

Compendium of Innovations and Good Practices in Educational Administration

2019-20



Department of Educational Administration
National Institute of Educational Planning and Administration (NIEPA)
(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi – 110016 (INDIA)

National Award for Innovations & Good Practices in Educational Administration

(For District & Block Education Officers)

NIEPA has instituted National Award for Innovations & Good Practices in Educational Administration for District and Block Level Education Officers. The Scheme was launched in 2014 with an aim to encourage innovations and good practices in educational administration at grassroot level for improving the functioning of the public system of education. The overall aim of National Awards for Innovations & Good Practices in Educational Administration is to create a culture and ecosystem of innovations and good practices in educational administration at the field level of educational administration.

Objectives

- To identify innovations and good practices in educational administration at district and block level through the process of nominations and applications by the education officers at the district and block levels;
- To recognize the innovative initiatives through giving award or certificate of appreciation to those officers who conceived and implemented innovations; and
- To document and disseminate innovations and good practices in educational administration at district and block levels.

Target Groups

District and Block Level Education Officers are the main target groups of the Awards. The selected district and block level education officers are presented award/ certificate of appreciation in the national award presentation function conceding with a two-day national conference on innovations and good practices in educational administration, organised by NIEPA in New Delhi. The candidates are invited to participate and present their innovations in the conference.

Eligibility of Applicants

- Serving district and block level education officers (District Education Officers/DDPI/DDSE/ Deputy Directors posted in district, Deputy Education Officers/ Block Education Officers/ Assistant Education Officers/ Mandal Education officers/ Deputy BEO's or other such officers working at district or block levels designated differently in different states and UTs).
- Recipients of award during a particular year are not eligible to receive the same again for the next three years. However, they may send the details of innovative works done in subsequent year of receiving award along with evidence. Based on the merit of innovative work done, they may be given chance to participate and present their work with other participants in the National Conference on Innovations and Good Practices in educational administration which is organised as a prelude to National Awards Presentation Function.

Compendium of Innovations and Good Practices in Educational Administration 2019-20

Compiled and Edited by
Kumar Suresh
V. Sucharita



Department of Educational Administration
National Institute of Educational Planning and Administration (NIEPA)

(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi – 110016 (INDIA)

EPABX Nos. : 91-011-26565600, 26544800 Fax: 91-011-26853041, 26865180

Website: www.niepa.ac.in

National Institute of Educational Planning and Administration (NIEPA)
(Deemed to be University)

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This volume comprises of a Compendium of Innovations and Good Practices in Educational Administration based on write-ups received from District and Block level Education Officers shortlisted for Awards or Certificate of Appreciation for Innovations in Educational Administration, 2019-20

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Foreword

The scheme of National Awards for Innovations and Good Practices in Educational Administration was instituted by NIEPA in 2013- 2014 with its defined objectives of recognising the contributions of the field level educational administration in improving the functioning of public system of education and ensuring efficient delivery of educational services. This is one of the important initiatives of NIEPA to reach out to the field level education officers. The National Awards for Innovations and Good Practices in Educational Administration are given to selected District and Block Level Education Officers in a special awards presentation function coinciding with a two-day National Conference on Innovations in Educational Administration for the District and Block Level Education Officers. Due to the outbreak of Corona-19 pandemic and also as a precautionary measure, the Awards Function for the years 2018-19 and 2019-20 is being organised in online mode. The Conference will be organised once the situation comes to normal across the states.

It important to mention here that since the launch of the Awards Scheme in 2014, a large number of cases of innovations and good practices have been shared during the last four rounds of conferences and awards functions organised by NIEPA. More than 500 District and Block Level Education Officers from different states and UTs have participated in the function in previous years, besides a good number of resource persons and education experts. On all the occasions the Honourable Minister for Human Resource Development (Now Ministry of Education), Govt. of India, have graced the occasion and distributed the awards to selected officers.

Like previous years, a large number of nominations were received from School Education departments of various state/UT governments for the consideration of awards for the year 2018-2019 & 2019-2020. After a careful scrutiny and multi-stage screening of cases by expert committees 43 cases of innovation and good practices have been shortlisted for awards or Certificate of Appreciation for the year 2018-2019. Similarly, 67 cases of innovations and good practices in educational administration have been selected for awards or certificate of appreciation for the year 2019-2020. Since the announcement of inviting applications for the consideration of awards for the year 2019-2020 made after March 2020, a number of applicants have also reported their innovative initiatives for reducing the adverse impact of Covid-19 on educational processes which are reflected in the write-ups included in the Compendium of Innovations and Good Practices in Educational Administration for the year 2019-2020.

All the shortlisted candidates have been invited to participate in the virtual Award Function being organised by NIEPA on 10 February 2022.

This compendium of the cases is based on the write-ups of the nominees for the innovation awards. All the cases reported by the nominees, and included in the compendium may not technically qualify as innovations or as good practices, but all these reflect a common major concern of improving the system of educational governance and the schooling process in government schools. Hope all the officers selected for awards or certificate of appreciation will continue with zeal of improving the government school system.

We hope that the cases included in the compendium would inspire other administrators in their endeavour towards improvement of the education system in the country.

We gratefully acknowledge the contributions of several experts for their valuable efforts and inputs in identifying the major ‘innovators’ in educational administration. I also sincerely thank the faculty members of NIEPA who have contributed in their own respects at various stages of identification of innovations and good practices in educational administration.

I also place on record the tireless efforts of Professor Kumar Suresh, Head of the Department of Educational Administration at NIEPA and his team, especially Dr. V. Sucharita in making the entire process of implementation of the programme of National Award for Innovation in Educational Administration an admirable activity.

N.V. Varghese
Vice-Chancellor

National Institute of Educational
Planning & Administration, New Delhi

10 February 2022

Preface

The *Compendium of Innovations and Good Practices* in Educational Administration is based on the write-ups submitted by the district and block level education officers for the consideration of National Awards for Innovations and Good Practices in Educational Administration. The volume consists of briefs of the cases from different states and UTs. The write-ups on the cases of innovations and good practices included in the volume reflect the central thrust of innovative initiatives taken by the district and block level education officers covering wide range of areas of educational administration. The most important and common denominator of all the cases included in the volumes is a concern for improving the functioning of public system of education both in terms of its efficiency and outcomes. The government school system in India during the past few decades has experienced paradoxical developments. The government school system has expanded phenomenally in size and proportion also leading to expansion in access and participation. The education system of India stands as one of the largest systems in the world having more than 1,53,5,610 schools, 8,90,5,811 teachers, 25,31,08,405 students (UDISE 2019, MoE). But quality of education in government schools remains a major concern indicating a huge gap between quantitative expansion and qualitative outcomes. In such a situation affirming and regaining the trust on government schools is a major challenge for the district and block level education officers. Since district and block education officers are the key functionaries of the system at field level, their role in improving the functioning of public system of education as well as government schools is of utmost importance. Their innovative initiatives can play important role in improving the functioning of the education system at grassroots level and quality education in government schools which can result in affirming the faith of parents and different stakeholders in the government school system. The cases of innovations and good practices aim at addressing this concern in variety of ways touching upon different areas of educational administration and schooling process in government schools. Some of the areas of innovative initiatives include improving teaching-learning process and quality of education in government schools; improving schools and school facilities; improving access and participation, especially of the children in disadvantaged situation; bringing transparency and accountability in the system of educational administration etc. Towards this end, variety of strategies are being adopted by district and block level education officers. Some of them include the use of ICT to the extent of digital class room, use of Facebook and WhatsApp; mobilisation of physical, human and financial resources; community mobilisation and support; skill building, especially language skills. Since performance of students in public examination is one of the key indicators of performance of schools and measure evaluating quality of teaching-learning in schools in the perception of parents and community at large, variety of initiatives are taken by the district and block level education officers, besides the initiatives taken by their respective states. A large number of cases have been reported during the past four years of documenting the cases of innovations and good practices.

On behalf of NIEPA and its Department of Educational Administration, and also on my own behalf, I express my sincere gratitude to all who have been guiding force in conceiving and shaping the idea of initiating the Scheme of National Awards for Innovations in Educational Administration for District and Block Level Education Officers. Since its inception, Vice-Chancellors of the institution have been very forthcoming in extending their support in implementing the programme during their respective tenure.

We are grateful to Professor N. V. Varghese, the current Vice-Chancellor, NIEPA for his unrelenting guidance and support in implementing the scheme of the National Awards for Innovations in Educational Administration.

The Advisory Committee of the Programme has been important source of guidance in improving various aspects of the programme, including the criteria and process of selection. Their insightful comments, suggestions and advice over the years have helped in fine-tuning the programme. We are grateful to all the members of the Advisory Committee; especially to the members of the Advisory- Expert Committee of the current innovation programme- Professor R. Govinda, former Vice-Chancellor, NUEPA, Professor H. Ramachandran, former Director General of the Institute of Applied Manpower Research, Shri Abhimanyu Singh, former IAS officer who has been closely associated with and worked for the education sector development; Professor Sudhanshu Bhushan, NIEPA; and the Chairman of the Committee, Professor N V Varghese, for their valuable inputs.

The implementation of the programme would not have been possible without the support of the Department of School Education of different states and UTs. We are thankful to the education secretaries/Commissioners/ Directors of School Education Departments of States for sending nominations of District and Block Education Officers for the consideration of the National Awards for Innovations and Good Practices in Educational Administration. We are also thankful to all the candidates who have their write-ups on their respective areas of innovation in educational administration.

All the applications received for the consideration of awards for innovations and good practices in educational administration have gone through a multi- stage process of evaluation. The Screening and Evaluation Committee consisted of large number of experts who have supported in the process at different stages. The external members of the Committee consisted of Prof. Poonam Batra, Prof. S. Srinivasa Rao, Prof. Uma Meduri, Prof. Harjeet Kaur Bhatia, Prof. S. V. S. Chaudhary, Prof. Illyas Hussain, Prof. S. K. Yadav, Prof. N. K. Das, Prof. Saroj Pandey, Prof. Y Srikanth, and Prof. R. C. Patel. The former and current faculty members of NIEPA-Prof. Nalini Juneja, Prof. A. K. Singh, Prof. Pranati Panda, Prof. Y. Josephine, Prof. B.K. Panda, Prof. Rashmi Diwan, Prof. K. Biswal, Prof. K. Srinivas, Prof. Madhumita Bandyopadhyay, Prof. Aarti Srivastava, Prof. Manisha Priyam, Prof. Sunita Chugh, Prof. Neeru Snehi, Prof. A Mathew, Dr. Sangeeta Angom, Dr. VPS Raju, Dr. S.K Malik, Dr. N.K. Mohanthy, Mr. A.N. Reddy and Dr. Mona Sedwal supported the evaluation process at different stages.

Professor Vineeta Sirohi and Dr. V. Sucharita coordinated the entire process of evaluation as convenors of the Committees at various stages.

I am thankful to all the members of Screening and Evaluation Committee who accepted our request and meticulously evaluated all the applications. Their valuable inputs have helped us in identifying the cases of innovations and good practices in educational administration.

Contribution of my colleagues in the Department, Professor Vineeta Sirohi and Dr. V. Sucharita, is gratefully acknowledged in implementing the programme. Dr. Anshu Srivatava a new member in NIEPA and colleague in our Department of Educational Administration has provided her input and support in organising the virtual award function of Innovations and Good Practices in Educational Administration.

Dr. V. Sucharita has been associated with the programme as coordinator. I would like to place on record her contribution in implementing the scheme as well as in the preparation of the draft of the Compendium of Innovations and Good Practices in Educational Administration.

Support of our Project Staff, Dr. Bishnu P. Mishra, Mr. Prince Verma, Ms. Monika, Ms Ekta Chopra, Mr. Mrinmoy Deb at different stages of implementation of the programme is thankfully acknowledged. All the project staff helped in preparing the briefs of the cases of innovations and good practices. Thanks are also due to Dr. Bishnu P. Mishra, Project Consultant in the Department, for his support in proof reading and suggesting necessary correction in the draft of the Compendium.

The assistance of Ms. Rita Stenographer Grade-1 and my P.A. in the department, is thankfully acknowledged.

The support of NIEPA's administration led by Dr. Sandeep Chatterjee, Registrar, and his team Dr. D.S Thakur, Administrative Officer (Ic), Mr. Nishant Sinha, Finance Officer, Mr. Chander Prakash, S.O. (G) and Training Officer(I/c), Mr. Kamal Gupta, of the finance section, and the entire team of administration is thankfully acknowledged.

The team of ICT, especially Mr. Chandra Kumar MJ, System Analyst and Mr. Omendra Kumar, has been instrumental in facilitating all the events of online meetings and evaluation processes of the cases of innovation and good practices during the period of Covid-19 pandemic.

Last but not the least, I thankfully acknowledge untiring efforts of Mr. Amit Singhal (DPO), Mr. Santosh Kr. Vaishy and the entire team of the Publication Unit in bringing out this volume on a record time.

Kumar Suresh
Professor & Head,
Department of Educational Administration,
NIEPA

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INTERVENTIONS FOR QUALITY TEACHING-LEARNING PROCESS

TRANSLATING TEXTBOOK 'KALRAV' IN BHOJPURI AND AWADHI FOR QUALITY LEARNING AT PRIMARY SCHOOLS

Amarnath Rai

*Deputy Director of Education
Azamgarh District, Uttar Pradesh*

Areas of the Innovation

- Imparting education in mother tongue at the primary level
- Making children aware of the rich folk culture

Summary of the Innovation

As a Deputy Director of Education, Azamgarh district, Uttar Pradesh, Amarnath Rai initiated many educational innovations and good practices. These initiatives are intended to bring about holistic changes in the overall schooling system with a focus on creating enabling environment for education in mother tongue. Some of the important educational innovations and good practices are –



1. Translation of the textbook 'Kalrav' for the Standard 1, 2, and 3 in the Bhojpuri language;
2. Translation of the textbook 'Kalrav' for the Standard 1, 2, and 3 in the Awadhi language;
3. Teachers' training module for the English medium school;
4. Organising a cultural festival 'Darpan' based on the folk dance, folk songs, and folk culture theme;
5. Theatre Workshop;
6. Organising 'Yuva Sansad' in Azamgarh Mahotsava;
7. Establishment of the Student Cadre, and
8. ICT Training of D.El.Ed. trainees for improving academic quality

Implementation

For the purpose of making classroom pedagogy of primary schools comprehensible and easy, Amarnath Rai took the initiative of translating the textbook 'Kalrav' into the Bhojpuri language. Bhojpuri is a local language of the Azamgarh district and students of the primary age group speak it as their first language. It is a known fact that learning in the mother tongue has enormous positive implications. Considering

this aspect, under the programme titled '*Hamar Kitab Hamar Pdhai Hamari Boli Me*', standards 1, 2, and 3 textbooks were translated into the Bhojpuri language. This translation work aimed at concepts 'From easy to difficult' in the process of pedagogy. Notably, this innovation is in congruence with the National Education Policy 2020. For materialising this idea, DIET Azamgarh organised workshops for translation on 05.02.2019, 06.02.2019, 12.02.2019, 13.02.2019, 27.02.2019, and 30.05.2019. Many resource persons for the translation workshop participated and shared their knowledge for the preparation of the textbook.



Similarly, textbook translation of the Standard 1, 2, and 3 in the Awadhi language under the programme titled '*Chal Padhin Jaye Awadhi Ma*' was also started. The workshop for the translation of textbooks was organised from 17.07.2019 to 22.07.2019.

Meanwhile, many Hindi medium schools were converted into English medium schools after realising the importance and implications of the English language as a medium of instruction at the school. The selection of teachers for these schools was done through written test and interview. For providing training a module was prepared which also included the teaching plan. The module consists of various activities, lesson plans, and exercises for the English medium school.



On 26.11.2019, *Darpan* – the folk festival was organised at the DIET Azamgarh. In this festival, D.El. Ed. trainees, students, teachers of the primary and upper primary school participated and performed folk dance, folk songs, and performed plays based on the folk culture. At the same time, teachers and students were awarded and facilitated as well during this folk festival.

Impact

It was found that students were very much comfortable in classroom transactions taking place in their native language and they found it easier to understand difficult concepts from the translated textbook. Before this initiative, communities were apprehensive about this innovation but successful implementation of this educational innovation convinced the communities regarding its importance. The results were encouraging and appreciated by educational administrators and communities as well.

These educational innovations and good practices also helped in reinstating the faith of the communities in the government schooling system.

USING TEACHING-LEARNING MATERIAL FOR ENHANCING QUALITY

Digvijay Singh

Block Education Officer

Chakarpur Block, Etawah District, Uttar Pradesh

Areas of the Innovation

- Use of teaching aids in the classroom transactions
- Making the teaching-learning process interesting

Summary of the Innovation

Chakarpur block in Etawah district of Uttar Pradesh is one of the most educationally backward blocks of the state. The schools lacked proper infrastructure and teaching-learning process was unsatisfactory. Despite all odds, it was found that students in the school were very much interested in learning and going to the school.



Considering these aspects, the officer decided to take initiative by introducing Teaching-Learning Materials and GK Plan. Thus, his educational innovation pertains to 'Using Teaching-Learning Materials for Quality Schooling and Developing Interest for General Awareness among Students'.

Under this initiative, teachers were motivated to prepare teaching-learning materials (TLMs) with the help of beautiful and attractive flexes related to the General Awareness Books part 1 and 2. Then, it was ensured that these books reach every school of the block and each school using these teaching-learning materials. Eventually, examinations and competitions were conducted for evaluation purpose. Students, who performed well and secured higher marks in these examinations were awarded and felicitated by the SDM and the District Magistrate. Additionally, teachers too were awarded for their proactiveness and energy for successfully implementing this educational innovation at the school.

Impact

Consequently, the aims of the abovementioned educational innovation have been significantly achieved. Earlier, Chakarpur was an educationally backward block, but this educational innovation

ensured that it is educationally one of the best blocks of the region now. This educational innovation resulted in a high level of general awareness among students of the block. Furthermore, it has developed a sense of healthy competition among students and teachers for academic excellence. This educational innovation not only encouraged students for gaining information related to general awareness but in the field of games and sports as well. The impact of this educational innovation is holistic and comprehensive in nature.



PROMOTING INNOVATIONS IN TEACHING – LEARNING PROCESS TO IMPROVE QUALITY

Tahera Sultana

District Educational Officer
Kurnool District, Andhra Pradesh

Areas of the Innovation

- Improving quality of teaching learning process.
- Providing teacher training for enhanced teaching methods and academic outcome.

Summary of the Innovation

To understand the status of teaching-learning process in the district and the link between teaching and learning outcome in this process, the concerned officer aimed to work actively in teacher training via mentoring through subject experts. The objectives of the training for innovative teaching practices were:-

- Capturing student's interest in subject education through innovative teaching methods.
- Encouraging positive classroom culture.
- Developing self-reliant learning among students.
- Creating flexibility in learning environment.



Implementation

In order to execute these objectives, the officer formulated an action plan which included subject wise teacher training of in-service teachers for all subjects at Vasavi Mahila Kalasala, Kurnool. The



training was conducted for a period of 15 days with designated subject experts from different schools in the district. Frequent visits by these mentors were also made to ensure the relevance of subject training, which was done by student interaction, observation of classroom learning and teaching-learning process. In the second step, WhatsApp groups were also formulated for all subjects. These groups included the trained teachers along with the expert teachers as group

administrators. Subsequently, workshops were also organized for teacher training in innovative teaching methods at different areas of the district, especially linking the teachers from the villages. These workshops included detailed discussion and guidance for teaching using innovative pedagogical skills, critical analysis of the existing methods used and a recommendation to incorporating the use of technology for teaching.



The officer also established the idea of 'Green Schools' for facilitating conducive learning in schools. The idea of this proposition was also to promote student attendance in schools. The resources for this programme were arranged through community mobilization. This included massive plantation drive and arranged saplings through Forest Department.

Promoting virtual learning among students much before the pandemic, the officer also organized digital classroom through community mobilization. This was done by organizing model classes and digital classes at several centers of the district. It was facilitated by teachers who arranged Google classrooms for students at this center to promote digital education and inculcate interest for the same. It was ensured that these classes also reached the students from villages and backward classes. These classes were received with great enthusiasm by both teachers and students.

Impact of the Innovation

This innovation was executed for a period of two years. As a result, it was found that creation of WhatsApp groups and teacher training for all subjects aided in incorporating various teaching methods. It also helped in exchanging ideas for new teaching strategies. Green schools helped in the beautification of schools. Initiative of digital classrooms enabled student interest in digital learning along with a basic awareness of its procedure. It also benefitted teachers as they were digitally trained for the same.

CAPACITY BUILDING OF TEACHERS AND DEVELOPING A SYSTEM FOR MONITORING SCHOOLS

Ashok Kumar Tyagi
Deputy Director of Education
South Delhi District, Delhi

Areas of the Innovation

- Capacity building of teachers for online classes
- Developing monitoring system for students and teachers.

Summary of the Innovation

To improve the functioning of the education system in the zone at grassroots level in the 42 government schools of South Delhi, the officer took initiatives in capacity building and systematic monitoring of teachers and students.

Given the growing concern of having efficient computer skills along with a strong data base for tracking students, it was realized by the concerned officer that there was a need to identify, utilize and create the necessary resources for the capacity building and developing multitasking skills in the 1993 teachers currently working in Zone 23. Alongside, there was also a great need to evolve a continuous monitoring system to check the progress of students during this time. In order to substantiate the ground level observations, innovation of the officer concentrated on the following objectives:



- To better equip the teachers as well as all the HOS for conducive working environment and efficient teaching-learning process by capacity building.
- To develop a continuous monitoring system for improving the teaching learning outcomes.
- To promote team spirit, inculcate sensitivity towards the wellbeing and needs of all stake holders and developing well-organized monitoring system.
- To empower the teachers by conducting seminars for capacity building.

During the initial course of action, it was observed that the potential of the teachers was hitherto untapped due to the lack of connectivity and linkages between them, also between teachers and their respective HOS. Understanding this situation, the action plan of the officer included first, identification of specific needs of teachers with respect to the skills required for online teaching. Secondly, the programme of capacity building was organized by arranging seminars by resource persons such as IT teachers and expert staff.

Resources for the same were mobilized from within the schools of the district. In the third step, teachers were also guided on the systematic procedure of monitoring students which incorporated monitoring their academic assessments, wellbeing and punctuality. The focus was to constantly evolve and become more competitive with knowledge, management, technology, methodology of teaching, monitoring of students' progress on a monthly basis, punctuality of teachers, school cleanliness, and support of parents and enriching learning environment in the schools.

Following the monitoring tools, students with poor performance were identified and initiatives of improving their results were carried out. This further included regular contact with these students, active student counselling, PTA meetings, introduction of remedial classes, formation of special WhatsApp groups and active teacher support. Both the students' academic score and students' wellbeing were taken into consideration. For teachers, further information on issues were collected using Google form surveys. Later on, zoom meetings were organized with eminent educationists from central universities such as University of Delhi and JNU. This meeting facilitated interactive discussions with the speakers about challenges faced by teachers, enhances methods for online teaching and future strategy of organizing better teaching-learning.

Impact of the Innovation

The overall examination results improved in the year 2019-2020 as compared to the year 2018-19. Performance of students was improved as reflected in the result of board classes of schools of Zone 23. The result in class 12th board exams 2019-20 was 98.69%, which was an increase of 4.25% as compared to 2018-19. There were 15 schools, which achieved 100% results. The pass percentage in class 10th board exams was 88.26%, which was again an increase of 17.02% with 6 schools having 100% result as compared to 2018-19.

The objective of achieving better teaching and learning outcomes was made possible by ensuring improved connectivity and the culture of sharing knowledge among teachers.



STRENGTHENING TEACHERS THROUGH TRAINING AND PROFESSIONAL DEVELOPMENT

Bimla Kumari

Deputy Director of Education
South West Delhi District, Delhi

Areas of the Innovation

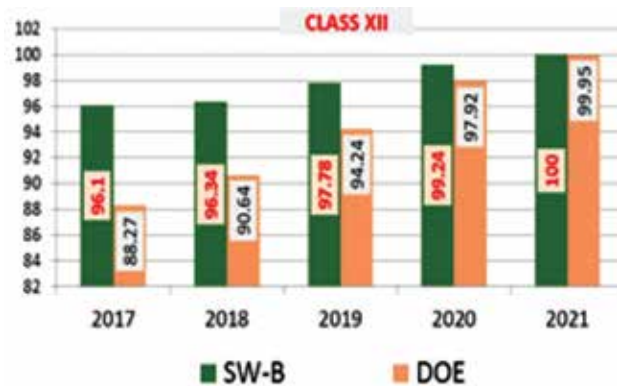
- Teacher training for better teaching-learning and improved academic results.
- Academic supervision for the improvement of board results in the district.

Summary of Innovation

Capacity building of teachers is an important component to enhance the quality of teaching. In order to work on improving the students' academic results for Classes X and XII, the concerned officer conducted a massive capacity building programme for the teachers. This training involved subject wise workshops at the Zonal level aiming to generate new ideas, new methods, techniques and strategies for ensuring effective functioning of the public system of education both in terms of process and its outcomes. Major objectives of this initiative were:

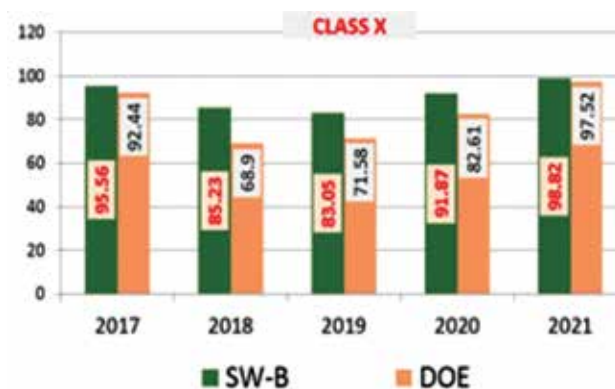
- To keep quality check in order to ensure effective teaching learning processes.
- To provide guidance, support and supervision as a two-way process.
- Providing opportunity for improvement with regular and constructive supervision
- Organizing remedial steps for effective teaching and administration.

As a course of action, Mid-term and Pre-board inspection were conducted to identify the schools showing poor results, content in subjects which students are finding difficult to comprehend and feedback from subject teachers and students of X and XII. The aims of such supervisory visits was also to enhance the punctuality and regularity of staff, monitoring attendance, checking discipline and keeping an eye on overall teaching-learning scenario. Following the same, the officer organized comprehensive and rigorous teacher training programmes which included:



- One day teacher training programme for PGTs to achieve the target of improving results from 09/12/2017 to 14/12/2017 at District level (Order and Schedule attached)
- In- service workshop for teachers teaching class XII to share good teaching practices and aim improvement of results in CBSE from 30/08/2018 to 01/09/2018 of whole district (Order and Schedule attached)
- Training of teachers pertaining to MISSION BUNIYAAD by mentor teachers from 18/04/2018 to 26/04/2018 at District Level.
- One day teachers training workshop for TGTs to improvise new techniques in classroom teaching 31/07/2018 at the district level (Order and Schedule attached).

It was understood that the one day teacher training programme aided the teachers in better understanding of the latest changes in the assessment format, discussion of teaching-strategies for the board classes, preparation of classroom assessments and professional development of teachers. This one year period of innovation observed several teacher training programmes in small groups with teachers teaching board classes. Alongside, special inspections were also made for school remedial action where the officer ensured that the schools in the district continued good practices and executed the programmes of “Mission Buniyaad” and “Happiness Curriculum”.



MISSION BUNIYAAD: Mission Buniyaad is implemented by Delhi Government schools to ensure that all children of Classes III to IX are able to read, write and do basic math functions. Facilitating the same, the officer organized groups of teachers and HOS, who were briefed the mission objectives along with its action plan. It is well executed in the district, and the mission resulted in improved reading skills for advanced Hindi and operational skills for mathematics subject.

HAPPINESS CURRICULUM: Organized for a period of 45 minutes for classes 1st to 8th, the happiness curriculum comprises of exercises such as storytelling, meditation, question and answer sessions, moral values and mental exercises. To ensure an active engagement of students in the curriculum for their wellbeing, the officer made special inspection visits and monitored the implementation of the same in detail. Strengthening of the activities and its execution were also part of the initiative.

Impact of the Innovation

- Improvement in the results of board classes with highest pass percentage of students in both classes X and XII

- The set targets were efficiently achieved as effective assessment of teaching and learning was undertaken by the designated monitoring team.
- It provided healthy assistance in the development of needed administrative and teaching competencies.
- It was successful in acting as a link between authorities, teachers and students.
- It not only identified and motivated students but also motivated the teachers for better teaching-learning skills.
- It acted as an important means to identify and work on urgent needs of the schools and the classrooms.
- It examined fruitfully the continuous and comprehensive activities going on in the school and the role of administrators and teachers in meeting such goals.

COMPREHENSIVE SUBJECT-WISE WORKSHOPS AND SEMINARS OF TEACHERS FOR DEVELOPING EDUCATIONAL RESOURCE

Satpal Singh

Deputy Director of Education

South West-B-A Delhi District, Delhi

Areas of the Innovation

- Developing resource material through workshops with teacher experts.
- Implementing the resource material for enhanced academic output.

Summary of Innovation

Effective communication and constructive monitoring can help to build and foster a safe learning environment where schools thrive, prosper and learn. Understanding this, the concerned officer organized frequent interactions with school administration and teachers for building supportive relationships between administration and schools.



The objectives of this initiative were:

- Distribution of roles, functions, and responsibility to subordinates for mobilizing each person for achieving effective management.
- Organizing frequent interactions with schools and HOSs to encourage individual effort, modified attitudes, and stimulated thinking.

The course of action for this initiative included two major stages. First stage of this action plan included rigorous meetings, formulating action plan for the innovation and organizing expert teachers and HOS for the preparation of resource material. An important step in the development of resource material was firstly identifying areas to be focussed, managing resources for specialised sessions and workshops and proper dissemination of information to the teams. Following this, the expert teachers from the schools in the district helped in creating the comprehensive resource material including strategies for teaching-learning.

Decentralization of authority was done by shifting power and functions to eleven committees in order to accomplish various objectives for the smooth execution of each task. It was also followed by the implementation of the resource material in schools for teacher assistance.



Impact of the Innovation

The innovation resulted in:

1. Healthy and uninterrupted flow of communication and relationship building between administrative office, schools students and community.
2. Focused attention of heads of committees and nodal in-charges on their respective areas.
3. Effective and efficient realization of goals with multiple positive outcomes like:-
 - Qualitative increase in academic results of the district with an increase of pass percentage of class X and class XII.
 - Multiple cultural and sports achievement at the national, state and zonal level.
 - Contented and happier learning.
 - Smooth working environment in all departments of the district.
4. Open communication channels with administrators.
5. Feedback of accountability in almost all areas of work in the district:-
 - Efficient decision making.
 - Better implementation of planned objectives.
 - Frequent and rigorous interaction.
 - Constructive supervision.
 - Commendable increase in results pertaining to academics, co-curricular activities.
 - The district stood first among all the districts in class X and XII Pass Percentages.

COMMUNITY PARTICIPATION FOR DEVELOPMENT OF CHILDREN

Himansu Bhusana Samarath

Block Education Officer

Nimapara Block, Puri District, Odisha

Summary of the Innovation

Himanshu Bhushan Samrath, during his tenure as a Block Education Officer, Malkangiri, Odisha took several measures for good practices. His initiatives for community mobilisation and community participation were aimed at the overall development of the children at school and community as well. The whole initiative was led by the BEO and supported by office staff and teachers of the Malkangiri block. Further, the District Education Officer, District Nodal Officer, NITI Aayog, DIET Principal and other block & district officials extended their kind support by some constructive input. The main objectives of educational innovation and good practices are –



1. To motivate each stakeholder of elementary education i.e., students, teachers,
2. CRCC (Cluster Resource Coordinator), SMC (School Management Committee) and CCH (Cook-cum-Helpers), and,
3. A community for all-round development of the children.

The initiative was a teamwork supported by staff and teachers of Malkangiri Block. It was started soon after five months of joining as BEO, Malkangiri and continued till now. But, due to COVID-19, some initiatives are not in operation. In present days, by following SoP (Standard Operating Procedure), teachers and other stakeholders are spending time beautifying the campus, developing TLM, art and craft, etc. This initiative covered all elementary schools under the Malkangiri block of Malkangiri District.

Several rounds of discussion with the teachers, Headmasters, CRCCs, ABEOs and other district officials resulted to frame the action plan to move forward in the process of “Motivation through Recognition - an initiative towards quality education”. All teachers of elementary schools under Malkangiri block were the main target groups for the implementation of initiatives. Further, the students, CRCCs, SMCs

and CCHs were also taken as target groups for implementation of different initiatives under motivation through recognition.

In order to improve the involvement of community/parents/SMC in school education in a constructive way, monitoring officials and teachers invited to schools on different occasions motivated to send their wards to schools regularly and finally recognised by the block administration.

Impact of the Innovation

After implementation of the innovation, the teachers of the block maintained the lesson note and spent time for preparation, SMC, CCH participation raised to a level. Teachers implemented their innovative ideas, TLMs, selected science projects etc. often used in classroom transactions. All the stakeholders were committed to the improvement of educational background. Teachers were preparing lesson note regularly and using appropriate TLMs. Attractive wall magazine was maintained in maximum schools

and students were supported by teachers in developing art, craft, TLM and in other co-scholastic activities.



The required fund/financial resources for the implementation of some initiatives like ex-gratia of students, publication of magazine, teachers' identity card, uniform lesson notes, etc. met from the contribution made by all teachers of Malkangiri Block, which is possible only because they were self-motivated through regular interaction.

**IMPROVING LEARNING COMPETENCIES AND
ACADEMIC PERFORMANCE OF
THE CHILDREN**

ENHANCING PARTICIPATION AND PERFORMANCE OF STUDENTS

Capt. Indu Boken Kasana

District Education Officer

Nuh, Mewat and Gurugram District, Haryana

Areas of the Innovation

- Focus on Improvement of Board Results.
- Weak Schools Adoption by District and Block Level Officers.
- Balika Shiksha Vaahini Program
- Teacher Deployment Management
- Ensuring Punctuality of students and Teachers through Biometric process.

Summary of the Innovation

In Gurgaon, the factors and conditions in schools were not so favorable and participation of children in schools was very low. Moreover, there was very low strength of teachers in schools of Nuh, Mewat district. The teacher/student ratio was also in disproportionate condition. Lack of infrastructure mainly drinking water, toilets and non availability of electricity and menstrual hygiene conditions affected the learning levels of the students. There perception of government schools was not good among the villagers or the community. Hence, to address these above-mentioned issues in a comprehensive way, the concerned education officer tried to initiate certain innovations.

The main focus was on regularity of students' menstrual hygiene for girl students, learning level outcomes for Board classes, Awareness about importance of regularity in attendance and giving easy space to students for studies amongst the community, villagers and parents. Girls students who come to school from far off villages was a problem especially in Mewat due to very poor transportation



facilities. The idea of strengthening the ratio of teacher/student with the help of teacher deployment and ensuring regularity and punctuality and professional development and teacher motivation was also a challenge.



Implementation of Innovation

- Nodal Officers at block and district level selected best performing principals who were Self Motivated.
- Morning assembly was utilised for subject wise dictation on difficult Words.
- Previous 05 Years Question papers standard answers prepared by committee of subject experts and shared with students through hard copy and soft copy. Also these questions were pasted on walls of respective Classes and also hanged on Notice Board in schools.
- Important Questions and Answers as per the Board pattern prepared and shared with students.
- Students were made to Practice simple and easy based on easy competencies.
- Peer grouping done for the weak students with high performance students.
- Separate Remedial Classes for Lo, L1, L2, and Weak Students.
- One hour subject wise written test on daily basis in the last period so as to improve writing skills of the students.
- Regular analysis of performance of schools.
- Motivation to good performing schools on the basis of regular tests by DEO/ADC.
- Ensured regular visits to Labs of students especially in 10th to promote interest in science.
- Career Counseling for 10th to 12th classes.
- Organized evening and night classes in the schools.
- Qualified Youth and Experts from local community were involved to regular or retired teachers to take evening classes.
- Involvement of Community / Panchayats to fulfil basic needs for improvement of infrastructure.
- Installation of Solar Panels and invertors to solve electricity problems.
- Videos to motivate Parents/Villagers were shared in regular PTM's.
- Suggestion boxes fixed in each school for suggestions from teachers, parents, and even students.
- Smart Classes/Science Labs in collaboration under CSR Programs by private companies/NGO's. The Tech Pilot Program for Tab Lab in schools was implemented.

- Distribution of Smart Tabs to students and Smart Classes under CSR Programs.
- Proper Use of Face Lifting Grant for upliftment of Schools.
- Focus on Zero Pendency Work of District Employees.
- Regular check on Biometric Attendance to Improve regularity and Punctuality.
- Effective Monitoring and Mentoring.

Impact of the Innovation

Through these initiatives, the enrolment increased significantly, especially amongst the girls and learning levels of students improved. The infrastructure of the schools was also upgraded. The concerted efforts of the officer resulted in better functioning of the government schools in the district.

‘AAO JANE KYA SHIKHA PARIKSHA’: EK NAVEEN AVAM SARTHAK PRAYAAS

Geeta Verma

Basic Shiksha Adhikari

Shamli District, Uttar Pradesh

Area of the innovation

- Enhancing competencies in children and improving quality of education

Summary of the Innovation

In a broader area of ‘Promoting Innovation in Teaching-Learning Process and Improving Quality of School and Learning Outcomes in the Framework Outcome-Based Approach of Education’, Geeta Verma, a Basic Education Officer, Shamli, Uttar Pradesh introduces a programme titled “Aao Jane Kya Shikha Pariksha” for assessing educational attainment and learning outcomes of primary school students. The programme covered 752 primary and upper primary schools.



Under this programme, a 4-level (School/Nyay Panchayat/Block/Janapada) test was conducted. This test consists of questions from English, Mathematics, Science, and General Knowledge. The test was designed for the standard 3-8 students. At the school level, around 58000 students participated. About, 15000 students at the Nyay Panchayat level, 2000 students at the Block level, and 487 students at Janapada level participated in this test. For the standard 6-8, the test was objective in nature. Students,



who could secure a minimum of 50 percent marks at the school level test, participated at the Nyay Panchayat level. Furthermore, more than 60 percent students participated at the block level.

Hereafter, students with more than 70 percent marks further participated in the Janapada level test. The test paper was prepared at the Basic Education Office, Shamli. The test was conducted while keeping competitive examinations in

mind. The target competitive examination was the Scholarship test, NCTE, VidyaGyan examination, and Navodaya Entrance Examination. As per the Basic Education Office, Shamli, available resources and infrastructure were utilised in optimal nature for improving academic standard and quality of the students, so that they can fight in the competitive examinations after schooling.

Impact

As a result, this initiative raised sense of competitiveness among students and teachers were apparent and observable. Due to this test, 12 students were selected for VidyaGyan School, and 47 students were selected for Navodaya School from Shamli during 2020-21 session. Interestingly, this test was an individual initiative rather than a government order. In fact, the number of participants reflects the acceptability and magnitude of success of this programme.

DRIVE FOR IMPROVEMENT OF STUDENTS HOLISTIC ACHIEVEMENT (DISHA) – AN EMERGING RAY FOR GOVERNMENT SCHOOLS

Prabhati Kumari Mahapatro

Block Education Officer

Rangeilunda Block, Ganjam District, Odisha

Summary of the Innovation

Dr Prabhati Kumari Mahapatro, Block Education Officer, Rangeilunda Block, Ganjam District, Odisha started an educational innovation titled 'Drive for Improvement of Students Holistic Achievement (DISHA) – An Emerging Ray for Government Schools' as a challenge for enhancement of enrolment of students in Government schools of Urban and rural area of Rangeilunda Block. As the number of private schools increased day by day in this block and students' enrolment in government schools has also decreased simultaneously,



the activities carried out under this innovation not only helped in Quality Education and all-round development of students but also enhanced the enrolment in government schools. This programme was started in July 2018 and is still continuing process in all academic sessions for all 225 schools of this block. The present educational innovation was implemented in all government schools of Rangeilunda Block of Ganjam District of Odisha. Some of the objectives of the abovementioned innovation are –

1. Development of both Curricular and Co-Curricular aspects of children from school making it as a Learning Hub,
2. Making every corner of the school environment healthy, safe, hygienic, attractive and a source of learning involving all stakeholders of society, and
3. Activity-based, 5E model use and e-content preparation for strengthening pedagogy aspects.

Implementation

For implementing this programme, a Monthly Headmasters' conference was held separately for Rangeilunda and Berhampur Municipal Cooperation involving all ABEOs and CRCCs. Each CRCC

conducted weekly Cluster Level Headmasters meeting. Separate WhatsApp groups were created for Elementary and Secondary Headmasters and also another group of all CRCCs for worthy sharing of good practices and clarification in difficult points. Guidance to Headmasters for best utilisation of Composite, TLM, Sports, Library and Mo School grants were also provided. Regular conduct of SMC, PTA, SMDC, Alumni meetings for the involvement of all stakeholders were held. Additionally, the formation of a Block level Monitoring team and selection of BRG members were done. Coordination with other Department officers like Panchayat Raj, Electric, Horticulture Department and maintenance of good rapport with Sarpanchas and Village people were ensured.

Under this programme, various activities related to the development of Curricular aspects were initiated such as the conduct of activity-based classes, 5E based methodology by teachers, TLM based wall-painting, a reflection of General Knowledge on walls of the school building, a reflection of TLM corner and library corner at each classroom. The adoption of digital classrooms supported a lot for the achievement of a class-based minimum level of competencies by students. Furthermore, some important steps were taken



for the growth of Co-curricular aspects. The conduct of PRERNA - the regular activities in prayer class regarding cleanliness and hygiene, road safety, disaster management, health & environment, logical thinking & value education, the celebration of No Bag Day/Zero period on every Saturday, ringing of three times Water bell daily, the conduct of Annual Sports & function in every school, and arrangement of the TLM Exhibition supplemented a lot for enhancement of co-curricular aspect of children.

Conduct of Alumni Meet, the contribution of Alumni in the form of service, kind, and financial support for MO SCHOOL scheme for getting the double amount of matching share by government, invitation of field functionaries to school for carrier counselling of upper primary and secondary grade children were some of the major initiatives for ensuring community involvement for school development. Organising Prabesh Utsav on the first day of the new academic session in a joyful way for welcoming class 1 admitted children, conducting PTA meetings in regular intervals, and home visits for long absentee students were planned for the enhancement of enrolment and decrease of dropout. Displaying of learning sheets, TLM based painting on wall and floors, enabling students for the use MADHU and DIKSHA app, provision of peer learning, availability of topic based TLM were provided to the students for self-learning and self-assessment.

Impact

This continuous and rigorous intervention resulted in the enhancement in enrolment in government schools, qualification in the LP scholarship by more students of government schools than private ones, more involvement of Alumni and community in Mo School Abhiyan, and effective & resourceful classrooms, and beautiful school environment.

SUSTAINED COMMITMENT TO IMPROVE QUALITY OF SCHOOL EDUCATION

Rajni Rawal

Deputy Director of Education

Central and New Delhi District, Delhi

Areas of the Innovation

- Enhancing the academic performance of the students
- Infrastructural development of schools

Summary of the Innovation

This innovation is about improving the Quality of School Education through sustained commitment, strong determination and blend of thoughtful planning and impeccable execution by taking all stakeholders along. In this regard, extensive interactions were held with students in groups to understand and solving their problems with the help of parents/teachers/HOS, and counseling them if needed. The officer made efforts to rekindle their approach to learning by setting up goals and spirit of completion. To showcase their projects, an 'Innovation Conclave' was organized which had 3 components, viz., Entrepreneurship, Spelling Bee-an Assessment Tool, Know thy world.



To showcase their projects, an 'Innovation Conclave' was organized which had 3 components, viz., Entrepreneurship, Spelling Bee-an Assessment Tool, Know thy world.

A concept of 'Meditation Room' for the students was launched to successfully address the issue of mental stress, indiscipline and self-introspection. For teachers, capacity building programmes were organized. Happiness Workshops upto class VIII, Science and Maths Workshops at X and XII level were conducted. NGOs (approved by DoE) like Agastya was engaged to give advanced training to teachers based on the principle of Pragmatism. Science Kits were provided to them, making it possible to bring Lab to Class Room itself. School level Science Exhibition was organized. Teachers were encouraged to apply for various awards instituted by DoE. Their grievances/administrative issues were addressed sympathetically. The performance of teachers reflects remarkable improvement by infusing motivation and effective monitoring.

Major steps were also initiated for improvement of Teaching Pedagogy. Instead of one way transmission of knowledge, two way communications was pursued, thereby making teaching learning process

more participative by students. Extensive use of Technology was practiced, viz., Computers, KYAN etc. Activity Based Teaching was encouraged. An IT based educational Portal, “PARIKSHA KOSH” was conceptualized and developed by the concerned officer, which helped the students to access Support Material, CBSE previous years Question Papers, Sample Papers etc., at a click of a button on their mobile phones. Further, 5 schools of the district developed ‘Digital Libraries’ for the benefit of students under the officer’s guidance.



To create a comfortable, safe and healthy environment which has a positive correlation with the efficiency and effectiveness, sincere efforts were made for Infrastructure development in terms of School Building, Play Grounds, sports material, drinking water, technology aided class rooms, toilets etc. Special care was taken for health and hygiene.

Measures involved during the initiatives

- Igniting spark of motivation in students;
- Motivating teachers and enhancing skills/capability;
- Participative and Activity Based Teaching Pedagogy
- Infrastructure Development;
- Participative Management and Transparency;
- Enriching Environment and Community Development.

Impact of the Innovation

Before taking up the innovation, this was laden with problems of pendency in administrative areas, lack of proper coordination, discipline, demotivated staff, managerial issues etc. There was a major reluctance to change. In order to achieve the desired outcome which would be sustainable, a multi-strategic approach was adopted which addressed enhancing motivation level of students and teachers, developing competitive spirit, capacity building programs, improved teaching pedagogy, use of technology, improved infrastructure, participative management, sustainable development and community service.

AMRUTA SANDHANARE: IN THE SEARCH OF ELIXIR

Harekrushna Panda

Block Education Officer

Purushottampur Block, Ganjam District, Odisha

Summary of the Innovation

For developing humanitarian values among school children, a programme on moral education was launched in different schools of Purushottampur block, Ganjam District, Odisha from January 2019 in the name of 'Amruta Sandhanare' by Harekrushna Panda, Block Education Officer. This programme intended to prepare good citizens through character-building. Some of the important objectives of 'Amruta Sandhanare' are –



1. To develop love and respect for the parents, elders, and teachers;
2. To develop humanitarian values like Service, Kindness, Forgiveness, Benevolence, Punctuality, Dutifulness, etc, and
3. To develop patriotism: for national integration, to enlighten for fighting against blind beliefs, to develop scientific attitude, to protect national property, and to work for environmental equilibrium.

Informal education, as a methodology for implementing this programme, was preferred. There was no specific period for teaching-learning processes for moral education. Whenever the teacher found it suitable to implement, S(he) started the class, even at the time of introduction of formal classes, during lunchtime, or at the end of teaching of formal subject a teacher might think for moral development. There was no syllabus and serial maintenance was not required.

The following methods were applied by the officer :-

- Storytelling
- Viewing Pictures/Charts
- Debate/Speech competition
- Essay/Story writing
- Song writing, and
- Observation

The evaluation process, too, was not like a formal test. The teacher was free to create situation for evaluation of moral value development among her/his students.



Impact

After the implementation of 'Amruta Sandhanare', the teachers and parents observed changes in children's general behaviour and attitude. They were giving respect to the elders and teachers. Students were helpful in nature and protective towards plants. They were interested in keeping their school campus, classrooms, and home clean and green. These were

some of the significant changes in the personality of the students after the implementation of the programme.

IMPROVING THE PERFORMANCE OF STUDENTS

Savita Drall

Deputy Director of Education

North West B-II Delhi District, Delhi

Area of the Innovation

- Enhancing the overall academic performance of the students

Summary of the Innovation

The purpose of the initiative was to enhance the results and quality index of schools and accordingly, so goals were set in the very first interaction by building coalitions in support of new ideas and initiatives. Guidelines were issued for democratic organizational space by replacing the bureaucratic hassles and stagnation. The officer worked on the following objectives:

- To take pass percentage to 100% and to improve quality index above 400 in 22 Rajkiya Pratibha Vikas Vidyalayas across Delhi.
- To increase the pass percentage to 100% in 44 government schools of district North West B-II.
- To bring improvement in class test/unit test conducted from time to time by explaining to students how to answer questions by understanding the rubric as a tool for assessment.
- To strengthen collaborative efforts by the entire team right from DDE (Deputy Director of Education) to the students for the overall improvement of the performance in academics.
- Interactive and motivating sessions with Principals/HOS, Teachers, Students, Parents and Members of School Management Committee.

Macro Strategies adopted during implementation

- Setting of targets and goals and identification of Superior, Moderate and Average achievers.
- Grouping of students as per their performance.



- Search for the most vulnerable areas where most of the students lack.
- Promotion to collaborative work ethics.
- Group Projects
- Establishment of healthy and effective communication
- Adoption of weaker students.
- Guidance regarding career and high goal achievement.

Strategies for Rajkiya Pratibha Vikas Vidyalayas:

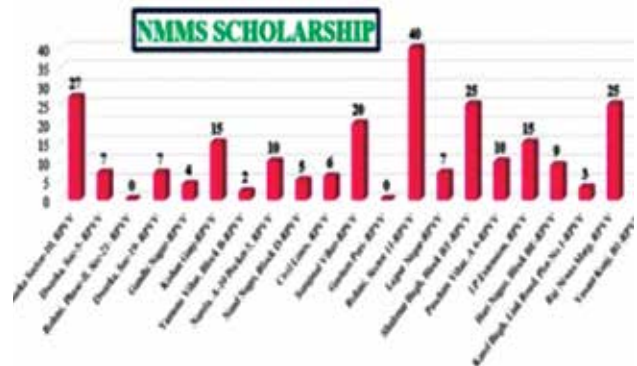
- Identification of students and their areas of weakness and strengths.
- Remedial measures for weak students, extra classes, adoption of students by teachers to cater to their needs, zero periods and extra classes after the school hours, extra study and reference material prepared by teachers and provided to the students
- Introduction of Google Chrome books in all Rajkiya Pratibha Vikas Vidyalayas to further aid in teaching - learning activities by making them more interesting and fruitful. This measure also enhanced their technological skills.
- Innovative measures of classroom transactional strategies of teaching and learning in all the subjects include:
 - Brainstorming
 - Questioning and quiz.
 - Activities/Interactive games
 - Open platform for expression
 - Animated videos based on the lessons
 - Discussion on current topic using newsletter
 - Group Project work
 - Power point presentation and collaborative projects to enhance 21st century skills
- Regular assessment done by conducting class test/UTs and follow up taken.
- Analysis of individual answer sheets of students done to identify their area of weakness in a



particular question in a rubric form and follow up those aspects accordingly.

- Sample paper practice, analysis and follow up taken
- Weak students are motivated to write the answers for improving their expressions
- Extra classes and quality time for high achievers to guide them in the right direction.

For the continuous and professional development of teachers, regular subject specific trainings were provided to the teachers for their professional development and enhancement of teaching and learning skills. As per the availability of the teachers, those who were accustomed with the latest learning techniques were involved so that training could be easily provided to the teachers and make them familiarize and periodically update the teachers about the new technologies including Google Chrome books, Google classrooms and Google forms. Along with, interactive and motivating sessions have also been conducted with the concerned principals of the schools, teachers, students, parents and other members of the school management committee. However, time to time monitoring and interaction with the officials and individual visits by the officer was undertaken. Additionally, the officer's good practices of teaching and motivational speeches, stories and anecdotes were shared to inspire and guide all the stakeholders involved in the phenomenon and issued guidelines for the same.



Impact of the Innovation

There has been a continuous improvement in the ranking of Rajkiya Pratibha Vikas Vidyalayas according to Education World Magazine. There are 22 RPVV's working across Delhi to cater to the needs of meritorious students of the government schools. There has been an increase in overall result of these schools. A survey was conducted by C4, a reputed independent agency for Education world magazine, and these three schools RPVV sec-10, Dwarka, RPVV-sector 11, Rohini, RPVV Lajpat Nagar were chosen and ranked on the basis of their performance across India and they found place in top-10 day boarding government schools in the session of 2018-19 and 2019-20 respectively. The improvement has also been reflected in the results in this regard of EPVV Sector 11, Rohini Delhi, which has an increase in ranking every year right from session 2017-18 to 2019-20 from ranking 12 to 5. Thus, through continuous efforts and dedication of the officer, the schools underwent a transformative change and students excelled in various aspects.

MISSION SANKALP

Shivendra Pratap Singh

Basic Shiksha Adhikari

Fatehpur District, Uttar Pradesh

Areas of the Innovation

- Improving the infrastructural facilities of the school;
- Increase in enrolment and retention rates and in learning outcomes

Summary of the Innovation

Shivendra Pratap Singh, District Basic Education Officer, Fatehpur, Uttar Pradesh, through his educational innovation titled 'Mission Sankalp', took some measures to ensure enrolment, retention learning outcomes, the faith of community towards government schools, and motivation of teachers. 'Mission Sankalp' was conceptualised to make an action plan through district-level meetings. With the coordination of the team of the 'Pratham Education Foundation', Panchayat Raj Department, Jal Nigam, Rural Engineering department, Sharmik Bharti, HDFC Bank, Sarthi Development Foundation, and Basic Education department, actions were executed. This programme is collaborative in nature, and standard 1 to 8 students of government school of the district were target the group.



Implementation

To make the project operational, in the leadership of the District Magistrate, Chief Development Officer, and Basic Education Officer, a district-level meeting and workshop of all the concerned officers and active teachers was organised. The responsibility was given to active teachers to motivate other teachers and develop at least 3 schools of their respective block. Responsibility was given to the Gram Panchayat to conduct the school development work at the top priority. In the block level meeting/workshop, proper guidelines and the details of the directions from the higher authorities were also communicated to all the concerned stakeholders. Action plans from the schools as prepared after discussion in the SMC meeting were taken by the B.E.Os. and sent to the Panchayati raj Department and also to gram panchayats. Monitoring of the development work is conducted by the B.S.A., D.P.R.O., B.D.Os., B.E.Os., A.D.Os. (Panchayat). To improve the retention of students in schools, some plans were designed and launched in the district. Under mission "Sankalp", first of all, the physical infrastructural facilities such as smart

class, instruments like projectors and interactive class instrument in 21 schools through mobilisation of public funds were ensured. To improve the learning outcomes of the students, NGOs – Pratham Education Foundation and Graded Learning Program were involved. Resultantly, district Fatehpur secured under 10 positions in State Uttar Pradesh.

To encourage school retention and regular attendance of the students at school, towards the end of the month, students of highest attendance is awarded by “Star of the Months”. Students were welcomed by ROLL, TEEKA and offered flowers on new academic sessions to motivate retention. YOGA and PT in schools during the Morning Assembly were emphasised and ensured as a regular activity. An exhibition was organised in schools in which students presented their projects in the presence of guardians and dignities. The works done by students attracted the parents and improved their confidence in schools. Guardians were impressed with the demonstration of their ward’s skill in Art and Craft.

Impact

Before implementing ‘Mission Sankalp’, the retention of students was poor and the learning outcomes of the students was average. The community had less faith in the culture of government schools. As a result, enrollment in schools was not satisfactory. There was no atmosphere of competition among the teachers working in schools and school buildings were not so attractive.

The status after the implementation of innovation changed significantly. The increase in enrollment of the student at the school was apparent. An increase in retention of students in the schools was another important achievement of this mission. In Student Assessment Test (SAT-1) which was conducted for the students of Class 5 to 8, Fatehpur secured the First position in the State on the ground of attendance of students in the exam. Subsequently, the student assessment test (SAT-2) which was conducted for the students of class 3-8 and Fatehpur, again got the first position in the state in attendance of students i.e., 93.5%. Improvement in learning outcomes of the students was another significant achievement of this mission. Student Assessment Test (SAT-1), which was conducted for the students of Class 5 to 8 the district secured 22nd position for grade A+, 22nd position for grade A, 4th position for grade B. Subsequently, Student Assessment Test (SAT-2) which was conducted for the students of class 3- 8, District Fatehpur secured 16th position for grade A+, 2nd position for grade A, and 3rd position for grade B in the state which shows the progress of the students in learning outcomes.

These reflections of results are an example of the successful implementation of the ‘Mission Sankalp’ as an educational innovation in the Fatehpur district.



MINIMUM SUPPORT PROGRAM FOR RESULTS IMPROVEMENT

Neeraj

Deputy Director of Education

North East Delhi District, Delhi

Focus Areas of the Innovation

- Improving board exam results of students by active learning of minimum important concepts.
- Strengthening student participation in teaching-learning.

Summary of the Innovation

Board exam results has always been a determining factor in the lives of the students and also in building a positive image of schools. However, in the North East district of Delhi, students were not scoring well in the Board examinations and they also lacked active participation in classrooms making learning dull and non-interactive.



Understanding these shortcomings and aiming to improve the same, the concerned officer developed a strategic plan of improving the students' academic result and participation through minimum support learning material. The chief objective of the innovation was to bring good result in CBSE board exams of the District through the following four phases of the programme:-

- Addressing the Heads of Schools and the teachers;
- Sharing best teaching practices and strategies;
- Preparing district level support material;
- Conducting Assembly quiz.

In phase one of the innovation, the officer organized a meeting of all the HOS of schools in the district for the orientation of this programme. They were guided on both the target of this initiative and its nature which including implementation of minimum support learning material. Mathematics was understood as the most dreaded subject. As a remedy, innovation included preparation of material by the resource team for mathematics, science, social studies and English for class 10th board results.

This minimum support material included two components dividing the material for extremely low scorers and middle to high scorers. In phase two of the programme, teachers from different schools in the district were instructed to use this minimum support learning material for all. Once distributed to all teachers and students in the school under phase 3, schools were instructed to hold special assembly programmes to encourage the use of minimum support material for motivating students learning. In



these assemblies, schools organized a quiz for different subjects of class 10th whose questions were direct inputs from the MSP. Students were also rewarded for performing well in the assembly. The resource mobilization for this innovation included minimum infrastructural aid such a printer, papers and a common stage for material preparation. These resources were sustainably arranged by the schools itself.

Impact of the Innovation

The innovation resulted in improved board results of students in District North East. Students were found to participate more actively in classes after this programme. It was found that the board results has increased with a minimum variability of 5.9 points in class 10th and 4.9 points in class 12th. An increase of pass percentage from 60% in 2007 to 92% in 2018-19 and 2019-2020 was also observed.

ENHANCING THE PERFORMANCE OF CHILDREN THROUGH INNOVATIVE STRATEGIES

S. Pakkirisamy

Deputy Inspector of Schools

Murungapakkampet District, Puducherry

Summary of the Innovation

The innovative initiative in educational administration titled 'Uplifting the Standard of Government Schools through Innovative Strategies' focused on enhancing students reading skill, enrolment, finding the progress of students/ teachers' performance, ensuring the smooth coordination between parents and teachers etc. Following four factors led to these initiatives:



- (i) Poor reading performance of the students in most of the schools.
- (ii) Less attractive classrooms.
- (iii) Reduction in student's enrolment every year.
- (iv) Lack of relationship of teachers and head teachers with the public.

Objectives of the Innovation

- Enhancing reading skills of the children through collaborative reading practice;
- Effective monitoring of students and teachers through monthly evaluation;
- Enhancing the students' enrolment.

Implementation

Keeping in mind the above objectives, following strategies were devised:

- 1) **Students' Evaluation Proforma:** A new method to find the student progression through students' evaluation proforma was prepared to find the current reading performance of the students which shows the current status of each student. For language, the reading skill would be evaluated in four categories viz- fluent reading, spell read, cannot read and reading with comprehension. The other subjects through identification and classification, discovery and

facts, observation and recording. The student's performance was evaluated every month from September 2020 to February 2020. The teachers inspected and evaluated the reading performance of each and every student from class 1 to class 5 and filled the data in the student's evaluation proforma.



The status of the students was shared with the teachers and head teachers and evaluated all the 2643 students from 31 government primary schools before 30th September 2020. The data from all the 31 schools was compiled and analysed. It was found that nearly, 62 percent of the students could not read properly. So, to rectify the issue, introduced a new strategy called *Collaborative Reading Practice*.

Teachers were motivated regularly to implement collaborative reading practice to enhance the reading skill of the students. All the data for every month was analysed statistically. The class which has low progression were given special attention.

- 2) ***Collaborative Reading Practice:*** Collaborative reading practice is a technique in which students will do peer reading and teaching in a smaller group. The process enables the children to read English text freely and comprehend it.

The students were divided into groups. Each group has 5 members. One head, an assistant and the remaining will be the members. Each group consists of one fast learner, two average students and two slow learners. Each group would select any book from the reading corner and the leader would teach his/her remaining members. When all the students in a group are able to read, the group will read book in front of the teacher. When the group completes the book, it would be registered in the achievement chart. If the students need support in comprehending and pronouncing, the teacher would help them. The duration of the reading process is one hour per day. This method increased the reading speed of the students drastically. Moreover, 92% of the students in all the schools could read the textbook within 5 months.

- 3) ***Reading Festival:*** To show the reading performance to the parents and public, the officer continuously motivated the head teachers and teachers to conduct reading festival in their schools. The reading festival was conducted during Saturday and Sunday so that parents and public could attend the festival. The reading festival has different types of reading like fast reading, reverse reading, mirror reading, upside down reading, zigzag reading, picture description, tongue twisters, palindrome etc. Students read different types of books and comprehend them to the visitor. It made a very good impact on government schools in Puducherry to the parents and public. Parents from rural areas were astonished on seeing their children reading English books and newspapers fluently. In the academic year, the student's enrolment increased in many schools. Many students from private schools started to join in government schools. During the academic year 2019-20, the enrolment was increased. The schools enrolment figures are shown below:-

School	2018-19	2019-20
Government Primary School, Kirumampakkam	215	240
Government Primary School, Pudukuppam	49	76
Government Primary School, Narambai	42	65

- 4) **Conducting regular Meetings:** Regularly conducted monthly meetings with head teachers, teachers and parents, which has the discussion of each child. And also motivated the head teachers and teachers to conduct various cultural and traditional programmes which may develop the social responsibility and patriotism among students towards the society.
- 5) **Developing Infrastructure:** The infrastructure of all the schools developed in two ways. The teachers who were interested in painting motivated to form a group. This group of teachers started to paint the walls of the school with attractive educational images. In the second strategy, included some volunteer painting groups called paint Puducherry to make the school colorful. These two ways of approach made 30 schools out of 31 colorful at the end of the academic year 2018-19.



- 6) **Innovations in classroom:** Teachers were helped to implement latest trends in technology. One of the schools used Skype to make their students interact with other state children which made them a good exposure. Use of ICT tools in classroom were also encouraged. Many teachers created E-Content for their students in the form of video, audio and posters.

- 7) **Prizes and Awards by the students and Teachers:** Teachers were monitored every month through teacher's evaluation proforma and also motivated to participate in National level competitions. Two teachers have National Award during 24th All India Audio Video Festival conducted by CIET, NCERT, New Delhi. Many prizes in various competition were grabbed by the students.

The innovation initiative can be implemented in any district as there is no requirement of additional resources. It is sustainable and could be easily adopted by anyone.

SECONDARY SCHOOL READINESS PROGRAMME

Paritosh Vijaykant Shukla

Education Officer (Academic)

UT of Dadra and Nagar Haveli and Daman and Diu

Areas of the innovation

- Improving the academic performance of the students
- Enhancing quality in the teaching-learning process

Summary of the Innovation

The performance of students in Dadra and Nagar haveli and Daman and Diu was not found satisfactory. Therefore, it became an urgent necessity to break this trend among students and generate interest in case of the subjects like science and mathematics. Hence, to address this issue, with the help of the Directorate of Education in coordination with Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Sarva Shiksha Abhiyan (SSA), Silvassa Municipal Council (SMC) etc, the officer organized a Summer Camp on theme “*Secondary School Readiness Programme*”. It was held from 1st to 21st May, 2018 in residential mode for approximately 1750 students at 16 different locations. In 2019-20, it was again organized for 03 weeks i.e. 21 days from 7th to 27th May, 2019 for approximate 905 students at 17 different locations of Dadra and Nagar Haveli for newly admitted students of class IX. The main objectives of intervention were as follows:-



1. To fine tune basic Mathematics, Science and English Language.
2. To develop scientific temper, humanism and spirit of enquiry.
3. To encourage students for higher studies.
4. To provide a platform for interaction.
5. To provide a platform for competition.
6. To encourage them for active participation in sports, games and cultural activities.

For each location, a team of 5 Expert Teachers (01 English + 01 Science/Maths + 01 Physical Education + 01 Computer + 01 Drawing) were deputed to act as resource persons under the supervision of Camp Commanders.

Activities Involved during the Summer Camp:

1. Daily Prayer, Physical Exercise, Yoga and Pranayam in the morning
2. Subject specific guidance and remedial coaching for different subjects by subject expert
3. Art activities:- Calligraphy, Object Drawing, Pencil Shading, Creative Design, Poster Design on Swachhta Abhiyan, Digital India and Save Girl Child, Varli Painting, Glass Painting, Fabric Painting etc.
4. Sports activities:- Introduction of First Aid, March Past, Kho-Kho, Kabaddi, Volleyball, Cricket, Kadamtal, Measurements of Play grounds, Long Jump and High Jump, Badminton and race.
5. Cultural Activities: - Singing, Dancing (Folk, Modern, Patriotic), Group project work and presentation on different topic such as Flower arrangement, roti making, collection of leaves and finding their scientific names, demonstration of biology specimen such as mosquitoes, cockroach, silk moth, starfish, earthworm, viewing physics instruments as lenses, mirrors, keys, glass slabs, conical flasks, burettes, pipettes, beakers and funnels.
6. Inspiring videos, documentary and film shows were also shown to the students.
7. In collaboration with Federation of Industries, Dadra and Nagar Haveli, the students were taken for industrial visit around Dadra and Nagar Haveli.



Further, during this period, the directorate of medical and health services of the district has conducted special health checkup programs for the participating students at different camp locations. The concerned team from the department has performed the street play before students to make them aware about HIV, ill effects of tobacco consumption, adolescent problems, family planning etc. On the day of completion of the Summer Camp, Certificate of Participation to Students, Certificate of

Appreciation to Teachers and Trophies to the students (participated in different activities during the camp) was distributed through Camp Commanders. This summer camp not only helped the students in comprehending the content of the subjects in a better way but also boosted their morale and instilled confidence in them.

WORKING TOWARDS STUDENTS' GOALS IN LIFE

Rajeshri Laxmanbhai Tandel

Education Inspector

Valsad District, Gujarat

Summary of the Innovation

In Valsad district, Gujarat it was observed that many students were not aware of their interest areas, personality type and aptitude. Hence, they were not able to make informed career decisions. As a result, many end up choosing a popular career or a career suggested to them by their parents, friends, or other relatives. To avoid this forced imposition, an aptitude/psychological test was conducted in Valsad district for students studying in STD 10th and 12th with an aim to get an overview into their true self.



Objectives of the innovation

- 1) To know the student's areas of interests, their personality type (Introvert or Extrovert) and their scores in each ability.
- 2) To help student to choose a career scientifically/rationally
- 3) To study the interest and ability of the students.
- 4) To guide and motivate students on the basis of their area of interest, type of personality and ability.
- 5) To focus on basic needs and improvement areas of education.
- 6) To prepare prospective plan of education system of Valsad District.

Implementation

The innovation was implemented on 13012 students of class X and 7688 students of class XII, total of 20700 students of Valsad district were tested and the outcomes of these tests were as follows:

- Numerical ability is extremely weak in most students.
- Majority of students were found struggling in mother tongue, Gujarati

- For goal setting exposure, an expert talk to motivate students towards learning and vision enhancement are highly recommended.

Data Analysis of Class X: Total 13012 students were tested and their analysis of Interest Area

<i>Interest Area</i>	<i>Number of students out of total students</i>	<i>Percentage % analysis</i>
Language	7547	19.38
Science	7178	18.38
Aesthetic	5438	13.03
Technology	4664	11.94
Social	4030	10.32
Business	2924	7.49
Outdoor	2262	5.79
Law	2243	5.74
Literature	1617	4.14
Mass Media	1113	4.05

As mentioned in the above table:-

- Above 50% students of Valsad district are interested in language and science
- Between 30 to 50 % students are interested in aesthetic, technology, and social factors.
- Between 15 to 30% students are interested in business, outdoor works, low enforcement and literature.
- Between 1 to 15% students are interested in literature and mass media.



Therefore, areas related to language, aesthetic, science and technology are preferred by more students; also good number of students are interested in areas like social and business. It is also appreciable that not many, but some students are also interested in law, outdoor, literature, mass media. With these results, teachers and parents can focus on students' interest areas and prepare them to pursue their domain of interest.

Major actions demand that Math remedial is urgently needed and Gujarati language needs to be improved for all students of Valsad district.

Data Analysis of Class XII: Total 7688 students were tested and their analysis of Interest Area

<i>Interest Area</i>	<i>Number of students out of total students</i>	<i>Percentage % analysis</i>
Science	3421	14.83
Education	3302	14.31
Social	3051	13.22
Aesthetic	2993	12.97
Technology	2947	12.77
Business	2023	8.77
Law	1894	8.21
Outdoor	1784	7.73
Literature	939	4.07
Mass Media	710	3.07

As mentioned in the above table:

- Above 40% students of Valsad district are interested in science, education and social factors.
- Between 30 to 40 % students are interested in aesthetic and technology factors.
- Between 20 to 30% students are interested in business, outdoor works and low enforcement.
- Between 1 to 20% students are interested in literature and mass media.

Therefore, it can be concluded that factors related to science, education and social are preferred by more students; also, good number of students are interested in the factors like aesthetic, technology and business.

Students were also asked to appear for the aptitude/psychometric tests. After giving these tests, students get to know their 3 top areas of interests, their personality type (Introvert or Extrovert) and their scores in each ability. Taking into consideration all the 3 criteria, 3 careers are suggested to the students for which they are most capable. Students get their results within 10-15 minutes after giving the test in offline / PRS mode and for online students will get their result on through e mail. Also, they are provided with a career report to understand the test result, which includes all the information related to the test.



This standardized psychometric test proves to be very beneficial for students which helps them to choose a career scientifically/rather than an unsure or impulsive decision.

INSPIRING ROOTS – CHANNELIZING GROWTH BY POSITIVE ENVIRONMENT AND REGULAR MONITORING

Harsh Arya

Deputy Director of Education

West-A Delhi District, Delhi

Areas of the innovation

- Enhancing academic results of students in board classes
- Encouraging active school participation in academic and co-curricular events.

Summary of Innovation

Understanding the importance of overall development and student satisfaction, the concerned officer introduced several initiatives to monitor the students attendance, school performance and engagement in different academic and non-academic/co-curricular endeavors. With the goal of increasing quality in student's academic and co-curricular achievements with all round development of Government Schools, the officer monitored in detail different school activities from attendance to participation in school results.



The major objectives of the initiative

- Enhancing students' academic achievements and building up confidence to participate in all activities organized in school for all round development of the personality of the child.
- Increasing students' academic achievements and Teaching – Learning adaptability.

The course of action for this initiative incorporated formulating the initiative as a mission named “Target CBSE”. The mission aimed at the following:

- Enrollment and regular attendance of all children.
- Monitoring of all 58 government schools through WhatsApp group.
- Ensure the learning level achievement of students of their age and class.

- Practice with regular tests for students appearing for the Board exams.
- Conducting special classes in subjects like Mathematics, English by mentor teachers.
- Conduct of Second and Third Pre-board examination for weak students of Class X and XII of short duration and specific topics.
- Encouraging students to participate in Cultural, Yoga and Sports activities with full sincerity.

Initiated as a Pilot Project for all 58 government schools of District West A, a team was formed that constituted of Zonal Officers, experienced principals, resources persons, mentor teachers and Sarva Shiksha Abhiyan workers. Schools were also divided into mentor and mentee schools where good practices of any Mentor School was implemented upon the Mentee School. The sessions were periodically repeated and recorded to examine the progress of all the schools as well as to enhance the overall development. Feedback of the same was shared through WhatsApp groups, group reports and orientation programmes. Simultaneously, regular monitoring of students, their academic results from class assessments and school participation were discussed.

Impact of Innovation

The initiative resulted in higher encouragement of teachers and students for better performance. Along with this, the results also improved remarkably. Co-curricular participation had also increased, which was witnessed with healthy student participation in different activities such as republic day parade at Raj Path and adjudged first. This mission also led to an encouraging CBSE result in which 21 out of 58 schools secured 100% pass result. Rest of the schools also showed 30% to 40% improvement in the results of classes X and XII.

DEVELOPING THE EDUCATIONAL QUALITY OF BLOCK THROUGH VARIOUS ACTIVITIES

Aruna Raghunath Yadav

Block Education Officer

Mahad Block, Raigad District, Maharashtra

Summary of the Innovation

Aruna Raghunath Yadav, as Block Education Officer, Mahad block, Raigad District, Maharashtra, started several good practices in the concerned block. These practices include –

1. Cluster level Science exhibition/Educational teaching aids exhibition;
2. Cluster level literary conventions;
3. Rice planting on Farm (An actual experience);
4. Quality Hour;
5. Innovative programme for enrichment of English subject and content knowledge/Self-learning cards workshop for content enrichment of English subject;
6. Experience of Weekly market;
7. Rainy trip and barbecue;

The objective of an innovation titled 'Cluster level Science exhibition/Educational teaching aids Exhibition' was to make the students of remote areas understand the concept of science exhibition to the students of remote areas schools and to teach science, technology and their importance in day-to-day life, environment, global warming, calamity, their impact on humans' life, scientific approach, superstition eradication etc to every student of the school.

Implementation and Impact

Under this innovation, during the meeting of all cluster heads, science teachers were arranged and appropriate instructions were given. These teachers were further guided about what experiences can be done, from where to get required material, and how to get it? As per government rule, only one science exhibition/Educational teaching aids exhibition takes place per block. Due to this activity, every cluster head planned a science exhibition and educational teaching aids exhibition. At the closing ceremony, students were awarded prizes and trophies. All teachers participated in the education teaching aids exhibition.

Further, the innovation titled 'Cluster level literary conventions' was started to create interest among students for reading and literature. To understand the concept of literary convention, this activity has been implemented. For implementing this programme, the discussion was held in the meeting with senior literary experts from the block, teachers, literature, cluster head, education extension officers, education advisory committee and respected dignitaries. The importance of literary conventions stated and guided about its implementation and planning. In this literary convention Granthdindi, Poetry reading, Storytelling, Seminar, Interview, Cultural programme were included. Teachers participated with various traditional costumes and traditional attire in Granthdindi of literary conventions. There was a Poetry reading presentation by teachers and students. Storytelling by teachers and students were done. In the Interview, students took the interview of respected persons of society. A Seminar was a part of this convention in which students spoke about given topics spontaneously. At last, speeches by respected persons and dignitaries were given. At the closing ceremony, prize distribution was held. The best performers were rewarded. The villagers spontaneously participated in it. This is the first time that such a literary convention had taken place.

The officer also took initiative towards another significant innovation titled 'Quality Hour' which aimed for the consolidated contents of every subject in which the practice of recitation, reading, writing, counting and improvement of students and general knowledge took place. The last session of the school was utilized as a Quality Hour. In order to have a Quality Hour in every school of the block, a workshop of all clusters was conducted. With the help of planning and scheduling, essential components were decided and everyone was encouraged to implement them successfully between 4 p.m. to 5 p.m. in the school. The Quality Hour programme took place with all the students together at every school.

Furthermore, a programme was started to have students' first-hand experience of agricultural surroundings. This programme was meant to develop an indepth understanding of agriculture and to get real experiences of our farmers' life.

The abovementioned educational innovations and good practices capture a wide range of activities. These interventions demonstrate the dynamism and proactiveness of educational administration in the changing circumstances.

**INITIATING ADMINISTRATIVE REFORMS
AND STRENGTHENING GOVERNANCE**

PROMOTING EASE OF GOVERNANCE AT THE DISTRICT EDUCATION OFFICE

Rakesh Rajendra Kumar Vyas

District Education Officer

Vastrapur District, Ahmedabad

Areas of the Innovation

- Promoting ease of governance in office administration;
- Positive administrative outcomes by promoting ease of governance

Summary of the Innovation

The District Education Office is the nodal office at the district for various teaching and non-teaching aspects of school education. However, quite often, it was noticed that teachers had to travel all the way from their school to the office to resolve their queries. Since the district is geographically widely spread, the school staff, instead of performing their duties, had to take leave from the school to visit the office. As a result, it affected the efficiency of teaching and non-teaching staff working in the school and it



also affected the efficiency of the staff working in the office as they had to answer the questions/ queries instead of performing their regular duties. Frequent visits by them raised a question on the ease of governance of District Education Office, Ahmedabad Rural. Eventually, this resulted in complaints and RTIs against the office or court cases. Along with, the expenditure of human resources included more time in addition to the time spent in the above-mentioned activities. In order to make the system more efficient, many initiatives were introduced:

The entire group of staff members concerned was instructed to complete their work / move the files in an appropriate way in a stipulated time frame declared by the Government of Gujarat.

In order to clear the pendency of higher pay scale of secondary and higher secondary school teachers, change in names and surnames of students studying in schools, pension cases, approval of visiting teachers (*Pravasi Sikshak*) as per the provision declared by Department of Education, Gujarat, camps were organized at SVS Level (*Shaala Vikas Sankul*) or at district level as per need.

Dead Stock, in the schools, i.e. movable furniture like tables, chairs, benches, usable items (chemicals in the lab), breakable (glass items) must be removed from the dead stock by following prescribed guidelines

of Government of Gujarat. This procedure was initiated neither by schools nor by district authorities for many years. The same process was initiated by District Education Office.

Since the last two years, to promote Women Empowerment, talent search examination was administered by female staff (starting from zonal officer to driver) only, also CCTV viewing center of board examination was operated by female staff only and also the same has been continued till the date.



The following initiatives were undertaken by the officer:

Inspection in Schools: The annual inspection plays a vital role in improving academic level. Therefore 100% inspection of schools has been undertaken. It relates to the Government and Grant-in-aid schools for dealing with the matter right from the prayer to the working of school staff. Such efforts have been made to update the queries as well as receiving the list of insistence to connect it with the office. It's not only an inspection but an informal audit of the office work as well. No query of the working staff was unanswered. After the completion of the inspection, with the idea of "Office at Your Door Step", a meeting is held with the employees, their questions are heard, coordination is made with the office and their questions are resolved.

The service book of an employee proves to be an important document to reflect their professional life. In many cases because of missing of service book, an employee does not get the benefits he deserves during the job or after the retirement. To overcome this problem, duplicate service book and confidential reports are checked.



During the above annual inspection, issues that inspection officers have listed out have been taken as a subject of consideration and thus arranged a camp to resolve all the questions.

Impact of the Innovation

Due to the above mentioned situation, under the guidance of the District Education Officer, Ahmedabad Rural, both the academic and administrative cadres showed the approach of improving the administration by resolving all the queries of all the staff working in the internally coordinated schools.

Simultaneously, by working towards gender equality through their work and to increase academic and administrative readiness, a collective effort was made to increase girls literacy by instilling confidence in them, leaving the responsibility entirely to women employees only.

These initiatives have resulted in various positive outcomes. Teaching and non-teaching staff started working efficiently. By promoting ease of governance at the office, the pendency of work at office tends to be zero. The community has developed a positive view about this office and the administration as a whole.

ROLE OF DISTRICT EDUCATION OFFICE TO REGAIN PUBLIC TRUST IN GOVERNMENT SCHOOLS

Arambam Anilkumar Singh

Zonal Education Officer

Thoubal District, Manipur

Areas of the Innovation

- Regaining trust in government schools;
- Overall good administration at the District Education Office and schools.

Summary of the Innovation

Declination of student's enrolment in government schools in Thoubal district, Manipur beside closure or merging of schools over the years were leading to trust deficit of the public upon the government



run schools. This was a major challenge to all the stakeholders in the state government's school education sector and here the pro-active role of a District Education Office with its staff at the field level was increasingly felt. There were varied factors for declining enrolment in government schools in the state but one of the main reasons was the ever mushrooming of private/commercial schools equipped with better infrastructure, qualified heads, overall young and energetic teaching staff, updated

teaching learning methods, school culture, etc. Thus, some innovative activities in the functioning of the schools under its jurisdiction were undertaken by the concerned officer as a part of re-gaining/creating a public trust in government schools in addition to the reorientation of the DEO office.

The rationale behind reorienting the District Education Office is that if there is better administration of a district education office, it plays a key role in the overall development of government schools. A well coordination in the functioning of the two administrations of the Office and Schools was still required in regaining the public trust in the functioning of school administration. For this reason, innovative and good practices need to be introduced with a common cause.

Factors that led to this Innovation

1. Poor administration at the district office and its relation with its government schools.
2. Declining of student's enrolment.
3. Poor performance of students in the Class X Board Exam.
4. Shortage of subject teachers of higher classes.
5. Pathetic school buildings.
6. Lack of innovative initiations at the district office and schools.

Status Before Implementation of the Innovation

- Less efficiency in normal office transactions because of poor system of office administration, less friendly towards the visiting teachers and staff of schools at the district office and dull/unclean environment of office complexes.
- Unclean school campuses and un-used/dilapidated school buildings.
- Lack of subject teachers at the secondary classes.
- Poor performance of students in the BOARD and COUNCIL Exams.
- Less co-curricular activities in the schools.
- Incomplete school building, classrooms and toilet constructions.

Impact

The initiative resulted in friendly teachers/staff, transparent District Education Office with expediency in transacting normal office works with an overall systematic administration. Proper district office signboard erected, displayed Room Allotment Map at the office entrance and Organogram of Office Staff. A website of district office www.districteducationofficethoubal.com launched. A Facebook Group “**Government Schools in Thoubal – A Way Forward**” (<https://www.facebook.com/groups/2347719738823663/>) and a Page “**Schools under ZEO, Z-III Thoubal**” (<https://www.facebook.com/Schools-under-ZEO-Z-III-Thoubal-775602959303603/>) was launched. Official Whatsapp Groups like “Heads of Government Schools, Thoubal”, “Thoubal ZEO Officials”, “Edn Resource Grp Thoubal” “MDM Thoubal” “Pvt. Schools DEO/ZEO Tbl” and 6 (six) Government School Groups consisting of all government schools in 6 Assembly Constituency Segments and many other groups were started. A mini-conference hall with T.V. for virtual conferences and meetings was created. In addition, the following activities were undertaken:



- Renovated Office Toilets with proper water facility.
- Ramp with Handrail for differently abled students constructed.
- Office campus made clean with eco-friendly environment with routine social service.
- Renovated a MDM Rice cum FTB Godown for easy access in distributing the same to schools.
- Advance preparation of face masks (washable clothes) for the students of government schools when schools re-open, tailored by the senior students of the Khangabok Higher Secondary School with the support of parents (5000+ nos.).
- Production of Sanitisers as per the WHO recommended standard for the government schools by the Science Teacher Ranjita of Khangabok Hr Sec School (250 bottles of 1 litre).
- Production of e-learning study materials in the form of DVDs for class X students (1000+ nos.).



- Disinfection of Community and Institutional Quarantine Centers at Schools by a Team of district education office led Z.E.O. Foot operating Hand Washing Machines manufactured for the first time in Manipur for government schools in the district which have two taps, one dispensing water and the other liquid soap, they are ready to be distributed/installed in for 26 schools with high student's

enrolment and one will be installed at the district office. (Financial source - School Grant)

- 126 T.V. sets are also to be installed at the government schools with high enrolment in this current February month, in order to attend smart classes, virtual conferences/meetings, etc. (Financial source - School Grant)
- Mobilization of teachers to facilitate both at the District Screening Centre and Community Quarantine Centers for the stranded passengers coming to the home state. More than 100 teachers served official duties in this regard.

PAYROLL MODULE (ONLINE SALARY LINKAGE OF TEACHERS THROUGH MANAV SAMPADA)

Satish Kumar Tripathi

Block Education Officer

Bakshi ka Talab Block, Lucknow District, Uttar Pradesh

Area of the Innovation

- Enhancing effectiveness in educational administration through ICT

Summary of the Innovation

The Payroll module (Online Salary Linkage of Teachers through Manav Smapada) is an educational innovation started by Satish Kumar Tripathi, Block Education Officer, Bakshi Ka Talab, Lucknow District, Uttar Pradesh. This innovation was started under the guidance of the Director General of School Education, Uttar Pradesh, NIC, and the SPO Team. This programme started in April 2020. The target group of this innovation was all teachers and peons (teachers and non-teaching staff working under the Establishment of BEO, BKT) working in the block Bakshi ka Talab.

The main objective of this initiative is to manage employees' information about the department. It stores all salary records of every employee within the organisation to disburse timely salary to every eligible employee. It also manages employees' information efficiently like earnings, deduction, leave, taxes, generate and manage payroll process according to the salary of the employee.



Before the implementation of this innovation, employee salary details were available offline. It was very difficult process to maintain and manage employees' records. Pay bill of employees was offline and employees had to move from school to block office approximately 0-30 km to get it done whenever needed. While filling out income tax returns annually, employees had to come to the block office to get the salary data of the entire financial year. There were difficulties in arranging salary details of 1000 employees on offline mode and there was always a possibility of manual error. GPF/NPS/Group Insurance/Income Tax schedule was offline and it used to take lot of time to manage it.

Impact of the Innovation

With the successful implementation of the Payroll module innovation, managing the salary details of employees' salary details got easier. This module increases the efficiency of managing employees' records.



It deals with monitoring the information and transactions online. Additionally, it helps in adding and updating the employees' salary records. With this module, employees can take print-out of their salary details as well.

The Payroll Module, as an educational innovation, is ICT driven intervention in administration and helpful in the easing processes at the service level.

**SPREADING AWARENESS REGARDING
SOCIO-POLITICAL ISSUES**

DEVELOPING THE ELECTORAL PARTICIPATION AND SUPPORTING THE ELECTION PROCESS THROUGH ELC (ELECTORAL LITERACY CLUB)

K. Krishnapriya
District Educational Officer
Villupuram District, Tamil Nadu

Area of the Innovation

- Creating awareness about electoral process among students

Summary of the Innovation

In the Villupuram district, Tamilnadu, The Chief Educational Officer wanted to educate the targeted populations about voter registration, electoral process and related matters through hands on experience.



Thus, the officer initiated the innovation of forming The Electoral Literacy Clubs for the secondary and higher secondary schools for guiding and creating awareness on electoral process, voter's registration, value of votes, responsibility etc., An Electoral Literacy Club is a platform to engage school students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting.

The Electoral Literacy Club shall comprise of three regular staff members, One Nodal Officer, each and every student from IX to XII Standards. The officer and her team conducted campaigns, conducted trainings, many competitions, Exhibition Rangoli making, Wall magazine, Model MATDAAN, Ludo game, telecasted Nirva Chitra film, played Snakes and Ladder game, Maze game, etc.

Objectives of Innovation

- Creating awareness about electoral process amongst the school students.
- EVM and VVPAT familiarization and integrity of the electoral process using EVMs.
- To help the students to understand the value of their vote.
- To exercise their suffrage in a confident, comfortable and ethical manner.
- To develop a culture of electoral participation and follow the principles of "Every vote count" and "No voter to be left behind".

It was thought that in order to select a good leader, the students must be educated with the entire election process and also to create awareness to the society. They can help in giving awareness to their parents and society. In Tindivanam educational district, all Government High and Higher Secondary, aided, Matric schools have electoral literacy Club. All students who were enrolled in class 9th, 10th, 11th, and 12th are the members of the electoral literacy club.

Strategies Adopted during the Innovation

The idea of innovation was given shape for translating it into action with the help of students, teachers, District collector, Chief Educational Officer and other officials. A preliminary training was conducted for the teachers especially Social Science handling teachers of all schools under school education and drafted the plan of actions. The activities like conduction of awareness campaign, competitions, and games were planned for the implementing innovations.



Some of the activities undertaken were as follows:

- Wall magazine was prepared every month with different themes. A place for wall magazine in the school premises was demarcated and all pictures related to election were displayed accordingly.
- The Nirvachitra film has been shown to all ELC members in all schools. This activity was conducted in 2019 December.
- Awareness rally regarding election and importance of voting was conducted in all schools;
- Competitions were conducted on various categories regarding election process;
- Essay writing;
- Drawing;
- Speech competition;
- Slogan writing.

The activities which were conducted on the inauguration of ELC in schools were as follows:-

- Exhibition
- Rangoli Making
- Wall magazine
- Model MATDAAN
- Ludo game
- NirvaChitra film
- Snakes and Ladder game
- Maze game.

Impact of the Innovation

There was a great support rendered by Election Commission of Tamil Nadu. Electoral literacy club activities were organised on 21-01-2020 at Government Higher Secondary School, Marakanam. The



intended objectives of innovations have been achieved. The students were facilitated to learn about elections and its process. The students involved themselves in all the activities of ELC wholeheartedly and made it as a successful one. As a result of these activities, the concern district collector was selected as the second-best district election officer by the Electoral commission. I received the award of excellence from Chief Electoral Officer for contributing exceptionally into an innovative work in

Electoral Management. Students were educated in the following areas:

- On the importance of registration in the Voter's list.
- Value of voting.
- Informed and ethical electoral participation.
- Form 6 for registration.
- Students got familiar with the scenario inside the polling station.

The increased awareness regarding the electoral process was not just confined to the students but also spread to the parents and society at large.

'SWACHH HAATH, SWACHH SHARIR' ABHIYAN

Sheela Asopa

Additional Chief Block Education Officer
Mandore Block, Jodhpur District, Rajasthan

Areas of the Innovation

- Improving health awareness among the students to reduce absenteeism;
- Enhancing community participation in school (for health awareness among students).

Objectives of the Innovation

- To create health awareness among the students.
- Make students understand the importance of healthy hands.
- Provide proper guidance (to the students) for washing hands in the right way.
- Efforts to reduce the dropout and absenteeism of students through preventing them from diseases.



Methodology of the Innovation

- Creation of PPT on importance of healthy hands.
- To create awareness regarding the importance of healthy hands and to provide training/ guidance for washing hands properly through personally attending schools and Gram Panchayat.
- Providing training to 150 teachers of Mandore Block.
- Creating awareness at rural level by providing training to 250 Anganwadi workers of Mandore Block.
- Distribution of pamphlets in Mandore Block to support the above training.

Summary of the Innovation

In the Mandore block of Jodhpur district, the problem of absenteeism and drop out of the students was rampant. Taking this into consideration, the idea of innovative initiative titled 'Health and Hand Hygiene Awareness' among students was undertaken to make them safe and healthy and to reduce the absenteeism and dropout in schools due to the health problems. The officer found that in the childhood,

one of the main reasons for spread of infectious diseases is not washing the hands in proper way. Therefore, 'Swachh Hand, Swachh Body' Abhiyan was started for the students of Government schools in 2018.

Resource Mobilization

- Arrangement of computer/laptop, projector and screen.
- Arrangement of material required for awareness training in schools and training PPT.



During this period, the training of the importance of healthy hands and proper hand washing was done by the experts of AIIMS Hospital Jodhpur to the students of all the schools of the Gram Panchayat. In the training, about 2000 students got trained together in a rural level government school and created a record for health awareness in *India Book of Record and World Record India* and entered the name of rural government was also entered school in the *World Record Book*.

The global Corona pandemic that started in the world in November 2019 highlighted the importance of healthy hands.

In November 2019, while holding the post of ACBEO Mandore, an attempt was made to bring awareness to the students of entire Mandore Block by starting 'Swachh Hand, Swachh Body' Abhiyan/ Campaign. During Corona period, to spread awareness regarding campaign training was provided to more than 150 teachers, more than 250 Anganwadi workers, and the students of many Government schools. Around 25000 pamphlets for awareness were distributed in Mandore block.

In addition, the officer also initiated several interventions in teaching-learning process and to improve the quality of school and learning outcomes in the framework of outcome-based approach in education through ICT resources.

CHILDREN CONSTITUENCY AT THE BLOCK LEVEL

Ashwini Krushnrao Sonawane

Block Education Officer

Bhor Block, Pune District, Maharashtra

Summary of the Innovation

The local people of Gadchiroli were either not exposed to or lacked faith in the electoral processes. For making them realise the power and importance of voting, Ashwin Krushnrao Sonawane started an educational innovation titled 'Children Constituency at Block level in Naxal Area of Gadchiroli', in which she took initiatives for a 'mock constituency' for the children between the 3rd to 7th grades in the 72 schools. This educational innovation was implemented from July 2019 to December 2019.



Implementation

For the purpose of implementing this innovation, a meeting was held with the Tahsildar and the Block Development Officer in which the current situation and how it can be changed were discussed. During the meeting, it was realised that a mock constituency would be a good idea for the school children to learn the democratic processes. Then after, a meeting with the Cluster head, subject experts from the Samagra Shiksha Abhiyan and the Kaivalya Education Foundation was held in which it was decided that a mock constituency in every school will be conducted. In every school, two different teams were formed as opposing political parties. Each party had their own agenda. The students conducted rallies of their chosen political party. Teachers used a mobile app called 'Voting App' for simulating the voting experience. A set-up similar to an election centre was recreated in the school and students voted for the party which they wanted and a Bal Sansad was formed by the elected representatives. They nominated electives for posts such as Health minister, Cleanliness minister, Disciplinary minister, and Sports minister among themselves.

These elected representatives had to hold a mock constituency on the first Friday of each month. Also, these elected representatives had the additional responsibility of conducting the Independence Day program in their own schools. In the month of September, a *Bal Sansad* at the cluster level was organised. On the 14th November, on the auspicious occasion of the Children' Day, a *Bal Sansad* was organised at the block level. In this Bal Sansad, school development agenda was finalised. The agenda was read out in front of the school management committee.

Impact of the Innovation

Before the implementation of this innovation, children were unaware of the processes of voting and the importance of exercising voting as a right. This programme made some remarkable interventions. With this programme, the children, who were unaware of the voting process, got an inside view as how our democratic system functions and they were made familiar with the voting system and its results.



The Tahsildar sent sports equipment to all schools because it was mentioned in the school development agenda. The Block Education Officer sent a set of 20 stories books to every school as per the agenda. School committee members from the 22 schools volunteered to build a bamboo compound around their schools. Students established study groups in every village for studying, revising, and discussing problems for two hours every day after school. The school committee members voluntarily took the lead of these study groups. These study

groups were especially helpful for the children during the pandemic.

This educational innovation is an interesting and thoughtful intervention in which educational administrator emphasised some important aspects of the democratic practices of India.

PUTTING NAME PLATES OF GIRLS IN FRONT OF THEIR HOUSES

Pusphpavati Madhukar Patil

Assistant Director

Nasik Division, Nasik District, Maharashtra

Summary of the Innovation

The educational innovation titled ‘To Put Nameplates of Girls on Their Houses’ was started by Pusphpavati Madhukar Patil, Assistant Director (Group A), Nasik division, Maharashtra under the mass awareness campaign of centre’s “*Beti Bachao Beti Padhao* (Save Daughter, Educate Daughter)”. This innovation is a collaborative programme of DIET, Education Department, Nashik (Hon. CEO, E.Os, B.E.Os, ADEI’s, K.P’s, Head Teachers, Primary Teachers, Secondary teachers) Nashik Division,



Maharashtra. This programme aims to address some major aspects of Indian society like gender equality and honour of girls. The intended objectives of this programme are –

1. To honour girls and to bring equality in society,
2. To save the girl child and educate her,
3. To empower girls/ women,
4. To create awareness in society,
5. To break the patriarchal thinking of society,
6. To curtail the drop in girl’s child sex ratio, and
7. To increase girls’ self-confidence

For implementing this programme, many face-to-face meetings with members of communities and villages were organised to divert their minds from the patriarchal angle. The SMC members were communicated for strategizing to change the mentality of villagers. Primary teachers were given the responsibility to counsel villagers and tell them the main motive behind these girls’ nameplates and change their patriarchal mentality. The street shows on equity to aware people and society too were organised.

Impact of the Innovation

The programme has been started under the mass awareness component of the Centre's 'Beti Bachao, Beti Padhao' ("Save Daughter, Educate Daughter"). To bring equality in society and to give honour



to girls and women, nameplates of girl's names were put on their houses as a mark of respect to the girl child. Several homes in Nashik district, because of this project, put nameplates with their daughters' names written on them. More than 10,000 nameplates with names of daughters were put up on the doors of the houses in various villages in the last few days. Families which do not have daughters were told to put the names of a female member from their family. So, people started putting

the names of their wives or mothers on the nameplate. Officials have surveyed scores of the villages to encourage people to adopt this practice and the majority of them have happily accepted the proposal.

The gloomy record of having one of the lowest sex ratio numbers in India makes it really important for the Nashik administration to consistently adopt countermeasures as well as common people to unlearn unacceptable patriarchal norms to be able to improve gender equality in the district.

Before implementation of innovation, in all houses, the nameplates are of the girl's father only and their families and houses have been identified by a male person of the family. The awareness about girls' education was not so good among tribal parents. There were lots of hurdles while implementing this project. But, after the implementation of this project the nameplates of the houses have been changed by girl's name on each house in each village. And from now on, each house would be identified with a daughter's name.

It is pertinent to highlight that it is a Zero Budget programme. This programme has addressed a social issue in the symbolic manner. However, this educational innovation is a step forward in the direction of gender sensitivity in Indian society. Hence, the impact of this educational innovation is significant and far-fetching.



SURYOTSAV SANGLI

Sudhakar Madhavrao Telang

Education Officer (Secondary)

Sangli District, Maharashtra

Summary of the Innovation

The educational innovation titled ‘Suryotsav Sangli’ by Sudhakar Madhavrao Telang, education officer (Secondary), Sangli District, Maharashtra, is an attempt to challenge the superstitious practices of the society and inculcate scientific temperament among the students. This programme was implemented by the District Education Officer (Secondary), Zila Panchayat Sangli, and *AndhShradha Nirmulan Samiti*, Sangli. Some of the important objectives of ‘Suryotsav Sangli’ as an educational innovation are –

1. To celebrate Suryagarhan as Suryotsav with children,
2. To inculcate scientifically logical thinking,
3. To eradicate superstition among students about Suryagrahan,
4. To develop an interest in subjects like Geography, Science, Geology, Astrology, etc, and
5. To mould the students as astronomers, scientists, geographers, geologists and as professionals in future.

Implementation

For the purpose of successful implementation of this educational innovation, a meeting of the District Education Officer (Secondary), AndhShardha Nirmulan Samiti members, and astronomers was organised for counselling and giving training to the science and geography teachers. Administrative NOC and permission of the District Collector were obtained. A training programme for geography and science teachers throughout the Sangli district was organised. All 750 secondary schools participated with one representative teacher for the training at Islampur and Kavalpur. In the workshop, AndhShradha Nirmulan Samiti members discussed how to eradicate the superstition related to the Suryagrahan among teachers. Three scientists trained the teachers about how to observe space and which precautions should be taken while observing the solar eclipse. T.B. Lulla Charitable Foundation donated 25000 rupees for making this event successful.

Impact of the Innovation

Near about 5000 students gathered at one place in the Chatrapati Shivaji Stadium, Sangli to observe the Suryagrahan collectively. They came over the superstition of the solar eclipse in the community and freely gathered at the place to celebrate the Suryotsav during the Suryagrahan. Students were eating and drinking water without any hesitation during the solar eclipse. Children were using scientifically prepared solar glasses to see the solar eclipse. Further, students were counselled by the astronomers about not to follow bad or good omen during the solar eclipse. The ABP Maza and other TV channels telecasted it live in primetime throughout Maharashtra as a big astronomical event.

It is evident that the programme achieved its objective as an educational innovation.

DON'T WASTE FOOD AND DON'T LEAVE ANYONE HUNGRY

Pragyan Paramita Jena

Block Education Officer

Bisra Block, Sundargarh District, Odisha

Summary of the Innovation

Pragyan Paramita Jena, Block Education Officer, Bisra Block, Sundargarh District, Odisha started an educational innovation titled 'Don't Waste Food and Don't Leave Anyone Hungry' for utilising the food by redistribution among the needy people of the locality with the help of the SMC every day. The programme started in December 2018 and still going on. This programme was implemented in 150 schools from 13 clusters of the Lathikata block. The Objectives of the 'Don't Waste Food and Don't Leave Anyone Hungry' are —

1. Proper utilization of surplus MDM which was wasted earlier,
2. Minimizing wastage of food,
3. Encourage public participation,
4. Helping needy people,
5. Developing good school community relationship,
6. Inculcating moral values and humility in pupils, and
7. To give good message to the society from schools

Implementation

For implementing this programme, a meeting with SMC members were organised to sensitise them regarding the programme and guide them regarding their role in the implementation of the programme. HMs and Teachers were guided on how to implement it and how to maintain it on records. During monthly review meetings the implementation was reviewed. Further, views of public were taken regarding the fruitfulness of the program.



The problem was properly investigated & analysed through school visits and discussions with ABEOs, CRCCs, HMs & Teachers. A solution was found and instructions was given to implement it through HMs meetings and messages through WhatsApp groups. Then, the implementation was ensured through

CRCCs & visits and proper monitoring. HMs were asked to send photographs of registers & during distribution of MDM in WhatsApp Group. Public awareness was done through PTA meeting in which positive reinforcements were given to stakeholders for properly implementing the innovation. The CRCCs, ABEOs & BEO monitored the programme and the SMC meeting were held regularly for creating the awareness of program and get involving them into it.



During visits to schools by the BEO, it was observed that Mid-Day Meal (MDM) was being wasted almost every day. The reason for this wasting of foods was found after discussion with the headmaster. As the MDM is supplied from Akshya Patra Foundation in the block, Indent is given on the pressions day. So, if the student's attendance was less than the indent given, the food was wasted. To resolve this, a drive was taken to utilized the food by redistribution it among the needy people of the locality with the help of SMC members every day. To make it successful, all the schools made a resolution regarding this and maintained the figure of distribution in a new register Titled "SURPLUS MDM DISTRUBUTION REGISTER". By doing so the No food was being wasted, and it helped to feed some poor people.

The CCHs were trained how to distribute the left-out food and keep the utensils neat and clean. The HMs were trained how to keep the record. The teachers and others were motivated through meetings and messages. A regular monitoring was done by the BEO, ABEOs and CRCCs and was given proper stimuli for the successful implementation of the programme. WhatsApp groups were used for sending orders, sending pics of implementation of program and monitoring of the program. Power point presentation were used to give guidance and sensitisation.

Impact of the Innovation

The impact and effect of this programme were encouraging and manifold. The proper utilisation of surplus MDM was done through involving committee members and PRI members. This gave a good message to society and built a strong communities' relationship with schools. Good moral values were imparted among pupils. They also started helping needy people in their locality as informed by their parents during discussion with them by headmasters and BEO.

SETTING OF MEDICINAL PLANT GARDEN AND AQUATIC ANIMAL HOME IN SCHOOLS: AN APPROACH TO UNDERSTAND BIODIVERSITY AND ENVIRONMENT

Rajesh Kumar Pradhan

Block Education Officer

Rasgobindpur Block, Mayurbhanj District, Odisha

Summary of the Innovation

To train school children to acquire knowledge and skill for sustainable use of biodiversity and other natural resources of locality, Rajesh Kumar Pradhan, Block Education Officer, started an educational innovation titled 'Setting of Medicinal Plant Garden and Aquatic Animal Home in Schools: A Novel Approach to Understand Biodiversity & Environment' in five selected schools of Rasgobindpur Block, Mayurbhanj District, Odisha. The programme started in January 2018 and still running. The specific objectives of this innovation are –



1. To bring school and community together for sharing of knowledge on medicinal plants, fishes, snails, crabs, turtle, and environment of the locality;
2. To create awareness among children and the community for protection of nature and biodiversity of the locality;
3. To create opportunity of enjoyable learning about environment, flora, and aquatic fauna of the locality for children with hands-on experience with the school;
4. To develop motivation among school and teachers; and
5. To enhance interest of children in learning about flora, fauna, and environment.

Implementation

For implementing this innovation, a discussion on indigenous medicinal flora involving a group of selected students (approximately 20), 3-4 teachers, and some people from the community having ideas on medical plants and traditional indigenous practices (local Vaidyas) was organised. An exhibition on indigenous medicinal plants by students in the school, where parents, community members, and local Vaidyas were invited, was organised. A proper listing of indigenous medicinal plants to be grown in medicinal garden was done by students under the supervision of teachers. Collections of seeds and

seedlings of listed medicinal plants by students with help of community and teachers were done. A monthly discussion in a group involving students, teachers, community members, and traditional indigenous practitioners about uses of indigenous medicinal plants and their parts to heal different diseases was organised. For aquatic animal home, a discussion on indigenous aquatic from water fishes, crabs, snails, and turtle involving a group of selected students (approximately 20), and 3-4 teachers,



some persons from community having ideas on fresh water aquatic animals and local fishermen was organised. Nurturing of the aquatic animals in aquatic animal home by students under the supervision of teachers and advices from the community and local fishermen was ensured.

The boundary wall of medicinal plants garden was made by the Panchayat after discussion with the PRI members. The aquatic animal home was made by utilising from the school composite grant and other funds donated by some teachers and community members.

Impact of the Innovation

The impact of this programme is huge and encouraging. Children begun to understand biodiversity and environment easily. They got hands-on experience to learn on environmental education. It also brought school and community together and to think about biodiversity and environment of the locality. DPC, RTE-SSA and Gender coordinator visited those schools and discussed with children, teachers, and community and appreciated it highly as an excellent step for environmental education in



the school. It was also instructed to teachers of the KGBVs in the Mayurbhanj District to visit these schools in the Rasgobindpur Block. Many teachers, students of nearby schools, and blocks visited the medicinal plants garden and aquatic animal home of school where this project was implemented. They were highly inspired by this and some of them have been trying to establish these garden and animal home in their schools as well.

FULFILLING EDUCATIONAL AND SOCIAL RESPONSIBILITY

Ranvirsinh Valabhai Parmar

Education Inspector

Junagadh District, Gujarat

Summary of the Innovation

In the present pandemic circumstances, imparting education in an online mode has become a predominant practice across the schools in the country. However, students in the remote areas could not access online education due to poor connectivity issues. In this regard, the officer wanted to come up with a solution so that every child could learn and excel.



Apart from this, it was observed that the district has a very high number of Thalassemia patients and requires regular supply of blood to the needy people. The officer also wanted to initiate something in this regard and involve the education officers and teachers in spreading awareness and in blood donations. That also sparked a new idea of blood donation camps.

Objectives of Innovation

- To make education reachable to all.
- To ensure that no one is left without education.
- To ensure sufficient supply of blood for the Thalassemia patients of the district.

Implementation

Online education for houses located in the remote forest were the biggest challenge as there is lack of mobile networks in these areas. Hence, it was the most difficult initiative. Thus, the officer thought of installing DTH sets and TVs in these remote areas so that learning is not stopped. Thus, the officer ensured continuity in learning of the students. Teachers were also further motivated to extend their best possible help and guidance to students in these challenging times. Another challenge was to convince the teachers for blood donation during this pandemic period. The difficult part for the student was to write the exams in online mode. However, it was the proper guidance and quality education that brought the glory of success in the online exams.

Apart from this, the blood donation camps have been held at various places with the help of teachers and education officers and collected a good amount of blood. The officer also took the help of medical teams for these blood donation camps. They showed readiness to help in this exercise. Along with, the teachers were also convinced to donate blood and they came forward wholeheartedly. The Education Department of the Government of Gujarat continuously motivated and helped in executing this group of innovations. Superior officers continuously visited to resolve all these issues by the time. District administration and its different departments helped in public awareness issues like 'Blood Donation Camp' and many others.



Thus, for every initiative, the officer was continuously monitoring each and every activity. This helped in bringing effectiveness in his efforts in making every student learn and also in fulfilling the role of a responsible citizen through his noble causes.

**STRENGTHENING INFRASTRUCTURAL AND
IT FACILITIES IN THE SCHOOLS**

ARRANGEMENT OF DIGITAL DEVICES FOR SCHOOL CHILDREN FOR ONLINE EDUCATION

Ritu Choudhary

District Elementary Education Officer

Faridabad (NCR) District, Haryana

Background

Due to Covid -19, education had become inaccessible to some children coming from weaker socio-economic backgrounds. Hence, they had no access of remote learning. Government run schools also tried to adapt to online teaching and learning techniques. However, without a device or a gadget to access the same, children found it hard to keep up with the pace. A smart phone was a critical need in order to continue their studies during lockdowns. Students from lower strata were



worried when online classes began. Because of this crisis, children from marginalized backgrounds were left in lurch due to lack of devices and lack of internet access. Having a mobile phone, internet connectivity and limitation in digital literacy and skill posed more challenges during this critical phase. Needless to say, an exclusive intervention was needed to address these gaps. It became necessary to take steps to bridge this crucial digital divide between haves and have-nots.

Online education a problem for poor students, Ritu Chaudhary provides the solution
Ritu Chaudhary leading the initiative sought support from Rotary Club Faridabad Azhva, teachers in government schools and other helping hands
Santosh Choudhary

Faridabad : The world affected sector by the Covid-19 situation has been the education sector. The studies are almost at standstill for the period since the lock-down in the month of March. All the stakeholders of the education sector still hang up their fingers, crossed because it is still not known that when the situation would be returning to normal. While the whole world waits for vaccine of virus, the people of education are taking steps to ensure that the students do not find themselves disconnected with the academics. Since the situation is faced by the world for the first time, no one has a real good methodology to be adopted in this situation. As far as education is concerned while the teachers from private schools are connecting the students by way of online classes, the teachers of the government schools, while adopting the online classes are finding it difficult due to a different set of problems. Most of the students in the government schools had their own families

Herein, the teachers have been finding it difficult to reach each of the students, to keep them connected to their classes. However, there are people who not only believe but actually act on the saying, "where there is a will, there is a way". Ritu Chaudhary, District Elementary Education Officer (DEEO) Faridabad has shown the way to the people to overcome the limitations that are faced by the students of the poor families. She has initiated with giving over mobile phones to the students, that are from poor families but are performing well

that in which 100 mobile phones were distributed to talented students, holding them from families, in a specially held ceremony at Government Senior Secondary School, Sector-7 Faridabad that ceremony was co-hosted by the Rotary Club of Faridabad Azhva. The program, held on 24th November, was provided over by the District Education Officer Santosh Verma while the chief guest of the program was Deputy Commissioner of Faridabad Yashpal Yadav. In an address DEEO said that the initiative to provide mobile phones to the students is

The students studying in state run schools in the District also felt the harsh times as their humble background was a major constraint to access the technology. Job cuts, layoffs and high attrition rate in all sectors made the situation grim. The production and services came to a grinding halt and unemployment was on the rise. Faridabad which had been the manufacturing hub faced critical times. The parents found it hard to make both ends meet and education slid on the second pedestal of the priority list after the survival.

Objective of Innovation

To create an eco system in education for accomplishing common goals and objectives so that the innovations are sustainable in future.

Implementation

Flawless distribution and management of Mid Day Meal was ensured during the officer's tenure as District Elementary Education Officer, Faridabad. The distribution did not stop even for a single day during lock downs. Incentives schemes for the marginalized were fairly distributed and managed. Resource mobilization, diversity, equity, equality were given utmost importance during the teaching learning process in government schools of the district.

A survey was conducted to streamline the entire activity in a phased manner. The names of the needy students were sought from the institutions. The data was cross checked and forwarded to prepare a list of genuinely needy students. The campaign also started on various social media platforms to generate resources and with a set of twenty devices started this donation drive. The imports were banned and manufacturing had stopped, so dealers of the mobile phones also ran out of the stocks. This issue kept on toes for long but the spirit never diminished as all the team members were committed to work for this noble cause. Moreover, tried to coordinate with the philanthropic organizations of the city but limited mobility and restrictions of administration made the task a bigger challenge. Though the gaps were bridged later in order to make this initiative successful.

Impact of the Innovation

Change was witnessed post Saksham Ghoshna Programme in order to achieve more than 80% grade level competence in state run schools. The focus has sharpened after the concerted team efforts at various levels.

Now integrated data systems are in place which has helped in creating an education eco system in Faridabad. The statistics have improved drastically and paid attention to access, retention, equity, quality and skills through academic and administrative interventions in Faridabad District. The qualitative improvement is visible in recent statistics as well. Maximum number of families started sending their children to Government schools due to current financial constraints because of Covid-19.



INCREASING THE QUALITY IN SCHOOLS OF SARAN DISTRICT

Ajay Kumar Singh
District Education Officer
Saran District, Bihar

Area of the Innovation

- Improving infrastructural facilities and enhancing quality

Summary of the Innovation

The educational innovation and good practices aimed to increase the quality in schools/ offices of Saran district. Saran district consists of 20 Blocks and 1436 Primary schools, 821 Middle schools, 22 basic Schools, 362 Upper Secondary Schools. The education scenario in the district was not very encouraging. In order to improve the situation, in every block, 05 schools were selected to make as Model schools and paid special focus on activities like maintenance, plantation and nutrition garden, better arrangement of drinking water and electricity etc. in the schools.



Few of the initiatives undertaken by the officer are as follows:

- From every block, 05 schools were identified to make them Model Schools; their physical structure/facilities were improved, under MNREGA soil-filling was done and plantation was done. Again, now new 05 schools are selected and they are in the process of making them Model Schools.
- Some schools were selected in the district to develop nutrition garden (Poshan Vatika), in which grown vegetables are being used for making mid-day meal. In present situation, these vegetables were also brought to the homes of the students of the school.
- 61 Tricycles, 64 Wheelchairs, 87 Crutches, 43 Brail Kits, 38 Mental Kits and 136 hearing Aids were distributed among 361 differently abled children under Inclusive Education Division.
- A Kasturba Gandhi Residential School, Garkha of the district has been developed as a Model School. Here, with the help of the district officer, Saran, planted 200 trees under MNREGA and it was beautified by filling the soil. The officer also introduced the EDUTECH project 'K-Yan'

with the help of honorable M.P., which is being used by the headmaster for running the smart classes.

- v. 100 percent enrollment has been confirmed in Kasturba Gandhi Residential Schools for the girl students coming from deprived class group. Out of these, principal of Kasturba Gandhi Residential School, Garkha, Shri Akhileshwar Pathak was nominated for President Award.
- vi. The officer attended different trainings of teachers and guided them in various sessions. Ensured maximum attendance in online NISHTHA training during lockdown.
- vii. According to the number of registrations in the Inspire Award Scheme, Saran district secured second place in Bihar.
- viii. From the provision of the School Grant, basic facilities were ensured in all the schools like electricity, food, black-board, water and ramps for differently-abled children.



Through these concerted and systematic efforts by the officer, the quality of education in the district showed remarkable improvement. About 174 children studying in middle and secondary schools under Saran district have been selected for the Inspire Award.

SAMRIDHA SCHOOL SAMRIDHA BACHCHE

Praveen Shukla

Block Education Officer

Qadar Chowk Block, Badaun District, Uttar Pradesh

Area of the Innovation

- Improving infrastructural facilities within the schools

Summary of the Innovation

The concerned Block Education Officer intended to transform the physical infrastructure of 117 primary schools and 37 upper primary schools with the help of educational innovation titled 'Samridha School Samridha Bachche'. This effort was started on the 1st of April 2014 and still going on. Some of the main objectives of this educational innovation are—



1. The beautification and development of schools as an ideal space for learning was an aim of the abovementioned initiative.
2. The focus on the child-centric pedagogy and easy and comprehensible teaching was another important objective of the 'Samridha School Samridha Bachche' innovation.
3. To achieve 100 percent enrolment from the standard 5 to 8 was another important objective of this innovation.

Implementation and Impact

For achieving these objectives of the innovation, firstly, the BRC building was renovated and the concrete road was made to reach the BRC office. Submersible, Generator, Generator, Water filter, and Almirah were arranged as essential requirements. Gardening was completed with the help of the Forest department. An overall attempt was made for the beautification of the BRC building.

Simultaneously, public representatives were consulted for increasing the enrolment in the standard 5 to 8. Street play was organised for bringing awareness among people for schooling. At the same time, coordinators were directed to meet parents and discuss 'School Chalo Abhiyan', 'School Chalo Rally', 'Namankan Badho Rally'.

This innovation was supported by the parents, community and public representatives as well. In the session 2017-18 and 2018-19, through the Gram Panchayat and Villagers' Head supports for renovation and infrastructural development of 3 crores and 50 lakhs received by the office.

This initiative encouraged teachers as well those who are working with more dedication and commitment and it can be seen as an impact of 'Samridha School Samridha Bachche'.

MISSION PRERNA

Hemant Rao

Basic Shiksha Adhikari

Manoj Kumar Bose

Block Education Officer

Satya Prakash Yadav

Block Education Officer

Hardoi District, Uttar Pradesh

Areas of the Innovation

- Enhancing the overall functioning of the government schools;
- Improving the infrastructural facilities of the schools

Summary of the Initiatives

Hemant Rao, Basic Education Officer, Hardoi, Uttar Pradesh and his team, under the 'Mission Prerna' started various interventions to improve the functioning of the government schools. Specifically, their initiatives pertain to the infrastructural issues of the government school, community mobilisation and participation, usage of the ICT in pedagogy, teacher management, and many more.



It starts with an excellent performance in the district, state, and national level sports competitions. The HCL organised the 'Sports for Change' – a state-level tournament in which teams from the Hardoi performed par excellence. Kumari Sonal from the Kachauna block, Hardoi won the Girls' Badminton tournament.

With the help of the district administration, an attempt was made to renovate all 20 Kasturba Gandhi Residential Girl schools. It is supported by the CSRs as well. Solar lamps were installed in the school campus and mini-libraries were established. The CCTV cameras and computers for safety were installed as well. Further, girl students were made familiar with various governmental offices such as Yatha Bank, Post office, Police station, and Hospital for having them first-hand experience of government office functioning. The workshop for self-help by the near police station officials was organised for girl-students of Kasturba Gandhi Residential Girl Schools.

Under 'Operation Kayakalp', an initiative was taken to revamp and renovate the physical infrastructural facilities of schools. Earlier, there were 2830 primary schools, 1026 upper primary schools, and 2 multi-floor schools. But, after the school merger process, there are 2418 primary schools, 620 upper primary schools, 2 multi-floor schools, 406 merged schools. There are 3446 schools in total in the Hardoi district. The biggest achievement of the operation Kayakalp is the completion of boundary walls in 1055 primary schools, 452 upper primary schools, and 350 merged schools. With the help of the initiative taken by the Gram Panchayat, the construction of boundary walls in total of 1857 schools were completed. There is a facility of toilets in all schools in the Hardoi district because of the initiative taken by the 'Operation Kayakalp'. Furniture for classrooms in the 387 primary schools and 130 upper primary schools in Kachauna, Behandar, and Kothawa blocks was ensured and established. Further, the HCL provided projectors, inverters, sports kits, almirahs, and TLMs to schools.



Many primary schools were also provided K-YAN devices for the digitalisation of work under the initiative taken by the Hardoi administration. K-YAN, an integrated digital teaching device, is a portable and easy-to-use device. This device can be used for teaching, training, and workshops.

For making school lively and dynamic, special days at the school programme was introduced in Kachauna, Shahabad, and Pihani blocks' schools. It includes Monday as Parents' meeting day, Tuesday as Sports' Day, Wednesday as Hygiene and Health Day, Thursday as Self-study and Library Day, Friday as gardening day, and Saturday as Students' assembly day. This programme has increased the interest of students and their presence at the school is overwhelming and encouraging.

Hemant Rao and his team have taken many big and small but effective steps and started many interventions which are resulting in a structural and functional transformation of government schools in the Hardoi district.

**EFFECTIVE IMPLEMENTATION OF
GOVERNMENT SCHEMES
AND
PROGRAMMES**

CHILD AS AN AMBASSADOR IN SINGLE USE PLASTIC FREE CAMPAIGN

Apurba Thakuria

District Elementary Education Officer

Kamrup District, Assam

Areas of the Innovation

- Enhancing cleanliness in and around the school.
- Plastic-free home and school

Summary of the Innovation

Children are the important stakeholders of all social development initiatives. While recognizing children's capability and potentiality as the change agent, an initiative called 'Child as the ambassador in



single use plastic free campaign' was launched in Kamrup district for the children of government schools in the month of October, 2019 in tune with the message of Hon'ble Prime Minister of India Shri. Narendra Modi to the Nation in his Independence Day Speech on 15th August, 2019. Under this unique initiative, it was planned to create awareness among children in schools and to provide a 'Swachhata Hi Seva' Sticker having message as 'My school and home free from single use plastic'.

Objective of the Innovation

In this noble innovation, the children played a pivotal role in spreading awareness about plastic-free schools and homes and they were made as ambassador in single use plastic free campaign. Children were provided with a 'Swachhata hi Seva' sticker having message as 'my school and home free from single use plastic'. It was expected that child will bring this noble message from school to home, individual to masses.

Implementation

To actualize this initiative, a detailed strategy had been prepared at district level taking support of all district officials and teachers. This detail strategy was appraised by Deputy Commissioner of Kamrup



and approval was obtained to move further. However, communication was also made to corporate houses and of ITC Ltd. provided 2 lacs for 'Swachhata hi seva' sticker. The Programme was ceremonially launched at the district level on 1st Oct, 2019 in presence of Deputy Commissioner, Kamrup among others. The strategy was shared with block level functionaries and teachers were oriented at cluster level monthly teacher meet of Oct, 2019. The children were provided with sticker through concerned teachers with orientation. The School Management Committee members were also made a part of the activity. Children took pledge on Swachhata at morning assembly and pasted the sticker at schools and their respective homes. The CRCCs and teachers were entrusted to monitor the entire activity. A report of implementation was collected in the month of Januray, 2020. Though end line assessment of the programme was yet to be conducted due to Covid-19 pandemic, but a report was collected from field regarding implementation of the programme. The prepared report reflects that the initiative has brought a considerable impact to single-use plastic free campaign at schools and homes.

Impact of the Innovation

This initiative was found quite effective to erase the rampant use of single-use plastic specifically at schools and public places. Children have been the change agents for home and masses besides themselves adopting healthy habits of eliminating plastic from their day-to-day activities.

This innovation is replicable in other districts and states across the country.

SAKSHAM AND SAKSHAM PLUS CAMPAIGN

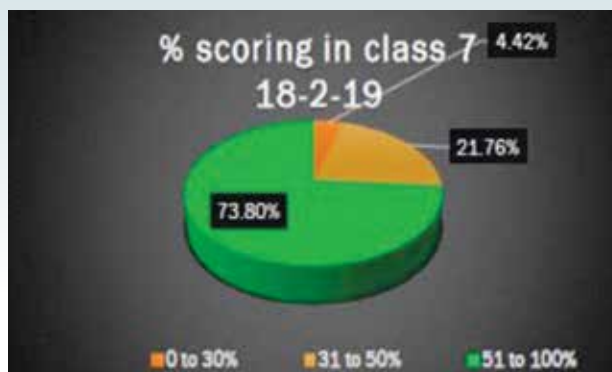
Krishna Phogat

Block Education Officer

Sampla Block, Rohtak District, Haryana

Summary of the Innovation

To enhance the learning level of students and to ensure grade level competency, the government of Haryana announced an initiative for the educational blocks of Haryana to come forward and accept the challenge of third-party student assessment of their block in the grade level competencies.



Objectives of the Innovation

- The overarching objective of this innovative project in the state was to generate momentum at the block level by creating a sense of healthy competition amongst the blocks.
- To ensure Grade Level Competency (GLC) of students in classes 3rd, 5th and 7th and subjects – Hindi, Mathematics and English in 66 schools in Sampla block.
- To improve leadership potential of school and cluster heads.
- To maximize the involvement of all stakeholders in the drive to improve the critically sub-par educational standards of learners.
- To improve lacking student competencies and student-teacher interaction through remedial classes.
- To improve teaching practices (both pedagogy and content) via subject-wise workshops for teachers at cluster and block level.

Implementation

As a first step, the current learning status of each student was assessed before applying any intervention to enhance the learning level. This initial target was achieved by means of a written baseline test for English, Hindi and Maths subjects in all the 66 schools of the block. Now, every student was assigned with an individual project by the teachers and individual attention was given on the progress of each child. The same was recorded periodically in a prescribed format provided by the core team. The progress of each child was cross-checked and verified by the school head periodically and by the other cluster level, inter-cluster level and block level mentoring teams. Grade level competencies were divided

on a weekly and monthly basis. Monthly academic workshops of the subject teachers were carried out to establish clear teaching practices. It was achieved by means of model teaching by a group of subject experts. Practice material was provided to the teachers in hard and soft copies. Special practice material was provided to students as holiday home work. Three pre final written exams were conducted in all the 66 schools to assess the block progress and suggest necessary improvements in innovation/strategies.

The critical analysis of these mid line assessment series helped immensely in identification of low performing classes, schools and clusters and hence, in rectification of strategies and focus areas of month. The following steps were undertaken in the implementation:

Formation of core team: A block level core team was formed under the leadership of BEO. Separate block level, cluster level nodal officers (for primary and upper primary) were deployed. The role and responsibilities of these officers were clearly defined along with the goals of this innovative project in Sampla.

Workshops for teachers: Grade-wise basic competencies in English, Hindi and Maths were identified and divided on weekly basis by a team of subject experts. The nodal officers for primary and upper primary wing organized fruitful academic workshops for the subject teachers of the block. These workshops were conducted by the specially trained subject experts with pre decided goal of every minute of workshop in the presence of core team. Active involvement of every participant was ensured in these monthly basis workshops. GMI Competencies along with application-based questions were discussed in detail by the MTs in the presence of BEO.



Therefore, the goals of the campaign along with the systematic steps need to be followed in the class room and the expected outcome in the learning level of students was made very clear to all the teachers. Extra classes were being conducted before and after school hours and on every holiday by the teachers.

Adoption of schools by PGTs: The PGTs having Lesser workload were deployed in nearby schools in the second half time of school for the necessary observation, assessment and first-hand feedback. They used to visit the adopted school after taking their own class in the first half. No TA/DA was claimed by these devoted teachers.

Special Monitoring by BEO on holidays: BEO monitored every school actively, visiting one school per day including every Saturday and holiday.

The cluster and school level strategies involve following points:

- i. Formation of core team.
- ii. Mentoring.
- iii. Saksham + Register: Periodic progress of students was recorded in this register by the concerned teacher and was counter checked by school head and the mentoring teams.

- iv. Weekly Saksham + Test.
- v. Categorization of student on the basis of different categories on the basis of their reading skill in English (L1, L2, L3, L4, L5) as ASER TOOL.
- vi. Special attention was given to students according to their existing level.
- vii. Daily Black Board practice.
- viii. Daily Black Board Test.
- ix. Daily English News Paper Reading in Morning Assembly.
- x. Daily use of DigiLEP Video. (Guru App)
- xi. Daily use of English App.
- xii. Daily Dictation Test.
- xiii. Weekly Test.
- xiv. Pre-Saksham + Test.
- xv. Followed LEP English books.
- xvi. Cursive writing practices
- xvii. Saksham + Notebooks maintained by each student.
- xviii. Extra Classes were voluntarily taken on Sunday and Holiday.
- xix. Use of ASER TOOL for assessment.
- xx. GMI Competences were strictly followed.

Impact of the Innovation



After this intervention, the students of government schools of Sampla block became grade level competent along with the teachers, school heads, master trainers and core team become really “Saksham”. Sampla became the first block of Haryana to be declared SAKSHAM (+) in 2018-19, i.e the students of government schools of Sampla became grade level competent not only in Hindi and Mathematics but also in English subject.

PATRACHAR VIDYALAYA AND NIOS SCHOOL PROJECT

Rajvir Singh

Deputy Director of Education

New Delhi District, Delhi

Areas of the Innovation

- Online admissions in Patrachar Vidyalaya and NIOS School Project
- Increased transparency and accountability through ICT

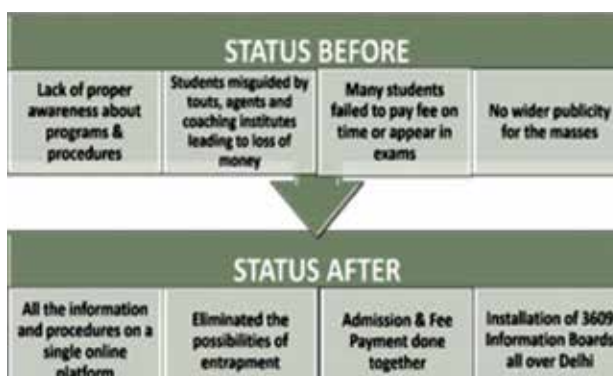
Summary of the Innovation

The admission in Patrachar Vidyalaya was being done manually from the date of its establishment since 1968. The spread of Covid-19 prompted the Patrachar Vidyalaya to plan, design and implement the online admission module and online fee payment system through the payment gateway of the nationalized bank in order to help the candidates or general public seeking forward for admission. In this context, all the eligible candidates residing in GNCT of

Delhi for Patrachar Vidyalaya and for NIOS school project were provided the facility of admission in class X in the government school of DoE GNCT of Delhi through online platform

Additionally, the innovation also aims transparency and accountability in educational administration, promoting ease of governance, usage of ICT in educational administration and management and also creating overall public trust on government institutions. Another area of focus was to spread awareness about the Patrachar Vidyalaya among the masses by installing information boards at 3609 schools under directorate of education (GNCT of Delhi).

The NIOS project, on the other hand, was initiated by the DOE in the year 2017-18 considering the large number of students of government schools of DOE who were not able to clear class IX and X exam under CBSE examination pattern as the syllabus of the CBSE. The main purpose behind initiating the NIOS project was to reduce the number of dropouts and bring them into the main stream of regular schooling system to enable students to complete their formal education up to class XII. The focus area of the innovation was to restructure the present NIOS project set –up to make it result oriented and more motivational.



Status before the Implementation

Students were to apply for admission manually on paper and pen format for which they had to visit personally, spend lot of time and money. Candidates were unaware about the rules, regulations, eligibility conditions, fee structure, required documents etc. They had to wait in long queues in banks for depositing the admission forms. The candidates were often misled, misguided by touts, agents and coaching institutes running in the benefit of the ignorance of the students and were extracting lot of money. Due to this unawareness, only 60 to 70 % of students were able to appear in the final examinations. The money and valuable years of the students were lost.

Post Implementation Status

With the implementation of online admission and online fee payment system, the desiring candidates or their parents can now apply online for admission as per their convenience even at the comfort of their work/ home places anywhere, anytime (within the stipulated schedule of admission). All the information regarding eligibility, courses offered, fee structure, documents required etc. was made available on the website including prospectus so that the students can make themselves aware before applying for the admission. Students can pay admission /examination fee online without going to bank through various modes of online payment system like debit/credit card, internet banking and UPI with minimal applicable bank charges. This, in turn, brought transparency and accountability within the system.



IMPROVING PARTICIPATION OF STUDENTS IN GOVERNMENT SCHEMES

R. Karthik

Block Education Officer

Bhavanisagar and Coonoor Block, Erode District, Tamil Nadu

Areas of the Innovations

- Improving participation and success of students in government scholarships.
- Distribution and management of incentive schemes.
- Creating overall public trust on government schools.

Summary of the Innovation

In the academic year 2012-2013, in the Bhavanisagar Block of Erode district in Tamil Nadu, the children participating in the NMMS exam was very minimum and none of them had cleared the exam. Therefore, in order to improve the situation, steps were taken to improve the access and participation of more students in the NMMS (National Means cum Merit Scholarship examination). Awareness was created among the Headmasters, BT Assistants and secondary grade teachers at the middle schools. Due to the proper training of teachers and the strenuous efforts of the teachers in the block in the academic year (2013-2014), six students qualified in the NMMS exam. Thus, the teachers were motivated further to perform better. This paved the way for many students to get scholarship and awareness.



ACADEMIC RECORDS – BHAVANISAGAR BLOCK

- Data shows the passing of students in the Bhavanisagar Block.

Academic year	No. of students cleared NMMS exam
2012-2013	-
2013-2014	8
2014-2015	18
2015-2016	26

- In particular Bhavanisagar Block, PUMS, Kodepalayam children performed well in the NMMS exam.

Block Name	School Name	Academic year	Passed students
Bhavanisagar	PUMS Kodepalayam	2012-13	-
		2013-14	3
		2014-15	6
		2015-16	8
		2016-17	8
		2017-18	5
		2018-19	11
		2019-2020	10

One student in this block also secured 2nd place in the Tamil Nadu state in the year 2019. Furthermore, the students of this school took part in the Trust Examination and were taking part in many competitive examinations. In the academic year 2013-2014, the Bhavanisagar Block and PUMS Kodepalayam School has earned the special status. All this wouldn't have been possible without the strenuous effort of the teachers along with the kind co-operation of the HM and students.

Distribution and management of incentive schemes

- **Breadwinner student's scholarship successful implementation**
 - The Tamil Nadu government has implemented a lot of good schemes for the betterment of poor children. One such noteworthy scheme is the Breadwinner student's scholarship scheme. Scholarship of Rs.50,000/- (now Rs. 75,000) is deposited in the bank with the Joint account of student/surviving parent/ guardian of the student studying in schools whose breadwinning mother or father dies in accident or permanently incapacitated due to any accident.
 - The concerned officer identified the eligible students and they were benefitted with the schemes provided by the government. This has helped the students to continue their studies without dropping out.

Block	No. of Bread Winner students identified	No. of students benefitted	Scholarship amount received (in Rs.)
Bhavanisagar Block (Erode)	9	9	9*75,000= 6,75,000
Coonoor Block (The Nilgiris)	4	4	4*75,000=3,00,000
	13	13	9,75,000

Creating overall public trust on government schools

Improving quality of education enhancing the quality of government schools

It was observed that parents and students have an affinity craving towards English medium. Hailing from a rural village called Nanjanadu, The Nilgiris, the concerned officer noticed that the student's admission in his village school was decreasing each year. In the academic year 2017-18 there were only 16 students in the school. In order to avoid closing down of the school, the BEO along with villagers, past students, well wishers and school management committee created awareness among the parents. The change and improvement made in the school are as follows:

- Classrooms were renovated and painted
- Purified drinking water facility
- Hygienic toilets
- Clean campus
- More groceries and vegetables for the mid-day meal scheme
- Seven teachers recruited with the help of PTA
- Bus services for the school.

Due to the continuous and concerted efforts of the officer, the student's strength drastically increased over a span of four years from 16 to 146 till date. This school is now in par with private English medium schools.



EXTENDED SCHOOLING FOR CLASS IX AND X STUDENTS

Yadaiah Marka

Deputy Director of Education

West-A Delhi District, Delhi

Area of the Innovation

- Continuing education opportunity for drop out students of class IX and X through extended schooling

Summary of Innovation

To mitigate the dropout tendencies among the students of class IX and X who could not succeed in



the examinations in the mandatory five subjects including Mathematics and Natural Science of CBSE curriculum, a more flexible approach of adopting any subjects as per the choice was taken as a scheme of studies through NIOS (National Institute of Open Schooling). The concerned officer implemented this scheme successfully in his district to bridge the learning gaps for those who drop out from schooling because of poor results.

The objectives for the present initiative

- To mitigate the dropout tendency among students and to bring them in the mainstream of formal schooling in class XI.
- To address specific problem of those students who could not cope up with class 10th CBSE Exam pattern during the 2016-17 despite special efforts, thereby posing a potential threat of dropping out at secondary level of education.
- Providing a new window of learning opportunity to such students who belong to mainly disadvantaged groups/ vulnerable sections of society.
- Continuing education for students deprived of regular schooling opportunities.
- To mitigate the dropout tendencies among the unsuccessful students of class IX and X who could not cope up the mandatory five subjects including Mathematics and Natural Science of CBSE curriculum.

A more flexible approach of adopting any subject as per the choice of student was taken as a scheme of studies through NIOS (National Institute of Open Schooling). Under the initiative, students were given an open option for opting any subject of their choice in lieu of Mathematics and Natural Science, such

as Painting or Home Science which could help them promote. The course of action included opening of multiple extended schools i.e. study centers for open schooling. These schools were opened in designated morning shift schools and as evening shift in single shifted schools after regular hours for these students. Simultaneously, selection and training of young guest teachers from the merit panel list of district was conducted. The teachers were trained in both efficient implementation of NIOS curriculum and counselling students for choosing subjects.

The training design of teachers consisted of:-

- (1) Teaching pedagogy of Self learning material
- (2) Course design and content enrichment- Learner guide support
- (3) Question paper design
- (4) Media Support
- (5) Teacher mark assignment and Practical related issues.

In order to encourage the students to join back schools and reverse drop-outs, students' fee was waived along with an additional provision of providing students with a subsidy of Rs 1500. Fund allocation for the project was facilitated through DOE while resource mobilization included orienting retired HOS from the district to take over as school coordinators while selection of teachers were done through the merit panel list with the district. This state initiative is being implemented on a large scale at the district.



Impact of the Innovation:

- The innovation resulted in increased registration of students for open schooling for the year 2018-19. Furthermore, it also led to an increase in student enrollment from 8563 in the previous year to 18344 in the year 2018-19. Active promotion and execution of these schools also produced increased results in the board examinations from 47.7% result (2017-18) to 69.10% in 2018-19. As a result, once promoted, these were also admitted in the regular schooling in class XI in the Government schools of Delhi. As per the policy of NIOS, the remaining students were given the opportunity to appear in on-demand examination of any suitable day of any month whenever they are prepared.
- The initiative successfully motivated students and reduced their drop-outs from schools, while this also brought many students in the mainstream schooling in Class XI of Govt Schools for the year 2018-19 and 2019-20.
- A total of 95 study centers were designated in each zone of the district across Delhi out of which 78 were the girl's study centers so that the girl students do not have to travel more distance from their home and a class ratio of 1:30 was also taken care of.

ENHANCING COMMUNITY PARTICIPATION THROUGH “MO SCHOOL ABHIYAN”

Hemsagar Mahananda
Block Education Officer
Sohela Block, Bargarh District, Odisha

Summary of the Innovation

Mo School Abhiyan (MSA) is a unique Programme of Govt. of Odisha launched on 14th November 2017. It is an initiative that aims to create a platform for people to connect, collaborate and contribute to revamping the Govt. and Govt. Aided Schools in Odisha. In this Abhiyan, alumni and the people



can contribute to their schools in the form of money, material and service. If an alumnus or community makes monetary donations to the school, the state government will provide double of its matching grants to that school for its development. Mo school Abhiyan is a first of its kind initiative in the country. The sole aim of the Abhiyan is to link the community with the school. It is a citizen government partnership programme. Mo School means My School. To make all-round development of the schools

and to ensure the quality education in Sohela Block of Bargarh district by community participation through Mo School Abhiyan, the Block level Mo School Abhiyan campaign was initiated by Hemsagar Mahananda, Block Education Officer, Sohela Block of Bargarh District in a mission mode to fulfil the following objectives –

1. To involve the community with the school,
2. To ensure good infrastructure facilities in the schools,
3. To create a quality and student-friendly school environment and fulfil the needs of the school,
4. To improve quality education by bringing together school, community and Alumni,
5. To create a competitive, cooperative and conducive educational scenario in the block, and
6. To monitor, assist and ensure the progress of the school through community participation.

Implementation

The innovation, Community involvement through Mo School Abhiyan in Sohela Block, was conceptualized to develop emotional connect of alumni with their alma maters, inspire community action, facilitate stakeholder participation, collaborate with various non-profits working in the area of

education and child development to address the needs of schools and school-going children, enable schools to provide appropriate creative, technological, physiological and psycho-social support right from the early formative years to help children blossom and achieve their full potential as they grow. All Govt. and Govt. Aided Primary, Upper Primary and High Schools of the Block were taken as the target schools with a focus to 100 schools of the block in the first phase. The Mo School Abhiyan in Sohela Block



was implemented to ensure community involvement in the block through orientation and motivation of Headmasters, teachers, SMC members, alumni, community members and PRI members. To promote of community involvement in the school, activities like formation of Alumni & Mo school Abhiyan Committee in each school and its meeting at regular interval, maintenance of Alumni Register with their contact nos. in each school, involvement of eminent personalities in the Abhiyan, role play by the teachers for public awareness on community involvement, mass involvement of Mo School Abhiyan committee members and Alumni in school activities was undertaken. Mass Plantation in the school by the community members, door to door campaign, regular Monitoring, follow up, guidance and assistance, grievance redressal, holding school events for community members, and building community partners into school and students' development were initiated.

Teachers, Headmasters, CRCCs, Community members & PRI Members have been oriented, motivated and involved in the activities of the school to ensure the progress of the school. School Committee registers were maintained. A dedicated bank account for Mo School Abhiyan funds for each school was opened. SWOT analysis of each school was determined and action plans were framed out by the teachers and community to address the issues. Community Mobilization was ensured through frequent meetings, workshops, Roleplay by the teachers, by involving them in the planning and process of the school development, by winning their faith in Govt. Schools, teachers and block educational administration. Their concerns about the school system were addressed. The eminent and influential persons of the locality were taken into confidence and they also took the lead to mobilize the community.

Impact

After implementation of the Innovation, a positive change has been observed in almost all schools of the Sohela block. The alumni and community members are now connected with the schools and they are now in the capacity to make ensure the all-round development of the school. Alumni Associations and Mo School Abhiyan committees have been constituted in all schools of the Block. Alumni, community members along with SMC members are now reviewing the status of the school and preparing the action plans to address the problems of the school at regular intervals.



MID-DAY MEAL (MDM) KITCHEN GARDEN MELA

Hentinthang Singson

Sub Inspector of School

Peren District, Nagaland

Area of the Innovation

- Promoting Nutritious and Healthy Food for Children

Summary of the Innovation

This initiative is aimed to promote healthy and nutritious food supply for the children for both physical and mental wellbeing. Mid-Day Meal (MDM) Kitchen Garden Mela was organized for the first time in Nagaland at Peren district, Peren town, in the month of September 2018 to introduce the need for Kitchen Garden in all Government aided schools availing MDM scheme. The MDM kitchen garden project is an ongoing process for every single government aided school availing MDM scheme.



Methodology

Under this initiative, a one-day Mela has been organized so as to promote organic farming for healthy and nutritious food for school children. The Mela was conducted in the month of September 2018 at Peren district Nagaland which was the first ever grand mela conducted under MDM scheme for promotion of Kitchen Garden.

In the above mentioned Mela, the central theme was the display/exhibition of varieties of organic food products from different places/areas grown in local gardens totally free from any sort of pesticides and the distribution of some of the cooked food items to the participants in the grand Mela. The display of the organic food items ranges from green leafy vegetables, pulses, cereals and many more.

Organizing the event was a big challenge as it involves both financial and human resources. All the expenses could not be borne by the SDEO office of the district so physical and financial assistance were extended by Department of School Education, constituency minister and officers of the district. Conducting the event involved the task of cleaning the area/location, collecting materials for building stalls from the forest i.e bamboos, putting up the stalls, banners, arranging transportation for the

participating schools, labour cost and so on. Organizing of the event was challenging because of the weather condition of the area. Since Peren district is a hilly and cold place with plenty of rainfall, the ground area of the Mela place was the most difficult task to be maintained. The rain made the ground soily and muddy so the ground had to be properly leveled up with stone dust. Stage was also built for the special guest Invitees.

Details of Resource Mobilization

The resources was used judiciously for transportation cost and respective schools were provided travelling allowances (from school to district) participating in the MDM mela.

- a) Physical Infrastructure: Since kitchen garden needs space, schools were directed to have maximum land allotment within the school campus for Kitchen Garden.
- b) Human Resource: Employment of staff/ helpers.
- c) Technology/ IT: Internet assessment for more creativity and motivation.
- d) Financial Resource: Financial resources from department, constituency minister, community participation and others.
- e) Community Mobilization: The community participation in the event was greatly appreciated. Many of the organic food items for the Mela were contributed by the villages and most of the seeds for kitchen gardening and man power for the same was provided by community.

Impact of the Innovation

Through this mela, the kitchen garden has been introduced in all the schools and at present the schools are implementing the same where they grow organic food items for the children. The focus of the Mela was to ensure maximum participation of the schools and it has been a grand success as all the Government aided schools participated in the Mela. The total number of schools participating were 132 schools. Each of the participating schools were allotted stalls to display their products. The stalls were beautifully decorated with organic farming products. The Mela was attended by school children from different schools, parents, teachers, administrators, staff from School Education Department, elected constituency minister and community at large including the village heads or authorities.



**TEACHING-LEARNING DURING
COVID-19**

EDUCATIONAL INITIATIVES DURING SCHOOL CLOSURES

Rosana Mawein Pariat
District School Education Officer
East Khasi Hills District, Meghalaya

Areas of the Innovation

- Enhancing participation of students through online education during Covid-19
- Capacity building of teachers

Summary of the Innovation

Students worldwide experienced disruption in education due to the spread of Coronavirus. In this uncertain environment, it was important that learning continues, even if it cannot happen in person. As educational institutions around the world are temporarily shut, schools are using existing platforms from the likes of Microsoft and Google as well as conferencing apps like Zoom to deliver lessons for their pupils.



An online learning portal for classes KG- X, which was an initiative of CR Projects and the Department of Education, Government of Meghalaya, was developed to ensure a continuity in students' studies even as they are faced with an inability to carry out normal learning activities in a school/ classroom environment. CR School is a portal which allows access for schools, teachers, and students to ensure:

- Seamless and Free Online Classes
- Uploading of Video/ Lessons by Teachers
- Interactive Learning Process and Communication between Teacher and Student
- Syllabus-Wise Class Lessons
- Student Evaluation
- Prometric Tests
- Anywhere-Anytime Access to Study Materials
- Downloadable Content
- Mobile App (Android and iOS)

Registration with CR School is free for everyone to encourage participation of schools from all over Meghalaya. CR School can be easily accessed on a desktop, laptop, tablet, and even a smartphone.

The Government of Meghalaya has started an online learning portal in collaboration with CR projects for classes KG to X, to ensure a continuity in students' studies even as they are faced with an inability to carry out normal learning activities in a school/ classroom environment. This portal has content for all subjects with the exception of MIL. An emphasis has been stressed on the availability of comprehensive and interactive study material, multimedia, reference books, in tandem with the MBOSE syllabus. The concern department has also ensured that schools are made aware regarding this through the Meghalaya School Improvement Program (MSIP), State and District teams.

Free Online Course for Teachers was initiated as soon as COVID-19 lockdown started as there was no reliable mechanism for teachers to connect with their learners to ensure learning takes place at home. Teachers had to rely on WhatsApp groups, sending assignments on SMS and connecting with their students through platforms like Zoom, Google Classroom, etc. Even though the efforts of teachers were highly commendable, it was observed that there were few gaps, especially in the structuring of the content and an absence of robust assessment strategies. Further, even the very well-produced e-learning resources brought out by teachers lacked alignment with learning outcomes and in many cases did not address learning objectives adequately. As a result, the MSIP Team from the DERT decided to offer a free online course to help teachers in the following aspects:

- Set up their own online classroom.
- Undertake topic analysis exercises
- Identify online Course and Lesson content for students
- Extract Learning Objectives by deconstructing Learning Outcomes (LO) statements
- Prepare robust online assessment tools for every online lesson
- Prepare Unit Plans by mapping the course content with LOs
- Acquire adequate knowledge on the five-step process of instructional design (ID)
- Use ID stages for delivering their online lessons.

The Education Department has given utmost priority to mitigate learning losses which can limit educational progress and learners transitioning from upper primary to secondary and from secondary to higher education.

To ensure continuous and minimum levels of learning, the Directorate of Educational Research and Training (DERT) developed the Adjusted Academic Calendar (AAC) for Classes I – XII in close consultation with school and college teachers. The rationalized Academic Calendar is to be implemented in all MBOSE affiliated schools of Meghalaya for the session 2020-21.

The Adjusted Academic Calendar was developed by Professional Learning Community (PLC) members comprising of school and college teachers from various institutions drawn from



different districts of the State. A review of the MBOSE Arts course content in different subject areas was undertaken with a focus on reducing the syllabi load and content by retaining only key essentials. All activities were undertaken under the guidance of the State Resource Group (SRG) comprising of distinguished school leaders, subject experts, teachers, teacher educators, curriculum developers and experienced educational administrators.

The Adjusted Academic Calendar focuses distinctly on core competencies, concepts and knowledge areas in the various subjects covered in Classes I - XII, including Modern Indian Languages (MIL) and Elective Languages (EL).



Impact of the innovation

In the span of school closure, the Education Department along with DERT, MSIP and PIU-1 team has played an important role to equip schools, teachers and students with simple yet effective solutions to combat the challenges facing education during this pandemic situation, few of which are listed below:

Online Forums

- CR School
- E-Scholar Portal of Digital Contents
- DIKSHA: Digital Infrastructure for Knowledge Sharing
- Free Online Course for Teachers in Instructional Design
- Tie-up with Doordarshan Kendra, Shillong and All India Radio, Shillong.

Offline Forums

- Implementation of Lesson Plans during home visits or student visits
- Home visits by teachers
- Teacher visits by students
- Distribution of notes (during home visits or in school)
- Distribution of assignments (during in home visits or in school)
- Project Based Learning, Art and Craft

Though the schools remained closed due to the pandemic, the officer ensured continuity in the learning of students through effectively implementing various initiatives.

here that classes from I to Class-VIII have not been started and teaching-learning process has been continuing through Shiksha Sanjog till now for all closed classes, and so also for students of Class-IX & Class-X in spite of opening of their classes since all the students of these two classes are not attending the classroom learning. Shiksha Sanjog intends to reach out each child in order to enable them to avoid this opportunity even at home (Mo Ghare Mo School i.e. My school at my home).

For implementing this programme, 16 WhatsApp groups were created for Resource Persons for preparation of qualitative instructional materials, worksheets and answer sheets in consultation with each other. 3 WhatsApp groups were formed for master Resource Persons for cross-checking those materials prior to circulation to school point in order to minimise or to ensure zero error have been formed to disseminate the teaching-learning materials to the Repository from where those materials are being taken up by the Block Education Officers and District Programmer of the District to send the same to 8129 nos. of students' WhatsApp groups. It facilitated them to go through the teaching-learning materials in the forenoon session of the day as per time table and raise their queries through sending messages/voice recordings etc. to get instructions from the concerned subject teachers accordingly and to complete their worksheet and send the same to the teachers in their group or self-evaluate in the afternoon session as per time table. Online classes were conducted during the pandemic period and continuing till date using various Cloud meeting Applications Google meet, Microsoft team and the Zoom. Through peers group learning i.e., 3-4 students having no Android sets were being tagged to one student having Android set of the same class, same school and same locality to avail online teaching facilities and peer tutoring.

In remote areas where there was connectivity problem and for the students who were not having android sets, teachers approached the students at their doorsteps to continue the teaching-learning programme by providing hard copies of the teaching-learning materials and to clear their doubts twice a week.

Total 66376 member of students were being added in 8129 member of WhatsApp group, 13183 member of students were added through 'one student one step' mode i.e., 3-4 students having no Android sets were being tagged to one student having Android set of the same class, same school, same locality to avail online teaching. Further 12501 member of students were being approached by the teachers at their doorsteps to meet the desired goal i.e., to involve them in teaching-learning process and continue their learning through offline mode during the Pandemic period and at present also as Classes from I-VIII are not yet opened.

This educational innovation in the wake of the COVID-19 shows that with sincere motive and through proper innovative practices, adversity can be turned into opportunities.

Undoubtedly, the teaching-learning programme 'SHIKSHA SANJOG' has reached the satisfaction level of students, teachers, parents, guardians and the public as a whole.

SHIKRARA MODEL

Rajeev Kumar Yadav

Block Education Officer

Shikrara Block, Jaunpur District, Uttar Pradesh

Area of the Innovation

- Ensuring continuity of learning during pandemic
- Mobilising the community members for support

Summary of the Innovation

The COVID-19, being a highly contagious disease, turned into a pandemic during March-April, 2020. Resultantly, the school closure had to be done by educational authorities for keeping students safe and secure. Against this backdrop, the Shikrara model is an educational initiative to ensure the continuation of schooling for those students who were unable to attend the classes due to the school closure.



Implementation

The Shikrara Model has been initiated by Rajeev Kumar Yadav, Block Education Officer, Shikrara block, Jaunpur District, Uttar Pradesh. Under the Shikrara model, firstly, meetings of many small groups with the help of Google Meet, and in some cases by maintaining physical distancing, were organised for creating awareness among parents regarding the importance and implications of the schooling of the children. During these meetings, educated youths such as BTC, B.Ed., MBA, IITians, job aspirants, and retired teachers, old students, and educated villagers were selected as volunteers. Through this medium only,

teaching started among 492 groups. WhatsApp was used for the continuous supply of teaching content. By this initiative, 90 percent of students are receiving learning materials. Furthermore, not only government school students but private schools' students too are learning with the help of e-Learning sources and teaching-learning materials (TLMs) prepared by teachers. The Shikara model connects communities to the schooling processes.

Back from coaching hubs, youths tutor village kids

MAKING A CHANGE Back during lockdown, the youth brigade is also telling village kids about career education.

It is an opportunity to give back to the village to which they belong. It is a chance for the youth to share their knowledge and skills with the village kids who are at a disadvantage.



Impact of the Innovation

The impact of the Shikrara model is self-evident. With the help of community participation, 16380 volunteers from 82 Gram Panchayats are tutoring 1,40,200 students of the Jaunpur district, which is a huge number. Under the Shikrara model, students volunteer to teach for ensuring non-stop schooling of children who were locked in their houses due to the COVID-19 and subsequent nation-wise lockdown. Volunteers were sharing their knowledge and skills among the children. By realising the impact of the Shikrara model, the District Magistrate, Jaunpur, through an official order on 19.08.2020, approved the Shikrara model for the whole district and nominated Rajeev Kumar Yadav as a nodal officer for monitoring and successful implementation of this programme. This model is being replicated in other districts as well. The shikara model was inspected and appreciated by the education department officials, journalists, representatives from NGOs, and citizens.

The Shikrara model is an example of ensuring non-stop schooling with community participation despite the school closure caused by the COVID-19 pandemic.

COMMUNITY CLASSES UNDER 'MERA GHAR MERA SCHOOL' INITIATIVE

Rakesh Singh

Basic Shiksha Adhikari

Varanasi District, Uttar Pradesh

Area of the Innovation

- Ensuring continuity in learning during pandemic times

Summary of the Innovation

Due to the COVID-19 pandemic, schools were closed and teachers were not able to teach at the school premises. Community classes under 'Mera Ghar Mera School' initiative is an educational innovation started by Rakesh Singh, District Education Officer, Varanasi for ensuring the continuation of the schooling in the wake of the COVID-19 pandemic. The NITI program support unit as the district for *Sevapuri Vikas Abhiyan* to initiate community classes as an innovative practice to address the declining levels of the students. Some of the objectives of the abovementioned innovations are –



1. To develop trust amongst parents;
2. To continue classes of students in the COVID-19 pandemic;
3. To develop physical infrastructure of school premises;
4. To train and motivate teachers so that they can deliver their best; and
5. Setting-up of smart classes.

Implementation

For community classes under 'Mera Ghar Mera School' initiative, a cadre of community volunteers was formed to organise classes in the community due to the school closure because of the COVID-19 restrictions. The department mobilised 421 youth volunteers with the support of community adults to support the teachers in organising community classes. The volunteers identified safe community spaces that were suitable for the children to sit and study while maintaining norms of physical distancing. The



stories. In the 1st phase, around 5000 children were reached in various blocks of Varanasi and in the 2nd phase the mobile van intensively covered more than 54 villages in the Sewapuri block and this reached more than 1599 parents and 5577 children. This initiative created a positive image of the basic education



parents were motivated by the teachers to attend PTMs and they were oriented on *Prerna Lakshya* (Learning Outcomes) so that they understand their children's current learning levels and support them to attend classes regularly to improve their learning levels continuously. More than 26000 parents were oriented on learning outcomes.

A mobile library van was started to promote reading habits and give direct access to books and other learning resources such as videos and stories. In the district to listen to stories from the toll-free numbers. For the successful implementation of this innovation, frequent meetings with Headmasters and teachers were conducted through the Google meet. Frequent meetings were also conducted to take feedback from parents. Additionally, the Academic Resource Person (ARP) and State Resource Group (SRG) of Varanasi were put into action to supervise the objectives.

At the community level, the department faced various challenges initially while starting the community classes. The community perception was negative towards government primary schools. Initially, there was resistance to the teachers to start community classes, logistical challenges to identify community spaces with the support from the community adults. The female teachers faced hygiene-related issues due to the lack of sanitation facilities in the community classes.

Students' attendance was around 45-50 percent during the operation of routine classes but student attendance increased up to 75-80 percent after the initiation of *Mohalla Classes*.

District Magistrate and Chief Development Officer supported and guided this innovation at various levels. State-level officers also had given educational and administrative support. Community-level support was also critical to drive the campaign '*Mera Ghar Mera School*'. As a result, more than 1.98 lakhs students enrolled in the Varanasi district were being benefited through the community classes under '*Mera Ghar Mera School*' initiative.

STRATEGIES AND STANDARD OPERATING PROCEDURES FOR EDUCATIONAL SUSTAINABILITY DURING COVID-19

R.S. Ganga Bhavani

District Educational Officer

Guntur District, Andhra Pradesh

Areas of the Innovation

- Strategizing plan to continue education during Covid-19 pandemic.
- Scheduling action plan for digital classes.

Summary of the Innovation

Covid-19 had been one of the most unfortunate events affecting health and society in a drastic manner. Along with its medical emergency, it brought huge challenges to the sector of education. One of the primary concern during this time was continuing of school education as government across the nation had announced institutional closures for health safety.



In order to continue education properly even in these unprecedented times, the concerned officer took an initiative of strategizing the plan for operating classroom learning during pandemic. The initiative was taken up in the initial months of covid-19 and still continues promoting educational sustainability.

The initiative was taken up in the initial months of covid-19 and still continues promoting educational sustainability.

The major objectives of this initiative were –

- Engaging students in the teaching-learning process during covid-19.
- Introducing teaching-learning process through facilities of mobile and internet.
- Imparting education through virtual classrooms

Keeping these objectives in mind, the officer formulated an action plan of continuing virtual education during pandemic. This action plan was devised for all the classes from primary to secondary. The plan included taking regular classes digitally for only 4 hours per day. The plan of action firstly involved carrying out awareness campaigns for covid-19, its health severity, measures of protection, and do's and

don'ts. The information awareness campaign was executed through posters across the district followed by teacher preparation. All the teachers were instructed to formulate e lesson plans including specific course information and video content etc to continue classes. The classroom content once prepared was taught by the teacher through tele-classes and video classes on TV, FM, YouTube and WhatsApp.

This initiative was paired with several other initiatives organized on the similar lines. Ensuring safety and hygiene during this time, students and teachers were distributed masks, soaps and sanitizers. Alongside, other good practices such as bring your own bottle, classroom sanitization and testing were also initiated. Schools were continued for student's secondary education especially for board examinations through alternate days of school visit. For the assessments, parents were instructed to submit the same. Importance of continuing education was organized through community via resource mobilization, which strengthened the community participation, seriousness at learning, and enhanced preparedness for shifting to digital classes.

Impact of the Innovation

Early preparedness of teachers and students for virtual classes was a precautionary step in controlling the major learning loss which might have affected the learning process of students. The plan formulation was designed in the first cycle of covid-19 but is still continued for students in the district. These active



initiatives for continuation of good practices and teaching-learning has showcased results of classroom continuation during the pandemic. Additionally, community mobilization helped in enhanced community cooperation, support and transparency while attempting to reduce the education quality and casualties. The district achieved the 75.54% of attendance in the COVID times. It was also able to generate a fund of Rs.14,68,617/- for Corona control through resource mobilization and community support.

HOME-SCHOOLING DURING PANDEMIC TIMES

Amber Dass Chhetri

Joint Director

Tathangchen, East Sikkim District, Sikkim

Area of the Innovation

- Continuity in student learning during pandemic times

Summary of the Innovation

The COVID-19 pandemic totally collapsed the ongoing and smooth functioning of educational system worldwide. Ensuring learning continuity during the time of school closure had become a priority requiring teachers to move towards online delivery of lessons. However, the online mode of teaching learning has created a divide among those students who have the access and are continuously learning whereas there were students who were not able to get in touch with teachers or schools due to various reasons.



The impact of the situation was more severe for the disadvantage children and their families including interrupted learning, child care problems etc. This was particularly true for students from disadvantage backgrounds who may not have the parental support need to learn on their own. The lack of access to technology or fast internet access has prevented students especially from disadvantage families.

Keeping all these thoughts together and also in order to workout a system for enabling the elementary students to have their basic right of education protected, the concept of home schooling was introduced by the Education Department, Government of Sikkim for enabling the elementary students to have continuum of learning during the pandemic with the theme *“If the child is not able to come to school, let the school go to the child”*.



The concept and purpose of home schooling was to cater the educational needs of students from K.G. classes to class VIII as per provisions of the Right of the children to free and compulsory education Act 2009. The Block and Cluster Centre Coordinators (BRCCs and CRCCs) were given the responsibility of surveying and

mapping physical location of students and teachers. The heads of institutions were given the responsibility to formulate strategies and map challenges. Once home schooling was implemented the HOIs would have to monitor and support the teacher in making learning take place effectively. Utilization of open spaces as centers of learning as per the convenience of students, visiting the homes of students or calling the students to the homes of teachers with precautions against COVID-19 were adopted.

Implementation

The idea of innovation has been given shape for translating it into action, which include some points:

- 1 Formation of Block Level team.
- 2 Preparation of data base of students to reach out for teaching learning.
- 3 To find out the reason behind non participation of students and teachers.
- 4 Compilation of reports on status of syllabus coverage till date and make plans to cover the rest in the remaining days of the academic session.

The following steps were adopted to implement the innovation:

- Identification of the number of students not covered by online mode of teaching and keeping track to facilitate them.
- Adoption of students by teachers in small numbers for teaching learning.
- Giving continuity to home visits already initiated by teachers to facilitate students in learning.
- Physically handing out worksheets and notes on various subjects on weekly basis.
- Teachers were directed to submit daily/weekly report of visit to children's home with photographs /videos to the Head of the school.
- Mapping of students is being initiated.
- Home schooling at the teacher's residence.
- Utilization of open spaces as centers for learning as per the convenience of students where teaching learning can take place.
- Volunteers to guide and tutor some students.
- Help sought from Panchayats, SMC members and educated youths.
- Counseling to parents on the importance of education for the betterment of their children.
- Parents were asked to submit students' copies for correction.

Prepare a list of teachers and schedule them for home visit of left out students to identify the reasons for not attending any mode of teaching learning activities.

Impact of the Innovation

The teaching learning gap which occurred during the pandemic has been filled up with students achieving minimum level of learning out comes. With this innovation, continuity in teaching learning process could be achieved during pandemic times.



NEW TRENDS OF ONLINE EDUCATION IN COVID-19 PANDEMIC

Suchita Anand Patekar
Education Officer (Primary)
Parbhani District, Maharashtra

Summary of the Innovation

In Mid-March 2020, schools throughout India had to be closed due to the COVID-19 pandemic. The continuation of learning and schooling becomes a challenge not only for students and parents but ensuring the continuation of learning emerged as the most difficult task for educational administrators. Against this backdrop, Dr Suchita Anand Patekar started various good practices and educational innovation under the title 'New Trends of Online Education in COVID-19 Pandemic'. The list of initiatives and activities is long and exhaustive. It includes an online test, online Rangoli programme, Balloon decoration workshop, online PTA meeting, self-learning through study groups, child poet convention, mask production, innovative teaching workshop, BhongaShala, and many more. The objectives of these initiatives, programmes and interventions are –



1. To sustain the speed of learning and education in an emergency situation like the COVID-19 pandemic,
2. To reduce the distance between education and governance,
3. To give the preference to modern teaching aids and usages of media,
4. To increase the efficiency of the teacher,
5. To ensure cooperation among teachers, parents, and students for smooth learning, and
6. To utilise the skills and talents of students for increasing the learning outcomes.

Implementation

During the COVID-19 pandemic, students were regularly instructed for self-study. But, without any inspiration effective work cannot be done easily. So, on the basis of objective questions, online tests were prepared by teachers of Parbhani. These tests were standard-wise and subject-wise. These tests



were delivered to 100 percent of students in the Parbhani District. The Online Rangoli Programme was organised with the help of two experts. These artists taught different types of Rangoli, sketches, etc. Students learnt it and drew rangoli at their homes. Additionally, the Child Poet Convention was also organised for developing the poetic qualities of students. This convention was held on 20.09.2020 and in two different groups.

Under 'Shala Band pan Shikshan Shuru' and 'Kalawant Aaplya Bhetila' projects, a drawing workshop was organised. In this workshop, world-famous artist Shri Shivraj Jagtap shared innovative pictures with the students and taught them how to draw beautiful pictures. In this workshop, he also shared information about landscape and fantasy.

For avoiding the academic loss of students due to the COVID-19 pandemic, online PTA meetings were organised for having dialogues with parents and the SMC members regarding the direction of learning of students. Earlier, the parents were apprehensive about the functioning of the Online PTM meetings, but gradually they were convinced to understand the need of the hour. The Online PTMs were attended by volunteers, VISHAY MITRA, elder brothers, and the SMC members.

During the lockdown, many advanced educational aids and methods were used to activate the teaching-learning process. It was not possible for 100 percent of students to get involved in online learning. For ensuring the learning curve, the group-learning method was implemented in the Parbhani district. In every school, groups were formed for self-learning. These groups worked by following the COVID-19 norms like wearing masks and maintaining physical distancing.

These interventions as good practices and educational innovations are reflections of the high-scale engagement of educational administrators in the wake of the COVID-19 for ensuring the smooth learning of the students.

**TRANSFORMING SCHOOLS THROUGH
MULTIFARIOUS ACTIVITIES**

ENHANCING COMMUNITY PARTICIPATION IN SCHOOL MANAGEMENT

Dildar Singh

Block Programme Officer

Raidih Block, Gumla District, Jharkhand

Areas of the Innovation

- To build a strong School Management Committee.
- Capacity building of community members (includes two process School Management Committees training and Shikshan Graam Sabha).

Summary of the Innovation

In order to ensure maximum community participation in the school activities, the concerned education officer of Raidih block of Gumla district, Jharkhand initiated systematic reforms towards quality education by institutionalizing the process of community ownership. The initiatives were introduced to ensure the transformation of the schools through the involvement of the community in the schools, and thereby, achieve the goal of ensuring quality education. In order to achieve the goal and objective, focus was on building an ecosystem for a systemic change through engagement of the communities in the school activities. The innovation has two major components:

- (i) Training of school management committee
- (ii) Shikshan Graam Sabha – A larger meeting of all stakeholders at school level



Within the context of building the institutional capabilities of the School Management Committees in Raidih, a one day training for all the members of the committees was conducted by the Department of Education of Raidih. As a follow up and to ensure back to back support, the training was followed by Shikshan Graam Sabha by the officer. Shikshan Gram Sabha is a way of enabling local level direct democracy. This process sees to the participation of parents, teachers, School Management Committees (SMCs), Gram Panchayat (GP) members, women's groups and other interested individuals, to discuss school development and evolve a school plan. These open discussions include not only a presentation and verification of information, but also community level dialogue on critical areas of concern pertaining to the local school and children's education, necessary action to address these concerns and identification

of responsibilities for ensuring the same. A plan is made which encompasses the vision of the community vis-à-vis education.

As a primary step towards influencing education governance, the Shikshan Grama Sabha outlines the roles, responsibilities and work of the school committees, teachers and elected representative, thereby ensuring a mechanism of accountability of the SMCs to the parent community. Most importantly, helping strengthen the SMCs to function better with the support of the community. This is enabled through the follow up meetings and trainings held with the SMC to enhance their institutional capabilities.



A training module was developed for capacity building of SMC members with the interaction of BPO/ resource person and NGO partner Prajayatna including PRI members and SMC members.

Details of Resource Mobilization

- a. Physical Infrastructure: A training hall well equipped with basic necessity like toilets, drinking water etc.
- b. Human Resource: Trainers, a team of people to manage (there work includes inviting the participants and to track the plan etc.)
- c. Technology/IT: Projector, brochures, planning sheets, chart papers and markers etc.
- d. Financial Resource: Financial resources were mobilized by the partner agency Prajayatna. Department helped in organizing the event, finalizing the module, arranged the basic infra structures for the event
- e. Community mobilization: The persons from Block resource center had a significant role in community mobilization along with the persons from NGO partner. Some community members especially from self-help groups volunteers (education change vectors) played an important role in process.



The innovation was successfully implemented in collaboration with Department and NGO partner Prajayatna. Department provided the venue and other basic things related to infra structures. Also, the Department was involved in preparing the module.

Impact of the Innovation

After implementation, the SMC came up with a school development plan; they were now recognizing their crucial role in management of school and towards the development of children. A better relation started to be established between the school and the community.

The *Shikshana Gram Sabha* has helped in identifying issues that the school is facing and engages the communities like the parents, SMCs and the members of the SHGs. This has led to information dissemination about the various aspects of the school along with the utilization of fund in developmental activities of the school and the formation of the School Development Plan. The VO members played a major role in the organising and mobilising the communities for these meetings. Through the meetings they also understood the role that they had to play in the development of the schools. Impact has been seen in the form of demand by the community for teachers and other facilities in schools like safety, availability of basic amenities and quality of education for the children.

In addition, the officer also encouraged school cleanliness activities with the aim of participation and better performance of more schools in 'Swachh School, Swachh Bachhe' Puraskar, which is a step towards administrative excellence related to better performance in a limited time at 40 selected schools under Block Resource Center Raidih, Gumla District in the year 2018-19 and 2019-20.

These initiatives have been successful in bringing a systematic change and tried to institutionalize the structures. Therefore, the changes will sustain. The institutions will be stronger with time even if the innovators leave the place. It has all the hints and clues that the innovation is replicable to other areas.

CREATING OVERALL PUBLIC TRUST ON GOVERNMENT SCHOOLS

Tripta Rani

Block Primary Education Officer
Block 1, Ludhiana District, Punjab

Areas of the Innovation

- Reinstating the faith in government schools.
- Enrolment of out of school students in government schools.

Summary of the Innovation

Ground realities from Ludhiana, Block 1 highlighted low trust of parents in government schools. On the one hand, the block witnessed low enrolment of students in government schools, and on the other hand, it also lagged behind in other areas such as quality education, better infrastructure and functioning of the school. Keeping these issues in mind, the officer decided to work extensively for improving the situation, where her main aim was the development of schools in her block and to



reduce the dropout rate of the children. She introduced several initiatives for the following objectives:

- Increasing faith among parents whose children were studying in Government schools.
- Improving access and participation of children in schools and schooling process.
- Promoting innovations in teaching- learning process and improving quality of school and learning outcomes in the framework outcome based approach of education.
- Effective and innovative supervision and monitoring of the functioning of the schools.
- Teacher management including teacher deployment, insuring regularity and punctuality, professional development, teacher motivation etc.
- Effective management of academic support mechanism.
- Enhancing community participation in school management.

Implementation

The course of action began with simple surveys conducted from door to door in the block. These surveys helped in gaining the information regarding student drop-out rate, lack of faith in government schools and low quality education and functioning in the schools. Understanding this, the officer organised



public announcements, rallies, face to face interactional sessions and poster campaigns for RTE and importance of education. Once the campaign 'each one teach one' held its pace, additional help was taken from NGOs and teachers for student enrolment and bridge courses were organised for them to supplement them for classes as per their age.

Post the campaign, the officer also organised infrastructural development for supplying basic infrastructure in the schools which were lacking

while also working towards the beautification of the schools. Resources for this initiative were arranged from community participation where several NGOs, industrialists and private organisations helped with financial funding of about 4.5 crores along with the provision of basic infrastructure like benches. Kitchen sheds along with dining tables were also arranged in schools for student's facility along with other developments such as the provision on LED projectors, better music system, school band and green boards.

Alongside, the officer also worked at the professional development of the teachers by providing those seminars for professional development, monitoring their regular attendance and performance, recognizing them for their good efforts and identifying them as per their additional talent for supplementing this for students development. Regular school activities were also conducted for attracting the attention of both students and their parents. Finally, community participation in the school was also mobilized well by public meetings and discussion sessions with villagers and other community members. Extensive counselling sessions were solely organized for increasing awareness about schools, facilities of free education, mid-day meals, scholarships and other free resources such books, uniforms etc., importance of education and promotion of role of community in schooling for the upliftment and development of schools. Girls education drive was also conducted in the community.

Impact of the innovation

The innovation resulted in increased enrolment in the school to 28202 students. It also witnessed infrastructural development with more schools in the block with beautiful building and sufficient infrastructure for student facility. About 50 schools in the block have been converted to smart schools with a provision of projectors. It also led to enhanced student participation in both inter and intra school competitions; student engagement in classroom participation; better teaching-learning and effective monitoring of students and teachers.

ENHANCING QUALITY AND ENSURING COMPETENCY IN GOVERNMENT SCHOOLS

Tapeshwar

Deputy Director of Education

North West Delhi District, Delhi

Summary of the Innovation

Qualitative and quantitative improvement in the field of education has always been the focus of all practices initiated by the concerned officer. The present innovation is more focused on the students on whose shoulders the onus of transforming the society and building the nation lies. The officer worked on the following areas:



- Reaching out to all the stakeholders
- Instilling a sense of awareness for personal health and hygiene.
- Ensuring safety, security and overall wellbeing of children.
- Restoring trust in government schools for quality education.
- Promoting and facilitating online teaching learning on digital platforms.

In an endeavour to achieve these objectives, the officer has undertaken the following activities:

- To launch sensitization programs to create awareness about personal health and hygiene.
- To do away with social evils and gender discrimination through various programs, like prevention of school related gender violence, talks on women safety, drug abuse prevention program etc. were launched.
- To create awareness and respect for nature and environment programs like Yamuna Cleanliness awareness campaign, tree plantation drive, curb the deteriorating air condition quality, etc were proposed and launched.
- To instill a sense of democratic temper, guidelines were framed and 53rd Youth Parliament competition was successfully organized.
- To promote online teaching learning accessible during the crisis afflicted times owing to global pandemic COVID-19.

- Impartial, hassle-free and smooth running of hunger relief centers and food distribution centers during pandemic lock down period.
- To curb addiction of drug and substance abuse at some of the schools of the district.
- To motivate, guide and train the teachers to make their reach accessible to all learners to reap maximum advantages.
- Setting up of functional and operational ICT labs.
- Activities and workshops to cultivate interest and to know the culture and heritage.



These measures were enabled to bring parents and community members closer to school. Additionally, the officials through their various meetings, workshops and seminars have ensured qualitative delivery of education. It was noteworthy to mention that the officials and technical support team has also worked vehemently and rigorously to aid the teachers and students to interact on digital platform. Thus, every effort was done by the officer to improve teaching methods compatible as per the changing times.

STRENGTHENING THE GOVERNMENT SCHOOL SYSTEM

Sunder Kumar Rai

Assistant Education Officer

Singtam, East Sikkim District, Sikkim

Summary of the Innovation

Dongeythang Primary School is a remote rural government primary school located at a high-altitude area, which falls under Khamdong block. The initiative was targeted towards enhancing the existing teaching as well as the learning system in the school. The objective of this initiative was to:



- I. Increase student participation.
- II. Improve upon the quality of education being imparted through capacity building training for the teachers and school heads.
- III. Promote awareness on significance of health and hygiene among the students and local community.
- IV. School facility upgradation (installation of water supply, wash basins, separate toilets for boy and girls, construction of community library and establishment of Mother and Teacher Association for supervision of mid-day meals)
- V. Initiate 'Literary Mission' for non-literate and neo-literates of the community as well as conduct health campaigns.

Implementation

As part of the implementation, there were two main activities: Firstly, a State-level painting competition themed 'Energy Conservation' organized by Bureau of Energy Efficiency, Ministry of power, Government of India was held in which 18 government schools, one Kendriya Vidyalaya and 7 private schools under BAC, Education department and students were encouraged and enabled to participate. One of the highest levels of student participation was facilitated, contributing towards National-Level success of the event. As a result of its success, the team of officials including the concerned officer were felicitated by the Governor of Sikkim.

Secondly, the first of its kind *Bagpiper School Band* was introduced in the locality by Singtam Government Senior Secondary School. Within a short span of time, the School band's popularity gained momentum as it performed on various occasions of Republic Day, Independence Day Celebration etc. and students from other private schools flocked in to join Singtam Government Senior Secondary School and it is noteworthy that 3 private schools closing down within 2 years. As a result, Singtam Government Senior Secondary School received a highly prestigious 'Overall Best Performing School' Award from the Chief Minister of Sikkim Shri Pawan Kumar Chamling.

To further motivate the students and support them through their board examination preparations, the officer personally donated and sponsored books for class X and XII and tutored some of the students as well.

Impact of the Innovation

The idea and implementation process of these initiatives were entirely a collective effort. All resources and financial assistance were funded by the Education Department and Samagra Siksha. Despite the difficulties faced during the implementation of this program in terms of technological and network issues, co-ordination hassles and various other limitations posed by the Covid crisis, all challenges were overcome through thoughtful solutions and sheer perseverance. The success of this large-scale operation of student outreach program owed all its credits to the teachers and school heads along with the education department who put forward their kindest support. As a result of this outreach, digital mode of learning was set-up as an alternative to regular classes for emergencies and teachers and students alike were able to continue with their academic activities.



CREATING OVERALL PUBLIC TRUST IN GOVERNMENT SCHOOLS

Sukhwinder Singh

District Education Officer (EE)

Ferozepur District, Punjab

Areas of the Innovation

- Improving infrastructural facilities in the school for improving student enrolment.
- Restoring faith in government schools

Summary of the Innovation

Ferozepur district is located at Indo-Pak border and the schools in this region were lagging behind on several parameters. To improve this condition, the officer decided to understand the nature of issues and challenges faced by the schools in his area. This led to a dedicated course of actions for improvement of schools and reinstating the faith in schools. Objectives of his initiatives were:



- Understanding the issues and challenges by the schools in the district.
- Improving the infrastructural facilities in schools.
- Making schools functional for students with improved health and hygiene facilities.
- Increasing student enrolment
- Reinstating faith in government schools.

The course of action included different steps starting with the identification of problem in the district. From that meeting following problems came into light:

- Lack of basic infrastructure
- Learning level of the students
- Decreasing enrolment

Understanding the gravity of situation, the officer organised drive for financial mobilisation of funds. With the help of Power Finance Corporation Limited, NGOs and Power Grid Corporation, upto about 36 crores funds were generated which were invested in schools with no boundary walls while 17.6 crores

of funding were utilised in construction of new primary schools. Alongside, the work on health and hygiene were also executed with building of new toilets, engaging the RO system, providing drinkable water in 646 schools and eradicating the problem of potable water. Additionally provision of 288 sanitary vending machines, facilitating school beautification and teacher motivation were also done.

The officer also worked at improving the quality education of the teachers. For the same, projectors were assigned and fixed in schools. Teachers were also guided in E content development and teaching through ICT. Apart from this, initiatives of 'Parho Punjab Paraho Punjab', summer camps in schools, English medium instruction in schools were also started.

Impact of the Innovation

The initiative resulted in improvement in overall functioning of government schools. It also enhanced the student enrolment which increased with a considerable number. The initiative also witnessed results



in academic output of the students along growth with co-curricular participation which can be seen through student achievement in sports. The infrastructural development along with an active work for smart schools attracted attention of community and also motivated teachers. Eventually, parents and students started appreciating the schools in the district and these initiatives helped in building a positive image of the government schools.

DIGITAL SCHOOL BAG – PUNJAB EDUCARE APP

Harinder Pal Singh

District Education Officer (Secondary)

Jalandhar District, Punjab

Area of the Innovation

- Improving the educational standards of government schools

Summary of the Innovation

As per the current educational pattern, the revival of the learning and teaching process through digital mode has become a necessity rather than an optional mode of learning. Thus, the **Punjab Educare** has been especially created to develop the educational standards of the government schools of Punjab. It is an educational app which facilitates all the students to access all the study materials prepared by the respective team of **Padho Punjab and Padhao Punjab**. The initiative taken by the respective

education officer of Jalandhar opened up new pathways to elevate the education status of the district in particular and maximum districts of the state as a whole. The innovation has added a one stop solution to the problem of accessibility of the study material, which was a chronic problem especially for the students of government schools during the pandemic.

Launched amid pandemic, Punjab Educare app completes a year with almost 41 lakh users

Initially developed by a team of school teachers, it is being used by students from govt, pvt schools



Objectives of the Innovation

- To keep students abreast with their studies and provide access to the compendium of E-books and other relevant materials transcending physical and geographical barriers and replacing the time zone with comfort zone. The strategy during the program involves all the stake holders who have processed the design and also personalized the app to promote active, engaging, and meaningful learning. With the approval from Google, the app was uploaded, launched and was made available free of cost on play store.
- The intellectual human resources with digital literacy and expertise, financial resources and software and hard ware equipments were quintessential for the app to be designed, developed and implemented. The allocation and assignments has been given to the concern officials, the patronage and guidance of the higher authorities ensured on time mobilization of resources.

Impact of the Innovation

The app has achieved its objectives to a great extent. The right mix of illustrations, examples, videos and other forms of supplements and reinforcement went a long way towards achieving the desired outcomes. The overwhelming impact of the innovation can be gauged by the fact that it witnessed the viewership to the tune of 16 crore and that too within the short span of time where users reached to the mark of 21 lakh. During the process of innovations there were teething problems and challenges in the beginning due to inevitable structural and functional bottlenecks. However, the channelization of resources and effective management overcame the initial issues related to it. The cost to develop, the time to develop, ease of maintenance and ease of adaptability along with delivery and accessibility in the rural areas were the chronic challenges successfully addressed by the time.

Educare App subscribers grow by leaps & bounds
2.55L users in just one week of launch

OUR CORRESPONDENT

JALANDHAR, JULY 20
Coming as a big achievement to the state Education Department, the 'Educare App', which was launched last week, has gained as many as 2,55,940 users and 4.7 rating on Google Play Store. Besides, the app has registered users not only from Punjab, but from Haryana, Himachal, Uttar Pradesh, Rajasthan, Delhi, Uttarakhand and Jammu and Kashmir.

Giving details, Deepak Kumar, one of the team members who had an instrumental role in the app development, said as per the figures received on Monday

SUJHAAV SOMVAAR!
An initiative to collect and share innovative ideas and suggestions!

SUJHAAV SOMVAAR
To bring qualitative improvement in online classes and make it more comprehensive, the Education Department on Monday held a virtual meeting - Sujhaav Somvaar - with the department officials, heads and teachers, to

INITIATIVES TO ENHANCE STUDENTS' PARTICIPATION AND LEARNING

Chaitanya Jaini

District Education Officer

Yadadri Bhuvanagiri District, Telangana

Areas of the Innovation

- Enhancing communication skills of the students for English Language.
- Improving access and participation of children in schools and schooling process.
- Making use of ICT in educational administration and management.

Summary of Innovation

Aiming to improve the quality of education in her district, the concerned officer initiated four interventions in her district. These interventions were brought in place after understanding the grassroots level issues faced by the students which were - exam fear among students with regard to Board examinations, lack of competence in the use of English language, lack of participation in classrooms, and lack of use of ICT in educational administration. Keeping this in concern, some of the initiatives which were undertaken by the officer are as follows:



Dictionary Distribution Drive:

Under this initiative, 30,123 dictionaries were distributed among students from classes VI to X. Funds for the same were generated through financial mobilisation through community where philanthropists, MEO's, school heads and teachers funded for the same. Dictionaries were distributed with an aim to improve the language competency of students in English. Students in schools were instructed via teachers to learn and use 5 words daily from the English dictionary for 45 days.

Provision of Evening Snacks for the students:

Under this initiative, the officer provided evening snacks to 6,641 students. It was observed that students had difficulty concentrating in classroom because of low nutritional facilities. These students belonged to underprivileged sections and only one meal a day was extremely difficult for the children to sustain

their energy levels till the evening. Keeping this in concern, funds were generated via MLA, business people, village heads and retired employees from which evening snacks were arranged for students.

Success Mantra:

Under this initiative, the officer organised motivational seminars for students in board classes. These seminars were taken by motivation speakers in the state along with other resource persons such as the DEO and District Collector. Motivational sessions were organised for all, government and private students in the block for reducing their stress regarding examinations and encouraging them to prepare well. For improving subject specific doubts, sessions were also organised via video conferences at Tehsil level.

Disha-2020:

Under this initiative, the officer designed an action plan of providing enhanced online classes for students and helping them prepare for postponed exams. It was organised in the times of covid, when schools were shut down which also delayed the examinations. Under this initiative, 2 WhatsApp groups were created for average and above average students targeting examinations. These groups were facilitated by subject experts, special officers, sectoral officers and DEO. Students were given guidance through these groups.

Use of ICT in teaching:



Another initiative taken during online classes were the creation of a YouTube channel and training teachers to take online classes. Under this YouTube channels were started with subject experts taking classes of students online from YouTube. It also included active sessions on teacher guidance by the officer herself while WhatsApp groups for the students were also monitored effectively. Teacher training was done through online webinars and E content was also prepared thereafter.

Impact of various initiatives

- Dictionary Distribution Drive resulted in increased retention of new words in English. It also improved students word count and its use in sentence building, enhancing their writing skills.
- Evening snacks for the students resulted in improved attendance. It was found that the attendance of students after evening snacks had increased from 68% to 81%.
- Success Mantra initiative resulted in student motivation for taking exams in a stress free and motivating environment.
- DISHA 2020 helped in better guidance of students for exam preparation.
- Use of ICT resulted in improved student participation in online classes, better teaching-learning, and capacity building of teachers for online classes.

PROVIDING EDUCATION TO ELEMENTARY SCHOOL CHILDREN THROUGH STRENGTHENING HUMAN RESOURCES

Amarjit Singh

District Education Officer (EE)

Patiala District, Punjab

Area of the Innovation

- Ensuring student learning during pandemic times

Summary of the Innovation

During the pandemic, on the one hand, everyone was concerned about the wellbeing of their families, while on the other hand, being the head of elementary education in Patiala district, students' learning was a major cause of concern due to the closure of the schools. The major challenge was that direct access to students was out of question. After giving serious thought, it was decided to use alternate methods with the help of technology and online education to reach learners remotely and limit the disruption of education. It could be possible with human resources which need to be strengthened, because many teachers lack awareness about technological tools to impart education.



Implementation

To address this issue, a group of teachers with sound knowledge of technology were assigned to train the teachers at the district and the block level. Regular video conferencing was conducted to address routine problems. More than 3000 teachers in Patiala district were trained on different aspects of online teaching such as using video conferencing apps, using the camera, making presentations, offering lectures on radio, T.V. channel and WhatsApp, preparing Google forms, online assessment tools, posters and many more. Besides the teachers, the students and their parents needed help with technology too. Daily slides were sent to help them with their learning activities. Virtual meetings and field visits were conducted for community mobilization. All these efforts were done with an objective of providing education to the doorsteps of each child.

The major focus was on strengthening of human resources by enhancing skills and expertise of teachers with the help of technology. Android phones, various applications, T.V., radio etc. were used



as an effective means. Apart from this, existing resources i.e. L.E.D.s lying in school were used for betterment of students. With the help of teachers, stationery items were provided to students. A well planned strategy was followed and everything was organized accordingly. The proposed plan was implemented judiciously so that objectives can be achieved.

Since majority of the teachers use smart phones, it was decided to use it as an effective tool to start “Capacity Building Programme for teachers.” For this purpose, a technical support team was made, which comprised of efficient and trained personnel. Various strategies were followed to make teachers more efficient and trained. Undoubtedly, video conferencing apps are seeing the biggest increase because of efficiency and reliability. Moreover, these are really required in such circumstances. Keeping it in view, all BPEO’s, team members and teachers were given training about the use and various features of these apps. Along with, to attend meetings at different levels and to use this platform to deliver education so as to positively impact the lives of students during the pandemic. Before “Capacity Building Program”, most of the teachers were not aware of how to use these apps, but after training the teachers can not only join meetings but also schedule and host meetings. The advanced training was provided to the administrators.

Since majority of the teachers use smart phones, it was decided to use it as an effective tool to



Various official WhatsApp groups were made to share all these innovative efforts and directions with teachers and receiving their feedback accordingly. Similarly, teachers established contact with student’s parents through these groups, whereby study material, videos, daily slide, instructions, evaluation tools etc. has been shared. To make the learning process easy for young learners, teachers were guided to write penned script for daily work as shown in videos prepared by our teachers.

Impact of various initiatives

This initiative received great appreciation and was followed in other districts too. Everything was at preliminary stage in the beginning, but with the passage of time, every single effort started bearing fruitful results, as the students started responding by actively participating in WhatsApp groups, and by sending screenshots of homework, assignments. Hence, the need was felt to motivate and praise their efforts. For this purpose, teachers were given training of digital poster making apps. i.e. Canva App so that students work and activities can be shared by designing colorful and attractive posters along with their photographs for their appraisal. In addition, it was used as a means to exhibit various initiatives of education department and to appreciate teachers as well as community members who extended support in spreading knowledge and awareness.

IMPROVING INFRASTRUCTURE FACILITIES THROUGH COMMUNITY SUPPORT

Panjala Venkateshwar Goud

Mandal Educational Officer

Mulugu and Markook Mandal

Siddipet District, Telangana

Areas of the Innovation

- Improving infrastructure facilities of the schools.
- Improving enrolment and quality of education.

Summary of the Innovation

Infrastructure development in schools is one of the key areas of intervention for changing the scenario of Government schools. It was observed that many schools lack in the Mandal lack basic infrastructure facilities in the schools. Due to this, children showed lack of attraction towards government schools as compared to private schools. Thus, there was a need to change the attitude of the society towards the government and local body schools. The concerned officer's innovative intervention spread over 47 PS; 08 UP; 11 HS; 02 KGBV in both Mandals (Mulugu and Markook Mandal, Siddipet District) catering to about 5900 students since 2015.



A survey was carried out and following reasons were identified behind the decreasing enrolment in government schools.

- Attraction towards private schools due to English medium
- Attraction of fancy uniforms and school bus facilities
- Parent's desire for positive learning outcomes

To overcome these issues, various innovative programs have been started. Special attention was given towards construction and civil works in the school's area. Some of the works undertaken were as follows:-

- At the divisional level, officials and people representatives review meeting was conducted by the special officer of Gajwel Area Development Authority (GADA) and approached special officer for-
 - Construction of toilets for boys and girls.
 - To provide adequate desks.
 - Required Additional classrooms.
 - Compound wall for each and every school in Mulugu and Markook Mandal.

▪ **School advertisement:**

Every school in mandal prepared a pamphlet as an advertisement with the help of school management committee consisting of information about various government schemes for free



education facilities and list of school staff along with their qualifications. The idea was to make parents aware of several provisions made for education of the children. These pamphlets were distributed to each and every doorstep to fulfil the aim of 100% enrolment in the schools. Consequently, increase in enrolment in first standard increased in the following year.

▪ **Badibata:**

The teachers and other school staff of private schools reach out to the doorsteps of eligible children for enrolment at the end of April itself while government schools take up enrolment in the month of June. When academic year begins and by the time schools reopen, the eligible children have already been admitted in private schools. To take this issue and to be the first to reach to the eligible children, it was decided to reach the wards before private schools. Therefore, in the first week of June, 'BadiBata' programme was conducted. In this program, 'Aksharabhyasam' for newly admitted children was also conducted.

All the schools were instructed to keep the campus of school clean and neatly decorated with colourful rangoli and flowers. Parent meetings were organised in each and every school of the mandal. In the meeting, various activities of the school were explained and all the children were given a warm welcome with flowers sweets and colourful pictures. At last all the admission forms of present 6 + age children were filled up and the results were encouraging.

▪ **English medium in Government primary schools:**

The officer started English medium education in Government primary schools in the academic year 2016-2017 with the support of GADA and the community participation in primary school.

▪ **Haritha Haram:**

The officer implemented Haritha Haram Program in all the schools of the Mandals. In the year 2016, the officer systematically planned and planted about 300 plants in school premises

- **Academic supervision and monitoring:**

Surprised School inspections were made to encourage punctuality. Special efforts are made by teachers to help their students do homework checking their notebooks and doing regular assessments. It was also decided that good performing teachers will be rewarded once in a year on the occasion of teachers day so that other teachers can also be encouraged for their hardwork.



Impact of the Innovation

The key to success of the current initiative has been continuous and support provided by the department and the cooperation of the teachers to take up the challenges in an efficient manner. The biggest contribution in this has been the rising awareness about the school activities performance and showcasing the talent of the students to the parents and community members in a big way. New toilets and compound walls were constructed in all the schools with the support of GADA. Now the mandal has been declared as 100% toilets constructed mandal.

These innovative programs have resulted in reversing the decreasing number of students and in first standard some of the students who have been enrolled in private schools shifted to government schools.

For the development of interest in gardening, agriculture, tree plantation and cleanliness, the officer received the state level 'Swachh Vidyalaya Puraskar' award. Due to continued support and contribution by people representatives there has been an exponential growth in the resources of Government schools.

E-CONTENT IN SCHOOLS FOR QUALITY TEACHING-LEARNING

Neeraj Kumar

Block Primary Education Officer

Dhariwal Block, Gurdaspur District, Punjab

Areas of the Innovation

- Implementation of e-content in schools for teaching-learning.
- Improving the quality of teaching-learning in schools.

Summary of the Innovation

In order to improve the teaching-learning process and improving the quality in education for students in the district, the concerned officer decided to take up initiative for implementation of e-content in the schools. The major objectives of this initiative were:

- Mapping out schools requiring technological advancement.
- Implementing IT based teaching-learning in schools.
- Training teachers for using e-content in teaching.
- To ensure easy learning among the students, making basic conceptual lessons more interactive and interesting through Audio Video Animated visuals.
- To improve the listening, reading, speaking and writing skills of the students at an early age.
- To boost the confidence level among the students at a young age.
- To develop the all-round personality of the students.



Implementation

During implementation, the officer trained teachers to use and implement the E-learning content in teaching and learning. However, in its initial step, it was realized that in order to implement the learning content, core infrastructure supporting the same needed to be in place. Understanding this, the officer proceeded with dedicated efforts to provide E-learning equipment in the schools. For this, after getting permissions from the authority, financial mobilization of funds from panchayat officers, deputy commissioners, magistrates and NRI's etc was initiated.

Post the facilitation of infrastructural facilities in schools, training was provided to teaching for using smart classes in their regular teaching-learning for primary classes. Teachers were also provided TLM material which was subsequently used in their classes. Awareness campaigns were also organised in villages for promoting the idea of education with technology. Using this highly interactive multimedia source of education, students were found to enjoy the interactive learning. It also helped the teachers in better teaching or subjects such as mathematics, English, science and social studies. Focusing entirely on the primary education for children in the age range of 3-10, the initiative became a successful project for 4 blocks which can be extended to the entire district.



Impact of the Innovation

There was successful implementation of E-Content in all the 224 schools of four blocks of Gurdaspur district through smart LEDs, Projectors and Computers. The initiative helped in revolutionizing the teaching-learning process. It resulted in:

- Teachers as well as students engaging constructively with the help of multimedia
- Students find the same lesson more captivating.
- The classrooms become virtually more vibrant and attractive.
- Students have been showing great interest and zest in learning basic concepts.
- Helpful in enhancing the learning capacity of the students.
- The listening, speaking skills and understanding of basic concepts have improved considerably.
- Increase in daily attendance of the students.
- Increase in enrollment of the students of four blocks
- Improvement in the results.
- Improvement in comprehension skills
- Better performance in annual examination, Punjab Achievement survey 2020, various other competitive examinations and Olympiads.

ENCOURAGING THE ENVIRONMENT OF READING AND WRITING, SCHOOL ACTIVITIES

Amit Chauhan

Deputy Education Officer

Naugaon Block, Uttarkashi District, Uttarakhand

Areas of the Innovation

- Developing learning corners to encourage the reading habit of the students.
- Enhancing quality of education in schools

Summary of the Innovation

The infrastructural facilities in the schools of Naugaon Block in Uttarkashi District were not satisfactory. Moreover, the performance of the students was also found to be poor due to lack of conducive environment at schools. In order to change the existing scenario in schools, the concerned officer initiated several interventions to transform the schools. Some of the major objectives of his initiatives are:



- a) Quality education for students.
- b) Effective, informative, interactive learning by the students
- c) Use of ICT in teaching and learning
- d) Developing kitchen garden in the schools
- e) Maintaining clean campus.

He ensured the following equipment in the schools in Naugaon Block:

- a. Amplifier
- b. Projector/ smart TV
- c. Laptops
- d. White boards
- e. Encouraging the school Head masters to renovate the office of the schools.
- f. Development of the learning corner and Kitchen Garden
- g. Opportunities provided for the toilet construction in school with PSU like 'Satluj' and 'Swajal' in Naugaon block.

Implementation

During the process of implementation, meeting with the Head masters and teachers of the schools were held and encouraged the teachers to purchase the items for the school from the composite grant issued for the schools like amplifiers, white boards, projector/ smart TV etc. For the quality check, regular inspections were conducted in schools to collect the data, actual condition regarding the space to develop the Kitchen Garden and learning corner to the students for developing reading habits was assessed. Corners with proper sunlight and ventilation were selected to develop as reading corners and furniture, like chairs, small portable table, Amirah or book rack, reading material on wall like, posters, charts, maps etc. and other reading material were arranged.



Using similar initiatives and process, the officer also tirelessly worked for the renovation of the office of the Deputy Education officer

Impact of the Innovation

Effective, interactive learning and teaching for quality education was noticed. Continuously, numbers are increasing to develop the kitchen garden to get fresh and seasonal vegetables for the MDM in schools. Reading corners were developed in the schools, which were properly maintained. Others blocks are also showing interest in beautifying their schools and to make teaching-learning process more effective. Continuity of the innovation has been ensured by taking the feedback from the teachers, students and working staff of the offices as how much this innovation is helping them to find out the better results. These initiatives can be easily replicated in other districts as well.

STREAMLINING OF MID-DAY MEAL SCHEME IMPLEMENTATION

Padam Lall Subba

Deputy Director cum Nodal Officer

West Sikkim District, Sikkim

Summary of the Innovation

It was observed by the concerned officer that the Mid Day Meal Scheme was not being implemented in schools effectively and not taken up as an important programme. Therefore, Coordination Meetings of School Heads were conducted in the beginning of each academic session continuously for 04 years. Process of streamlining the initiative is as follows:-



- a. Thorough study of MDMS Guidelines
- b. Preparation of instructions and manuals
- c. Through Coordination Meetings with BAC level Officials and School Heads.
- d. Correspondence with School Heads.
- e. Studying the dynamics and situations at ground zero.
- f. Training and sensitization of MDM CCHs and meetings with School Managing Committee, SHGs and NGOs.

Importance of quality cooked meals which should be provided to the students was discussed and publicized. Status of daily meal served to students was submitted online through MDM Web Portal. Schools were provided with formats of Cash Book Register, Food grain Stock Register, MDM Quality Monitoring/Testing Register, MDM Utensil Registers etc. Initiation of regular inspection of cooked meals and the process of serving to children in schools was undertaken. Timely procuring and delivery of raw food grains to schools by transporters has been ensured. Quarterly preparation and submission of transportation bills to State HQ was initiated. Thorough checking of MDM related documents every year was maintained by the schools during the time of general auditing of the Department. Intensive training of Cooks cum Helpers has also been taken care of. The construction of MDM Kitchen cum Stores in newly established schools through local bodies was undertaken. The renovation and restoration of MDM Kitchen cum Store was done through DDMA Fund.

Opening of Joint Account by schools with Nationalized Banks was made mandatory. Schools were encouraged to start Nutritional Gardens within the school premises. The concept of vertical terrace Kitchen garden was also initiated. MDM associated program like Poshan Maah, Tithi Bhoj and Student Aadhar enrolment activities has been carried out. In addition, display of MDM menu on the wall of each MDM kitchen cum stores, mobilizing local bodies and well-wishers for construction of MDM dining sheds etc. initiated.



Impact of the Innovation

Every child attached to schools in West District gets proper palatable, nutritious meal and as a result, school drop-out rate is negligible. Children have become healthier and their concentration level at school has become better. It will certainly sustain as the process is well established and will continue smoothly provided the subsequent officers serve wholeheartedly and with firm commitment.

TRANSFORMATION TO SMART SCHOOL

Ashok Kumar

Block Primary Education Officer

Banga Block, Jalandhar District, Punjab

Areas of the Innovation

- Infrastructural development for beautification.
- Capacity building of teachers for incorporating the use of IT in teaching-learning.
- Establishing smart classes in government schools.

Summary of Innovation

The schools in Banga Block in Punjab were having poor infrastructure and lacked technology related facilities. The officer wanted to not only beautify the schools and making them vibrant but also undertake technology related interventions in the schools of his block. For this, steps were taken to ensure that the schools in the block are transformed to smart schools through infrastructural changes and provision of smart classes in the government schools. Once instrumentalized, the project included meetings with the Heads of the



Schools and teachers to work towards the same and incorporate the changes in schools with respect to beautification and capacity building. The major objectives of this initiative include:

- Transforming schools of Banga Block with the use of technology by arranging LED projectors.
- Beautification of the schools
- Making efforts to bring English medium language in schools.
- Improving student participation in school.

Implementation

Taking several initiatives for these objectives, the concerned officer worked towards the quality changes in the schools of his block. In order to begin, several meetings with the stakeholders from schools were arranged. Post the plan formulation, grants from the Department were generated and LED projectors were installed in many classes. Simultaneously, capacity building of teachers was also executed with

zoom meetings etc where teachers were trained to bring an efficient use of smart class and technology in their teaching. It was also instructed to use this for remedial teaching.

Under the target of beautification of schools, infrastructural developments were done. It also included a plantation drive where schools were ensured to look green with plants. Walls of the schools were also painted in attractive colours making it beautiful and attractive. Apart from this, the officer also executed other state programmes in schools such as 'Parho Punjab, Paraho Punjab' and 'each one bring one'. The changes in school received huge appreciation by parents and community which further reinstated their faith in schools.



Regular activities, both academic and non academic, also helped in the student participation. This included community meets for discussions, where were centered on drug prevention and awareness campaign regarding covid-19.

Impact of Innovation

The innovation resulted in beautification and infrastructural development of 62 schools in the block. Development of school building with beautiful plantation and smart classes also attracted new admissions, improving the student enrolment in primary schools. Maximum enrolment was observed in classes 1 and 2. It also increased student participation in school and strengthened faith of parents in the government schools.

IMPROVING STUDENT PARTICIPATION IN GOVERNMENT SCHOOLS

Satish Miglani

Block Primary Education Officer

Khuian Sarwar Block, Fazilka District, Punjab

Areas of the Innovation

- Increasing student enrolment
- Raising student participation in online schooling.
- Improving English language use of teachers with training.

Summary of the Innovation

Enrolment of schools in government sector faces a huge problem in many areas. Having short of enrolment in his schools as well, the officer decided to work actively in improving the student enrolment in the block of his schools. Interaction with teachers, parents and others revealed reluctance among the teachers to use English language in speaking, and lower motivation of teaching-learning in online classes were one of the many reasons. Taking a note of this, the concerned officer aimed to work on these areas with the following objectives in his mind:



- Strengthening student participation in schools.
- Improving the use of English language among teachers.
- Confidence building among teachers to communicate effectively in English Language.
- Increase student enrolment.

As a course of action, the initiative worked on two major components, i.e, developing the use of English language among teachers and improving student participation during online classes.

Implementation

As a first step, English booster clubs were organised for teachers. These clubs helped them improve their

speaking skills where video greetings from teachers during school closures were received greatly by the teachers. For the second part, small and interactive online competitions were organised for students which increased their classroom participation and participation in extra competitions, where students also won inter school competition prizes.

For teaching, active use of smart classes was made and teachers were able to use it effectively. Community mobilization for the project included SMC meetings, regular PTM's and meeting with the higher authorities. Motivational guidance for teachers also helped them in successfully continuing classes even during the pandemic and school closures.

Impact of the Innovation

The innovation resulted in an increase of enrolment in the schools of upto 20%. It also helped improve the speaking competency of teachers in English. Active work in schools through teacher training in language and capacity building along with regular school competitions helped in increasing student participation in classrooms. Individual efforts of teachers in improving their language competency also helped in improving the language competency in the students. This received appreciation by parents, teachers and students.



SHEKHAWATI MISSION-100

Om Prakash Fageria

Additional District Education Officer

Churu District, Rajasthan

Area of the Innovation

- Enhancing student participation in school and quality in teaching-learning activities

Summary of the Innovation

The initiative titled 'Shekhawati Mission-100' was taken for those students who have difficulty in comprehending essay type questions or long answer questions. In order to improve the situation, Shekhawati Mission 100 innovation was initiated directly at the divisional level in Churu, Sikar and Jhunjhunu districts and in the entire state of Rajasthan through providing soft copies during the session 2019-20.

Keeping in view the objective of Qualitative Progress in Teaching and Board Exams, the subject experts divided the subject matter into small questions and prepared 'questions and answers' as per the blueprint provided by Board of Secondary Education Rajasthan, Ajmer. One booklet was distributed for each subject in each school of all the three districts of the division and provided softcopy of all the subjects to the schools of entire Rajasthan.



Methodology

As per the blueprint, the subject matter was made concise into short Questions & Answers through the Financial support of Bhamashah Scheme, and prepared the booklet (hard copy) and soft copy of seven subjects from class 10, four subjects of science stream of class 12, and Hindi compulsory, English compulsory of class 12. In every school, one booklet and softcopy of each subject were provided.

To create an environment for preparation of the Board Examinations, the officer got published 15-20 short questions Daily in Dainik Bhaskar, Churu, prepared by the subject teachers. This regularly continued from 7th January till the end of the examinations.

A control room has been set up for the promotion and distribution of innovation in the office.

Details of Resource Mobilization

Physical Resource: For this internet, computer with software, printing press and vehicle was required to deliver/ transfer the subject matter related material to the district headquarters, which is fulfilled with the help of Bhamashah Scheme.

Human Resource: Subject expert as subject teachers, computer operators and financial support from Bhamashah Scheme was required. So, the officer took the cooperation from retired education officers from the education department as subject teachers and in-service subject teachers of the department. Prayas Institute Sikar supported for providing the financial help.

IT Resource: E-mail, Internet, Whatsapp, required Software etc. were used for distribution of subject material and printing.

Financial Resource: Prayas Institute Sikar and Bhamashah Scheme.

Community Mobilisation: News Paper Dainik Bhaskar, Churu.

Implementation of the Innovation

- By forming a team of retired education officers and subject-wise subject expert teachers, the subject matter of the board classes was divided into very short and short question-answers according to the board pattern, and published the subject material in the form of a booklet.
- An atmosphere of exam preparation was created from the student's home through a quiz series in Dainik Bhaskar every day till the end of the examination.
- To reach the initiative to every student of Rajasthan, booklets were uploaded on the Shala Darpan portal by the contemporaneous Director of Education.
- Subject-wise soft copies were made available to the students of government and private schools through various Whatsapp groups.

These tireless efforts of the officer helped in better comprehension of the concepts and better preparedness amongst the students for appearing the Board exams.



IMPROVEMENT IN THE NOMINATION OF STUDENTS IN ALL EDUCATIONAL SCHEMES

Mukesh Chand Kirad
Additional District Education Officer
Alwar District, Rajasthan

Area of the Innovation

- To improve the nomination and implementation of Government Schemes especially for class 6th to 12th students.

Summary of the Innovation

The initiative and good practice aimed to improve the nomination of students and implementation of all educational Government Schemes from 6th to 12th class across schools in Alwar District.

All senior officers, principals and teachers made efforts by taking door to door survey of class 6 to 12 students so that the students can apply in various scholarship schemes. Some of the initiatives taken to increase the nomination of students in local or village areas are-

- Increase the nominations for Inspired Award
- Enrolment in Palanhar Scheme.
- Increase in number of students in pre-metric and post-metric scholarship.
- Board exam answer sheets distribution in Covid-19 period.
- Corona warriors by NSS, S.P.C. Scheme.



Methodology

The main strategy and method adopted was motivating school principals, headmasters and teachers, who in turn could communicate with the students. The officer attended all V.C and monthly meetings and organized meetings with private school association and published scholarship related news in the local newspaper. The officer requested all block level officers to motivate teachers in their block to increase involvement of community and schools.

Impact of the Innovation

The impact of innovation was effective and awareness among people increased. The level of achievement increased steadily, mainly in Inspire Award and the nomination increased continuously from 440 to 11000. The officer has also been honoured with state level Award for his excellent work.

SIKSHYA SANKALP: A HOLISTIC APPROACH TOWARDS SUSTAINABLE SCHOOL DEVELOPMENT

Smrutirekha Nayak

Block Education Officer

Jajpur Block, Jajpur District, Odisha

Area of the Innovation

- Improvement in teaching-learning practices.

Summary of the Innovation

The initiative aims to create a sense of commitment in all stakeholders by their involvement and participation for sustainable school development. To fulfill this, various initiatives were undertaken from June 2019 onwards in elementary and secondary schools of Jajpur Block and Municipality of Jajpur District, Odisha. Some of these are as follows:

Activity 1: *Developing an open library as a common name 'Khola Pathagar' in each school of Jajpur Block.*

Objectives

- To inculcate reading habit among students and teachers in leisure time.
- To contribute old books to Khola Pathagar.
- To ensure open access of books by students so that when they want can read at school or take it to home for reading.
- To encourage community, parents, teachers and alumni for this purpose.

Activity 2: *Formation of e-resource team and providing quality e-contents to students in all subjects and classes during lock down period.*

Objectives

- To provide teaching learning materials through parent teachers' whats app group for all 7 days of a week.
- To telecast video contents prepared by resourceful teachers in local BIRAJA cable television channel.
- To provide online live teaching through video conferencing mobile apps.



- To share video and audio lessons in social media groups for wider circulation among parents and students.
- To offer skill based activity training on Sunday so as to make students engaged in drawing, craft, art, quiz programmes.
- To organise different competitions on various observation days of state and national importance.
- To prepare short videos and document all activities to promote health awareness among students and other initiatives taken.

Activity 3: *Providing training programmes for Headmasters and teachers through virtual mode.*

Objectives

- To orient teachers and headmasters about NISTHA TRAINING module by key resource person and state level resource person.
- To organise interactive sessions by National and state awarded teachers, renowned personalities so as to motivate teachers for doing innovations in the work field and to help in professional development.
- To acquaint all teachers with digital techniques so as make them capable to independently manage online classes.
- To offer training programmes on physical education by experts from District/State and National level coach and players for physical education teachers.
- To organise daily yoga/ pranayam and exercise classes by P.ETs and part time instructors so as to keep students and teacher mentally and physically fit.
- To conduct various talent search programmes among students to identify and involve students in co-curricular activities through virtual mode.

The officer also worked on strengthening Inclusive Education by reaching all Divyang students, organized "Gaon Chatsali" programme for students of rural pockets having no access to smartphones, radio and TV sets by abiding Covid-19 guidelines. Documentation of model work sheets, question banks, lesson plan as "Sikhsyan Pustika" was also undertaken.

Impact of the Innovation

- Development of Open Library or KholoPathagar in all elementary and secondary school where students, teachers, alumni and community members donated their books (Old books most preferably and new books if they want) to school and reading corner was developed in every school.



- Active involvement of headmasters, teachers, community members, alumni in school development. Alumni came forward to contribute in kind, service and cash
- Clean and green school campus with a nutrition/kitchen garden and flower garden in all schools was developed.

THE DIGITAL LIBRARY: AN INNOVATIVE INITIATIVE TO REACH OUT TO THE CHILDREN

R. Rohini

District Education Officer
Hyderabad District, Telangana

Summary of the Innovation

During the Covid-19 pandemic period, the students and the teachers had to stay at home and teaching-learning process was paused. It was decided to engage these children in studies at least for an hour or two. The project of virtual classes was not successful as only 10% to 15% were benefitted and all the students could not get connected for several reasons including network issues.

Thus, with the support of collector of Hyderabad District, it was thought of designing a website in a unique way to engage the students fruitfully. Hence Project was inaugurated on 6 October, 2020 and made available to all the students of IX and X classes of Hyderabad District.

"Digital Library" is an E-Learning platform for the students of IX and X Grade students where the concepts can be learnt in a structured manner prepared by the team of teachers in Telugu, English and Urdu media. The objective of designing 'The Digital Library', an E-Learning website is to reach out the students during the pandemic period when all the educational institutions were closed.



The Digital Library, E-learning website, www.deohyd.telangana.gov.in of the Hyderabad District is intended to make available the structured material and the videos that could grab the attention, considering the students span of attention in watching the videos. Short videos of length 10 to 15 minutes were prepared using latest technological tools.

Each chapter/lesson is divided into sub topics covering the entire syllabus prescribed by SCERT, Telangana State for IX and X class students. The short video of each sub topic is followed by the solved examples and a worksheet related to the topic. After watching the video, the student has to go through the solved examples and then solve the worksheet by himself/ herself. This was planned to build confidence in students by ensuring themselves that they have understood the concept. At the end of each chapter, an assignment is designed using Google form, where the child knows his score instantly.

Methodology

- Initially, the students' data about the availability of the devices was collected. It was found that about 60% to 65% of the parents have smart phones.
- The officer identified subject wise core committee members who are well versed with technological skills. As a pilot project, identified 20 schools and organized virtual classes through zoom sessions, WebEx, Google meet platforms for the X class students daily for 2 hours.



- Even though most of them had devices, there were network issues, and they could not get connected for 2 hours continuously for virtual classes. To address this challenge, it was planned to design our own website and share YouTube video links of shorter span. It was a challenge to find relevant video links of shorter duration from YouTube.

- The students were getting distracted as these links were taking them to the external site that plays advertisements in between the lesson. To

address this challenge, planned to prepare our own video lessons of shorter duration that could benefit the students.

- Next challenge was to train the subject experts as most of them were not aware of technology. The core committee subject experts with latest technological skills conducted virtual classes to train other subject teachers.
- They explored many digital tools like screen-o-matic, kinemaster, GeoGebra, robocompass, desmos etc.
- Those who never operated a laptop, empowered themselves with all the latest technological tools in the process. Structured material could be accessed with limited network and this was aimed to build confidence and a satisfaction of learning in students.
- At the end of each chapter/lesson, a quiz using Google form is prepared that gives instant score to the students. Once they complete a chapter/lesson, they can ask their doubts and send their feedback to the subject experts in the comment section.

Impact of the Innovation

All the structured material and videos related to SCERT Telangana State curriculum of IX and X grades are available in the DEO E-Library. Students can access and learn at anytime from anywhere.

About 55 Subject experts contributed 916 videos till date, benefitting the students from Government/ Aided/Private organizations of not only the Hyderabad District but also many other districts of Telangana State. The most encouraging result is that those teachers who never worked on laptops are now adept in making educational videos.

National Institute of Educational Planning and Administration (NIEPA)

National Institute of Educational Planning and Administration (NIEPA) was set up on 1962 as one of the four regional Centres of UNESCO to promote capacity development of educational planners and administrators in the Asian region. The Government of India took over in 1970 and renamed and retained it as the premier institution for research and training of educational administrators in India. It became a deemed to be university in 2006. It offers M.Phil. and doctoral level research degrees, training programmes for national and international participants and carried out empirical research and extends support to policy and planning of education in India. In the light of its seminal contribution in the area of educational policy and planning and felt need of starting a specialised postgraduate programme in educational planning and administration, the institution was conferred the status of a Deemed to be University with an added mandate of awarding degree. Given a very specialised nature of course, a very small component of students is admitted to pursue postgraduate courses (M.Phil./Ph.D.) in the area of educational planning and administration. Preparation for introducing Postgraduate Master Programme M.A. in Education (Educational Planning and Administration) is in the process. Two courses being run by the Institution (Postgraduate Graduate Diploma in Educational and Administration and International Diploma in Educational Planning and Administration (PGDEPA and IDEPA) are exclusively for educational administrators and functionaries of the Department of Education of the States and Union Territories of India and international participants belonging to the education cadre of the respective countries from Afro-Asian and Latin American countries nominated by their respective governments respectively. Both the programmes are in tune with the original mandate of the institution, started before the conferment of the status of Deemed to be University, the former was, however, upgraded from Diploma to Post Graduate Diploma in 2014.

NIEPA acts as a think tank and is the only national institution in the field of educational policy, planning and administration in India. The Ministry of Education and other public policy making institutions are the major users of its research findings. All capacity development programmes are addressing the educational administrators at the state and sub-state levels. A number of capacity development programmes are also organised for the academic administrators and leaders in higher education. Its main contributions to major national programmes include designing and developing District Primary Education Programme in the 1990s, SSA, RMSA and RTE in the 2000s. NIEPA undertakes several research studies at the request of the Ministry of Education, UGC and other public bodies every year. Similarly, it organizes several training and consultative meeting at the request of the Ministry. The clientele for its programme includes educational administrators at various levels as well as institutional heads.

NIEPA has always played an important role in the national education policy formulation and in designing several of the national educational programmes. The policy support extended by the Institute include its research and contributions to debates on the formulation of 1986 education policy, its revision in 1992, acting as a Secretariat to the Committee for Evolution of New Education Policy in 2016 and support to the current policy formulation exercise. NIEPA has also provided inputs for the implementation of NEP2020.

Major activities of the institution still continue to engage in policy-oriented research evaluative studies and capacity building programmes to the educational administrators and functionaries working at different levels in the department of education in states and union territories as well as institutions of higher education.



Department of Educational Administration
National Institute of Educational Planning and Administration (NIEPA)

(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi – 110016 (INDIA)

EPABX Nos. : 26565600, 26544800

Fax : 91-011-26853041, 26865180

Website: www.niepa.ac.in