enhance the performance.
- Curriculum Framework may be contextualised according to the need of the state.
- Focus on theoretical and practical performance for achieving Learning Outcomes should be emphasised .
- Syllabus based activities should performed connecting with local area based problems and utilize maximum locally available material for teaching-learning processes. It may contribute to understand and solve many problems locally.
- Well equipped digital and manual laboratories should be established to meet the traditional and technological gaps in different subjects.
- Timely, surprise checkups should be initiated to check the effectiveness and school environment.
- The Teacher Education programmes both pre-service& in-service should be conducted for teachers.
- A planned follow-up study should may be initiated to map the development occurred in the classroom practice and various quality parameters .
- Guidance and counselling programme should be initiated for teacher educators, teachers and school children will with an increased rigour.

15. Conclusion:

The secondary stage of schooling education forms the base of Senior secondary and diverse fields of higher education. Learnings from pre-primary, primary and upper primary culminate at the Secondary stage. Secondary education provides the foundation for lifelong learning by preparing students for further studies and enabling them to acquire work-related skills for entry to the world of work. So, at this stage, both teacher and learner-centric planning, organizing, leading, monitoring and mentoring are parameters to achieve the quality at secondary level. Nagaland State educational indicators and related statistical data showed that outcomes in various dimensions are varying in terms of academic achievement. Administration ,contribution, accountability and clear future expectations are needed to work towards Sustainable Development goal SGD-4. For this, student enrolment ratio, gross enrolment ratio, transition rate, retention rate, availability of girls hostels, teachers in position, recruitment of teachers, attention to aspirational districts, ratio of school going

population(M/F), financial inclusion and skill development are to be given a fresh thought. Further, varying numbers in the discussed areas lead to many issues viz., less enrolment of students at the senior secondary stage, migration in huge numbers from at very large from educational, cultural and social reasons, to other regions, lesser job opportunities in both government and non-government sectors. Administrators at central and state levels need to address these issues by taking appropriate initiatives to fill all the gap areas that are posing several challenges for achieving quality in the school education.

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