

Compendium of Innovations and Good Practices in Educational Administration

2020-21 & 2021-22



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 grassroots 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 2020-21 & 2021-22

Compiled and Edited by

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V. Sucharita



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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, 2020-21 and 2021-22

Published by the Registrar, National Institute of Educational Planning and Administration (NIEPA)
17-B, Sri Aurobindo Marg, New Delhi-110016 and Design & layout by Sh. Bachan Singh & Printed at M/s Archana Printers, Okhla, New Delhi-110020

Foreword

The scheme of National Awards for Innovations and Good practices in Educational Administration is one of the major flagship programmes of NIEPA. The scheme of award was instituted by NIEPA in 2013-2014 with its defined objectives of recognising the innovative initiatives and Good Practices in educational administration the field level. The District and Block level educational officers could be important agent of transforming the functioning of the schools and schooling process at the grassroots level. The evidences emanating from the cases of innovative initiatives of these officers show that they play an important role in improving the functioning of public system of education and ensuring efficient delivery of educational services. The scheme of award is one of the important initiatives of NIEPA to recognise the contributions of the field level education officers who work in variety of challenging conditions. The scheme of award can serve as a catalytic factor in motivating the district and block 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. The award presentation function is preceded by one and half day National Conference on Innovations and Good Practices in Delhi. The conference provides opportunities to the educational officers to share and disseminate the cases of innovations and good practices in educational administration at the district and block levels.

It important to mention here that since the launch of the Awards Scheme in 2013-2014, a large number of cases have been shared by the officers across the states and UTs. Out of the cases nominated for the awards 297 (Two hundred and ninety-seven) cases of innovations and good practices have been shared during the last five rounds of awards functions organised by NIEPA. More than 700 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 Union Minister for Human Resource Development (Now Ministry of Education), Govt. of India, have graced the occasion and distributed the awards to the selected officers.

Like previous years, a large number of nominations were received from School Education Departments of various states/ UTs governments for the consideration of awards for the year 2020-2021 & 2021-2022. After a careful scrutiny and multi-stage evaluation of cases by expert committees 35 cases of innovation and good practices have been shortlisted for awards and 30 cases for Certificate of Appreciation for the year 2020-2021 and 2021-2022.

All the shortlisted candidates have been invited to participate in the National Conference on Innovations and Good Practices in Educational Administration and Award Function being organised by NIEPA on 4-5 December 2023 at Dr. B.R. Ambedkar International Centre, Janpath, New Delhi.

I take this opportunity to express our sincere thanks to the Secretaries, Commissioners, Directors of Department of School Education of states and UTs as well as SPDs of Samagra Shiksha Abhiyan and District Magistrates for their support in nominating the district and block level officers of education department for the consideration of awards/ certificate of appreciation. Their support helps NIEPA in identifying and recognising innovative cases which, in turn, prepares ground for improving the system.

This Compendium of the cases of innovations and Good Practices consists of the write-ups of the officers submitted for the recognition of their innovative initiatives. These cases represent wide variety of initiatives which touch upon different aspects of administration and management of school education. One common concern in all the cases is to ensure improvement in the functioning of the school education system.

We hope that the cases included in the Compendium of Innovations and Good Practices will inspire other officers working at the district and block levels to take innovative initiatives which will prepare the ground for a more strengthened school system

We extend our sincere thanks to the several experts for their valuable contributions and 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.

The support and cooperation received from the Union Ministry of Education in undertaking the activity of the scheme of award is noteworthy. We gratefully acknowledge the support of Shri Sanjay Kumar, Secretary, School Education. We also thankfully acknowledge the contribution of Dr. Amarpreet Duggal, Joint Secretary and presentative of Department of School Education of the Union Ministry of Education who has been a source of constant support in contacting with the states/ UTs in this endeavour of awards scheme.

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

I congratulate all the District and Block Level Education Officers who have been shortlisted for the award/ certificate of appreciation for their innovative initiatives. Hope the recognition of their innovative initiatives will act as driver for further innovative initiatives for improving the functioning of the school education system at the grassroots level.

I also express my sincere thanks to NIEPA Administration, headed by Shri Nishant Sinha, Registrar (I/c) & his entire team, Dr. D. S. Thakur (AO), Satish Kumar S.O. (I/c), General Administration, Training Cell and all other staff for all the support.

I would also like to extend my gratitude to our Publication Unit, Shri Amit Singhal & his team for bringing out all the required documents in record time.

Shashikala Wanjari
Vice-Chancellor

National Institute of Educational
Planning & Administration, New Delhi

1 December 2023

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. A number of initiatives taken by the government for improving the quality in education in recent years is undoubtedly remarkable. However, quality of education in government schools still remains a concern indicating a gap between quantitative expansion and qualitative outcomes. Any such situation is cited as ground for demeaning the government schools without taking into account the number and background of students catered through government schools. In such a situation affirming the faith 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 subjected to 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 by their respective states. This initiative has

been reported large in numbers during the past 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 Shashikala Wanjari, Vice-Chancellor, NIEPA for her 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 members of the current innovation programme- 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 Vice-Chancellor, 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 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 in Educational Administration. We are also thankful to all the candidates who have submitted 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 for evaluation consisted of Prof. Illyas Hussain, Prof. N. K. Das, Prof. R. C. Patel, Prof. S. K. Yadav, Prof. S. Srinivasa Rao, Prof. Uma Meduri and Prof. Y Srikant. The former faculty members of NIEPA- Prof. Nalini Juneja, Prof. Arun C. Mehta, Prof. Y. Josephine and Prof. Sunita Chugh. and the current faculty members of NIEPA- Prof. A.K. Singh, Prof. K. Biswal, Prof. Pranati Panda, Prof. Veera Gupta, Prof.

Aarti Srivastava, Prof. K. Srinivas, Prof. Pradeep K. Misra, Prof. Manisha Priyam, Prof. Neeru Snehi, Dr. A. Mathew, former National Fellow, NIEPA; Dr. Santwana G. Mishra, Dr. Anshu Srivastava, Dr. Amit Gautam, Dr. Sangeeta, Angom, Dr. N.K. Mohanty, Dr. S.K Malik, Dr. Mona Sedwal and Mr. A.N. Reddy help in identifying the cases of innovations and good practices in educational administration through their rigorous engagements in the evaluation process at different stages. The evaluation process of the cases was coordinated by Professor Vineeta Sirohi, Dr. Anshu Srivastava and Dr. V. Sucharita as convenors/ co-convenors of the Committees at various stages.

My sincere gratitude 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.

I am also thankful to my colleagues in the Department for their support in implementing the scheme through the department. Our colleague in the Department, 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 initial draft of the Compendium of Innovations and Good Practices in Educational Administration with the support of the project staff.

Professor Vineeta Sirohi and Dr. Anshu Srivatava of the Department of Educational Administration have been forthcoming with their input and support in organising the Conference of Innovations and Good Practices in Educational Administration and Awards Function. Professor Vineeta Sirohi has been meticulously working on the minute details of the activities and session plans of the Conference and coordinating with the students for their assistance in organising the award Function. The support extended by Ms. Rita (Steno) is thankfully acknowledged.

Support of our Project Staff both continuing and working in the past, Dr. Bishnu P. Mishra, Mr. Prince Verma, Mr. Mrinmoy Deb, Ms. Pooja Jha, Ms. Monika, Dr. Salma Wasi, Ms. Shrishti Gupta and Ms. Priyanka Project staff helped in preparing the briefs of the cases of innovations and good practices in educational administration and supported at the different stages of implementation of the programme, including initial brief preparation.

The support of NIEPA's administration led by Mr. Nishant Sinha, Registrar (I/c) and Finance Officer, Dr. D.S Thakur, Administrative Officer (Ic), Mr. Satish Kumar, S.O. (G) and Incharge, Training Cell, Mr. Kamal Gupta, S.O. (F); and the entire team of administration is thankfully acknowledged.

The entire team of ICT led by Professor K. Srinivas, Mr. Chandra Kumar J, 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.

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

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

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**IMPROVING STUDENT
PARTICIPATION AND PERFORMANCE**



EDUCATIONAL ONLINE RADIO: PALLIPANBALAI

E. Maanhvizhi

District Education Officer

Ariyalur District, Tamil Nadu

Area of the Innovation

- Creating an alternative platform for teachers and students' learning through radio broadcasting

Summary of the Innovation

The National Education Policy (NEP) 2020 highlights the importance of enhancing listening skills among learners as a part of its broader educational reforms. This includes developing listening skills from a young age, as it is a fundamental aspect of effective communication and comprehension. NEP also recognizes the role of technology in education. Using digital tools and e-learning platforms can provide opportunities for students to practice and develop their listening skills through audio and video materials. To create a good platform for students and teachers with elocution skills, to improve the auditory skills of the students, to cater for the needs of auditory learners, and to expose students to learning content beyond their textbook, online radio broadcasting has been started in Ariyalur Educational District by the DEO.

This initiative was launched on 12th April 2022 under the guidance of the DC and the CEO of the district. The broadcasting duration is done only during lunch hours and all working days. The essential objectives behind this initiative involve improving the students' auditory skills, catering to the auditory learners' needs, and exposing students to learn content beyond their textbooks. The main purpose behind this innovative measure was to utilize the lunch period in a meaningful manner through which the students can improve their listening skills, and communication skills in addition to the academic content. This education radio has provided an opportunity for the students and the teachers to showcase their talents. Students have a wide scope to improve their language and oratory skills. A team of teachers are involved in compiling and validating the content.



Implementation of Innovation

To tap a wider audience and increase the reach to various stakeholders, the radio was QR-coded, and flyers were prepared to sensitize teachers, students, and parents. Even through emails, the program details were disseminated. The learning outcomes of many classes state to help students become better listeners. Although textbooks provide some exposure for students to improve their skills, it is still insufficient. Therefore, this educational radio exposed students to a variety of learning experiences. Initially, the teachers of the educational district were asked to record audio on their smartphones and send it to the validation team, i.e., via email, or they had the option to send it through WhatsApp as well. A brochure was distributed to schools to raise awareness among teachers, while an open invitation was extended to all educators to encourage their contributions. Afterwards, a technical team was formed and trained to broadcast the programs on the radio. The idea of radio broadcasting was decided, and the means of doing it without the involvement of funds was explored. Broadcasting through FM was finalized after searching all the possible avenues. The major resources involved during the innovation are motivated teachers, mobile phones, high-speed internet facilities, etc. To mobilize the effect in all the district schools, they were provided technical support like laptops and hi-tech labs with advanced technologically configured equipment in high secondary schools, and institutions with lower strength were aided with Bluetooth speakers with high impact.

Impact of the Innovation

Through this unique intervention, many aspects among the students have shown improvement. The primary areas impacted include the students' academic contents beyond their textbooks and the teachers/ students being provided with a suitable platform to nurture their talent. The learning needs of auditory students are catered to. The lunch hours were utilized properly by schools. Along with this, the auditory skills have helped the students enhance their soft skills related to spoken English. Students get motivated and excited while listening to their voices and the applause is highly appreciated. The program's reach was widespread since it was popularized on various social media platforms. The validation team, trained teachers and coordinators can sustain the innovation. To ensure replicability, the program was shared on the social media pages of the district collector, allowing listeners to access and listen to the program later.

BASIC ACADEMIC STANDARDS ENHANCEMENT IN MATHEMATICS, ENGLISH AND TELUGU (BASEMENT)

D. Madhusudhana Rao

District Education Officer

Kakinada, Andhra Pradesh

Area of the Innovation

- Develop minimum levels of learning in Telugu, English, Mathematics and Environmental Science.

Summary of the Innovation

Basic Academic Standards Enhancement in Mathematics, English and Telugu (BASEMENT) is an innovative program implemented in West Godavari District to enhance the academic standards of government school children to achieve minimum levels of learning in Mathematics, English, Telugu and environmental science.

It was observed that all the academic achievement surveys, like NAS and AAS emphasized that the learning levels and academic standards in government schools were not satisfactory. About 50% of students did not have minimum learning levels, such as 8th class students could not read the 5th class English, 9th class students could not do the 6th class Mathematics problems and 7th class students could not read the 3rd class Telugu textbooks. The officer strongly felt that this situation needs to be corrected urgently.

Implementation

A hybrid of methods and approaches was used in implementing the strategy. In this Programme, about 1,10,668 students from primary schools and 1,37,962 children from upper primary schools and High Schools, and in total, 2,48,670 children were the target population. The academic standards of the students were examined every month, and monthly grades were awarded to every student.



All the teachers who were dealing from 2nd class to the 9th class actively participated, and special remedial teaching was done daily to the needy children. Six thousand three hundred forty-three teachers from primary and upper primary schools and 4003 from High schools participated in the programme.

Under the implementation of this Programme, special Basement Classes were conducted every day. Three remedial classes for each subject were conducted. Basement Classes were conducted during the last two periods from 3.00 pm to 4.40 pm. All the students were divided into four aspirational groups:

S.No.		Grade
1.	Paschima Animuthyalu (Platinum)	81% - 100%
2.	Paschima Vajralu (Diamonds)	61% - 80%
3.	PashimaBangaralu (Gold)	41% - 60%
4.	Pachima Asha Jyothulu (Silver)	0 - 40%

This new grading system inspired all the students to move to a higher aspirational group. Most of the students excelled and achieved higher grades than the previous month. This Programme was started in November 2015 and continued up to April 2016 for six months in the entire West Godavari District.

Subject Wise/ Day Wise Basement Classes Allotment

Monday	Telugu and Mathematics
Tuesday	English and Environmental Science
Wednesday	Telugu and Mathematics
Thursday	English and Environmental Science
Friday	Telugu and Mathematics
Saturday	English and Environmental

Resource Mobilization

During the implementation of this programme, all the teachers and Mandal level officers were mobilised to implement this programme successfully. This program has greatly encouraged parents, instructors, and students, and towards the end of it, 85% of the pupils had raised their academic standards and grades significantly.

Students Achievement:

In the 1st BASEMENT Examination, A-Grade Students were 50997, which increased to 65114 in the last BASEMENT examination. B Grade students were 93448, and the rise in number came to 105746. C Grade students were 67996, and the number was reduced to 56186 because they came into the higher grade range. D Grade students were 36189, and students in this grade were reduced to 21584 with constant motivation and encouragement.

Impact of the Innovation

The academic standards of the students immensely increased in all subjects, and all children felt motivated by getting higher grades every month. They actively participated in various academic activities.

MINIMIZING DROPOUT OF ADOLESCENT GIRLS THROUGH MENSTRUAL HYGIENE AWARENESS

Krishnendu Ghosh

Sub Inspector of School

Joynagar, South 24 Pargana District, West Bengal

Area of the Innovation

- Minimise Dropout of Adolescent Girls by Menstrual Hygiene Committee

Summary of the Innovation

This innovation has been a boon, especially for adolescent girls in the backward classes in Sundarban, south 24 pgs. areas. Due to the lack of knowledge of using sanitary napkins among adolescent girls who especially belong to the backward classes in Sundarban areas, the rate of dropouts was quite high. The girls felt very shy and anxious to share their problems in the school with their teachers and classmates. Dropout events were underreported and unreported. A total of 400 dropouts among the girls were reported in 2016 alone. Social evils like child marriage, child labour and women trafficking rates were too high to be justifiable. Though everything seemed normal on pen and paper, The reality at the ground level was quite different. This project has received huge appreciation from all sections of society and the state government. It has been successful in preventing dropouts amongst adolescent girls who are being deprived of education for not coming to school due to shyness, anxiety and ignorance during menstruation and bringing them to the mainstream of the educational system.

In Sundarban areas, the girls (aged 11 to 15 years) were unaware of using sanitary napkins and maintaining hygiene during the menstrual cycle. After discussing in the meeting with all the participants and getting help from the local health centre, the Sub Inspector of the schools has formed The Menstrual Hygienic Committee in every school comprising Female teachers, ASHA staff, and Members of SHG. The job was to



organize the sanitary napkin awareness camp every week in the schools as well as in the residences of the students and drive away the ignorance and apprehension about menstruation amongst adolescent girls and their parents. Initially, the officer faced social challenges in the rural backward area while organizing the camp. But the officer did not stop as the motive was to spread the awareness of education among the girls and to stop dropouts among the adolescents.

The objectives of this innovation

- To create awareness among female students and build confidence during adolescence.
- To reduce the rate of dropouts among the adolescents.
- To provide sanitary napkins free of cost.

Methodology

All the school teachers focused on reducing dropouts among adolescents and building confidence among the girls. After regular meetings, the idea of forming a sanitary napkin awareness camp was proposed, and all the participants readily agreed to participate in this great endeavour. The sanitary napkin awareness camps were subsequently created in each school to combat dropouts of adolescent girls from backward classes. The composition of the Menstrual Hygienic Awareness Committee is as follows:

- a) Head Master/Head Mistress
- b) Two Female teachers
- c) All-female Para Teachers,
- d) A student from each section of class 5-12
- e) At least two female members from the local SHG (Self Help Group).
- f) ASHA staff from the local health centre
- g) Doctor related to school health
- h) Karmadaksha of Panchayet Samity of Nari o Shishu kalian Samiti

The team of female teachers mainly undertakes the job in association with all other committee members. Questions are then asked about the absentees; their addresses and numbers were noted down immediately. The female teachers, sometimes with the help of other members of the committee, visit the residence of the students and persuade the guardians to send their children to the school at the time of menstruation. The sanitary napkin awareness camps are held in the school



every week and sometimes in students' residences to explain the benefits of using sanitary napkins and persuade them to attend school during those periods. Members of the Self Help Group often seem to have credible information regarding dropout adolescent girls. A list of female students absentees from school for three days or more is made, and immediate contact is made with students and their families. It has been observed that during any vacation, they meet with their relatives who often suggest their marriage to the girls' parents, especially in the backward areas of Sundarbans.

Impact of the Innovation

This innovation has brought about a significant and visible change in the rates of dropouts among adolescent girls. Dropout rates have steadily decreased in the areas since the programme's launch. Support from the media has increased considerably. Media now plays a vital role in creating mass awareness regarding the use of sanitary napkins and its benefits; this camp has created a huge impact as it is a collaboration among all levels of administration and local bodies, communities, students, and teachers. The observations and analysis of the meeting are well documented for future reference, thus allowing greater transparency and efficiency.

This concept does not require huge resources and can be easily replicated in all districts and states across in the country. As the concept involves local bodies and people, unthinkable efficiency and speed could be achieved.

The initiative is a joint effort of all the sections of the society, local self-government, teachers, students, SMCs, SHGs, guardians, etc., without whom such an enormous endeavour would not have been successful in such a short span.

This initiative has received appreciation from all the education departments of the state as well as the central government. It is being considered for replication in other backward places in the country. The impact of this innovation has been immense. This process has gathered considerable momentum and needs to be followed and sustained. Encouragement from all sections of society has boosted the morale tremendously.

MISSION DRAUPADI: E-CONTENT FOR STUDENTS AND TEACHERS TO CONNECT WITH THE DIGITAL WORLD

Santosh Kumar Rout
Additional District Education Officer
Cuttack, Odisha

Area of the Innovation

- Developing e-contents for enhanced learning outcomes.

Summary of the Innovation

During the coronavirus lockdown, teaching and learning through mobile phones became the need of the hour to ensure continuity in learning. But post-pandemic, the offline classes couldn't attract the students much to sit from 10 am to 4 pm. During this juncture of time, a bridge was built. The Govt of Odisha initiated a scheme to develop the infrastructure of schools by introducing e-classrooms where interactive smart boards were installed. However, the success of the smart board will not be completed without proper e-content, which should be both student and teacher-friendly. This led to the beginning of this project, Draupadi, to empower both students and teachers of the Cuttack district.

Mission Draupadi was started as a pilot project in some high schools in Cuttack that have smart classroom facilities with interactive boards. Some teachers and intellectuals pursued to develop e-contents for class nine and ten initially as 5T (**Teamwork, technology, transparency, transformation, and time limit**) transformation process was done for high schools only. But this project is dedicated to all students' all-around development irrespective of class. So, in a later period, e-contents for students of class Ist to class 12th will be developed, and it will add value to the existing education system of this district in particular and the state in general.

ଗୋଡ଼ିସାହି ଉଚ୍ଚ ବିଦ୍ୟାଳୟରେ ଦକ୍ଷତା ବିକାଶ ତାଲିମ



କଟକ, ୧୫ ଅକ୍ଟୋବର: ଏକ ସ୍ୱଚ୍ଛ ପଢ଼ା ଯୋଗ୍ୟ ଯୁବକ ଓ ଯୁବିକାଙ୍କୁ ଯୋଗ୍ୟ ଭାବରେ ପ୍ରମାଣିତ କରିବା ପାଇଁ ଗୋଡ଼ିସାହି ଉଚ୍ଚ ବିଦ୍ୟାଳୟରେ ଏକ ଦକ୍ଷତା ବିକାଶ ତାଲିମ କାର୍ଯ୍ୟକ୍ରମ ଆୟତ୍ତ ହୋଇଛି। ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଉଚ୍ଚ ବିଦ୍ୟାଳୟର ଉପାଧ୍ୟକ୍ଷ ଡା. ସତ୍ୟଜିତ ରାଉତଙ୍କ ସମ୍ପର୍କରେ ଉଲ୍ଲେଖ କରାଯାଇଛି। ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଉପାଧ୍ୟକ୍ଷ ଡା. ସତ୍ୟଜିତ ରାଉତଙ୍କ ସମ୍ପର୍କରେ ଉଲ୍ଲେଖ କରାଯାଇଛି। ଏହି କାର୍ଯ୍ୟକ୍ରମରେ ଉପାଧ୍ୟକ୍ଷ ଡା. ସତ୍ୟଜିତ ରାଉତଙ୍କ ସମ୍ପର୍କରେ ଉଲ୍ଲେଖ କରାଯାଇଛି।

Impact of the Innovation

- To help the students and teachers to get connected with the digital world.
- To enable the teachers to use the interactive boards in the classroom.
- To make the teachers competent to add some new e-contents of their own.
- To help the students learn in a smart classroom and actively participate in classroom interaction.
- To help the students to construct their knowledge and understanding under the guidance of the teachers.
- To appreciate the efforts of NEP 2020 and NCF 2005 concerning learning in the digital world.
- To make the school bags light for the students and not make learning a burden, as the students will not carry their textbooks with them.
- To contribute towards the success of the Odisha government's brainchild 5T High School Transformation.

Community Mobilization

The School and Mass Education Department, Govt of Odisha, different Directorates and SCERT encouraged the field functionaries to develop e-contents not only for use in interactive boards but also during the pandemic; the teachers used the e-contents to teach and provide TLMs to the students during home. The Collector of Cuttack, an academician cum administrative officer, extended all his support for the development of these e-contents. The computer lab, as well as all the members of the team Mission Zero Fail (MZF), supported a lot in giving the final shape to the e-contents. The District Education Officer, Cuttack, supported the team to make this mission successful. The two other Additional District Education Officers (ADEOs) also actively got involved in this process. The subject teachers (the team members of Mission Draupadi) have been trying their best to make the e-contents lively, interactive, joyful and meaningful. They have incorporated all the learning aspects in these materials. Without them, to think of the mission is impossible.

Implementation and Impact of the Innovation

Every initiative can be made successful through a proper, well-developed thought and scientific strategy. Mission Draupadi is not an exception. To develop a strategy, much brainstorming was done. Its applicability, acceptability, and administrative and financial constraints were well discussed, and finally, the following strategies were decided to be implemented.

1. Cooperation is the basic mantra behind the success of a mission. In this project, the cooperation of a team of resourceful teachers, educationists, and technical persons played a key role. Their cooperation and dedication made the project cost-effective and time-effective in the long run.
2. Every team is led by a team leader for final scrutiny of the e-contents prepared by different educationists. A final draft was prepared and circulated throughout all the 5T transformational schools of the district.

3. A proper feedback system is in place to gather feedback about the quality of the e-contents from the teachers and students. Accordingly, corrective measures are initiated if required.

Subject experts developed e-contents in Odia language with the help of PPTs, small videos, pictures, dialogues, etc. Initially, content development in Science, Mathematics, and Social Science subjects was undertaken. Several online meetings were conducted as the resource teachers were from almost all 14 blocks, including Cuttack Municipal Corporation of Cuttack district, without disturbing the resource teachers from their daily routine classes in the school. The online meetings were mostly organised in the morning or evening hours. For each subject, some resource teachers were selected to prepare the content. The contents were also shared with the expert resource teachers of the subject to modify the contents as required. Sometimes, the resource teachers and expert resource teachers sat in the computer lab of any school to discuss among themselves and finalize the contents. Once the resource persons finalize a content unit, the content is given to the expert resource persons to bring modifications if required. When a whole unit is well prepared, it is sent to the 5T schools of the district for use. It is a small initiative at present, and in due course of time, more people and resources will be utilized to improve the quality of the materials further.

This innovation has relevance for 21st-century Millennium classrooms. It will not only nurture the learning of the students of 189 5T schools of Cuttack district, but it will also be useful for all the students of the 4536 numbers of 5T schools in Odisha. The govt. is transforming the High schools of Odisha in a phased manner. All the High Schools, elementary schools, and higher secondary schools are in the pipeline for transformation. So, the e-contents developed will help all the students and teachers of 9th and 10th classes all over Odisha. After e-contents are developed for 9th and 10th students, e-materials will also be developed for other class students in the Odia language. So, this innovation has widespread use at present for all the students of 9th and 10th in 5T Schools of Odisha. Even some students use this in either computer labs or at their homes under the guidance of their teachers, parents, siblings, etc.



POST-COVID ADAPTATIONS IN EDUCATION IN RURAL AREAS

Soumyo Ghosh

District Education Officer, SSM

District Malda, West Bengal

Area of the Innovation

- Improving student participation and performance

Summary of the Innovation

The pandemic was the most challenging time for the education sector. The outbreak of Covid-19 has taught us that change is inevitable. Besides, for implementing NEP 2020, it is very relevant to reach the basic fundamental building blocks of learning by Class III. As most of the students in government schools come from poor backgrounds, SSM, Malda officials, teachers, and NGOs assisted these students by supplying worksheets, study materials and lesson plans on their phones. During the reopening of school, students were welcomed with warmth and assurance. After reopening, summer camps were held to recoup learning loss. The distribution of study materials via mobile devices bridged the gap caused by the pandemic and aligned with the implementation of NEP 2020's foundational learning approach. The warm reception upon school reopening and the subsequent summer camps underscore the holistic efforts to recover from the learning disruptions and create an enriched and supportive learning environment for the students.



Implementation of the Innovation

To start with, the officer suggested the School Inspectors to make a rapid assessment of the availability of smartphones in rural areas in Malda. After a week, the School Inspectors reported that only a few parents had smartphones, and 40% had simple handsets.

So, there was an extreme need to provide a holistic solution to ensure quality education at the grassroots level. The next step was to create simple messages that could be transmitted via SMS and WhatsApp. It was also to be remembered that the SMS should be within limited words. A team was created by the Malda SSM officials, teachers, and members of Pratham Education Foundation, an

NGO. It was decided that the learning materials for children should be sent daily through SMS and Whatsapp messages to the parents and also some quizzes for children to answer. The teachers took intermittent feedback from the parents via ZOOM, WhatsApp, and calls. This technique, which ran successfully, was continued from February 2021 till school reopened.

A framework or guideline was developed by Malda SSM officials, teachers, and Pratham Education Foundation members. Groups were created to administer training and curriculum at the district level. From all circles, nominations for monitoring came in the form of two master trainers and one nodal person. Master trainers and nodal individuals received two days of virtual training in two different batches during the first week of March. The second and third week of March saw a two-day virtual training at the circle level. This district-level training featured 95 participants from 32 circles. The 95 members then taught around 10,000 teachers in the Malda District's 2600 government and private elementary schools how to manage the initiative.

MOTHERS' WORKSHOP: Welcoming mothers to school once a month for activities, where the teachers enable the parents to see, especially for classes I to VIII, what they can do at home for the rest of the month. These kinds of efforts should become integral so that parents aren't just called to observe how their children are performing but are seen as extra hands, hearts and heads available to teachers as we return to the education journey. School readiness fairs or mela were organised for mothers, educational discussions for the betterment of the system and achieving quality education and exhibitions on different scientific models were also held.

SUMMER CAMP 2022: During summer vacation, especially after the post-COVID period, to recover the loss due to COVID-related school closure, summer camps were conducted. Summer camps gained more significance because the schools were shut for almost two years, and in the interim, children's access to learning activities has been limited and variable. It involves mobilizing the community, selecting volunteers at villages (especially school-going children of students of standard nine standard 12) who were trained and providing TLM to children in a community space for an hour or two.



Impact of the Innovation

The attendance rate of students increased gradually. Children were active even during the closure of schools because of various steps taken by the officials. Students were willingly participating in almost all co-curricular activities. It left a positive impact on both the children and the community. It focussed on building fundamental life skills. Parents were highly supportive and children could read fluently. It helped those who don't have smartphones or whose parents or siblings aren't educated.

NIBIR JOGASUTRA KARMASUCHI AT PRIMARY LEVEL IN BIRBHUM

Samarendranath Santra
District Inspector of Schools (PE)
Birbhum District, West Bengal

Area of the Innovation

- Reaching out to students during pandemic

Summary of the Innovation

During the pandemic (COVID-19) period, students were affected mentally and academically to the maximum. Everyone was living in fear and anxiety during this challenging period. The officer decided to reach out to the students to know their present condition and motivate and encourage them.

Objectives of the Innovation

- To reach out to students during pandemic
- To provide mental, physical, and academic support to the students.
- To reduce the dropouts in the future.



Teachers, Inspectors and Sikshabandhus visited every doorstep of every student twice a week and gave Activities/Tasks. Those tasks were also made available in the Banglar Siksha Portal. It was implemented in all 2401 Primary Schools in Birbhum District. Teachers and Community members positively supported the ideas and helped to implement the programme successfully.

The state government, education department, superior officer, district collector, colleagues, subordinates and community supported each level of implementation. After encouragement and support, students started participating in all the tasks on time and felt motivated.

Implementation of the Innovation

For implementing this programme, regular discussions were held. The education department, superior officer, district collector, colleagues, subordinates and the community participated actively. WhatsApp groups were created for Primary Headmasters and another group for sharing good practices. Various activities related to the development of curricular aspects were initiated, such as activity-based learning.

Impact of the Innovation

This continuous and rigorous intervention resulted in the enhancement in enrolment in government schools. Students came back to school with improved performance. It has been observed that they are more eager to stay after reopening school. The effective combination of interventions has addressed immediate challenges and fostered a more conducive and welcoming atmosphere for students within the educational setting.

READ, RECITE AND WRITE CAMPAIGN BY SCHOOL CHILDREN'S WRITING WORKSHOP

Bhagirathi Behera

Block Education Officer

Ganjam block, Ganjam district, Odisha

Areas of the Innovation

- Achieving foundational literacy and numeracy

Summary of the Innovation

Innovation in Ganjam block titled “Read, Recite and Write Campaign” by School Level Children’s Writing Workshop was initiated with the main objective of “Achieving Foundational Literacy by enhancing children’s creative skills through Language and Literature education”. A ‘School wise Calendar’ was designed without disturbing the academic calendar and implemented successfully in 40 schools to date where children, teachers, headmasters, CRCC, BRCC, and BEO directly involved with PTA, SMC members including writers of local writers association were involved. This innovation involves a ‘One Hour Program’ where schools must select 10 to 15 students per instruction, where children need to read prose, recite poems, and write essays from any language and literature book or on their own in front of guests and parents. Children will be awarded participation certificates with any book as a gift with valuable suggestions.



It is a sustainable innovation that can be practiced anywhere in any school or block because it is based on the student’s interest and is easy to practice by teachers. The art, literature, language, and culture are formatted in song, dialogue, and recitation, adding more value to the innovation by which any officer will show interest in continuing.

Objectives of the Innovation

- To improve teaching-learning quality in government schools, especially language and literature.

- To ensure the resilience of the education system in the pandemic and beyond.
- To minimise the loss of learning of school children due to pandemic covid-19
- To develop the teaching skills of the teachers in literature and language by reading, reciting and writing methods.
- To enhance students' creative writing in literature and language by reading, reciting and writing methods.
- To provide educational support to Telugu-speaking students to achieve fluency in Odia language and literature.

Resources mobilisation

- Each school arranges a classroom/stage/ mike and sound for the program with the help of SMC/PTA.
- CRCC and supporting teachers with school teachers helping children to select topics in the form of poems, prose and essays.
- Ganjamara Kabitaghara Literary Trust- the creative partner arranging writers as speakers and books to donate.
- Block Education Office supplies uniform banners and certificates for the purpose.

Implementation of the Innovation

It started with forming a Block Level Core Committee under the chairmanship of the Block Education officer for the Block Level execution of the 'Read, Recite and Write campaign'. Senior ABEO cum BRCC became the convenor and monitoring authority for implementation. All the clusters were divided into two zones for better administration and implementation. Block Level Core committee scheduled the annual event of the 'Read, Recite and Write' campaign parallel to the school's academic calendar. The Block Level Core committee kept in mind that they will design the 'Read, Recite and Write' campaign calendar on Saturday or any observation day without disturbing the teaching periods.

The scheduled calendar details were informed to schools before starting the academic session or at least 15 days before that it would be easy for the school headmaster to merge it with their annual activity calendar. Two supportive teacher members of the cluster with CRCC will plan events at school one week in advance on a given date. The invitation for creative input by any outer organisation working on literature and language will be sent from a block for its success.



Impact of the Innovation

The innovation was successful as school students were more interested in participating. They got the stage to show their skills, recognition among friends, and certification of their talent motivated them. It was practiced in 40 schools, benefiting 600 students and indirectly 1600 students with reading, reciting, and writing skills.

Local writers and Ganjamara Kabitaghara Literary Trust have already distributed six hundred children story books. Public participation, including parents, SMC members, education officials, and teaching faculties is increasing daily as it benefits school children. Besides language books and literature, other activities like art, dance, song, and plantations are also introduced for more participation. School monitoring became easier as it gave frequent visits of educational officials from district, block, and cluster levels.

ACADEMIC DIVERSITY IN SCHOOLS FOR EXCELLENCE

Krishnendu Biswas

Sub Inspector of Schools and CPC

Birbhum District, West Bengal

Area of Innovation

- Enhancing Academic Excellence for First Generation Learners and Slow Learners.

Summary of the Innovation

The decline in academic excellence within government-run schools is a growing concern, contributing to a drop in student enrollment and an increase in dropout rates. The lack of diversity in the teaching-learning process is a significant factor leading to a waning interest in studies among students. To address this issue effectively, there is a pressing need for comprehensive reforms that enhance the quality of education and promote innovative and diverse teaching methods. By fostering an engaging and inclusive learning environment, we can work towards revitalizing academic standards and reigniting students' passion for learning in government-run schools.

The challenging situation has been exacerbated by the impact of the COVID-19 pandemic, further intensifying the decline in academic excellence. The issue became apparent during school inspections, particularly when gauging student class engagement. This concern was further highlighted in parent-guardian meetings, where the impact of the current scenario on students' learning experiences became more evident. Addressing the combined challenges of academic decline, lack of diversity in teaching, and the overarching influence of the pandemic is crucial to fostering a resilient and effective educational system in schools.

Objectives of the innovation

- To improve academic excellence in students, mainly from government schools
- To prevent drop-outs.
- To create a joyful learning environment in schools while making students tech-friendly.
- To continue career guidance and counselling so that students can get a better future after completion of studies

Implementation of the Innovation

The innovation is mainly implemented in the Central Circle of Birbhum District High Schools. First-generation learners are typically more drawn to technology and ideas. At the very preliminary stage, orientation with all teachers had been arranged regarding the future goal of this project. Then, a

Parent Teacher Meeting with the students of the aimed school was organised to acquaint them with the project's fruitfulness.



The idea got a huge response while arranging a Career Guidance Counselling with the help of some experts. First-generation and Slow learners are generally afraid of learning, and COVID has created a long gap in their educational careers. So, the objective was to make them joyful and acquainted with school again to create motivation among them. All the planning happened during the pre-corona times. Implementing corrective measures has commenced after the reopening of schools and will persist

until all students within this circle reap the benefits. This ongoing effort reflects a commitment to providing sustained support and improvement, ensuring every student in the designated area receives the necessary assistance and opportunities for academic success.

Funds from PSSM have been utilized to get the material resources, and teachers have also extended their helpful hand towards making the project successful. Subordinate support has also been received to measure the intended objectives achieved.

Impact of the Innovation

Students from various schools are demanding smart classes in their schools. Above all, primary teachers are prepared and motivated to adopt this process. Student attendance has increased, and interest towards private schools is slowly following a downward graph. Most schools in the block have been converted to smart schools with projectors. It also led to enhanced student participation in inter and intra-school competitions, student engagement in classroom participation, better teaching-learning, and effective monitoring of students and teachers. This idea can be replicated in every aspect of education to sensitize guardians or the general public or in any social awareness campaign.



INCREASING THE LEARNING COMPETENCIES OF STUDENTS THROUGH INNOVATIVE PRACTICES

Sanjay Kumar

District Education Officer

East Champaran, Bihar

Areas of the Innovation

- Increasing learning competencies of students
- Capacity building of teachers

Summary of the Innovation

Sanjay Kumar, District Education Officer, East Champaran, Bihar, initiated many educational innovations and good practices. He observed that children in his district frequently participate in home chores and dedicate less time to their educational pursuits. Even the teachers are very demotivated in these schools. Students worldwide experienced disruption in education due to the spread of coronavirus. It was a great loss in the learning process in this uncertain environment. Children were not interested in coming to school.



These circumstances prompted the officer's actions to improve the situation. These practices were meant to address some specific issues. At the same time, some were innovative and directed to bring desirable changes in his district's overall educational administrative framework. These educational innovations and good practices provide effective and productive educational environment at all levels (elementary, upper primary and secondary) and Kasturba residential schools of East Champaran district.

Methodology

The process of conceptualising the idea of innovation is as follows:

- Step 1 Conversation with school principals
- Step 2 Interact with city dignitaries

Step 3 Inspiration from models and private schools

Step 4 Arranging school field trip

‘Chetana Session’ activities include Morning Prayer, motivational conversation, thoughts of the day, and general awareness. A baseline test was conducted for remedial classes to determine the children’s learning level in the schools. Students who were weak in reading, listening comprehension and basic mathematical operations were given additional support. The decision to start remedial teaching was taken on 6-08-2022 after school hours. The extra classes were organised from 3 to 4 pm.

The office was also concerned with the cleanliness of the school. So it started the Mission Impossible Programme in which, on the second and fourth Saturday of every month, staff did many activities for all the children and teachers and the cleanliness of school premises and education offices. Kasturba residential schools of East Champaran district were uplifted with basic infrastructure, TLM, arranging workshops, etc.



Impact of the Innovation

After implementing the Innovation, a positive change has been observed in almost all schools of the East Champaran district like improved school hygiene, quality classroom management, increase in libraries and laboratories, teacher enrichment and learning outcomes. Undoubtedly, the teaching-learning Programme, ‘Chetana session’ and remedial classes have reached the satisfaction level of students, teachers, parents, guardians and the public. This educational innovation in the wake of COVID-19 shows that adversity can be turned into opportunities with sincere motives and through proper innovative practices.

MOTIVATED VILLAGES–MOTIVATED BLOCK – NIPUN UTTAR PRADESH

Pushendra Kumar Jain

Block Education Officer

Nakaha Block, Lakhimpur Kheri, Uttar Pradesh

Area of the Innovation

- Enhancing quality in the teaching-learning process

Summary of the Innovation

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. To enhance the learning level of students and to ensure grade-level competency, the government of Uttar Pradesh announced an initiative called 'Motivated Village -Motivated Block –Nipun Uttar Pradesh' for the educational blocks of Uttar Pradesh to come forward and accept the challenge of Covid-19.

The main objectives of the intervention were as follows:–

- To provide free and compulsory education for all children in the age group of six to fourteen years
- To provide a platform for interaction.
- To provide a platform for competition.
- To encourage students to participate in the learning process actively.

Implementation of the Innovation

A classification of schools was undertaken based on four points' filtration, communication, evaluation, and motivation.

शिक्षा के सुधार को लेकर की बैठक



सिधौली/सीतापुर (विधान केसरी)। विकास खण्ड सिधौली के प्राथमिक विद्यालय सिंहपुर में शिक्षक संकुल की मासिक बैठक की गई। बैठक की अध्यक्षता खण्ड शिक्षा अधिकारी पुष्पेंद्र जैन ने की। इस बैठक में शिक्षा व्यवस्था में सुधार लाने पर चर्चा की गई।

बैठक में बीईओ ने विद्यालय को प्रेरक बनाने, शिक्षण योजना का निर्माण, प्रेरणा लक्ष्य की प्राप्ति, प्रेरणा तालिका, बच्चों की उपस्थिति, कोविड-19 के नियमों का पालन, अभिभावक संपर्क, अभिभावक जागरूकता, गतिविधि के माध्यम से

विद्यालय परिवार की बैठक आदि बिंदुओं पर चर्चा की। साथ ही कहा कि कम्पोजिट ग्रांट का दुरुपयोग किसी भी कीमत पर नहीं होना चाहिए। अगले माह नवंबर तक सिंहपुर संकुल शत प्रतिशत प्रेरक विद्यालय हो जाए। कार्यक्रम का संचालन प्रधानाध्यापक मनोज यादव ने किया। इस अवसर पर एआरपी गिरीश यादव, प्रेम शंकर त्रिवेदी, सौरभ कुमार सिंह, मुददसिर रिजवी, कमल किशोर शुक्ला, अवधेश त्रिवेदी, बबिता श्रीवास्तव, सबीहा अंजुम, ममता जैन, पुष्पलता पाठक, शिखा श्रीवास्तव, विनीता सिंह, लता रानी यादव आदि अध्यापक

Filtration: About 31 schools were selected as model schools by organizing a meeting of ex-Nyaya Panchayat in-charges at the development block level. The offline meeting of these schools was organised on 25 July 2020. In the first phase, 24 out of 25 participants participating directly offline and 2 out of 6 participating online accepted the challenge to achieve the motivational goal by 15 September 2020.

Communication: In the meetings, dialogue was established for the teachers to achieve their goals. To make 'Mission Prerna' successful, all the teachers of the Sidhauri education area got ready to follow the public COVID protocol by planning and walking on the path.

Motivation: For teachers' motivation, offline seminars were organised at the Nyaya Panchayat level, and teachers were requested to join the campaign. In these meetings, the challenge of the target within the stipulated time limit was communicated, and schools were given stars on the following basis.

Time Period	Star
20 October 2020	Diamond Star
31 October 2020	Golden Star
15 November 2020	Silver Star
30 November 2020	Copper Star

Evaluation: After the above work was done, the work was evaluated.

At the village level

Dialogue (Communication)– A dialogue was established with all the children through the teachers regarding the results. In this dialogue, the personal problems of the children were also discussed. After MTA/PTA and SMC meetings, door-to-door communication was established directly.

Motivation– The teachers motivated all the children to get good results. Similarly, the parents were also motivated towards the ability/qualification of their children. In the school, arrangements were made to give homework to 05 children per hour per teacher.



Evaluation– The awareness of children and parents was also evaluated from time to time.

Impact of the Innovation

- After the campaign, the encouraging results of the children were seen in the assessment of the children of January 2021 compared to the results of the SAT-2 examination. At the same time, 1296 children were in A grade, 24% in B grade, and 30% in C grade, 23% in D grade. The initiative resulted in higher encouragement of teachers and students for better performance. Along with this, the results also improved remarkably. Enrollment of children in the age group of six to fourteen years was also increased.

BACK-TO-SCHOOL AWARENESS CAMPAIGN IN TEA GARDEN SCHOOL AREAS

Dipika Choudhury

Inspector of Schools

Dibrugarh District, Assam

Areas of Innovation

- Setting up of Digital Classrooms
- Strategies framed to lessen the dropout rate
- Mobilising resources through Parental Organizations

Summary of the Innovation

The pandemic has significantly impacted school attendance, leading to a sharp decline in students physically present in classrooms. The prolonged closure of schools, combined with concerns about health and safety, has resulted in many students not resuming in-person learning. The Dibrugarh District of Assam was no different.

It was noticed that most children had not returned to school after the lockdown was lifted on the 19th of October 2021. A low attendance rate was observed in most of the tea garden area schools. Hence, while observing the challenging future consequences of school dropouts, a back-to-school awareness campaign- **JaboHamra** School, was planned.



The primary objective of this initiative was

- To bring the students to school, setting up digital classrooms in the tea garden area schools.
- To attract more students and lower the dropout rate.

It has been observed that before adopting this initiative, the dropout rate was very high at the time of re-opening of schools. The highest dropout rate has been observed in the Namsung Tea Garden Area, Joypur, due to the unavailability of earning resources during the pandemic for the parents and subsequently, children were forced into child labour. As families struggled to make ends meet, children were compelled to work to contribute to their households' income.

Therefore, this education pattern has been dealt with and tackled well by the inspector of the schools and the concerned team through an awareness programme conducted within the tea garden areas with loudspeakers and road plays. Then, the awareness rallies in the labour lines were also undertaken by the ATTSA team members, and the AIF, like digital boards, projectors, computers, etc, provided the physical infrastructural resource support. The news about the campaign was broadcasted on television and radio to bring awareness, and newspapers also circulated the news about the campaign. The other aspects, like community mobilization, played a pivotal role in creating awareness among their peers to send the children to school; ATTSA leaders and members, Sardars of labour lines, Tea Garden Managers and Welfare Officers helped in the campaign wholeheartedly.

Implementation of the Innovation

Initially, it was difficult to track down students by the officials; some parents were found to be constantly changing their mobile numbers. While some students who were sent to their relative's places to find work were difficult to track. Convincing parents to send their children back to school after a global pandemic was daunting. With the help of all the partnering agencies, the school inspector was able to bring back the students to school with the help of the campaign. Parents were counseled



to send their children to schools. Numerous meetings with UNICEF and the American India Foundation (AIF) were organised to discuss the digital infrastructure for the school and better learning experiences for students. Through the innovation, the SI was able to track down 260 numbers of dropout students in the Namsung area. They were given admission at Namsung TE Model School from class VI to VIII with the help of the Principal, Teachers, Tea Garden Manager, Local Sardars, etc.

Impact of the Innovation

This Innovative campaign has shown the Tea Tribes of Dibrugarh that authorities were serious about providing quality education in Tea Tribe dominated areas. The authorities were able to gain their trust so that they would be able to do justice towards their children. Consequently, till August of 2022, dropout students lined up in Tea Model Schools to get admissions for continuing their studies. Digital Classrooms have become popular among students. Tea Tribes are now trying to embrace technology for their children. The number of Tea Tribe children taking admissions in Tea Garden Area schools has increased since last year. This innovation is not about an individual initiative. It was an individual idea but achieved through community effort. Thus, the transfer of any key official will not hinder the progress of this innovation. The School authority and the Tea Tribe community are the strongest pillars of this innovation.

PREPARING STUDENTS FOR COMPETITIVE EXAMS THROUGH CAREER COUNSELLING AND GUIDANCE CELL

Vinod Singh

Deputy Education Officer

Pratap Nagar Block, Tehri Garhwal District, Uttarakhand

Areas of the Innovation

- To prepare children for board exams and competitive exams (Army, Polytechnic, ITI, Police, etc.) through career counseling and guidance cell and Project Mission Shakti Abhiyan.
- To conduct various activities to increase the learning capacity and efficiency level of children through 'Project Mission Shakti Abhiyan' at the elementary level.

Summary of the Objectives

- To make students aware of their future careers according to the local needs and situation and to prepare the students of remote areas for competitive scenarios.
- To prepare students for (class 10th and 12th) board exams in government schools.
- Extending the benefits of government schemes related to education to the students.
- Arranging institutions for the students as per the educational psychology (pedagogy).
- Changing the community's attitude towards government schools.
- Creating an environment for educational upgradation in schools.
- To prepare government school students in view of competitive examinations.

गुरुकुल परिवार की अनुकरणीय पहल
उत्तरकाशी (एसएनबी)। जिलाधिकारी डा. बीबीआरसी पुरुषोत्तम की प्रेरणा से स्थापित विश्वनाथ कोचिंग सेंटर के अंतर्गत 'गुरुकुल परिवार' नाम से शिक्षक विनोद मट्टड़ा के दिशा निर्देशन में उत्तरकाशी के नव युवक विनीता मट्टड़ा, जय सिंह असवाल, सुरेश बर्वाल, निर्मल चमोली ने प्रतियोगी परीक्षाओं के विषयों को निःशुल्क पढ़ाकर शिक्षा जगत में एक अनुकरणीय कार्य किया है। गुरुकुल परंपरा की तर्ज पर दो जुलाई से 22 अगस्त 09 तक चले इस कार्यक्रम में प्रवक्ता, बीएड, बीटीसी, समूह 'ग', ग्राम विकास अधिकारी प्रतियोगिता परीक्षाओं के लिए सामान्य ज्ञान, इतिहास, भूगोल, राजनीति विज्ञान, अर्थशास्त्र, सामान्य विज्ञान, उत्तराखंड सामान्य ज्ञान, तर्कशक्ति तथा प्रतियोगिता परीक्षाओं के लिए दी निःशुल्क कोचिंग (28-10-2009) सामान्य ज्ञान, इतिहास, भूगोल, राजनीति विज्ञान, अर्थशास्त्र, सामान्य विज्ञान, उत्तराखंड सामान्य ज्ञान, तर्कशक्ति तथा प्रतियोगितात्मक हिन्दी की निःशुल्क कोचिंग प्रदान की गई। इस सुजनात्मक पहल का स्वागत करते हुए नगरपालिका अध्यक्ष भूपेन्द्र चौहान ने निर्बल वर्ग के विद्यार्थियों के लिए निजी व्यय से पुस्तक वितरण को पांच हजार रुपये प्रदान किए तथा इस पहल को भविष्य में भी जारी रखने पर जोर दिया। डीएम डा. बीबीआरसी पुरुषोत्तम एवं गणमान्य नागरिकों ने सराहना करते हुए कहा है कि इससे निर्बल वर्ग के छात्रों को आर्थिक राहत मिलती है। भविष्य में इस प्रकार की सामाज्यपयोगी शैक्षिक एवं सुजनात्मक कार्यक्रम जिले में चलाये जाते रहेंगे। 3

Summary of the Innovation

The officer planned concerted efforts to form career counselling and guidance cells in each secondary school at the block level to guide students for future life according to their aspirations. In this regard, the officer also planned special classes so that the students could face the competitive environment and its pressure with better preparation.

Activities of Career counselling and guidance cell are as follows:

- Formation of Career Counselling and Guidance Cell in each school.
- Preparation of question papers of various competitive examinations through the Cell.
- Getting their preparation done in the weekend along with the school curriculum.
- Getting eligible students to fill out the application forms for competitive examinations from teachers' expense and 'poor student fund' (Nidhi).
- Arranging books for competitive examinations with the help of school, community, NGO, and public representatives.
- Distribution of books to the students systematically through making a book register.
- Preparation of five model practice question papers before competitive examinations. Etc.

Project Mission Shakti Abhiyan: At the secondary level in the block, the Project Mission Shakti (SHAKTI- Strengthening Heart Attitude Knowledge Talent and Innovation Inspiration Image) campaign was executed to conduct following activities sequentially for students' progression:-

- World, India and Uttarakhand Compulsory Map Study.
- Writing, reading, word meaning, and poem explanation in Hindi and English.
- To create an 'English Myself Course' to improve English speaking.
- Under the campaign 'Let's Make Maths Easier' (AaoGannit ko AasanBnaye Abhiyan) in primary and upper primary schools, prepare a chart of 'Maths Sutra' and a short terminology/ vocabulary of 110 words related to the most important and everyday use of mathematics. Elementary education teachers took the initiative and deposited ₹ 2,00,000/-.
- To take educational books published by Azim Premji NGO, such as Sandrbh, parvah, Chakmak, etc., to the schools and to establish TLC (Teacher's Learning Community or Center) for the development of the habit of reading and writing among the teachers in the Block Education Officer's office premises.
- Getting action research done by teachers at the elementary level.
- Organising Bal Shodh Mela in all 11 Clusters (Sankuls).



- Implementation of ‘Mera Gram, Mera Anusandhan Abhiyan’ in all elementary education schools.
- To create a print-rich environment in schools.
- To create attraction towards books through ‘PustakUphar Abhiyan’.
- Establishment of the library for teachers at the cluster level, etc.

Implementation of the Innovation

Block, Deputy Education Officer’s Office and BRC, CRC, all Principals, Headmasters, Teachers, Office Personnel, NGO (APF), Teacher Association.

Impact of the Innovation

The attitude of the community and teachers towards the government education system changed. The trend of closure of government schools has stopped and the enrollment of students in government schools has started increasing. Students are setting goals for future in school life itself and along with school books, they are also studying books for competitive exams so that they can get better employment opportunity in future. Every year the selection of students in polytechnic examinations is increasing from Pratap Nagar development block. Instead of treating students as banks, emphasis was placed on taking care of their human dignity and instead of rote memorisation, emphasis was placed on understanding and values of 21st century value based education. More emphasis was placed on the constructivist learning approach and peer learning. Also interest in English speaking has been developed with the publication of “ratibyaani pustak”. Different children research Mela in 11 schools are being organised to strengthen the research aptitude in students. Many teachers and students were acknowledged through prizes and their success stories were published on social media and newspaper articles. Thus, these initiatives proved very fruitful for the students and the school as a whole.

REDUCING THE DROPOUT RATE AT THE SECONDARY LEVEL

Jayanta Thakuria
Inspector of Schools
Nalbari District, Assam

Areas of the Innovation

- Reducing the dropout rate of students
- Addressing Learning Gap in Academic Curriculum

Summary of the Innovation

Student dropout is a factor that has an adverse effect on the government's endeavour to ensure universal access to education. Dropouts continue to be a burning issue hampering the nation's educational development. One of the major factors was the learning gap among the students, which often stems from socioeconomic disparities. To tackle the issue of student dropouts and address the learning gap, proactive measures are necessary. Hence, the School inspector of Nalbari district conducted action research to determine the reasons for school dropouts. The objectives of the innovation are:

- To look into the current dropout situation at the secondary level of Nalbari District, Assam schools and find out its root cause.
- Removable learning gap at the secondary level to minimise the secondary dropout rate in the district.
- To contribute towards the endeavour of NEP 2020 to ensure universal access to education and make it successful.

To overcome this challenge of students drop out, the strategies followed were (a) Annual plan, (b) Unit plan, (c) Weekly lesson plan, (d) Weekly teaching program, (e) Self-study routine, (f) Mentoring of a child (g) Remedial teaching (h) Feedback and Re-planning. Various formats are developed in this regard and circulated among teachers. Some formats are annual and weekly lesson plans, unit plans planned in a month, monthly teaching learning progress, self-study routines of students, etc.

The innovation idea has been conceived by investigating what caused the dropout rate, whether positive or negative, based on the



data collected from the Nalbari District Management System (MIS) of the Mission Coordinator Office, Nalbari.

The strategy and methods used were :

- I. After collecting the data of dropout students, it was analysed and observed. Data is analysed as follows-
 - a) School category-wise dropout.
 - b) School management-wise dropout.
 - c) Educational Block-wise dropout.
 - d) District Level.
- II. Forming a core group for case study action research and documentation.
- III. Developing various formats for implementation.
- IV. It is mandatory to follow lesson plans and mentoring formats in schools and motivate teachers and school heads in various forums.
- V. For guidance and reference, the whole plan is documented as a book published by a teacher.

The learning gap in elementary and secondary level education emerged as a root cause of dropout in the district. Based on a case study in one district school, the officials overcame the dropout issue by reducing the learning gap in two female class IX students, who have become regular in classes now. This generated motivation among the officials to develop a strategy for reducing the learning gap and improving the dropout rate throughout the district. Thus, action research was conducted to perceive the idea of the trend of secondary school dropouts in the district. Documentation of the action plan and strategies in a book format was published. On the other hand, administrative orders were issued for proper implementation in all district secondary schools. The discussion was held on various aspects in SMDC meetings in a public forum and among Head of the Institutions via Google Meets.

Impact of the Innovation

After successful implementations in Makhibaha Girls High School as a pilot project, the same was implemented in all schools under the jurisdiction of IS NDC, Nalbari. It is anticipated that the impact of this innovation/practice may be seen in the next academic sessions. It will have a good impact in the near future and help reduce dropout at a secondary school education level.



PROMOTING QUALITY EDUCATION AND SOCIAL AWARENESS

Rohitkumar Mansangbhai Chaudhari

District Primary Education Officer

Navsari District, Gujarat

Areas of the Innovation

- Reaching new heights in the field of Social Work and Education
- Promoting girls' education

Summary of the Innovation

The District Primary Education Officer took several innovative initiatives with his team to promote quality education and social awareness among the children. Accordingly, some activities were started in the Navsari district with the inspiration of this matter: "Where there is a will, there is a way". Although the task ranges from framing a plan to its successful execution, this cycle involves various challenges. However, it was successfully addressed with cooperation and collaboration. At first, while organising every program, the purpose of the program was stated adequately by the officials. This approach effectively addressed objectives like every child should receive a proper education, and each child should be nurtured with the notion of helping others in society. Among all these initiatives, the active role of teachers was also being taken care of within the framework of innovation like social forestry, volunteering time by teachers, removing the fear of exams, spreading health awareness within the society, blood donation camp, etc.

A *Revolving Library* and a *Revolving Laboratory* were proposed based on self-finance from Navsari Zilla Panchayat. One of the aims of this attempt was that children should learn to do science experiments themselves. Engaging in hands-on experiments will enhance children's grasp of science. In the same way, the library was built, housing almost 493 books which were bought. The villagers,



students and teachers read books of their choice. Students share their insights during the next day's prayer meeting.

Similarly, another program was started to develop the art of making the best out of waste in children. The aim of introducing it was to inculcate the value of helping others. Through this process, the children were asked to collect old books and newspapers and deposit them in one place. On the other hand, *Pasti Rath* was organised in villages and towns to collect through public participation. Hence, within one and a half years, an estimated amount of 1500000 was made through this method, and almost 8300 orphans and disabled children were given six full-scale notebooks.

Further, another fascinating initiative has also been adopted: the Saraswat Sensation Accident Fund in the Navsari and Tapi districts. Through this program, it was decided that in the case of accidental death of anyone from teachers to peons, while working in secondary and higher secondary schools of Navsari and Tapi district, all the teachers should voluntarily collect one hundred rupees and within a week, a team of five to seven members would visit the victim's family and present the cheque to the family members. Thus, in the last two years, a total amount of 68 lakhs was paid to around 40 families. A child's mental health when they are young affects how they feel and think as they grow up. Having good mental health helps them healthily develop their emotions and thoughts. To support this, a project called "Sarathi" was started to assist students in talking about their worries, dealing with societal pressures, and addressing bullying or other issues they might face.

The "*Sneh Project*" is a noble effort to promote girls' holistic development. Under this initiative, children receive training in computer skills and English language proficiency. They are also provided with health cards for their well-being. Moreover, vocational training equips them with skills to sustain themselves and contribute to their families. In addition to these, the project also includes self-defense training, which is a significant step towards ensuring their safety.

Impact of the Innovation

Through these initiatives, a huge transformation was observed. The children of the schools became active and began participating in the scientific experiments and competitions. Along with this, students gradually engaged in reading books and participating in debates, etc. Most essentially, the impact of the *Sneh Project* is phenomenal, as girls are being trained to be self-reliant. Around 51 training centers were functioning in which girls undergo various types of training and with conscious effort, they could build up their self-confidence.

SIGNAL SCHOOL- BHIKSHA NAHI SIKSHA

Laghdhir D. Desai

Administrative Officer

Ahmedabad, Gujarat

Area of the Innovation

- Mobilising Street Children Towards Education
- Providing free education through the mobile mechanism

Summary of the Innovation

Right to Education for Free and Compulsory Education Act- 2009 is an act of the Parliament of India enacted on 4th August 2009. Despite the act, children are unable to attend school, receive elementary education, or avoid dropping out due to various socio-economic challenges. The Municipal School Board Ahmedabad, Gujarat, in collaboration with Govt. of Gujarat, Gujarat State Legal Authority Service, and Ahmedabad Municipal Corporation, undertook the arduous task of the '**SIKSHA** not **BHIKSHA**' campaign for those children mostly wandering on the streets.

The project was named 'Signal School' - Bhiksha nahi Shiksha.

The objective of the innovation:

- To provide education for out-of-school children at traffic signals across the city.
- To facilitate the children of daily wage workers.
- To fulfil the need for free and compulsory education for children deprived of school.
- To focus on basic needs and areas of improvement in education.
- To bring underprivileged children under the umbrella of education.
- To make them streamline the process of education.



SIGNAL SCHOOL: Signal School is an initiative by the Municipal School Board, Ahmedabad, Gujarat, for children whose parents work at key traffic junctions where free education is given in mobile buses that have been completely transformed into a classroom with all necessary teaching-learning equipment. Further uniforms and school bags were also provided to children.

The project began with a target population of children wandering near traffic signals. Hence, this project has become a boon for the children. They could nourish

their life by developing mental and social abilities by attending these schools. The process was initiated first, especially for the children between the age group of 6-14 years old who were deprived of elementary education. For the smooth functioning of this project, ten buses were allocated, and accordingly, zone-wise, two buses were assigned with two trained teachers. The inauguration of this project took place at Gujarat High Court. Then, the timetable was prepared with specified routes for signal school buses to run smoothly, the curriculum was designed, and the related textbooks were framed. Stationery was prepared for them by the specially trained team. The mid-day meal facility was also arranged for the children to follow up with regular health checkups.

The School Readiness Program was conducted for one and half months, and these students were regularly taught the syllabus of the bridge course and this bridge course for the respective class for a year and after critical evaluation, they were admitted to the nearby AMC school of their pocket area. Another vital step was signing MOUs title '*Sapno ka Manch*' with Anant National University, Sanskar Dham Campus, for providing skills development and vocational training courses. Most importantly, before enrolling these children on the school readiness program, their mental ability was tested, and based on the results, the children were enrolled at school as per their cognitive ability.

Impact of the Innovation

Through this innovation, around 139 children have been streamlined, and in the second phase, almost 104 children were undergoing training under the school readiness program. Gradually, through these practices, parents were being able to understand the importance of education. Through consistent engagement, parents discovered the intrinsic value of education and became aware of its long-term impact on their children's lives. This understanding, in turn, strengthened their commitment to



fostering a positive learning environment. The Municipal School Board will provide 5000/- rupees to children after completing primary education for further studies. A Memorandum of Understanding (MoU) has also been signed under the name of '*Sapno ka Manch*' with Anant National University, Sanskar Dham Campus, Ahmedabad Gujarat, which will provide vocational training and various skill courses after the children complete their higher studies. All the stakeholders have assured that this program will continue in the long run, phase by phase, to improve the educational level of children.

ADDRESSING MALNUTRITION OF TRIBAL STUDENTS

Shaileshbhai Bhagwanbhai Parmar

Taluka Primary Education officer

Vyara District, Gujarat

Areas of the Innovation

- Mobilising Tribal Children to the Education system
- Decreasing the level of malnutrition

Summary of the Innovation

Tribal students usually face many challenges to get admission to reputed schools such as Eklavya model residential schools and Jawahar Navodaya Vidyalayas. The socio-cultural status of tribal students is volatile as they suffer from malnutrition and face few problems related to health.

The resources were also very scanty, and there was a lack of awareness among students and parents. To address these serious challenges, the DEO adopted some planned initiatives. At first, a survey

was conducted, and small groups were formed consisting of villagers who provided information about villagers and their problems and family backgrounds, which helped to understand the ground reality. Hence, the main challenging task, especially in those areas, was to regain the residents' faith. Therefore, the officer conducts periodic visits and detailed observations about the real-life situation of the tribal students.



Further, the survey report reflects the data of around 2000 children who are the victims of malnutrition and cannot reach or focus towards gaining basic education. Then, he prepared a tentative plan to reach the resourceful sections of society and other citizens who can help these children get nutrition-based food. Hence, initial arrangements have been made through which students could get nutritious food like fruit, sprouts, and milk in a week for



those children so that we can easily come out of the problem.

In the initial phase, the support was received on a very low scale, but DEO's continuous efforts towards the aim and purpose of this initiative strengthened the support. Meanwhile, farmers have given vegetables and fruits like papaya and guava, while others give milk to the children weekly. With due time, the donor count increases and expands its outreach to the cities and other segments of the state.

Impact of the Innovation

Through this innovation, around 3580 children benefited from the programme. Hence, the initiatives were made sustainable through various efforts by the team.

MISSION ADMISSION – EKACH LAKSHYA, EK LAKSHYA

Rajesh Bhimashankar Kankal

Education Officer

Brihanmumbai Municipal Corporation, Maharashtra

Areas of the Innovation

- To Improve the enrollment rate of students in Brihanmumbai Municipal Corporation Schools
- Enhancement of Quality Education among the schools

Summary of the Innovation

During Covid period, schools ran in a hybrid mode in 2020-21 and 2021-22. Moreover, during this period, inhabitants faced chronic financial crises or difficulties. Parents were demotivated to send children to schools. Therefore, to tackle this situation, the municipal education department accepted the challenge of increasing the number of students in the Brihanmumbai Municipal schools by one lakh in 2022-23. A campaign called “Mission Admission- Ekach Lakshya Ek Laksha” was implemented for this.



The administration needed advanced facilities in the municipal schools and seven well-equipped, well-known, renowned schools. To increase the number of students in all the English medium schools of the BMC and to raise the image of the municipal schools

in society, all the schools have been named ‘Mumbai Public Schools’. To pursue the new enrollment goal, the Heads of schools tried to make it their responsibility to get at least as many new admissions as possible from each school. Each teacher set a target of at least ten new admissions at the school level. Various measures have been taken at the school level to achieve the target of new school enrollment.



Similarly, many other interrelated measures were adopted to reach the goal of providing quality education to students.

Impact of the Innovation

By adopting these above-mentioned innovative measures, the teachers have received phenomenal responses from the parents concerning the enrollment of children. The attitude of parents towards BMC is constantly changing, and the maximum number of students are being admitted to municipal schools. In case of the ranking of schools in the country for the academic year 2021-22, two Mumbai Public schools have secured the 5th and 10th positions, respectively, in the ranking survey of government schools conducted under the 'Education Ward School Ranking' of Government Schools in India. Due to the tireless efforts of the BME department and all the teachers, municipal schools are leading ahead compared to private schools. Thus, the dream of providing free quality education is getting actualised gradually.

ANDHAKAR SE ROSHNI KI ORR

J. Mary Josephine

Block Education Officer

Villivakkam Block, Tiruvallur district, Tamil Nadu

Areas of the Innovations

- Enhancing the status of BPL children
- Promoting structured manner literacy

Summary of the Innovation

As it is known that every district of the state cannot be equally addressed, the BEO has tried to handle the existing situation with innovative inputs within the Villivakkam block of Tiruvallur district to tackle this notion. The officer was in charge of the 99 schools throughout the district, but she tried to focus much on the children of JJ Nagar, those who were alienated from education due to extreme poverty.

Objective of the innovation

- Enhance self-respect, foster a sense of self-worth and dignity among individuals within the community.
- Improve Lifestyle: Elevate the overall quality of life, focusing on better living standards, health, and well-being.
- Community Mobilization: Mobilize the community to participate in collective efforts and shared initiatives actively.
- Increase Morality: Promote ethical values and moral principles within the community, contributing to a more harmonious society.
- Access for Children: Ensure improved access to education, healthcare, and essential services for children.



- Overcome Challenging Situations: Provide solutions and support to help individuals and communities overcome difficult circumstances.
- Enhance the Inclusive Function of Schools: Improve the inclusivity of schools, making education accessible to a diverse range of students.

- **Promote Education:** Facilitate widespread education to empower individuals with knowledge and skills.
- **Reduce Illiteracy:** Work towards diminishing illiteracy rates within the community, enabling more people to read and write.
- **Prevent Dropouts:** Implement strategies to reduce the number of students leaving school prematurely, thus ensuring higher education completion.



At first, she intended to concentrate on major parameters like dropout rate and promote awareness regarding a healthy lifestyle. Then, she began her work by mobilising finances. Eventually, she got connected to the NGO named Katha Foundation and fulfilled their basic physical needs like a tent, hand washing, etc. Teachers were also appointed to teach the children during the pandemic with special lesson plans. Gradually, after the reopening of the schools, a periodical awareness program was conducted to inculcate the importance of education among the parents, and the necessities for the school were discussed. KALVERI SEER was also introduced to educate the community on the importance of education. An NGO was contacted to provide students with ICT learning.

After these initiatives, the DC was invited to reconstruct the school management committee and strengthen the process. The issues related to reading and grasping of the subjects led to the program of 'Magic math'; the Abacus was started to improve the numeracy skills of the students, which was useful for the children to learn the calculations and solve the problems easily. As the enrollment increased, the availability of teachers became a challenge, which was overcome with the aid of the NGO "Adhava Trust". It provided two computer teachers and three regular teachers to help children learn. The BEO solely adopted these innovative measures, and implementing this innovation was possible only through brainstorming. The strategy was to stimulate parents and children to indulge in education.

Impact of the Innovation

These innovative measures enhanced students' ability to create and use competencies, skills, and knowledge. Further, a continuous learning growth and personal development culture was built, and the enrollment rate also increased. Community mobilisation, driven by innovation, has progressed in parallel. These practices foster a sense of unity and shared purpose, enabling the organization to harness its community's collective energy and resources. This mobilization has resulted in a notable transformation of characteristic aspects within the organization, as teams collaborate more effectively, share innovative ideas, and collectively work towards common goals. Furthermore, innovation practices have contributed to a marked reduction in dropouts. These measures and initiatives will sustain and spread to other districts with the assistance and help of local community leaders.

EAGER ENGLISH EDUCATION

Santhosh G

District Education Officer

Arni Educational District, Tiruvannamalai, Tamil Nadu

Areas of Innovation

- Improving Communication skills
- Enriching English medium instruction in government schools

Summary of the Innovation

The EEE innovation project was implemented for 16180 students through enrollment in English medium education in 122 government and government-aided schools at Arni educational district under Tiruvannamalai district (Tamil Nadu). The major factor highlighted through this initiative was that English should be taught to the students from the primary level. This teaching mode has been made applicable in all the school sections, from the primary level to a higher secondary one. Moreover, all other subject teachers handling English medium were also instructed to conduct classes and communicate in English. The aim was to provide quality English medium education in government and aided schools compared to private schools. The key stakeholders in effective project implementation are the teachers. Teachers wield power to transform the minds of the students. The teachers working in the government and government-aided schools under the Arni educational district of Tiruvannamalai Revenue District were brought under a single forum. It created a platform for the teachers to discuss the issues and possibilities of project implementation. These innovative practices were ensured based on factors like conducting various competitions under various heads, periodical monitoring of the improvement of the students, providing a conducive platform to showcase the typical talents of students, and opening the gateway of creativity skills. Further, many competitions were conducted to check the students' language skills, and in these competitions, the mass participation of students was confirmed. The phenomenon includes EEE pilot schools, consisting of EEE laboratories, EEE club activities, EEE remedial classroom sessions, EEE libraries, EEE spoke



English sessions, etc. While conceiving the idea of innovation, the DEO has ensured to conduct an orientation programme for all the teachers dealing with the subject English in government schools organised to introduce and familiarize them with the objectives and attainment targets of the project. They were given instructions and guidelines to innovate on TLM to make teaching-learning processes more engaging and entertaining.

As a major resource, SCERT conducts spoken English training for the teaching faculties every month; the essence of that training is rightly taken to the classes. Kalvi TV channel was used as one of the resources to take some new ideas to the classroom. Library books played a pivotal role in developing the language skills of our students.

Impact of the Innovation

This EEE Project created a great interest among students to converse in English. Initially, they began with a simple conversation, and slowly, they picked up a regular interaction with the peer group and learned to speak in the public forum. Students came to know the English authors and their works other than the textbook. They began associating with many modern activities from their friend circle. Audio and video lessons make them feel better in an English environment. Students who participated in the EEE program could also come to the front line in their Annual Examinations due to the confidence they gained during the program. In this case, students have the efficiency to be on par with private school students given the opportunity and environment to enrich themselves. The standard was set high to



reach the next level in the upcoming academic year. Before January 2022, English was one of five subjects. The necessity of the English language in the ever-shrinking world should have been given more importance. After February, this initiative made English not one of five subjects, but it is a language that could provide one with the grand life that one can ever dream of. Advertisements and articles in major newspapers greatly supported government schools, which created trust in Government schools vis-a-vis private schools.

The parents and other citizens were in disbelief that their perspective about government schools had entirely changed. They were surprised that government school students perform way better than the private schools. English medium in government schools was a vantage point. Teachers taught all the subjects in English. This initiative made parents think that government schools could provide a quality English education above the standards of private schools. This could help us achieve good student enrollment. The students' dropout rate was reduced visibly due to their restored confidence. Furthermore, English teachers felt empowered. Through EEE Program, students could affirm their abilities in English education.

HOLISTIC MANAGEMENT: A WAY TOWARDS BETTER LEARNING ENVIRONMENT

Bhagwati Swarup Aggarwal

Deputy Director of Education

North West District, Delhi

Areas of the Innovation

- Holistic Management of Schools
- Assuring the Role of Community

Summary of the Innovation

During the pandemic, students stayed away from schools, and simultaneously, the enrollment rate decreased drastically. Hence, to manage this situation, DDE tried to formulate a plan for the holistic development of students. The primary parameter which is essentially included is the digitization of imparting education. Moreover, a dedicated WhatsApp group was created for each class to stabilize and make the communication process smooth. These groups facilitated sharing academic material and video lectures for a smoother educational experience. The periodic meetings were conducted with teachers to facilitate, motivate, and train them on how to use the digital education pathways. A designated area near the school gates was set up to facilitate the pickup and submission of assignments. Among the parents, a SCHOOL MITRA was also appointed for every group of 50 students to help students and their families.

Additionally, government schemes like 'Mission Buniyaad' were actively functional for supporting readers and improving FLN in all schools. The other major aspects, like food distribution (arrangement was made to distribute dry ration), infrastructural revision, etc, were done majorly through active community participation. Most prominently, children who had tragically lost their parents during

the pandemic were identified, and efforts were made to provide them with improved care and free education and enroll them in school.

MISSION BUNIYAAD: Mission Buniyaad, which Delhi Government schools carry out, aims to ensure that all students in Classes III to IX can master reading, writing, and basic mathematical skills. To facilitate this, the responsible officer has established teacher and Head of School (HOS) groups, briefed on the mission's objectives and the accompanying



action plan. The mission has been successfully executed in the district, resulting in improved reading proficiency in advanced Hindi and enhanced mathematical skills among students.

Impact of the Innovation

The initiatives mentioned above-brought changes within the school management process. The major aspects were critically considered to turn the challenges into an opportunity. Among the primary factors that deserve attention, there has been a noteworthy improvement in student enrollment. Furthermore, a positive shift has been observed in the realm of children's mental health. Schools have also undertaken substantial digitization efforts to modernize official procedures. These transformations underscore the commitment to fostering a more conducive and effective educational environment. By addressing these core elements, the education system is evolving better to serve the needs of both students and the institution.

ORGANISATION AND IMPLEMENTATION OF NTS AND NMMS EXAMINATIONS IN MUDALAGI BLOCK

Ajjappa Chunappa Mannikeri

Block Education Officer

Mudalagi Block, Balagavi District, Karnataka

Area of the Innovation

- Strengthening mechanisms to assist students in Higher secondary education

Summary of the Innovation

The Block Education office was established in the year 2001 in Mudalagi. This block has secured first place in the district's SSLC Examinations for all 20 years. In 2014-15, 2015-16 and 2016-17, the students of this block received first rank within the state. Many new and unique activities have been carried out and well implemented to sustain the status of good results. At the beginning of the academic year, action plans were prepared at the school and block levels. It was implemented as planned, and a monthly follow-up meeting was conducted.

Students who got 90% and above are felicitated at the Taluka level and encouraged others to attain the same. Senior students were invited to schools that got good results on the 10th exam, and they guide juniors. Subject teachers' groups have been formed, and subject literature has been shared through WhatsApp groups. Subject teachers' workshops are organised at the taluka level twice a year to discuss the difficulties in content. Headmasters have undergone monthly meetings by the block and discuss school-wise developments. Teachers got insights and experiences from other districts/taluks as they were out of the block for such a purpose. The Headmasters and teachers of the schools who got the highest results were felicitated in the teacher's day celebration and provided appreciation letters. During exams, students were given masks, sanitizer, and biscuit packets from the local MLA (Balachandra Jarakiholi).



At the Taluka level, the workshop was organised on "What next after SSLC?" for SSLC-passed students. The program was executed by giving significance to various courses by the experts. At the school level, to teach the significance of professional courses to the students, guidance has been given from the career guidance unit of every school. Observing the financial condition of the children, parents were invited to the schools and programmes giving proper knowledge about the continuation of their

children's education organised at the school level. School teachers organise house visits of the children to inform them to prepare children for college education.

The “Child Tracing” program was organised in the Mudalagi block. The officer took the initiative to maintain the transfer certificate register in all schools and guided the headmasters to trace students who got college admissions. This strategy has helped to know the figures for college admissions. The officers



working at different departments of Gokak and Mudalagi Taluks were requested to come towards the high schools of the zone and encourage the students. Over 30 department officers have voluntarily visited the zone's high schools. An action plan was prepared regarding the visits of department officers to the schools; an interview session was also arranged after visiting the school as per the action plan, giving proper guidance to the teachers and the students and requesting to disclose the experience of their life in front of the students.

Impact of the Innovation

The initiatives mentioned above have a huge impact on the holistic development of students. Officers from different walks of life encouraged students by describing their journeys. These programs have inspired students and provided them with invaluable insights into the world of public service. Listening to these officers' experiences and challenges has instilled a sense of aspiration and determination in the students' hearts. Many students, previously unsure about their career paths, have found motivation and direction to pursue a career in the public sector. Further, the maximum number of students and parents have listened to the officers' talk and got motivated to become officers in future. This strengthens the students' beliefs and fosters a positive environment where educational and career aspirations are encouraged and celebrated.

Additional initiatives undertaken by the Block Education Officer include:

- Encouragement to the talented students to participate in the INSPIRE scheme: Many students have gained advanced knowledge in science and technology.
- Use of Guest Teachers and Educational Development of Government Schools: The provision of guest teachers at the local level has a good impact. Teacher scarcity is reduced. The student dropout rate has improved. Enrollment of govt schools has improved.
- Vidyagama at Mudalagi block and its implementation: Places are identified for learning, and teachers regularly start teaching the fundamentals. Parents have observed this unique step and sent their children to such centres for learning.

MISSION TOWARDS INCREASED ENROLLMENT

Reeta Pathik Ghosh

Circle Project Coordinator

Suri Central Circle Block, Paschim Bardhman District, West Bengal

Areas of the Innovation

- Re-enrollment of the Dropout students
- Transforming Classroom through Digitization

Summary of the Innovation

After COVID-19, tracking the school children has been an arduous task, especially from the point of motivating the parents. More so, as the school has been closed for longer periods, various challenges were faced by each household.

During this period, a household survey for children was conducted in 161 booths to identify the dropouts. This initiative aimed to cover 100% of children and bring them all under the purview of education. At the end of this rigorous effort, nearly 20000 children have been identified. Various camps for all vaccination doses with the help of the Health and Family Welfare Department were organised. It covered nearly 99% of teachers and 92% of upper primary students of different age groups of 12-18 years of age. Thirty-eight camps at various places on different dates were being organised. At the same time, the classroom has been considered the microcosm of the macrocosmic society; it was undoubtedly challenging to convert the classroom digitally. Although teachers training for online teaching was essential, this task was completed with the help of District Samagra Shiksha Mission in online mode, taking not more than 50 teachers in a single session. This training program has been conducted at various levels as needed. Even the remedial training session was also arranged.



The next challenge was to bring all the students to the digital platform. As mentioned above, it's a microcosm of society, so including students from all the echelons has always been difficult. The main layers of impediments have been poverty, illiteracy and unawareness. Therefore, teachers began their task of reaching them. They approached various NGOs at their level, but it was tough to achieve this target. During this pandemic, the Mid Day Meal never stopped in schools.

Teachers also attended schools to distribute dry Mid Day Meal materials. If any guardian fails to attend the dry MDM materials distribution camp, teachers deliver them to their houses. When the School started again through the mode of Paray Shikshalaya, cooked MDM did not stop for a single day.

The Paray Shikshalay Scheme aims to address the educational setbacks caused by the COVID-19 pandemic among primary-level students. Targeting children aged 5-9, the initiative fosters a joyful and interactive learning environment at the community level. Sessions, organised in open spaces provided by local bodies, encompass psychosocial support, health and hygiene, academic skills, cultural activities, and play. Primary school teachers, para-teachers, and local volunteers facilitate these sessions. State, district, and block-level stakeholders play vital roles in framing policies, providing guidance, and ensuring effective implementation. The scheme, scheduled to commence by January 29, 2022, emphasizes collaboration for a seamless return to regular schooling.



Impact of the Innovation

As the initiatives mentioned above were implemented in phases, the intervention reflects that around 92% of children were readmitted to school. Along with this, almost 68% were brought within the ambit of digital education. The vaccination camps have been organised. Nearly 99% of the teachers and 92% of the upper primary students of various age groups of 12 to 14 and 15 to 18 were brought back to school.

ENHANCING THE QUALITY OF TEACHING-LEARNING PROCESS

Bhuvaneshwar Prasad

Deputy Education Officer

Kalsi Block, Dehradun District, Uttarakhand

Areas of the Innovation

- Preparing students for competitive exams
- Providing teacher training for enhanced teaching methods and academic outcomes.

Summary of the Innovation

Mr. Bhuvnesdhwari Prasad's first appointment was on 05 June 2015 in Bhainlagna Block, Tehri Garhwal. This was a very Big Block where the numbers of schools were as follows: PS- 252, UPS- 54, GHS- 17, GIC- 28. There were 17 primary and six upper primary schools with no teacher, while on the other hand, 45 primary and 21 upper primary schools had only one teacher.

It was observed that the teachers were highly demotivated. So firstly, it was very important to motivate the teachers. To understand the status of the teaching-learning process in the district and the link between teaching and learning outcomes, 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:-

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

Implementation of the Innovation

Firstly, promising teachers with excellent abilities were identified within the district and then created a team with few teachers and made some of them the officer in charge of different competitive



exams like Jawahar Navodaya Entrance exam, HemJyoti residential school Dehradun, Sainik School, Rakesh residential school Haridwar. The exam coordinator's duty was to take care of the exam date, Form Filling of Students, and training students to appear for these exams.

The officers have to check the student's progress well, and the teachers help practice students for the different exams. The report goes to the Block Education Officer daily. The practice papers are built according to the level of the specific exam, and teachers with good knowledge of Information Technology were charged for preparing practice papers for students. There were 8 test series held at school, cluster and block level for proper preparation of students.

Teachers played a very important role during the preparations for the exam while helping the students. About 400 teachers were awarded for their excellent work and efforts with children for the exams. Various meetings were conducted for the teachers to help them in giving different approaches to teaching students for the exam and also giving them briefs about the exams. School Improvement Grant (SIG) also played an important role in providing financial help for the students for their Form Filling. The teachers especially guided the students in filling out OMR sheets, as the students were unaware of it.

Impact of the Innovation

From 2015 to 2022, teachers with good abilities and skills were awarded by the Block Education Officer for their good performance. About 417 teachers at the block level were awarded personally, while the District magistrate awarded 24 Teachers, Tehri Gharwal and 46 Teachers were awarded by DIET Tehri Gharwal.

In Tehri, a total of 90 seats were given in scholarship, of which 37 students are from Hinlagna; on the other hand, 50 seats were given to Garhwal Mandal, for which 11 students were selected. A total of 5 students were selected under the Sridev Suman scholarship scheme. JIGYASA Trust held a competitive exam in Bhinlagna for the students to check their ability and also gave them various awards for their performance. Around 1120 students participated, and 40 were given certificates for their performance. The Officers addressed the students in the top 40 for their good performance, and the teachers were also awarded.



The top 3 students were given prizes like tablets, cycles and stationery kits.

Vidhya Gyan Academy Exam was held on 12th May in which 243 students filled out the form, and 14 students from Bhinlagna got selected for free education from classes 6th to 12th. The students were awarded with their teachers for performing well in the exam.

Rajeev Gandhi Navoday Exam was held on 4th April, for which 793 students filled out the form. School DevaldharNarendernagar in Bhinlangna District performed excellently by getting four

students selected in the exam. The Block Education officer congratulated the students, teachers and the Block Officer for the specific exam for their excellent performance and were awarded different prizes. The number of students started increasing in the entrance exams of the subsequent years.

Aadarsh Avsiya Vidhyala exam was held on 15th September 2021, in which 69 students participated. Kumari Aayushi from GPS Bahedi, Bhinlagna and Kumari Rani from GPS Chaundani, Bhinlagni were selected and gave their best performance. The students were given different prizes for their work, and the Block Education Officer also awarded the team of 20 teachers involved with students, and their families were also appreciated.

N.M.M.S was held on 13th December 2020, and 23 students from Bhilangana were selected, of which 18 were selected for a National Scholarship, and five were selected for a state scholarship. The block education officer congratulated the Students, and the block education officer especially appreciated the teachers for their excellent performance. Similarly, in 2019-20, 17 students were selected from Bhinlagna for the scholarship. Science Quiz held on 1st December in DIET, in which 27 students participated. SachingPundir from Kirtinagar got 1st, and Priyanka from Bhinlagna got 2nd prize during this quiz and was awarded by the DEO BASIC MR. S.S. BISTH. All the students gave their best for the quiz, and most importantly, the teachers were also awarded as they were also part of this quiz with the students.

The overall examination results improved as compared to the earlier year. The performance of students was also improved. The objective of achieving better teaching and learning outcomes was made possible by ensuring improved connectivity and the culture of sharing knowledge among teachers.

PROMOTING LEARNING OUTCOMES IN THE FRAMEWORK OF OUTCOME-BASED APPROACH TO EDUCATION

Keshav Prasad
District Education Officer
Nalanda, Bihar

Areas of the innovation

- Improve participation and learning outcomes within an outcome-based approach to education.
- Enhancing competencies in children and improving the quality of education
- Providing teacher training for enhanced teaching methods and academic outcomes.

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’, Keshav Prasad, District Education Officer Nalanda, Bihar, introduced some initiatives for assessing educational attainment and learning outcomes of school students.

After joining on 03.07.2021 in Nalanda district, the need was felt to bring quality achievement of students in schools after the Corona period. To address this issue, innovative efforts were made to make the school attractive, provide quality education by increasing the attendance of children, and make the teaching-learning process effective in schools. The need to consider different strategies to solve the problems was felt. Discussions were held with public representatives and the community, and cooperation was sought. Efforts were made to strengthen the mechanism for proper monitoring and ratification.



Objectives of the innovation

- Improvement in attendance and retention of children in schools.
- To remove learning impairment in children.
- To make parents send their children to school regularly and on time.
- To promote innovation in teaching learning process.

Implementation of the Innovation

To improve the enrolment of children in schools, the officer organised a rally to make people aware and understand the importance of education. Welcoming and encouraging the children to the school after the Corona period was undertaken. The organization of district-level workshops on basic literacy and numeracy was also planned. Teachers doing excellent work and innovation in the field of education were encouraged. Vocational training was provided to make KGBM girls self-dependent. Various competitions were organised to enhance the hidden quality of children and make them competitive. Some other steps taken by the officer include:

- Welcoming children in many schools to encourage them back to school after Corona.
- The organisation of a workshop to empower Bal Sansad and Meena Manch.
- Orientation of teachers to make consciousness sessions effective.
- To promote competition between schools via WhatsApp and Creating groups on Telegram.
- Student attendance charts, monthly calendars and classroom learning outcomes are displayed.
- Emphasizing the use of teaching-learning materials to make classroom regulation effective.

Impact of the Innovation

Expected improvement in enrolment, daily attendance and retention of children in school was observed. There was a marked improvement in the functioning of Bal Sansad and Meena Manch



members. There was an increase in teacher's energy and motivation. There has been an increase in the achievement level of children, as about 106 children were selected for the Inspire Award. Significant increase in the number of students selected in the National Merit cum-Means Scholarship Examination. There has also been an increase in the success rate of students in state-level competitions.

IMPROVING PARTICIPATION OF PRIMARY SCHOOL STUDENTS IN ACADEMIC ACHIEVEMENTS AND CO-SCHOLASTIC ACTIVITIES

Prema Bisht

Deputy Education Officer

Bazpur, Udham Singh Nagar, Uttarakhand

Areas of the Innovation

- Improved performance of primary school students
- Enhanced quality of elementary education

Summary of the Innovation

Bajpur block is marked as an educationally backward block. Due to this, K.G.B.V. is also operated here for girl child education. The third largest tribe of Uttarakhand, the Buxa tribe, resides in the Bajpur block. Due to educational backwardness, it cannot take advantage of the opportunities and facilities the Constitution provides to date. The parents of most of the children were dependent on agricultural labor and daily wages. It is hardly possible for students and learners to get access to online education because of the atrocities and low family income. Due to which regular online education was not always practical for their children.

Thus, in Bajpur block, district Udham Singh Nagar, coordinated efforts were being made to improve the quality of elementary education with the help of ICT by teachers and parents at the primary level. Emphasis was laid towards the quality of education and students' achievements with the help of ICT and Covid Shiksha Sarathi (public community).

Objectives of the Innovation

- Ensuring children's access to the education process while complying with the guidelines of Covid-19.
- To prepare students and parents for maximum and effective use of ICT resources available at the elementary level.
- To obtain positive and effective contributions in the entire process from the community.
- To increase the quality of education at the primary level and enable the children of primary schools to use ICT.
- To prepare the talented children for success in entrance examinations of prestigious schools.
- Enhance the trust in society towards government schools

Summary of the Innovation:

During Covid lockdown, children of weak and deprived classes studying in government schools were given offline worksheets for each subject from class 1 to 8 at the block level. They were helped by the Covid Shiksha Sarathi and teachers. Daily feedback was given to the students after checking them online and offline. Most of the children's parents depended on agricultural labour and daily wages, so regular online education was not always practical for their children.



More and more emphasis was laid on dynamic educational activities to make it effective and result-oriented. In the analysis, it was found that the schools from which students have been selected for admission in the Rajiv Gandhi Navodaya School Entrance Examination, Jawahar Navodaya School Entrance Examination, Eklavya Adarsh Residential School in the past years are the children who participated in and achieved

success in co-scholastic activities and sports competitions at the state level or participated in Maths Wizard, Special Genius and cultural competitions organised at the state level. The self-confidence of these students and teachers were boosted, and as a result, the parents of these students were satisfied and contented with the outcomes. Adequate emphasis was given to improving the co-scholastic aspects of the students.

Resource Mobilisation: Smart classes for 39 schools with the support of district administration and in 43 schools with the help of a school grant.

Difficulties/Challenges and Lessons

Learned:

Conducting online classes was quite challenging for parents of weaker sections due to insufficient money for smartphones and recharge and for families with only one smartphone.

Impact of the Innovation

After the innovation, the parents' attitude towards the school has become cooperative. There has been a significant increase in the educational achievements of the students. With the cooperation of teachers and parents, students have started using ICT in education.

भोजन माताओं को महिला दिवस पर किया सम्मानित



बाजपुर में अंतर्राष्ट्रीय महिला दिवस पर भोजन माताओं को सम्मानित किया गया।

गाठकर सगाधार सेवा

बाजपुर। अन्तर्राष्ट्रीय महिला दिवस के अवसर पर उप शिक्षा अधिकारी प्रेमा विष्ट द्वारा शिक्षा विभाग के महत्वपूर्ण सहयोगी व मां अन्नपूर्णा की प्रतीक भोजन माताओं हेतु सम्मान समारोह का आयोजन किया गया।

इस अवसर पर खंड शिक्षा अधिकारी एच. प्रसाद द्वारा सभी महिलाओं को शुभकामनाएं प्रदान करते हुए, उनके जीवन के प्रत्येक क्षेत्र में महत्वपूर्ण भूमिका का उल्लेख

किया। इस अवसर पर उप शिक्षा अधिकारी प्रेमा विष्ट द्वारा उपस्थिति महिला शिक्षिकाओं हेमलता, विमला पाठक, मधुरानी, राधा शर्मा व कनिष्ठ सहायक निधि प्रकाश का बैज अलंकरण कर सम्मानित किया गया एवं भोजन माताओं कश्मीर कौर, रानी कौर, कमला देवी एवं प्रीताम कौर को उनके गणवेश के शाल ओढ़ाकर सम्मानित किया गया। इस अवसर उप शिक्षा अधिकारी द्वारा भोजन माताओं द्वारा कोविड के दौरान मध्याह्न भोजन वितरण एवं विद्यालय

की सुरक्षा व स्वच्छता हेतु किए गए कार्य की विशेष सराहना की। इस दौरान राष्ट्रीय महिला दिवस के शुभ अवसर पर कांग्रेस की महिला नगर अध्यक्ष भूपेन्द्र कौर बेदी ने पुस्तकालय में महिलाओं के कार्यक्रम का आयोजन किया और उन्होंने जागरूक किया महिलाओं के अधिकार के बारे में उन्हें जानकारी दी गई। अवसर पर आनन्द बल्लभ वैष्णव, रईस अहमद, राजेंद्र पाण्डेय, संतोष, विपिन कुमार उपस्थित थे।

**ENSURING TRANSPARENCY AND
ACCOUNTABILITY IN EDUCATIONAL
GOVERNANCE**



SPREADING AWARENESS THROUGH DIGITAL MAGAZINE 'UDAN'

Laxmikant Pandey

Basic Shiksha Adhikari

Lakhimpur-Kheri District, Uttar Pradesh

Area of the Innovation

- Providing information on government programmes, departmental plans, innovations and achievements

Summary of the Innovation

As a Basic Shiksha Adhikari, Lakhimpur- Kheeri, District, Uttar Pradesh, Dr. Laxmikant Pandey initiated many educational innovations and good practices. These initiatives are intended to bring about holistic changes in the overall schooling system, focusing on creating an enabling environment for education by publishing the state issue of the digital magazine Udaan in June.

E-magazine Udaan is the mirror and medium which is taking the multifaceted development of the Basic Education Department to the masses.

This e-magazine provides activities, programs, achievements, innovations, and especially the remarkable work of meritorious children and creative and innovative teachers and schools with a rejuvenated environment using technology. This magazine intends to reach all those directly and indirectly connected with the world of education through social media. The magazine is certainly proving to be useful and exemplary. E-magazine 'Udaan' is a zero-investment innovation. It reaches out to everyone through social platforms. Every possible effort has been made to make the digital magazine Udaan a powerful medium to relate to the Hon'ble Prime Minister's Vision of Digital India. Efforts will be made to take it to the YouTube channel as well.



Implementation of the Innovation

To implement the innovation, the method of connecting more and more people through departmental WhatsApp groups and other mediums was adopted by sending the e-magazine "Udaan" on social platforms, including its technically proficient departmental teachers and people from the education world. It took time to build a team with good ideas to execute the e-magazine Udaan. Various departmental schemes and programs were digitized by creating a group of techno-savvy and enthusiastic teachers. Financially, the e-digital magazine Udaan is a zero-investment innovation. To give life to this innovation, an issue of the e-magazine 'Udaan' is launched every month. For this, WhatsApp groups have been created by 13570 teachers of 3122 schools, and due to this, the magazine is being distributed to many people.



Impact of the Innovation

Through this initiative, the individuals of the society have been connected with basic education. Teachers and students can show everyone their activities and notable works like songs, stories, graphs, etc., published in the e-digital magazine. Here, there is not only encouragement among teachers to get their work published in the magazine, but there is also healthy competition. Due to zero investment innovation, the Udaan will continue publishing works continuously in the future.

DAILY MONITORING THROUGH ACADEMIC MONITORING CELL

Tage Kakki

Deputy Director of School Education

Lower Siang District, Likabali, Arunachal Pradesh

Area of the innovation

- Monitoring and supervision of schools through technology

Summary of the Innovation

"Academic Monitoring Cell" is a low-cost-effective digital mechanism of monitoring and supervision initiative to improve academic persuasion in government schools. In this innovation, the Head of the School was directed to install a GPS Camera from the Google Play Store so that the morning assembly of the respective school could be captured through a GPS-enabled camera.

The GPS camera captures a picture showing the map location address with satellite coordinated latitude and longitude with the time and date of a photo.

By taking advantage of the GPS camera, the Head of School (HOS) were asked to upload a photo of teachers and classroom teaching, which are uploaded in the WhatsApp group created for the Academic Monitoring Cell. The Head of the School, CRCC/BRCC/BEO, DDSE and the district's Deputy Commissioner were all part of that group.



GPS-enabled camera: It receives GPS signals to mark photos with their location and time of day. Some GPS-enabled cameras display the city, state and country on LCD screens.

The CRCC of the concerned cluster is instructed to maintain the daily attendance of the teacher based on the GPS-enabled photos/videos uploaded by the HoS in the WhatsApp group and directed them to submit teacher attendance reports before ten every month. The DDSE frequently makes group video calls, interacts with the teachers and students directly from his office chamber, and takes their feedback. Through the WhatsApp group, the district's Deputy Commissioner sometimes interacts with the teachers and closely monitors the activities in the district's schools.

Objective of the innovation

- To provide quality education in government schools through daily monitoring and supervision with low cost and fast reach out.
- To check teacher absenteeism effectively and to inculcate the habit of being punctual.
- To reach out to teachers in the school to know their grievances and facilitate possible solutions.
- To monitor the day-to-day classroom activities possible solution.
- To monitor the day-to-day classroom activities.

Implementation of the Innovation

The idea of innovation was discussed with different levels of the district/block/cluster level education functionaries. After that, the district administration was appraised and approved for introducing the innovation. Before implementing the innovation, the idea was shared in the meeting held at the district level on 16.07.2022 at the Auditorium GHSS Likabali. All the Heads of the schools were directed to install a GPS Camera from the Google Play Store so that all the photos and short videos of the teacher attendance could be clicked from the GPS Camera so that photos uploaded shall show the map location address with precise time and date.

A WhatsApp group was created on 21.07.2022 wherein DC/DDSE/DPC/BEO/BRCC/CRCC and all the heads of the schools were added. The added head of the teachers was asked to upload a GPS-enabled photo of morning teacher attendance at 9.00 AM and afternoon attendance at 1.00 PM on all working days, which shall be recorded by the concerned cluster CRCC/BEO daily. All the BEO/BRCC/CRCC were nominated to monitor and supervise the daily teacher attendance and classroom activities, record the concerned cluster and block, and ask them to furnish the teacher attendance report and status every month. The DDSE/DPC sometimes makes WhatsApp group video calls to interact with the teacher directly to oversee the school activities and the status of the school's academic activities.



Impact of the Innovation

This innovation has brought tremendous impact in the schools for improving academic activities. This innovation completely checked teacher absenteeism as no teacher could stay away from the school unnoticed during school hours. This innovation has had a tremendous impact on the school's academic activities. Through this innovation, morning teacher attendance was taken through GPS-enabled photos.

This replicable innovation can be easily implemented where a data network is available. No extra resource is required as existing resources are sufficient to implement the innovation.

PROMOTING TRANSPARENCY AND ACCOUNTABILITY IN ADMINISTRATION

Bharat V. Vadher

District Education Officer
Gandhinagar District, Gujarat

Areas of the Innovation

- Promoting transparency in the process of administration
- Promoting accountability in the administration

Summary of the Innovation

Administrative activities would involve a whole range of tasks like recruitment of employees, payment of salaries, arrears, higher pay scale, different works related to pensions, payments of various retirement benefits, approval for the opening of new schools, closure of schools, functions associated with the investigation of multiple complaints, admission under RTE act and its payments, admission eligibility, approving correction in the general register of students etc. The staff of different branches of the District Education Office carries out such tasks. If proper monitoring and review of works are not done properly, these pending workloads will hamper the functioning process.

To resolve such issues, very systematic arrangements were made by the District Education Officer in which the per individually reviewed every week. The monitoring of previous, pending works was done on a serious conformance of each branch, and the pending workloads were with justifiable clarifications from the concerned responsible officials. In addition, after fifteen days, the employees of each branch were asked to enlist the pending works, and their work was reviewed. This keeps all the employees active throughout their work period.

રાજ્યના કર્મચારીઓને સેવા વિષયક લાભો સમયસર મળી રહે તે માટે રાજ્ય સરકાર કટિબદ્ધ : શિક્ષણ મંત્રી

રાજ્યના કાર્યકરોને સેવા વિષયક લાભો સમયસર મળી રહે તે માટે રાજ્ય સરકાર કટિબદ્ધ : શિક્ષણ મંત્રી

રાજ્યના શિક્ષણ મંત્રીએ કાર્યકરોને સેવા વિષયક લાભો સમયસર મળી રહે તે માટે રાજ્ય સરકાર કટિબદ્ધ રહેવાની જાહેરાત કરી છે. મંત્રીએ કાર્યકરોને સેવા વિષયક લાભો સમયસર મળી રહે તે માટે રાજ્ય સરકાર કટિબદ્ધ રહેવાની જાહેરાત કરી છે. મંત્રીએ કાર્યકરોને સેવા વિષયક લાભો સમયસર મળી રહે તે માટે રાજ્ય સરકાર કટિબદ્ધ રહેવાની જાહેરાત કરી છે.

Apart from this, different files received by the District Education Office for approval were checked to determine whether they were complete or not; if they were incomplete, then instead of delaying with unnecessary correspondence, letters required incomplete documents were asked to submit through call as soon as possible and quick approval to bills or files were done. Due to this transparency in the administration, schools also developed a habit of doing error-free work, and as a result,

office work was completed as per the stipulated time. It was apparent that schools faced challenges completing specific forms, appendices, and bills. To address this problem, the DEO organised a meeting to provide training and education to the schools. This initiative resulted in the timely submission and approval of forms, bills, and appendices. The district education officer focuses on taking prompt actions in various processes to prevent typical delays, whether in appointing Shikshak Sahayk on a fixed salary or issuing recommendation letters to institutions. ICT tools have been introduced and implemented to streamline administrative processes and enhance efficiency, simplifying information collection and making it convenient and accessible.

Impact of the Innovation

As per the above-mentioned good practices under the officer's guidance, academic and administrative staff showed a positive approach to improving administration. They achieve this by using different ways and technology and resolving all the problems of the people working in the office and other schools of the district. These good practices have resulted in various positive outcomes in teaching and administration. Thanks to adopting these practices, the persistent workload in offices and schools has been greatly reduced. The whole education spectrum was reactivated by promoting transparency in governance.

ONLINE MODE OF SCHOOL INSPECTION AND MONITORING

Dennis Elangbam

Block Education Officer

Kamjong District, Manipur

Areas of the Innovation

- School monitoring system through digitisation
- Preparation of e-learning materials

Summary of the Innovation

During the tragic period of the pandemic, it was a terrible challenge for the administrator and other officials to monitor and address the aspects related to education governance. The widespread disturbance in traditional learning environments and the urgent need to adapt to remote and hybrid teaching methods placed an immense burden on those responsible for the education sector. Balancing the safety of students and staff with the cruciality of providing quality education demanded swift and innovative solutions.



Hence, to tackle this situation in Kamjong District, there was a recommendation for work allocations through the WhatsApp call and also disseminating the e-learning and reading materials to all the Blocks and clusters of the district. Through this initiative, the respected officer was assigned an additional charge as one of the nominated Nodal officers in preparing e-learning and reading materials for the students. Difficult geographic terrain

is always a serious threat to the hilly areas of the northeastern region of India. Accordingly, the pre-innovation situation was pathetic, with poor roadway conditions and a weak transportation system. On the other hand, the location-wise disadvantage of the tribal habitats in the hills is the primary barrier to Tribal education in Manipur. The tribal villages in the hills are 123 villages as per the District administration and 132 villages as per the number of villages from the Local Government Directory provided by the Ministry of Environment for the newly created Kamjong District.

However, long-distance travel for hours without providing an official vehicle with a driver and difficult terrain present a formidable challenge when conducting school inspections in Manipur.

The difficulties are further intensified during the rainy season. Checking even a single school during inspection becomes discouraging because of treacherous terrains. The situation becomes even more prominent as villages near the international boundary are time-consuming and more complicated. There is a huge shortage of teachers and staff in the schools of Manipur, which are among the most pressing issues, and more than 269 sanctioned posts in the education department have remained vacant in the Kamjong district. So most students depend on government schools as most families struggle to make ends meet, living hand to mouth and below the Poverty Line. The lack of adequate resources, including teachers and proper infrastructure, remains a significant hurdle.

This situation has compelled the officer to propose the idea of school monitoring through the WhatsApp app called the efficient mode of a monitoring system. Further, the officer has also put dedicated effort along with the government teachers in preparing online textual notes, solving question papers, etc., for the students from classes 1 to 12. Since Android mobiles are also widely used in the villages, it makes the initiative more conducive and feasible to share all the materials with the students, and provides a favourable climate for reading and learning digitally.

Implementation of the Innovation

To gain maximum benefits for the students of Manipur, the officer opened a wide number of WhatsApp accounts for the supervision of teachers, classrooms and schools. All the young, energetic teachers, apart from principals, head teachers or teachers who are about to retire or those who are not handy with the utility of gadgets, are part of that group. This has benefited students and teachers as they can discuss the various pedagogical techniques or educational innovations they have been practising in schools. They have the leverage for constructive criticism.

Impact of the Innovation

This monitoring system makes it possible to accurately evaluate the real-time conditions, ensuring that teacher attendance is guaranteed through assessment of ground reality. On the other hand, it was also not surprising that e-learning materials are a great additional tool for teaching and learning. Through this mechanism, the relationship status between teachers and students has strengthened. Furthermore, students have significantly improved their communication skills through reading and learning. Subsequently, many innovative ideas were implemented by the teachers to make the learning process more engaging.



DEVELOPMENT IN SCHOOL EDUCATION PROCESS THROUGH EFFECTIVE SUPERVISION

Chandra Pateel S

Block Education Officer

Kollegal, Chamarajanagar District, Karnataka

Area of the Innovation

- Effective Supervision in Schools

Summary of the Innovation

The purpose of this initiative was to revise and enhance the process of supervision in schools in an effective way. By enhancing the supervision process, the initiative sought to elevate the quality of education and provide valuable guidance to educators. This endeavor recognized the critical role of supervision in fostering continuous improvement and accountability within the education sector, ultimately benefiting students and the broader community. The essential parameters involved include empowerment of government schools, enhancing teachers' professionalism, ensuring adequate availability of government and department facilities to students, and achieving the best results in the SSLC exam. To mechanize and regulate this idea, various training programmes have been organised as per the essential component of NEP for the teachers.



The subject-wise proficiency among the teachers has increased by bringing the teachers together and forming the Subject Teachers Forum (STF). A team was formed for proper supervision of the schools, which consisted of CRP/BRP/ECO/BRC for regular visits, guidance and supervision of schools. Headmasters and teachers were motivated to use technology by organising online meetings and giving simple advice. The physical developments

such as the construction of rooms for needy schools, repairing of dilapidated buildings, guidance for the construction of laboratories and science parks at GHS Surapura and Doddinduvadi, etc, have

been done through which the scientific temper among the students was inculcated. The primary focus has been given to improving the SSLC results. Initially, the Head Masters' regular meeting, workshops and guidance training was conducted. Simultaneously, "Spoorthi Sinchana" energized students, fostering their zeal for learning. To strengthen the school-home partnership, two essential programs took centre stage. "Mathru Vandana" celebrated the invaluable role of parents, guiding them in supporting their children's educational journey.

Additionally, a special initiative, "We are with you," aimed to equip parents with the tools to effectively assist their kids at home. Encouragement was given for night classes, and additional resources such as supplementary materials, workbooks, and model question papers were developed specifically for SSLC exams to ensure students had ample materials for practice. To tackle exam anxiety, SSLC students received expert guidance from Sri Vishwanath in a remote workshop from Haveri—a holistic approach to education, nurturing students and their support systems.

Impact of the Innovation

Through these periodical training programs and professional engagements, the professional ethics of teachers have increased, and the teachers' adoption of innovative teaching methods was observed. Bringing the teachers together has led to improved subject-specific expertise among them. Teachers become conscious of their duties and assigned responsibilities. The technology-based teaching environment has been strengthened among the schools. Students achieve good scores in the SSLC exam. Most of the students are qualified and are eligible for the NMMS exam.

The Block Education Officer introduced various other programs to enhance education in the region. The following are a few examples of these programs.

- Promoting ease of governance: These programs introduced several initiatives to enhance departmental transparency, leading to increased school admissions and attendance. Furthermore, they contributed to improved SSLC exam results among students and ensured timely information dissemination, eliminating any delays.
- Mobilisation of community and NGOs for development and technical advancements of schools: Approximately 30 schools received tablets equipped with subject-specific content apps from NGO Megha shala. The Vidwath Institute collaborated to create a content-based syllabus and provided projectors distributed to all government high schools.
- Helping the Social and Economic Disabled Group: Students from diverse social and economic backgrounds were academically empowered and integrated into the mainstream education system.

STRENGTHENING OF SCHOOL ADMINISTRATION THROUGH EFFECTIVE MONITORING

Amit Kumar

District Education Officer

Patna District, Bihar

Areas of the Innovation

- Strengthening administration at the District Education Office and schools.
- Monitoring educational administration through ICT
- Qualitative improvement in the attendance of the students

Summary of the Innovation

Amit Kumar, District Education Officer, Patna District, Bihar, started several good practices in the concerned District.

These practices include :

- Enrollment and regular attendance of all children.
- Monitoring of all government schools through CCTV.
- Strengthening of administrative system in schools
- Use of digital platforms for monitoring educational administration.
- Effective use of the laboratory

These practices collectively contribute to a holistic and conducive educational environment, nurturing not only academic success but also the overall development of students. Embracing such strategies reflects a commitment to elevating the quality of education and preparing students for future challenges.

Implementation of the Innovation

The idea of innovation was shaped for translating it into action with the help of students, teachers, District Collectors, Educational Officers and other officials. A preliminary training was conducted for the teachers in school education, and the action plan was drafted. Activities like conducting awareness campaigns, competitions, and games were planned to implement innovations.



Some of the steps undertaken were as follows:

- Ensuring regular meetings of the school management committee.
- Marking the purpose of coming to the office in the visitor's register.
- Strengthening the administrative system in schools by getting daily reports from the school
- Effective implementation of beneficiary-based scheme.
- Monitoring of arrangements for smart class operation of secondary / higher secondary schools through Sarva Shiksha Abhiyan Division
- Use of digital platforms for monitoring educational administration
- Quick resolution of complaints
- Providing approval to private schools of Patna district through the e-Sambandan portal.

Impact of the Innovation

The initiative resulted in friendly teachers/staff, a transparent District Education Office with expediency in work, and an overall systematic administration. By ensuring the presence of all the teachers/employees in the consciousness session, the school's discipline was strengthened among all the students and teachers. By ensuring the active participation of every team member, the school communicates a shared dedication to maintaining a disciplined and conducive learning environment. This positively influences students' behaviour and strengthens the overall morale and cohesion within the school community. Increased transparency in the office and continuity of office personnel during office hours was ensured. An increase in student attendance by effective use of the laboratory was observed. The hands-on and engaging nature of laboratory activities creates an enriching learning experience, captivating student interest and motivating regular participation. Government schemes were implemented in a time-bound manner.



All these practices helped to improve the work culture in the schools. These practices ensure that resources are utilized optimally and instill confidence in the stakeholders regarding the institution's commitment to educational goals. Integrating these practices contributes significantly to cultivating a positive and productive work environment within schools.

ARRANGEMENTS FOR QUICK EXECUTION OF TEACHERS' PROBLEMS

Sanjeev Kumar

District Education Officer

Rohtas District, Bihar

Areas of the Innovation

- Improved grievance redressal mechanism
- Promoting ease of governance in office administration

Summary of the Innovation

According to the 2011 census, the total literacy rate of Rohtas district is 73.37 percent, in which 68.79 percent of the male and 52.11 percent of the female are literate in the district's total population. The District Education Office is the nodal office in the district for various teaching and non-teaching aspects of school education. It was found that a total of 1326 teachers' salary payment was not



processed on time. Quite often, it was noticed that teachers had to travel from their school to the office to resolve their queries. Instead of performing their duties, the school staff 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 queries instead of performing their regular duties.

Implementation of the Innovation

To improve and strengthen the schools, a meeting with the honourable people's representatives under the chairmanship of the District Magistrate was conducted. Necessary action has been taken in compliance with 100% in the light of the Hon'ble High Court's order relating to pay, terminal benefits, etc. For this, the problem has been resolved quickly through the pension court. In the departmental letter on time, only 45 percent of the salary fixation on the departmental portal of Seva Dev Mahartdhari teachers is done. The statement for salary fixation was uploaded on the departmental portal of the qualified teachers. After the salary fixation with a digital signature through an online fixation calculator, the amount was paid at an increased rate. For the quick execution of the

problems of the teachers, frequent meetings and camps have been organised and resolved by taking a personal interest.

Other innovative initiatives:

- Adoption of one school by the officers of the district for the strengthening of schools and quality education.
- Daily attendance of teachers in schools and relative improvement in the quality of students. Before conducting each class in all the schools, the teachers must compulsorily prepare and implement text commentary during the teaching-learning process.
- For computer education, computers lying idle were repaired
- Free digital / computer education is being provided to the students and arrangements for free tablets were also made.
- Efforts to empower the special needs children by connecting them to the mainstream of education.

Impact of the Innovation

Excellent performance of the schools of Rohtas district was witnessed in the school cleanliness award organised at the state level. Reformative efforts in Kasturba Gandhi Girls Residential Schools for 100% enrollments and retention in Kasturba Gandhi Girls Schools was another remarkable achievement.

Aran Project (Nutrition Garden) is being implemented in 623 schools in the district, in which children benefit from different types of plants, and agricultural knowledge is being enhanced. The total enrolment of students from classes 1 to 8 in the district is 447782. The average number of students benefited from PM Poshan Yojana in August 2022 is 248640. The district's total number of cook assistants is 6500, whose honorarium has been paid till 2022. The morale of the cook-cum-helper has also increased. There is much importance in the cleanliness and daily work of the school. Successful organisation of painting, general knowledge, quiz, essay, extempore speech and spelling competitions from school level to block, district, divisional and state level were organised.

Regarding the timely disbursement of teacher salaries and pensions, salary payment was processed rapidly by generating timely Employees' Provident Fund numbers (G). Due to this, teachers have not only been available, but teaching-learning has been strengthened in the schools. Giving time to teachers has boosted their morale and increased coordination, speed and transparency in official work. Unnecessary complaints from teachers have ended, and they have been motivated to give their whole time to the school without any hindrance.



ENSURING STUDENT REGULARITY

Om Prakash Mishra

Block Education Officer

Kaurihar Block, Prayagraj District, Uttar Pradesh

Area of the Innovation

- Ensuring punctuality of students and teachers

Summary of the Innovation

It was observed that there were very few teachers in the schools of Kaurihar, Prayagraj District, Uttar Pradesh. The student attendance was also very poor. The teacher-to-student ratio was also in disproportionate condition. Students' learning levels were impacted by lack of infrastructure, specifically access to drinking water, restrooms, electricity, and hygiene facilities. The community and the villagers had a poor opinion of government schools. So, the concerned education officer tried implementing certain innovations to address the difficulties comprehensively.

The main focus was on the regularity of students and enhancement in learning levels. Awareness about the importance of regularity in attendance and giving easy space to students for studies amongst the community, villagers, and parents. The idea of strengthening the ratio of teacher/student with the help of teacher deployment and ensuring regularity and punctuality, professional development, and teacher motivation was also a challenge.

Student signature sheet (like teacher's attendance register): A signature register of students has been made in all council schools of development block Kaurihar, in which every student has put their name in the attendance register kept on their class table before the school closes. This innovation is currently being done with the 1214 council primary/upper primary/composite schools for students in classes 3 to 8. Students sign their names in the student signature on their class table daily. They leave the room only after marking their signature.



Implementation of the Innovation

Firstly, the factors and objectives of innovation were discussed with the teachers in the review meeting, and they were made aware of its benefits. After that, this innovation was implemented in some schools as a pilot project. Based on the experiences received from the teachers of the respective schools, there has been an expected improvement in their attendance and presence in the school for the full time. After this, innovation was implemented in all the schools of the development block.

The teachers first expressed some apprehension about the student signature register. Awareness raising and its advantages were discussed using Google Meet and WhatsApp in small group conversations with teachers. The pupils were more conscious of their presence and commitment during the lesson, fostering a sense of accountability and self-assurance.

Impact of the Innovation

Through these innovations, the goal of attendance/retention of students studying in schools and the process of their all-around development has been achieved. This made students regular in school. Positive behaviour is being developed by participating and signing the student signature register.

Through these initiatives, the enrolment increased significantly, and the 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. This innovation was continued smoothly without any hindrance/interruption by the teachers working in all council schools.



**COMMUNITY MOBILIZATION AND
PARTICIPATION FOR SCHOOL IMPROVEMENT**



IMPLEMENTATION OF ALTERNATIVE EDUCATION MECHANISM THROUGH MEDCHALBADI.COM WEBSITE

I. Vijaya Kumari

District Education Officer

Medchal District, Telangana

Area of the Innovation

- Implementation of Alternative Education Mechanism- Medchalbadi.com website

Summary of the Innovation

The unforeseen outbreak of the coronavirus has changed the whole world in many aspects. Likewise, in education, the continuity in the learning process has been affected recently. Students had no source of learning during the pandemic. Foreseeing the impact of the pandemic on regular classroom transactions and the online mode of the teaching-learning process, several aspiring and promising initiatives have been put forward by the district educational office, Medchal District. However, the economic status and the unavailability of ICT devices with the students made them think of a better resource and alternative education mechanism. The only solution that could be considered was to create a website and make it a storehouse of all the lessons from the textbooks that would help students get access whenever they access the devices (mobile phones) at home.

Government school teachers in Medchal make video lessons as an alternative to online classes



Objective of the Innovation

- To provide alternative resources to the students in the absence of regular classes.
- To make all the lessons readily available to the students
- To make a treasure house of lessons in all subjects from class 1 to 10

Resources mobilisation

A) For ICT Skills among the Teachers: The immediate need was to equip the teachers with ICT skills. This was planned with the collaboration of some organisations who came forward to train the teachers. The details are as follows:

1. Organization: QUEST Alliance

Objective: To help the teachers to practice Google Tools

Schedule: 9th to 13th June 2020 (5 Days)

Mode: Webinars through Google Meet

Skills Focused: Google docs, sheets, slides, meet, calendar, play store

2. Organisation: Cognizant Outreach

Objective: To help the teachers acquire the skill of video making and designing digital lessons.

Schedule: 45 Days (August and September 2020)

Mode: Webinars through Webex and focused groups on WhatsApp

Skilled Focused in Photoshop, Graphics, Creating Videos, Designing web pages, etc.

3. Enrichment of Communicative skills among non-language teachers

Objective: To enrich the teacher's spoken ability in the English language to present with English medium lessons.

Schedule: 4th to 10th August 2020

Mode: Webinars through Zoom

Target Group: High School Teachers of Mathematics, Physical Science, Biological Science, Social Studies and SGTs.

Area of Focus: Everyday English, Classroom English, Language Functions, Subject specific Terminology, Pronunciation, etc.

B) Financial Support:

Looking at the zeal of the DEO and the teachers to reach the students, an NGO named SPOORTHY FOUNDATION, Hyderabad, came forward to bear the expenses of designing the website and its purchase. It also assured that they would be with us for annual renewals of the agreement with the site.

C) Establishing Recording Labs:

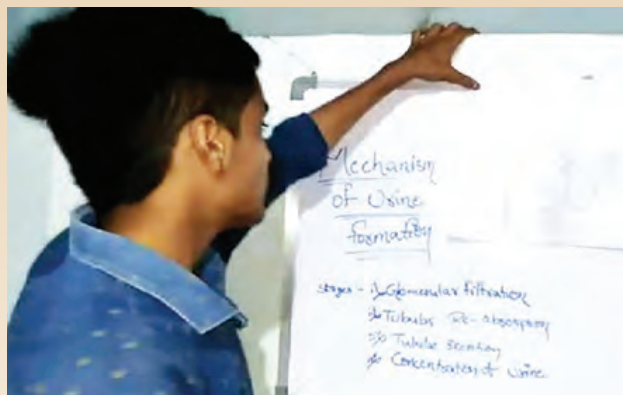
Though most teachers made the videos at home, some didn't have the facilities to do the same. For such lesson presenters, a recording lab has been established with good equipment in four schools across the district. This was run under the guidance of a few technically skilled teachers.

D) Donations of devices:

Interaction with the community by the officials, Headmasters and Teachers helped us get several used devices as donations to needy students. The family and friends of many teachers also came forward to support in this area.

Implementation and Impact

The officer conducted awareness sessions for students, teachers and parents. Making and uploading all the lessons in all the subjects on the website was a bigger task. It took months to complete. The students and the teachers were given access to the website as it started uploading. The lessons were uploaded simultaneously. The innovation came into operation in August 2020. The site is still in operation. It is even being used across the country. During the pandemic, every day, at least 2500 students viewed the lessons. Even in regular classrooms, many teachers use it for the absentees and others who need reinforcement.



On the whole, it has been widely used as a treasure house of lessons for the students from the day of the inauguration of the website. Each day, hundreds of students have viewed the lessons of various classes. The website has 551972 visitors so far. Some private and government schools are even using the website for their regular classes using their smart classes.

IMPROVING INFRASTRUCTURAL FACILITIES OF GOVERNMENT SCHOOLS

D. Radha Kishan

District Educational Officer (FAC)
Rajanna Sircilla District, Telangana

Area of the Innovation

- Resource mobilization and partnership with community, private/corporate bodies/NGOs, etc., for better school management and improving facilities.

Summary of the Innovation

In Rajanna Sircilla district, a newly formed district in 2016 Telangana state, most Government schools lack infrastructure, resulting in poor enrolment and low learning standards. There are 514 government schools and the enrolment in governments is 44615 (59.2%), and the private management is 30819 (40.8%) during 2017-18. There were insufficient number of dedicated libraries and schools lacking toilets, hand washing, science labs and digital labs. Studies and research proved that students in schools with poor infrastructure facilities have lower achievement scores and poor enrolment than those with better infrastructure facilities. The most important aspects of school infrastructure are sufficient number of classrooms, working toilets, drinking water, libraries, science and computer labs, and playgrounds. The innovation has two phases. The first was 2017-2018 to 2021-2022; the second was 2022-2023 to 2024-2025. The innovation is in operation until every school has all the basic facilities required. The aim is to complete the task by 2025.



The officer decided to improve the basic infrastructure facilities in all the Government schools with the support of NGOs and community involvement to improve the enrolment and students' learning levels. In this process, the officer approached various organizations implementing various projects in the school education area. The first aim was to ensure sufficient rooms for classroom teaching, library establishment, digital and science labs, etc. Simultaneously, other organizations were approached, which came forward to provide dual desks, library furniture, computers and other digital equipment, science lab material, etc. Later, with support from the community and a few



NGOs, the BALA (Building As Learning Aid) paintings and kitchen gardens were set up. The efforts have resulted in increased academic performance and attendance in many schools. Participation of students in curricular and co-curricular activities at inter-school and intra-school levels has increased. The students have won awards at the state/National level and have participated at the national level across various competitions. The schools have seen increased community contribution, too, which would ensure the sustainability of the

initiatives.

The innovation done in Rajanna Sircilla District can be replicated in other areas only when the district officials initiate implementing the innovation. Officials from other districts are surprised at the innovation done in the district and are showing interest in knowing the process of innovation done in Rajanna Sircilla District.

Methodology

Lacking basic infrastructure amenities in schools discourages students from attending or focusing on academics. Therefore, the focus was on enhancing the fundamental facilities in all of the government schools in the Rajanna Sircilla District. However, it was realized that the facilities could not be improved along with the constrained government finances. In light of the preceding, the officer started liaising with various NGOs and outlining the needs for the fundamental amenities in Government Schools in Rajanna Sircilla District. He successfully persuaded the NGO to provide their support and increase their level of collaboration to supply the amenities to the government schools of the district. The officer received full support and cooperation from Sri K. Taraka Rama Rao, Minister for IT, and the District Collector and other officials of the School Education Department in identifying and inviting the NGOs to the District.

Community Mobilisation

Apart from NGO support, local donors came forward and contributed to developing the schools in various villages in the District. The following work was done with community involvement in various schools in the district:

- School beautification works
- Distribution of school bags and notebooks, ID cards, Shoes, Ties and Belts, Dual desks and White/green boards
- School dais construction
- Providing TLM(Teaching and Learning Material)
- Minor Repairs to Classrooms
- Toilets Construction

- Library Books
- Computers and Projectors in the classrooms
- Sports and Science equipment
- Providing snacks to SSC students during study hours

Impact of the Innovation

As a result of innovation, government schools can compete with private schools in both enrolment and quality education. Since the 2017-18 academic year, year by year, the enrolment in Government Schools is increasing, where as it is decreasing in private schools. During 2021-22, the enrolment percentage in Government Schools is 73.4%, whereas the enrolment in private management is only 26.6%. It clearly shows that the rapid growth rate of enrolment in Government Schools is about 24%, which is remarkable.

Sl. No.	Academic Year	Total No. of Government Schools	Enrolment ↑	Total No. of Private schools	Enrolment ↓
1	2017-18	545	44615 (59.2%)	142	30819 (40.8%)
2	2018-19	540	46827 (63.8%)	118	26669 (36.2%)
3	2019-20	533	47329 (65.5%)	118	25025 (34.5%)
4	2020-21	532	49696 (68.9%)	122	22417 (31.1%)
5	2021-22	534	55948 (73.4%)	122	20313 (26.6%)

COMMUNITY DEVELOPMENT PROGRAMME IN HAJ SERVICES THROUGH THE BHARAT SCOUT AND GUIDE MOVEMENT

Razia Begum

Deputy Director of Education

North East District, Delhi

Areas of the Innovation

- Building the confidence of Society in Government Organizations.
- Resource mobilization and partnership with internationally recognized NGO The Bharat Scout and Guide.
- Promoting equity and managing diversity

Summary of the Innovation

As a Deputy Director of Education, North East 1, New Delhi, Ms Razia Begum initiated many educational innovations and good practices. These initiatives are intended to bring a strong message of brotherhood, develop character and selfless services, develop their latent faculties and talents, and express creativity. The initiatives taken through this innovation broke the status quo, and for the first time, The Bharat Scout and Guide, along with other agencies, performed services for Haj pilgrims. The primary aim



behind this initiative is to spread awareness among students and garner their support.

The voluntary Services of The Bharat Scout and Guide were introduced/initiated to facilitate all the Haj Pilgrims and, more importantly, for the Pilgrims who need the facilitation Services more frequently and urgently. This role was crucial in successfully implementing policies and programs at the field level for the Operation of Haj in Delhi. The major objectives of innovation

include smoother and hassle-free management of Haj operation by devoting selfless service to the stakeholders, managing resource mobilization and partnership with private/corporate sector/NGOs with proper planning effectively, creating overall public trust in government organizations and inducing the message of communal harmony among the different sections of the society.

Due to the unavailability of human resources, many tasks and a lackadaisical approach of Haj House Officials, it wasn't easy to coordinate among the group of Haj Pilgrims and the serving groups. A lack of communication system resulted in stakeholders' dissatisfaction earlier. Hence, by keeping in mind the existing circumstances, the idea of the operation of utilizing Scouts was introduced, and the work was carried out for executing the following tasks:

- Vehicles for providing transportation services to Haj Pilgrims and their Coordination.
- Registration and Identity Card for Haj Pilgrims.
- Accommodation for Haj Pilgrims.
- Guidance and Counseling sessions for Haj Pilgrims.
- Food and Daily Needs Services for Haj Pilgrims.
- Scheduled Health Checkup Services for Haj Pilgrims.
- Emergency Services for any urgent Needs of Haj Pilgrims.
- Devotional Needs of Haj Pilgrims.
- Team for Coordination Services during Stays, Entry and Exit points.
- Security Services for Haj Pilgrims.
- A proper Schedule has been prepared, and the monitoring system has been developed along with the communication group to avoid any jumbling during the operation.

Methods Adopted While Implementing the Innovation

Certain tasks were planned, and their implementation framework was also prepared. This included the number of days of Stay, Entries and Exit of Haj Pilgrims and, the resources needed for the commencement and execution of the program, the need for assistants and volunteers. A coordination meeting of the departments included in this program was organised, and the blueprint was discussed thoroughly. After proper planning and obtaining approvals from various departments, a detailed briefing of task analysis and the framing of time limit for each task was conducted with the volunteers who work on the ground for Haj pilgrims. A communication group was created for smooth coordination between working groups, and a proper monitoring system was developed to address the problems of Haj pilgrims. Lastly, everyday feedback was taken from the Haj Pilgrims for setting the indicators and scope of improvement enhancement.

Impact of the Innovation

There is a direct reflection that through this innovation, the Haj operation was carried out smoothly with no hassle, all the working and beneficiary groups were satisfied, and the communal harmony and respect of interreligious faith were reinstalled. All sections of the community worked for the betterment of the Haj Pilgrims. The coordination between the working groups was beyond expectation and was at par with International Standards.

VIEWING EDUCATIONAL ADMINISTRATION THROUGH NEW LENS

Y. Nchumbemo Jami

Sub Divisional Education Officer

Tizit Mon District, Nagaland

Areas of the Innovation

- Improving school management system
- Enhancing Teaching and Learning Management

Summary of the Innovation

To improve and enhance the quality and learning outcomes of government-run schools in Nagaland, the officer took the initiative to address the systemic issues related to the school management system of the respective district. This project began with the support or assistance from the World Bank and overall support from the department of school education (Govt. of Nagaland). However, all the district education officers, sub-divisional education officers, and coordinators of EBRCS joined, followed by allocating responsibilities based on terms and conditions. In the initial phase, the officials were assigned to monitor the coordination process related to the project planning with the local community and the respective departments.



Along with the assignment of the work daily, there was an additional allotment of a task, especially for the district-level officers to monitor the implementation and to ensure the progress of the project to the district-level team under the leadership of SDEO who initially visited some of the selected schools of the district. At first, the team visited and held a meeting with parents and teachers at GHS Longching. In the meeting, all the

teachers and parents assured the concerned team that they would utilize the performance incentive grants in installments provided by the Department of School Education judiciously for the welfare of students in particular and community as a whole. In the second phase visit, another meeting was held, and it was updated that the local area people resolved the issue related to repairing the benches and desks with the performance incentive grants sanctioned under the NECTAR project. Likewise, the periodical visits took place to address and tackle the issues related to awareness programmes on hygiene, etc.

NECTAR: With support from the World Bank, the Department of School Education launched the 'Nagaland Education Project- The Lighthouse – Nagaland Enhancing Classroom Teaching and Resources (NECTAR), with an aim to improve and enhance quality and learning outcomes of Government schools in Nagaland.

Impact of the Innovation

In this way, the Department of School Education is enhancing community accountability and ownership. It also emphasizes that effective stakeholder engagement can significantly improve projects' environmental and social sustainability, enhance project acceptance, and significantly contribute to successful project implementation. The department seeks to engage stakeholders as an integral part of the social assessment to make a difference for the state of Nagaland and all its citizens.

A MOVE TOWARDS SUCCESSFUL EDUCATION MECHANISM: LEARN AND MAKE LEARN

Somashekharagouda B

Block Education Officer

Gangavathi, Koppal District, Karnataka

Areas of the Innovation

- To provide quality education to the students
- Mobilizing college students for academic support

Summary of the Innovation

The Gangavathi Taluka is one of the backward areas of Karnataka. Almost all the villagers belong to the lower-income groups. Nobody used to take care of children's studies. They often used to send small children with their older children to school. Even many parents were migrating to neighboring blocks and districts for livelihood. They leave their children in their relative's houses. Hence, suitable care for the children has become a major issue.

Therefore, the BEO and his assigned team have adopted many innovative measures. The innovation was Learn and Teach (KALI-KALISU), where at first he tried to mobilize the senior college students of the block to take care of this management process. They were assisted with a blackboard, chalk, duster, room arrangement in the ward. The learned senior students used to take care of homework and class work of the school children. They used to rectify the doubts and correct errors of the students. During the COVID lockdown, the "Kalika Chetarike" scheme was implemented to continue education for all students.



Further, community support has also been availed for the needful donations, and awareness campaigns were organised to address the immediate issue to make the system favorable for imparting education among students. Gradually, these practices greatly impacted the parents in general and the students in particular about the importance of education. The crucial aspect during these initiatives was that teachers always remained a mentor to guide the

senior students regarding the smooth conduction of classes. The teaching steps- the learning process- the language, and the core subjects- were provided. This is used to help them to monitor the school children after school hours and study efficiently.

Impact of the Innovation

Compared to the pre-status of the initiatives mentioned above, the post-innovation status reflects phenomenal changes. The irregularity of the children decreased, and they have transformed themselves notably with regular studies and a disciplined livelihood. Volunteers conducted competitions for children and distributed incentives themselves, which encouraged students. Community involvement was evident as the gram panchayat made light arrangements in many centres. These initiatives proved as a catalyst in reaffirming the trust of parents in the government schooling system.



MITIGATING ACADEMIC LOSS: FACTORISING THE ROLE OF COMMUNITY

Vikas Kalia

*Deputy Director of Education
Central District, New Delhi*

Areas of the Innovation

- Raising funds for reviving the education status
- Convincing parents through Digitization

Summary of the Innovation

During the pandemic period, teaching-learning was hampered to a great extent and students were mostly distracted, and their mental health was affected. Feeling of loneliness, anxiety, and stress became prevalent as they coped with the disruption of their daily routines and the loss of social connections. The abrupt transition to remote or hybrid learning methods disrupted the traditional classroom pedagogy, leaving students and educators adjusting to new challenges. The absence of in-person interaction with teachers and peers challenged engagement and motivation. Many students struggle to adapt to the new digital tools and platforms, which hinders their educational progress.

Hence, the DDE tried to focus on this chronic issue on a serious note to understand the reasons behind these distortions within his district. Therefore, a detailed plan was formulated for each remaining day of the academic session. The intended objectives of the innovative method were:

- Convincing teachers to collect funds to purchase mobile phones for needy students.
- Sending video addresses of officers directly to students' homes to convince parents to send their wards to schools and
- Chalking out a detailed academic plan for each remaining day of the session.

The prepared plan was circulated among SMCs, teachers, HOS, and students. During that period, approaching physically was a major challenge, and to tackle these situations, video messages of

पहले दिन 105 शिक्षकों ने लगवाया टीका

जागरण संवाददाता, नई दिल्ली: शिक्षा निदेशालय द्वारा पं. दीन दयाल मार्ग पर स्थित जीबीएसएस स्कूल में शिक्षकों के लिए बनाए गए टीकाकरण केंद्र का सोमवार को उद्घाटन किया गया। पहले दिन वहां 105 शिक्षकों ने टीका लगवाया। केंद्र का उद्घाटन करते हुए शिक्षा निदेशक उदित प्रकाश राय ने कहा कि कोरोना महामारी संजग में शिक्षक फ्रंट लाइन योद्धाओं की तरह कार्य कर रहे थे। ऐसे में जरूरी है कि उनका जल्द से जल्द टीकाकरण किया जाए। उन्होंने कहा कि टीका लगवाने आए शिक्षकों से आग्रह है कि वे अन्य शिक्षकों को भी इसके लिए प्रेरित करें।

इस केंद्र में 18 साल से अधिक आयु वर्ग के सभी लोगों को टीका लगाया जाएगा। स्कूल में दो टीकाकरण स्थल बनाए गए हैं। साथ ही अन्य जरूरी इंतजाम किए गए हैं। उद्घाटन सत्र में नई दिल्ली जिला के उप शिक्षा निदेशक (डीडीई) विकास कालिया, डीडीई जोन हैसराज मीना डीडीयू मार्ग स्थित जीबीएसएस स्कूल के प्रधानाचार्य संजीव कुमार और जामा मस्जिद स्थित सर्वोदय बाल विद्यालय के प्रधानाचार्य गय्यून अहमद मौजूद थे।

officers were relayed through social media, internal WhatsApp groups, etc. In some schools, teachers and officers were motivated to collect funds to purchase mobile handsets to distribute among the poor or needy students to make their reading and learning process smooth and active. Through this innovation process, the role of SMC members was phenomenal as they played a pivotal role in convincing parents and local community leaders to revive confidence and, in the long run, revitalize the education process in a commendable way. School Heads and teachers were mobilized to work as teams to convince the School Management Committees and Parents to send students to schools and get them vaccinated. Simultaneously, teachers were encouraged to collect money voluntarily from their acquaintances, and the funds were being used to provide a primary digital platform for imparting education.

Impact of the Innovation

The idea of innovation was shared among various officials of the district and heads of the schools. Local community leaders were taken to the schools to show them the arrangements made for safety. SMC members were invited to classrooms. Many parents were called by HOS directly. Teachers were sent to different ghettos to inspire parents and contact their students directly.

These initiatives had a positive impact on the students, and the attendance of students increased at a commendable rate. The vaccination process was successfully done for the maximum number of parents, eligible students and teachers. The learning deficit among students was mitigated to a larger extent, and in terms of results, all schools have achieved a 100 % pass rate. These programs will be sustainable by addressing the changing needs and resource availability and modifying and pruning the plans to suit the situational needs.

ENHANCING PARENTS' INVOLVEMENT IN CHILDREN'S HOLISTIC DEVELOPMENT

Ramraj

Block Education Officer

Chinhat Block, Lucknow District, Uttar Pradesh

Areas of the Innovation

- Enhancing parents' involvement in children's holistic development

Summary of the Innovation

Ramraj, during his tenure as a Block Education Officer, Chinhat, Lucknow, Uttar Pradesh took several measures for good practices. His initiatives for the involvement of parents and community participation were aimed at the overall development of the children at school and in the community.



The whole initiative was led by the BEO and supported by office staff and teachers of the block. Parents are an important pillar for the all-round development of children in basic education. Considering this concept, concerned officers implemented some innovations in Block Gosaiganj for parents' awareness and to connect them with the mainstream of education, whose positive impact is being reflected on the block.

Implementation of the Innovation

Regular parent meetings: Parent meetings are being organised regularly in Block Gosaiganj. The teacher-parent meeting is being organised in every school in the block to fill the educational gap due to the Covid period. The outline is discussed.

SMC Presentation of 5 children in the meeting: In the SMC meetings, the children active in various fields are selected based on their merit, and they make presentations to the parents in each S.M.C. It is conducted in the meeting, due to which encouraging results are witnessed, and parents are keen to prepare their children for academic competition.

Parent contact list: A class-wise parent contact register has been prepared in each school. The teacher maintained regular contact with the parents and maintained the records in the register. This greatly contributes to the educational upgradation and student attendance of the school. Now,

teachers can create a better educational plan for the children by being familiar with the social or family environment of the children.

Mann Ki Baat Petika: In every school, a box was kept in which the teachers are easily informed about their thoughts and suggestions by the parents. Children also write their thoughts and put them in the box. The officer is observing Mann ki Baat box in his inspection. While implementing the suggestions, a memorandum of thanks is also being made to the concerned parents.

Presentation and awarding of parents in development block-level meetings: Parents are invited to block-level meetings by the Block Education Officer, and the parents' presentation is done on the stage. The views of parents are proving useful for the betterment of children. Parents who have contributed to the better educational development of the school are being identified through teachers and presented by the Block Education Officer.

Participation of parents in a prayer meeting: A parent is invited every day to each school's morning prayer meeting and after-school meeting. In the meeting, the parent shares his/her thoughts. This work creates a sense of attachment towards the school in the parents' minds and one of their duties. It is building an understanding, the result of which is reflected in the attendance and retention of the children.

Teachers are visited every week to know the socio-economic environment of children so that the teachers are well acquainted with the environment of the children, and this step is creating a cordial relationship between the parent and the teacher, directly and indirectly benefiting the children.

Impact of the Innovation

There has been a relative increase in the enrollment and retention of children. The percentage of attendance in 24 academic days in April 2022 was 39.54%, which increased to 64% in September. Parents' interest towards the school has increased, and parents are satisfied about their child's progress. Parents are paying attention to the educational level of the children, recognizing the utility of education in the school educational environment and their participation in the educational programs. Useful suggestions are being received through Mann Ki Baat box. This respect for the school has developed in the parents' minds, resulting in increased enrollment, attendance and retention of the children. The block is moving towards becoming a proficient block. The DIET Principal declared Primary school Harrai the first proficient school. There are many schools in the queue to become proficient. In the meeting, a discussion was held with the District Basic Education Officer, Lucknow, regarding the presentation of Mann Ki Baat box by 05 children and the participation of parents in the prayer meeting, which was agreed to be implemented in all the blocks of the district.



MISSION PRERNA

Sunil Kumar Singh

Block Education Officer

Jalanabad, Kushinagar District, Uttar Pradesh

Areas of the Innovation

- Developing resource material through workshops with teacher experts.
- Enhancing community participation in school management.

Summary of the Innovation

Effective communication and positive monitoring can create and foster a secure school learning environment. In the light of this, the concerned officer set up regular encounters between teachers and administrators to foster positive connections. In a broader area of 'Promoting Innovation in the Teaching-Learning Process and Improving Quality of School' Sunil Kumar Singh, Block Education Officer, Kushinagar

Uttar Pradesh introduced a programme called Prena. The programme covered 221 schools in the development block Jalalabad Nyaya Panchayat.



Implementation of the Innovation

Under the mission Prena, the following initiatives were taken up:

1. Recognizing the hidden talent in the resources, forming their team and motivating them for excellent work. The teachers and instructors who have done excellent work have been honored.
2. The infrastructure of schools such as boundary walls of 199/221 schools, smart classes in more than 30 schools, bench desks, library, sports material, and inverter battery arrangements were made in all the schools.
3. With the help of Composite Grant and Gram Panchayat, the construction and reconstruction of 100 percent schools' toilets, 100 percent electrification of schools, handwash units in more than 200 schools and tiling of more than 155 schools was undertaken.

4. Self-defense training was organised for all girls of Kasturba schools; the constitution of the children's child parliament and strengthening of the library in all schools were done.
5. The organization of a teacher-parent seminar, publication of a subject-based folder, block and district educational magazine, and TLM fair was organised.
6. To solve the problems of teachers, Teachers' Solution Day, prizes and educational tour programs were organised to boost their morale.
7. The department also discharged its social and civic responsibilities for the children's parliament and the publication of children's magazines.
8. Programs for awareness and one-time use plastic-free campaign programs were conducted during the Corona period.
9. Annual activities like awarding children with 100% attendance, sports activities, and activities to reward talented children.
10. One hundred percent attendance of children is essential for better teaching and learning and for children's creative ability, civic sense and personality.

Impact of the Innovation

Expected improvement in enrolment, daily attendance and retention of children in school was noticed. This continuous and rigorous intervention resulted in the enhancement in enrolment in government schools. The innovations being done in the school of development block are continuously live and posted on social media from the Facebook page of BRC Center Jalalabad Block Resource Center Jalalabad so that they can be easily used in any school in any corner of the country.



**ECCE AND FOUNDATIONAL LITERACY
AND NUMERACY**



ENSURING SCHOOL READINESS OF PRE-PRIMARY CHILDREN

Sucheta Khumukcham

Zonal Education Officer

Zone-1, Imphal West, Manipur

Area of the Innovation

- Strengthening of pre-primary education for ensuring school readiness in children and their smooth transition to Grade I (Primary education).

Objectives of the Innovation:

- Introduction of a structured curriculum for promoting the overall development of school children in the age group of 3-6 years and preparing them for a smooth transition to Grade I.
- Incorporating local content in the curriculum so that the children are not alienated from the socio-cultural context in which they live.
- Assessing the learning outcomes of the pupils continuously and comprehensively and providing the required intervention.
- Creating a conducive and child-friendly learning environment for the pre-primary children.
- Better coordination among the stakeholders to collaborate on strategies to support Children's learning.

Summary of Innovation

Pre-primary education is an essential right of every child. It envisions promoting access to universal, equitable, joyful, inclusive and contextualised learning opportunities for ensuring the holistic development of all children between 3 – 6 years of age. The pre-primary years play a significant role in preparing children for the school education ahead. The National Education Policy (NEP) 2020 has emphasised the universalisation of Early Childhood Care and Education (ECCE) with a 2030 target to ensure all grade I students are school-ready. However, pre-primary education in the government and government-aided schools in Manipur, including Zone I, Imphal West, is characterized by the absence of a structured and well-defined component of pre-primary education.



This necessitated introducing a curriculum-based, structured, holistic, activity-based and inclusive pre-primary education system that can be easily implemented, adopted and monitored with minimal investment using existing infrastructure and resources. This further led to the conception of a pre-primary education system that will be delivered through a curriculum based on the guidelines of the NCERT and which will also incorporate local content like folk tales (with moral lessons) and rhymes in local language and other contextualized content like indigenous games. The concept also included transforming the classrooms into a child-friendly environment, developing assessment methods using standardized tools and creating a platform for teachers, inspectors, resource persons and administrators to share ideas and feedback.



Resources persons, teachers and staff from ZEO (Zone-I), DIET, Imphal West were mobilised, and tasks for framing of curriculum, development of worksheets, painting of classroom walls, development of assessment methods and tools and the making of TLMs (Teaching Learning Materials), were undertaken. Private agencies were engaged to create Video content in Manipuri and publication on YouTube. A WhatsApp group of teachers, resource persons and other stakeholders was created.

Resource mobilisation:

Human resources were mobilised from various departments/agencies, including

1. existing staff and teachers from ZONE-I,
2. resource persons from DIET, Imphal West, by providing incentives in the form of remuneration/honorariums,
3. Video content creators from private agencies on payment.

Financial resources:

1. Management Monitoring Evaluation and Research fund from Samagra Shiksha Manipur.
2. Fund for implementing NIPUN Bharat
3. School grants for BaLA implementation
4. Voluntary contributions from officials of ZONE-I.

Impact of the Innovation

A structured and well-defined component of pre-primary education has been developed, leading to a uniform and smooth system, overhauling the pre-primary education in government and government-aided schools in Zone I, Imphal West. Moreover, the changes brought about by the innovation have, to a great extent, restored the confidence and trust of the general public, in particular the parents, in government and government-aided schools opening pre-primary classes as indicated by an increase in students' enrolment in pre-primary classes from 275 in the 2020-21 academic

session to 875 in the current academic session, 2022-23. By using the International Development and Early Learning Assessment (IDELA) tool, an assessment survey for assessing school readiness skills in government school children (5-6 years) for entry into Grade I was conducted successfully in March 2022. The survey has enabled objective and accurate assessment of the strengths and weaknesses of the students in four crucial domains – gross and fine motor development, early literacy and language skills, early numeracy skills and social-emotional development. The survey findings and recommendations, shared with the school heads, have enabled them to take effective necessary interventions promptly.

QUALITY ENHANCEMENT FOR FOUNDATIONAL LITERACY AND NUMERACY (FLN)

Gaurangbhai C. Vyas

District Primary Education Officer

Mehsana District, Gujarat

Areas of the Innovation

- Improving foundational Literacy and Numeracy
- Initiative for Enhancing Proficiency

Summary of the Innovation

In the academic year of 2020-21, most of the teaching-learning activities could not be done in schools due to the pandemic. Therefore, the teachers of Mehsana district have made continuous efforts to remove or mitigate the learning gap by continuing the learning of the students of Std. 1 to 5 online as per the educational guidance received from the state and district level authority. During the pandemic, when the face-to-face educational activities in the schools were stopped, the teachers provided education to the students in small groups outside the schools by conducting education classes with the help of various community stakeholders. This situation was critical because a significant decline was observed in students' reading, writing, and numeracy abilities. Therefore, it was felt that active work should be carried out to develop reading, writing and numeracy skills among students.

So, based on the experiences of 2020-21, this innovation of FLN has been carried out in the academic year 2021-22. Thus, the innovation has been carried out to develop FLN skills among students' level-wise, even during the critical period of a pandemic. Another program implemented in the education sector, 'Nipun Bharat' (National Initiative for Proficiency in Reading with Understanding), also includes this basic literacy.

In July 2021, the mission **Schools of Excellence (SOE)** project was implemented by the education department of the state of Gujarat. The main vision of the Schools of Excellence program is to provide world-class physical and technology-based facilities

સ્કૂલ્સ ઓફ એક્સલેન્સના માપદંડ		
GSOAC દ્વારા આ શાળાઓની કાર્યગીરીનું મૂલ્યાંકન કરવામાં આવશે અને નીચે જણાવેલ માપદંડોના આધારે Excellence Certificate આપવામાં આવશે		
School of Excellence Merit સર્ટીફિકેટ	School of Excellence Distinction સર્ટીફિકેટ	School of Excellence Excellence સર્ટીફિકેટ
<ul style="list-style-type: none">50%-70% બાળકો 80% કે તેનાથી વધુ ધોરણ અનુરૂપ અધ્યયન નિષ્પત્તિઓ મેળવે છે75% બાળકો ઓછામાં ઓછા 40% જેટલી ધોરણ અનુરૂપ અધ્યયન નિષ્પત્તિઓ મેળવે છે80% બાળકો FLN કૌશલ્યો મેળવે છેશાળાઓમાં SoE ના માપદંડો અનુસાર માળખાગત સુવિધાઓ છેશાળાઓ GSOAC માં ગ્રીન 1 સ્ટાર રેટિંગ મેળવે છે	<ul style="list-style-type: none">>70% થી 80% બાળકો 80% કે તેનાથી વધુ ધોરણ અનુરૂપ અધ્યયન નિષ્પત્તિઓ મેળવે છે85% બાળકો ઓછામાં ઓછા 40% જેટલી ધોરણ અનુરૂપ અધ્યયન નિષ્પત્તિઓ મેળવે છે90% બાળકો FLN કૌશલ્યો મેળવે છેશાળાઓમાં SoE ના માપદંડો અનુસાર માળખાગત સુવિધાઓ છેશાળાઓ GSOAC માં ગ્રીન 2 સ્ટાર રેટિંગ મેળવે છે	<ul style="list-style-type: none">80% થી વધારે બાળકો 80% કે તેનાથી વધારે ધોરણ અનુરૂપ અધ્યયન નિષ્પત્તિઓ મેળવે છે90% બાળકો ઓછામાં ઓછા 40% જેટલી ધોરણ અનુરૂપ અધ્યયન નિષ્પત્તિઓ મેળવે છે95% બાળકો FLN કૌશલ્યો મેળવે છેશાળાઓમાં SoE ના માપદંડો અનુસાર માળખાગત સુવિધાઓ છેશાળાઓ GSOAC માં ગ્રીન 3 સ્ટાર રેટિંગ મેળવે છે

in government primary, secondary and higher secondary government and grant-in-Aid schools with more than 120 students in Gujarat and to adopt the best learning and teaching methods for improving the quality of education. The idea behind doing something concrete is to develop basic skills like reading, writing, and numeracy in the Mehsana district so that students and teachers also get systematic guidance.

The idea was implemented in a phased manner. For this, a meeting of some subject experts and enthusiastic teachers of the district was organised at BRC, Vijapur, under the chairmanship of the District Primary Education Officer, Mehsana, and a draft of the FLN Teacher's Guide was implemented after close consideration. Teachers were assigned the task of creating supporting literature for achieving the expected achievement from achieving basic literacy in Gujarati and Mathematics subjects. Meanwhile, online workshops and video conferences were conducted more than once during the pandemic. This literature was prepared systematically after discussion and guidance and reviewed by GCERT, Gandhinagar, before presenting it to the teachers. The material prepared by the district teachers has been prepared in video format, and Mehsana DIET has prepared a continuous course under 'Vidyadaan'. Thus, this material is not limited only to the Mehsana district; teachers and students of the entire state can use this material and get the expected results.

Impact of the Innovation

Through the implementation of this program as per the rigorous survey and influential vigilance, it has been observed that 609 government primary schools in the Mehsana district have been covered in schools of excellence. The collected data and its needful analysis reflect the output that around 80 per cent of the school students acquire foundational literacy and numeracy (FLN) skills for the merit certificate. Similarly, 90% of students acquire FLN skills for the distinction certificate, and for the excellence certificate, 95% of students acquire FLN skills. Hon'ble Education Secretary Shri Vinod Rao has appreciated the work of the entire education system of the Mehsana district in an online video conference of the state on 12/8/22 for the efforts done by the FLN team and how it is being used in the district.

Another crucial development is that all the teachers in the state who prepared FLN courses in Gujarati and Maths put them on the DIKSHA portal and took FLN training. They made it easier for



students to use the courses in the classroom. The training and reviews related to FLN were conducted regularly in primary schools of the Mehsana district. The training and utilisation of FLN literature elevated teachers' comprehension of content, contributing to a more enriched understanding of the subject matter.

The emphasis was placed on enhancing reading comprehension and promoting independent writing tailored to the needs of students ranging

from grades 2 to 8. Students were also evaluated based on that class's mathematics diagnostic test, followed by the step-based performance of students according to their academic needs. In numerous schools across the Mehsana district, teachers volunteer their time for FLN activities, conducting them either before or after school hours. Genuine efforts are underway to address and eliminate FLN-related challenges among students promptly. FLN facilitated a smoother acquisition of basic alphabet and number knowledge for students with disabilities, as teachers devoted increased attention and care to cater to the specific learning requirements of these students. The principals and teachers received continuous guidance, and the educational quality of the schools has significantly improved.

**DIGITAL INITIATIVES DURING
PANDEMIC**



SHIKSHAK MANCH ONLINE WEBINAR SERIES

Arun Kumar

District Education Officer

Bikaner, Rajasthan

Area of the Innovation

- Overcome the learning loss among children due to the pandemic.

Summary of the Innovation

During the COVID-19 pandemic, the students and the teachers had to stay at home, and the teaching-learning process was greatly affected. In the wake of post-Covid times, students find themselves trapped with significant issues such as learning loss, reduced academic skills, and over-exposure alongside an increased reliance on the internet and gadgets. To address this, the Shikshak Manch Online Webinar Series was introduced to build a learning environment for students who were major sufferers during times of crisis.

For successful implementation of the program, the teachers needed to be in constant touch with the intention of the program, its implementation, and the use of technology. At the beginning of the week, all the teachers/ education officers are informed through digital posters. Who will be the panelists in this week's webinar, what will be the topics, and what will the host application itself happen in the episode? Suggestions, questions, and doubts are received according to the topic, which is shared

with the panelists, due to which the utility is also analysed. Under this Shikshak Manch Online Webinar Weekly Series, one-hour live interaction of students with the subject teacher experts was organised weekly (from 4 PM to 5 PM). The teachers resolved students' queries, and messages received during the series are also discussed in the webinar. The webinar is thoughtfully recorded and subsequently uploaded on the departmental YouTube channel, ensuring it remains accessible to the wider audience, particularly for the benefit of all those students and teachers who could not attend the live session, enhancing the overall reach and utility of the valuable educational content. The maximum number of views of webinars has been up to 56 thousand. About ten webinars were conducted continuously every week.

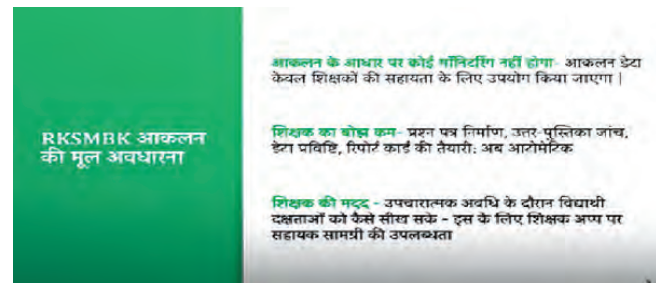
8. हरसप्ताह, शिक्षकों के सभी व्हाट्सएप समूहों में पोस्टर भी साझा किये हैं। इन पोस्टर द्वारा सभी शिक्षकों तक वीबिनार का विषय और उद्देश्य का सूचना पहुंचायी जाती है:



Implementation of the Innovation

During the implementation process, numerous meetings with the Headmasters and teachers of the schools were held. The officer encouraged the teachers to purchase the items for the school. This could be done from the composite grant issued for the schools, and products like amplifiers, whiteboards, projectors/ smart TVs, etc, were bought. Regular inspections were conducted in the schools for the quality check, allowing for systematic data collection.

Taking several initiatives for these objectives, the concerned officer worked towards the quality changes in the schools of his block. 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 where teachers were trained for efficient use of smart class and technology in their teaching. It was also instructed to use this for remedial teaching. Regular activities, both academic and non-academic, also helped in student participation. This included community meetings for discussions centred on drug prevention and awareness campaigns regarding COVID-19.



Impact of the Innovation

The initiative helped revolutionise the teaching-learning process. It resulted in:

- Teachers, as well as students, engage constructively with the help of multimedia
- Students find the same lesson more captivating.
- The classrooms become virtually more vibrant and attractive.
- Helpful in enhancing the learning capacity of the students.
- The listening and speaking skills and understanding of basic concepts have improved considerably.
- Improvement in the results.
- Improvement in comprehension skills
- Better performance in annual examination

SUSTAINABILITY OF BASIC EDUCATION DURING COVID 19

Vinay Kumar

Basic Shiksha Adhikari

and

Bhanu Shankar Gangwar

Block Education Officer

Bareilly district, Uttar Pradesh

Areas of the Innovation

- Activity-based learning
- One week one theme activity
- Develop laboratories with low investment

Summary of the Innovation

There were many innovative Educational Connectivity Programmes to impart teaching-learning to the learners through various mediums initiated by Vinay Kumar and Bhanu Shankar Gangwar Basic Shiksha Adhikari, Bareilly district, Uttar Pradesh. This was initiated when the pandemic arising out of COVID-19 brought new changes in every sphere of the world, and the nationwide lockdown has been enforced along with the closure of the schools.



To successfully implement ‘The search of talent’, officers created a website called **bareillykahunar.in**. About 6000 private and 13000 basic school children registered themselves on the website. The total registrations of 19000 were received in this portal. There were a total of nine themes of the talent. After the competition, on 12 October 2021, an event was organised in Sanjay Community Hall. Five students were selected from each theme and awarded.

Implementation of the Innovation

This programme has taken its shape with an objective to make optimum utilisation of time during the lockdown period involving educational administrators of the district and all the field functionaries,

including all the stakeholders to bring a transformational change in the educational scenario of this district.

For implementing the Activity-based learning YouTube channel programme, WhatsApp groups were created for Resource Persons to prepare qualitative instructional materials, worksheets and answer sheets in consultation with each other. Other WhatsApp groups were formed for master Resource Persons to cross-check those materials before being uploaded on YouTube to minimise or ensure zero error. Under the programme, a Science lab was developed at a low cost, and mathematics and laboratories for upper primary school teachers and students were developed under Officer Bhanusankar Gangwar's leadership. After the success, it was established in the entire district.

Activities initiated under the One Week One Theme programme include:

1. The theme of each week is sent to the WhatsApp group on Sunday.
2. Awareness to protect public assets
3. Cleanliness and hygiene awareness.
4. Community work and friendly events
5. Physical Education - P.T. and Yoga
6. Horticulture and Kitchen Garden.
7. Constitution of Children's Parliament.
8. Nutrition and health awareness.
9. Discussion on efficient administrators and great people
10. Painting and project work.



Impact of the Innovation

In the wake of COVID-19, these initiatives show that adversity can be turned into opportunities with sincere motives and through proper innovative practices. It develops leadership skills in the students and gives dynamism to education. The maximum target has been achieved as per the objectives of the innovation. The work on science and mathematics teaching through laboratories has been completed. The laboratory was constructed at each Nyaya Panchayat and the Purchase and repair of laboratory equipment. Administrative and education officers and others by ARP inaugurated some laboratories. Smart classes were established in 1896 schools against the total of 2482 council schools in Bareilly district under the following schemes:

Smart class under Shyama Prasad Mukherjee scheme	38
Smart class under Pradhan Mantri Jan Vikas Yojana	508
Smart class established by community cooperation	01
Smart Class established by Composite Grant	1349

These teaching-learning programmes have undoubtedly satisfied students, teachers, parents, guardians and the community.

'MO BAHU BAGICHA', 'KANTHA KAHE KATHA' AND 'SAMARTHA'

Prajnya Paramita Jena

Block Education Officer

Bhubaneswar, Khordha district, Odisha

Summary of the Innovation

The significant learning loss among students, the unattractive school environment and potential demotivation among students with special needs in government schools due to lack of face-to-face interaction and closure of schools during the COVID-19 pandemic period have led to start the initiatives 'Mo Bahi Bagicha', 'Kantha Kahe Katha' and 'Samartha' by Block Education Office, Bhubaneswar under the guidance of Dr. Prajnya Paramita Jena, Block Education Officer, Bhubaneswar. This was undertaken to bridge the learning loss of students in language, to bring back the interest of students towards learning and school, to improve the school environment, to

increase the enrolment in government schools by the involvement of all stakeholders of the school and to provide counselling and adapted learning support to a large number of students with special needs, who are worst affected during COVID 19 period and to ensure smart learning in 5T (Teamwork, technology, transparency, transformation and time limit) transformation high schools and other schools in Bhubaneswar Municipal Corporation and Bhubaneswar Block.

The initiatives were implemented in June 2021 and continue with full spirit in all 255 government and government-aided schools in Bhubaneswar Municipal Corporation and Bhubaneswar Block. The field visits observations of Sr. BEO, ABEOs and CRCCs, experiences of headmasters and teachers during door-step teaching and online teaching-learning process and discussion with parents have led to bringing out the action plan for these initiatives.



Objectives of the Innovation

- To bridge the learning loss of students, particularly the loss in language among young learners and to develop reading habits and speaking and writing skills.
- To bring back the lost lustre in the school environment and make it lively and attractive for children's learning.
- To facilitate SWSNs for mainstreaming into an inclusive classroom set up of Government schools and to provide adapted learning support to the students with special needs by the involvement of parents, teachers and philanthropic persons/organizations.
- To ensure a smart learning environment in government schools covered under the 5T Transformation High School Programme and other schools with smart classroom facilities.

Resource Mobilization

The required physical resources were mobilized by utilizing the existing school set-up, donations of books from alumni and community members, the state government under the 5T Transformation school programme and various other schemes, alumni contribution under the MO SCHOOL programme, Donation and voluntary contribution of Philanthropic persons and organizations. The required human resources were mobilized by training and orientation to the teachers, headmasters, CRCCs, and PTA meetings and the involvement and guidance of district and state monitoring officials. The financial resources were mobilized by the economical use of annual school grants, utilization of MO SCHOOL funds by alumni contributions and two times matching grants from the state government, and donations by NGOs and individuals. The required technology, including smart classrooms and e-library, was mobilized by the state government under the 5T Transformation school programme, smart classrooms by Bhubaneswar Smart City Limited, Learning Link Foundation, Mo school programme and NGOs.

Impact of the Innovation

The enrolment in Government schools increased apparently. There is visible progress in language learning among students, particularly in reading and writing skills among early learners. The attendance of students increased gradually. The overuse of smartphones by students was restricted. The beautification of the school environment, the learning walls of the classroom, the activity-based teaching-learning process of teachers, and the organisation of various co-academic activities motivated students towards learning progress. The parent counseling programme resulted in parents' growing concern towards the student's learning progress and skill development. The individual attention towards the learning, functionality and life skill development among the students and adapted teaching learning materials visibly impacted their interest in learning, building their self-confidence and academic progress. The proper use of interactive panel boards



and e-library in 5T Transformation high schools and smart classroom facilities in other elementary schools and secondary schools developed by other agencies have brought revolutionary reform in the learning environment in Government schools. Even a maximum number of students from private schools have been admitted to Government schools in BMC and Bhubaneswar block. The academic achievement of students was progressive. Effective mentoring and monitoring resulted in an increase in academic performance, daily attendance of students and establishment of trust in government schools.

Another initiative by the Block education officer:

SAMARTH: A Facilitation centre for children with Special needs (CWSN) students in Govt. High School, Badagada. It was built to prepare the CWSN students for mainstreaming them into an inclusive classroom set-up of government schools to prepare adapted learning material and teaching materials. This will help provide timely and need-based therapeutic services to students by providing resource materials as per the needs of the students. Also, to develop skills, activities are being conducted for students.

DIGITIZATION AND ENHANCEMENT OF EDUCATION MECHANISM

Bikash Bhattacharjee
District Programme Officer
Karimganj District, Assam

Areas of the Innovation

- Creating and Activating Digital Platform
- Accessibility of user-friendly learning apps through sensitisation
- Teachers and other stakeholders' awareness program.

Summary of the Innovation

The pandemic caused a paradigm shift in the management, structure, and function of the education sector and other policy frameworks in general. Therefore, within the ambit of the alternative pedagogical spectrum, the respected district education officer tried to handle the situation innovatively in the Karimganj district (Assam). The innovation covers students from pre-primary to higher secondary. In the pre-innovation period, digital awareness in school education was nil, especially in the respective district. So, there was a dire need to introduce a digital platform. Hence, this innovation was a major and impactful move by the DEO.

In the first phase, WhatsApp groups were created at different levels, viz., school-wise/cluster-wise/block-wise and district-wise, for the conduct, mobilisation and sharing of e-materials during the COVID-19 pandemic situation. The DEO created a district-level group and informed the teachers to record insightful videos based on the subjects and upload them to the group to be circulated at the maximum. Since the rural areas lack digital accessibility, instructions have been provided to the teachers to make small groups of students - class-wise and locality-wise - to ensure better mobilisation and transaction of class content as forwarded to clusters and schools. Additionally, the accessibility of e-learning apps has been increased for both students and teachers to ensure better fixing of



concepts amongst the learners. Further, weekly mental health training of teachers at different levels thus reached the learners to help them overcome the mental stress caused by prolonged homestay.

To minimise academic disruption, a special pyramid-style branching system was set up to transact teaching-learning content within the district. As the schools were opened in a phased manner in Assam with an attendance policy, shift-based core subject classes were held at class level as per the plan and policy designed by the team. Community festivals were arranged in regions with a high concentration of minority populations and where community participation in school development was lacking. Activities aligned with the orientation program have been conducted to address various aspects and provisions of the Right to Education (RTE) Act. Awareness camps were held at different levels to ensure the widespread participation of students with full safety. To sensitise the use of masks, teachers were specially instructed.

Implementation of the Innovation

WhatsApp groups were formed to circulate subject content and upload videos on YouTube and other media. In many urban and semi-urban areas, online platforms, namely Google Meet and Teach Mint, were extensively utilized for various sessions. Regular inspection and supervision was being done. The strategy and method adopted for implementation involves consistent digital attendance, sharing reports frequently at different levels and subsequent follow-up actions. A nationwide initiative called Vidyanjali 2.0 aims to enhance schools through community and private sector participation. To promote this initiative, loudspeaker announcements are being made in each cluster.

Impact of the Innovation

The COVID-19 pandemic has triggered various vulnerabilities in our society for which we weren't ready, and to tackle its educational front, support and strategic response from the academic community were much needed. In light of these challenges, this innovation assisted the academic fraternity at large in tackling the pandemic situation in a planned and organised way. Most of the teachers, students, and parents are well acquainted with the digitalized system of the teaching-learning process, which transformed their traditional classroom environment. The incorporation of e-resources has not only ensured continued access to educational materials but has also ignited heightened dedication and engagement among students. These resources made the students more devoted and engaging in reading and learning. This shift to digital platforms has empowered students to take charge of their learning journeys, fostering independence and a deep commitment to reading and learning. Moreover, educators have harnessed these resources to craft interactive and engaging learning experiences, transcending geographical limitations.

IMPROVING THE QUALITY OF LEARNING AFTER COVID-19 AMONG STUDENTS OF GOVERNMENT SCHOOLS

Nagaraja P

Block Education Officer

Shivamogga, Shivamoga district, Karnataka

Summary of the Innovation

The COVID-19 pandemic affected all the activities of human beings throughout the globe. In the government primary schools of Shivamogga (taluk) Educational Block of Shivamogga district in Karnataka, school-going children were locked behind the four walls of their houses. Their learning atmosphere was completely disturbed. The well-equipped private educational institutions started rendering online classes using modern technical tools; they provided virtual classes to continue educating their pupils. Moreover, the students of such schools and their parents could access such media. But what about the poor, uneducated and village dwellers? Most of the students at government schools belonged to such a category. The students did not have such tools such as smartphones, computers, and laptops. Though the department telecasted video lessons on television to continue teaching-learning activities, poor parents could not afford TV sets and cable networks. If some of them had TVs and cable networks, the unavailability of the internet and power cuts made them not watch. All these circumstances pushed away the children of government schools from their learning. Yet all students were promoted to their next higher classes without examination in 2020-21.



Objectives of the Innovation

- To enhance the ability to read and write, especially in their mother tongue (L-1)
- To strengthen the ability of performance in operating the basic mathematics skills -addition, subtraction, multiplication, and division.
- To minimize the learning gap among the students belonging to 3rd to 8th standards in government schools.

- To provide supplementary teaching on the interrelated interdependent spiral competencies
- To furnish schools with ICT and other technical tools.

When the pandemic came under control, the department started the schools. By then, a year and a half had been wasted. When the classes were reopened, it was the middle of the academic year 2021-22 and all the students at government schools were out of scholastic behaviours. Their learning behaviours and attitudes were totally undesirable. In addition to this, there was a chasm [gap] between their actual learning ability and the competencies prescribed for their present classes.

For all these reasons, there was a wide gap between their studying classes and the standard of their learning competency. Moreover, their academic behavior was not conducive to receiving higher competencies. The loss of teaching-learning opportunity paralysed their learning ability. Therefore, to minimise the learning gap which prevailed among the students, the following innovative steps were taken:

1. *Kannada Masacharane* or Observance of learning Kannada

The basic skills of language, especially reading and writing in Kannada, were not achieved among the students. Therefore, the learning Kannada programme was observed throughout November 2021.

Focusing on reading and writing, the students were grouped as follows:

- Those who could identify the letters of the Kannada alphabet and read only two or three-lettered words
- Those who could read and write simple phrases and chunks of expression.
- Those who can read and write simple words, complex sentences, stories, dialogues and even (compose) also express their feelings in writing.
- The learners were set in different activities of language learning such as reading, writing, storytelling, conversation, composing rhymes and so on.

2. Observation of Mathematics Month

In December 2021, a month-long, Ganitha Masacharane or observance of mathematics, was observed. In this month, according to their grades, the basic operations in mathematics were focused on. Addition - single, double, and multi digits were practiced. The same procedure was followed to teach the rest of the operations, such as subtraction, multiplication and division.



3. Supplementary Teaching

This special teaching programme was held to concretize the concepts in core subjects [Science and social science]. The concepts of previous grades were either not learnt or partially learnt. However, the learners had to study the new concepts (allotted for the present academic year).

To bridge the gap, the not learned or taught concepts were introduced and linked to the new concepts of the present year. This was done at the beginning of every new lesson. It was easy and natural as the competencies were interlinked and interdependent.

4. Furnishing schools with ICT tools

There are 338 schools in the block. Among them, 180 are higher primary and 28 are high schools. Only 45 (primary and high) schools were facilitated with ICT tools provided by the Shivamogga City Corporation under the Smart City Scheme in 2020-21. All these 45 schools were situated in the city area. The students in these schools had a better opportunity to enjoy the 'Samveda programme' (video lessons) telecasted by Chandana Vahini in coordination with the DSERT Bengaluru. Experienced teachers and the state resource persons prepared the lessons. The lessons were more innovative, attractive, and interesting. The students in rural schools did not have this opportunity. Therefore, their learning gap was still becoming wider. To minimise the gap, the officer approached some philanthropic donors and local bodies (Zilla Panchayath and Taluk Panchayath) and elected other members. After several visits and correspondence, the officer successfully mobilized the required funds. All the 163 government higher primary and high schools in rural areas of his block had been provided with at least one of the following ICT tools: Computer, Laptop, Tabs, Smart TV set (for all schools), Projector, etc.

Impact of the Innovation

More than 80% of the pupils achieved their competencies. Their loss of learning was rebuilt. Their learning gap was either minimized or nearly disappeared. About 80 % of the pupils could read Kannada [L-I] using proper stress and intonation. They were able to take dictations without much difficulty. They could even compose small paragraphs of pictures, incidents, and stories. In mathematics, the learners could perform the basic operations and apply them to solve simple mathematical problems in their day-to-day situations. Learning core subjects was much easier for the target group as previous classes' concepts [competencies] were bridged by newer ones. Having ICT tools, students in rural areas who could not access such modern technical tools are attracted towards their schools. Now, they, too, can watch the lessons prepared by experienced teachers. Their learning is interesting and long-lasting. The teachers serving rural areas are also exposed to ICT tools, making their teaching more attractive and innovative.

It is proved that the innovation done experimentally in the Government Lower Primary School Kotehall, Shivamogga taluk, was systematically applied on a larger scale throughout the educational block. The result was positive, and the gap in learning was reduced to nil. Therefore, the results will be fruitful if this innovation is applied to any part of our country.

ENSURING SUSTAINABLE EDUCATION THROUGH DIGITAL INITIATIVES

Sudheeran Cheerakkoda

Block Project Co-ordinator

Malappuram District, Kerala

Areas of the Innovation

- Effective and systematic online education for students
- Ensure the resilience of Educational and Health Programmes for students

Summary of the Innovation

To undergo education during the COVID-19 pandemic situation was a herculean task during 2020-21. Under the guidance of the Department of Education, Government of Kerala, Samagra Shiksha Kerala took all initiatives to exercise the same under the 106 Schools in Government and Aided Sectors and 42 in the Unaided sector under the Block Resource Centre, Kondotty. Since the only solution to undertake education was through online study, a detailed survey was conducted, followed by establishing 56 online study centres to meet and address the online requirement of students who do not have the facilities at home. The mission was accomplished through the initiatives of LSGD, NGOs, Kudumbasree, Grandhalayam, clubs, Anganwadis, etc.

The television sets and internet connectivity were arranged with the help of SSK and Public. Further, the teachers were housed in 'First Bell WhatsApp Groups' from Pre Primary to Plus Two classes and initiated the Post Learning activities by evolving study materials to the students immediately after watching the online classes in the respective First Bell Panchayath Groups. The officer was in coordination with all the groups through periodical online consultations. Similarly, there were

packages to look after Children With Special Needs education under White Board Groups, preparing adapted talking texts, twinning, etc. Special attention to the CWSN students was taken by establishing four more Therapy Centres with ten more Physic and Speech Therapy treatment apart from the existing centres under BRC Kondotty with the incessant financial support from the public even though the system of education was through online mode, the students underwent with necessary co-curricular and extracurricular events. The establishment of Pradeshika Prathibha Kendrangal, which



housed offline study centres meant for socially and economically weaker students, was strengthened by establishing seven new centres.

Pre-Primary teachers were provided with specially designed material to provide special attention to the children. Hard copies of study materials were shared through the concerned schools. Thus, the formative and summative evaluations were conducted and winded up the session 2020-21 despite the COVID crisis prevailing in society. It was indeed a difficult task for Samgra Shiksha Kerala, BRC Kondotty, to undertake health and educational activities by facing the lockdown. As soon as the online digital classes commenced telecasting through Victers Channel from June 16 onwards, the officer took the initiative to survey these students to find out those who do not have the online facility at home. It was indeed a difficult task for Samgra Shiksha Kerala, BRC Kondotty, to undertake health and Educational activities during the lockdown. As soon as the online digital classes commenced telecasting through Victers Channel from June 16 onwards, the initiative was taken to survey these students to find out who do not have the online facility at home—arranged Television Sets, Tablets and mobile phones for the poor and needy children with the help of beneficiaries. Thereafter, teachers'



first bell groups were formed and provided online training on how to make post-learning materials in students' WhatsApp groups—made a good rapport with the Local Self Government by associating with many programmes. Consequently, the prepared materials for the CWSN students were shared in students' WhatsApp Groups.

There was the preparation of talking texts with the help of school teachers, especially for English education. The officer chalked out programmes to pay more attention to the CWSN utilising the local self-government by proclaiming CWSN-friendly Panchayat by conducting the 'Meet Your Member Programme. To provide good physical health treatment, measures have been taken to establish four more therapy centres under Grama panchayath. A rehabilitation programme has been launched in the newly established 26 Special Care Centres. The mental stress has been alleviated by conducting various online programmes, such as the twinning programme for CWSN parents and students with Kannur South BRC, sharing cultural, historical, educational and creative programmes online.

Impact of the Innovation

Self-innovative programmes under BRC Kondotty for providing education and health care to CWSN students were very effective. Thus, the combined effort helped BRC Kondotty lead the sub-district education programme smoothly and effectively even though the threat of Covid 19 prevailed. To implement the innovation of online education, there was an arrangement of 56 study centres, as the school might create a crowd if it were to transform into an online centre. The continued support from society accomplished the mission. A lot of human resources had to be mobilized to achieve the target of online study.

Moreover, the technological support extended by KITE enabled the easy transmission of online classes through Victers Channel. All these was materialised by receiving financial support from the public.

DIGITAL EDUCATION: A STEP TOWARDS SUSTAINABLE EDUCATION

G. Gunasekaran

Block Education Officer

Peranamallur Block, Thiruvannamalai District, Tamil Nadu

Areas of the Innovation

- Moving towards an alternative mode of education
- Promoting digital education during pandemic

Summary of the Innovation

Innovative initiatives in promoting education were an existing trend, but the pandemic and the ensuing lockdowns greatly affected teaching-learning. During that era, children bore the most significant societal distress, with many lacking the resources to adapt to new or alternative educational



technology methods. Therefore, the BEO of the district, Mr G. Gunasekaran of the Peranamallur block, has adopted favourable initiatives through digital mode.

To sustain the education process within the district during the pandemic, an initiative for digital education was launched. Mobile devices provide online schooling to students in the safety and comfort of their homes, thereby avoiding any interaction or infection risks stemming from the prevailing situation.

Implementation of the Innovation

At first, with a proper draft plan, volunteers were identified in each village, prepared a phone directory containing numbers of parents, and created a group for online classes through Google Meetings. With proper planning and execution, the innovation was successful for many. The resources utilised during the innovation involved mobile devices for students, laptops, Internet recharge, internet connectivity in villages, volunteer persons in villages, and volunteer teachers. The online initiative has been adopted with core assistance from SWADD NGO/E-Vidyaloaka / SMC, etc.

The online framework was meticulously designed to be self-sustaining, eliminating the necessity for individual dependence and encompassing a wide array of interconnected components, and applications. It will drive through the system, requiring only essential resource support such as mobile devices, Internet, volunteer teachers, and laptops. This setup ensures continuous and self-driven learning, making education accessible and consistent for all.

Impact of the Innovation

The online class content prepared during the pandemic within the district consistently upheld the high-quality standard of quality. This mode of learning has a substantial impact on students by improving their reading and writing skills. Similarly, the interactive nature of online education has increased engagement and critical thinking. Parents were also satisfied to see their children's continuity and progress in education. The recent survey taken in Aug 2022 showed a remarkable improvement in subjects like Tamil, English, and Maths. Thus, with concerted efforts, the quality of education could be improved in the district.

TRANSFORMING CONCERNS INTO POTENTIAL

Tomojeet Chakraborty

District Education Officer

Paschim Bardhaman district, West Bengal

Areas of the Innovation

- Ensuring school admission of the maximum number of children within the district
- Ensuring assistance to the students through various government schemes during the Pandemic.

Summary of the Innovation

During the pandemic, authorities were reassessing the educational status of children in Paschim Bardhaman. The concerned officer conducted a survey and around 331 number of Out-of-School Children (OOSC) have been identified for Paschim Bardhaman district.

The entire team, SSM, and the Department of Women and Child Development worked relentlessly to ensure the enrollment of every child in the school. In the case of the

uniform, the total number of uniforms distributed to pre-primary boys was 7096 as well and to girls was 7366, a total of 14,462 nos. students benefitted from the Uniform Grant and an amount of Rs.53,62,200/- (Fifty-Three Lakh Sixty Two Thousand Two Hundred Only) were disbursed as



a uniform grant to pre-primary boys and girls for the previous year. Every grievance is dealt with serious focus, and efforts are made to dispose of each grievance with special care. All the RTIs are being resolved within the span of 15 days.

Taruner Swapan: Launched in 2021, the West Bengal Government's "Taruner Swapna Scheme" integrates technology into education. Aimed at Class 12 students



in government-run schools or madrasahs, the scheme provides a one-time grant of Rs. 10,000 for purchasing smartphones, tablets, or personal computers. Eligibility criteria include an annual family income below Rs. 2,00,000. Schools forward eligible students' details for scrutiny, and after verification, selected students receive financial assistance. The acquired devices facilitate online study and board exam preparation. With more than 8 lakh beneficiaries, this initiative bridges the technological gap, ensuring students have essential tools for their education.

Impact of the Initiatives:

The schemes mentioned above were successfully implemented through these major initiatives, and maximum students were benefited. Many stakeholders have assured the sustainability of these initiatives, incorporating the latest components with them. Successfully implemented, this initiative, along with other major programs, has maximized student benefits. Stakeholders affirm the sustainability of these initiatives with ongoing enhancements. Regarding grievances, there were around 65 cases, out of which 38 cases have been resolved successfully. The department has already taken up the rest of the issues, which will be resolved quickly. The composite grants allotted have proven beneficial for schools, underscoring the positive impact of these efforts in fostering technological integration and resolving challenges for an improved educational landscape.

**INFRASTRUCTURE DEVELOPMENT AND
TRANSFORMATION OF GOVERNMENT
SCHOOLS**



A WAY TOWARDS RE-FIGURING THE SCHOOLS

Kevizeno Savino

District Education Officer

Kohima District, Nagaland

Areas of the Innovation

- Infrastructural Development
- Fostering Dignity of Labour

Summary of the Innovation

In the schools of Kohima district, the infrastructural set-up was very challenging, and to tackle those situations, various activities were undertaken by involving various stakeholders. The precondition before this initiative was precarious as the schools lacked many facilities, infrastructure and workforce, and classroom walls were made of split bamboo and Kuccha floor (mud floor). The students suffered health issues due to dust in the classroom walls. Gradually, the meeting was conducted with village leaders. Parents were convened, villagers and teachers contributed cash, goods and labour, and finally, cemented floors and a temporary assembly hall were constructed. Every Wednesday, an assembly was conducted in their local dialect where their local teachers taught local folk songs, folk tales and dances. This practice positively impacted the students as they learned to lead a disciplined and punctual life.



A club named 'Happy Club' was established to promote the values of labour and discipline and to retain students within the school system. This initiative was taken as many students were observed to be irregular attendees and exhibited some indiscipline. Another exclusive initiative the officer took was a teacher get-together of private and government schools where the teachers shared experiences and exhortations. Resource persons were members of the "Initiative of Change". Every Wednesday

morning, the physical education teacher conducted the physical exercise, and timely SMDC, PTA and staff meetings were held, and every meeting minute was kept for record. The initiatives taken during the pandemic period include:

- Virtual/zoom staff meeting every week.
- Every subject teacher was instructed to open a WhatsApp group with their students.

- Instructed teachers to visit all the students after obtaining due permission from the village authority. This helped and encouraged the students and parents in a time that hit us all hard.
- Sensing the need for a concrete hand-washing facility with water tanks, it was constructed during the pandemic.
- The school achieved a plastic-free school and a no-smoking zone.
- Beautification of the school compound by planting trees and flowers
- A student waiting shed was also constructed from school grants, and also a wire fencing of the school compound through contributions from administration and well-wishers.

Impact of the Innovation

The whole structural reform took place within the school framework through this innovation. The post-pandemic status of the management reflects positive changes based on the initiatives taken by the concerned education officer. Various activities like community service in the schools and villages were conducted and raised funds. This helped the students to develop a sense of belongingness, truthfulness, and team spirit.

RUPANTARAN: AN INITIATIVE TO TRANSFORM GOVERNMENT SCHOOLS

Geetika Joshi

Block Education Officer

Ramgarh Block, Nainital District, Uttarakhand

Areas of the Innovation

- Reviving the Infrastructural Status of Government Schools
- Digitisation of the Education system

Summary of the Innovation

The primary idea behind this initiative is to revive the infrastructural status of the government schools within the Ramgarh Block. The BEO has set the goal so that government schools can be transformed in infrastructural development. With over 30cr students studying in government schools, it is time that government schools be equipped to provide quality infrastructure, well-built digitally equipped school buildings and sports facilities. These initiatives led to an upsurge in the



status of government schools in the district. This initiative of 'Rupantaran' bridged the gap between private and government school students by enhancing the status of government schools with competitive infrastructure and a sophisticated educational environment. The major objectives of these initiatives include establishing English language labs for better exposure of students to the English language, reviving the trust in the case of government schools, etc.

Impact of the Innovation

Through the above-mentioned extensive effort, the sports academy at the GPS railway Tanda is considered as one of the vital achievements. The female students who were earlier discouraged by their families from pursuing sports are regularly attending the training sessions held at the academy, even after school hours. The Netaji Subash Chandra Bose Residential hostel was built, where around 50 students, formerly rag-pickers and beggars on the streets, studied, slept, and read together. The livelihood status has been transformed through these vital, innovative initiatives.

EMPOWERING GOVERNMENT SCHOOLS: A SPOTLIGHT ON SOCIETY AND NGOs

Umesh Bammakkanavar

Block Education Officer

Dharwad District, Karnataka

Areas of the Innovation

- Encouraging reading habits among students
- Identification of learning gaps and difficulties

Summary of the Innovation

The involvement of stakeholders is vital in the sphere of education, with community participation being a crucial component. Umesh Bammakkanavar, Block Education Officer, Dharwad district, Karnataka, initiated an educational innovation titled “Pustaka Jolige Initiative or Oduv Belaku Programme.” The focus of this innovation was to show how the elected members of LA, HMs and Asst Masters, NGO and Parent’s participation can be applied to education development. It was felt that unless people are central actors in activities and programs that affect their lives, the impact of such interventions would either be negative, irrelevant or insignificant as far as transforming people’s lives is concerned. To promote and better the effective functioning of the “ODUVA BELAKU” programme of the Karnataka government, a novel way of “Pustaka Jolige” was initiated. The objectives for “Pustaka Jolige Initiative for OduvBelaku Programme” and for “Mane Patha” (Free TutionCenters-FTC) were:

- To support our state “OduvBelaku Programme” ;
- To select books, pictures, and related activities free of gender bias;
- Encourage reading habits among the school children;
- To contribute to early identification of learning gaps and learning difficulties.
- To advance to the next level only upon mastering the current level;



- Encourage children to follow their interests, enables them to develop life skills and morale of self-regulation, perseverance on tasks and good work habits;
- Providing skill instruction and local culture information;
- Identifying factors contributing to educational problems (low enrollment, high repetition and dropout);
- Discussion with participating school headmasters to know their challenges;
- To collaborate to solve issues and areas of concern.

Firstly, the concrete plan chart has been prepared and executed "PustakJoligeProgramme" by going to the doorstep of the writers in the Hubballi-Dharwad to donate their read/used books for reading for the school children of the rural areas. Following higher officials endorsed the program: Talual and Community retired teachers, ECOs-BRPs-CRPs-BIERTs, and the Parent/NGOs/Public Volunteer Engagements. This led to a notable change, and the team could collect nearly 30,000 read/old/used books of all types, especially for competitive exam purposes. And in turn, they distributed those books among Gram Panchayat Library, where the children used to read them.

To monitor students after school hours, a system was developed so that they would get good mentorship and make their future better with moral and life skills. Also, the officer has started free tuitions in villages across Dharwad rural taluk. ("Mane Paath Initiatives"). One lady tutor was appointed for each centre. Along with this, one coordinator was also appointed to monitor ten centres. The weekly meeting was held to take regular updates from all tutors. Then, frequent training sessions were arranged for tutors to update their skills – this was done with the help of officials. Hence, if opportunities were appropriately provided to the children, they would replicate the same in their lives.

Impact of the Innovation

The above initiatives caused many positive and notable changes in the children's behaviour. It acted as an important means for children during the COVID pandemic, as they could visit gram panchayat libraries for reading, and free tuition centres lessened the burden on parents to teach students after school hours.

REVISING PERFORMANCE STATUS OF SCHOOLS: WAY TOWARDS BETTER PLATFORM

Yahuto Kath

Sub Divisional Education Officer

Tseminyu District, Nagaland

Areas of the Innovation

- Elevating the status of the School
- Enhancement through Quality Education

Summary of the Innovation

In Nagaland, the condition of government schools was not satisfactory, and the issue of teacher absenteeism was rampant. To tackle and alleviate these problems, the School Inspector (SI) initiated a series of robust measures. The SI of the School has taken serious steps like understanding the status of schools in rural areas, where many prominent issues were identified. He has conducted an interactive session with students and teachers to have a critical overview of the learning status of the children. The related issues like absentees of teachers and infrastructural developments were managed with the help of local stakeholders and other senior government officials. These concerted actions aimed to bring about positive change, ensuring that students receive the quality education they deserve and that government schools operate effectively.



Some of the activities undertaken during his tenure were:

- Development of Computer Lab and E-classroom at school.
- Introduction of the kitchen garden at school in 2017
- Development of classroom under NECTAR - The Lighthouse Project
- Construction of one teacher's Quarter funded by RMSA in 2021-22
- Construction of Parking place and new school building under NEC
- Declaration of "Free Tobacco Zone" for school

NECTAR- The Lighthouse Project: With support from the World Bank, the Department of School Education launched the 'Nagaland Education Project- The Lighthouse – Nagaland Enhancing Classroom Teaching and Resources (NECTAR), with an aim to improve and enhance quality and learning outcomes of Government schools in Nagaland.

Impact of the Innovation

The rigorous measures adopted to uplift the status of the schools reflect major achievements like the absentee rate of teachers has been reduced. Many innovative teaching methods were applied to strengthen the children's learning level, and as per the results or related consequences, the teachers were motivated and awarded incentives. This recognition is a source of encouragement and appreciation for their commitment to providing quality education. Incentives and awards can be powerful tools for motivating educators and acknowledging their essential role in nurturing the next generation.

HOLISTIC DEVELOPMENT OF STUDENTS

S. Bendang Aier

Assistant District Education Officer

Mon District, Nagaland

Areas of the Innovation

- Development of Infrastructure
- Improvement in Quality of Education

Summary of the Innovation

With the introduction of Continuous Comprehensive Evaluation (CCE) in schools, children who could not do well in any tests or exams were to be given "Re-Teach and Re-Test" and sent to the next higher grade/class.

Thus, the educational developments concerning Class IX in the School have become difficult to clear by students within 2-3 years, resulting in many school dropouts. Therefore, measures have been taken by DEO, the Village Council, and the Citizens Forum of the village, and it was decided to open a Hostel where all the students of classes IX and X should compulsorily stay. The village council and the community constructed two Hostel Buildings (one for Boys and one for Girls) with one common kitchen.



The parent-teacher meetings were made a regular feature at school, gradually bringing the parents and the community closer to the School. Various aspects were discussed in those meetings, viz.,

Teacher and student attendance, classroom teaching-learning process, general discipline, health, the conduct of class tests, assignments/project works, and day-to-day evaluation of teachers and students' performance were some of the vital tasks managed by the DEO.

Many other interesting initiatives have also been adopted:

- I. Introducing literary week, life skill week and cultural day at School, also incorporated into the yearly routine activity. The constitution of different committees and delegation of duties and powers made the school run smoothly. The committees are-
1. Academic and Evaluation Committee
 2. Eco Club
 3. Discipline and Health Committee
 4. Literary and Life Skills Committee
 5. Sports and Morning Assembly Committee

During the pandemic, the officers themselves collected all the notes and assignments from the teachers, printed them and distributed them to all students once a week.

Impact of the Innovation

The initiatives mentioned above, adopted through various challenges, had a phenomenal impact on the results of HSLC examinations. Simultaneously, infrastructural setups have been achieved majorly with the help of the community and other prominent stakeholders.

TRANSFORMING CHALLENGES INTO OPPORTUNITIES

N. Nzanbemo Ngullie

Sub Divisional Education Officer

Dimapur District, Nagaland

Areas of the Innovation

- Providing a conducive environment for imparting a quality education
- Introducing Vocational Education among the school's main curriculum

Summary of the Innovation

In the evolving education landscape, vocational education in schools has become a crucial component of the modern education system. One of the distinctive features of vocational education is the emphasis on hands-on learning. It equips students with practical skills, addresses workforce demands, fosters entrepreneurship and innovation, and contributes to economic growth. In alignment with this, the School District Education Officer (SDEO) has tried to initiate and implement various activities. The initiative aims to inspire students and teachers to inculcate skill education through games, sports, gardening, and handicrafts. Furthermore, the SDEO has undertaken measures to revitalize underperforming or non-functional schools to the level of functioning. These endeavors reflect a commitment to a holistic education that goes beyond the traditional academic model, fostering the development of practical skills and well-rounded learning experiences for students. The primary target of the SDEO was to address the sanitation and hygienic livelihood process from his office to all the schools within the sub-division.

Additionally, many local and self-based efforts were being carried out to improve the quality of education. The teachers were also motivated through periodic sessions conducted by the DEO himself. Furthermore, fellow teachers who shared valuable experiences facilitated some of these sessions. Through shared experiences and expertise, teachers could engage and educate their students more effectively. The goal was not only to improve the quality of instruction but also to create a positive and supportive atmosphere in classrooms. In



doing so, this approach recognized teachers' pivotal role in shaping students' educational experience and fostering growth and innovation. This collaborative approach to professional development aimed to empower educators with insights and strategies. It sought to improve its teaching practices and further enrich the learning environment for students.

Impact of the Innovation

These initiatives adopted during the pandemic brought necessary changes among the students, as they got involved in many skill-based interesting things like handicrafts, games, etc. Teachers also enthusiastically participated and introduced many innovative teaching methods to provide the best education to the students.

ORGANISED PLANTATION IN THE SCHOOL CAMPUS

Maheshwar Sahoo

Block Education Officer,

Balipatna, District Khordha, Odisha

Summary of the Innovation

Climate change refers to a paradigm shift in the climatic pattern of a location, region, or planet, which is linked with average weather components, such as temperature, wind patterns, and precipitation. Climate change results in erratic events such as rising global temperature, intensified drought, flooding, cyclones, and low or poor agricultural productivity. Loss of biodiversity and shifting of seasons. Natural processes such as variations in the intensity of the sun, eruptions from volcanoes, and very slow changes in ocean circulations and land surfaces can cause this global climate change, but human activities are by far the major causes through the continuous release of greenhouse gases and aerosols into the atmosphere, by altering land surfaces, and or depleting the ozone layer. The most environmentally conservative response to climate change mitigation would be to stop the consumption of fossil fuels and the production of methane and chlorofluorocarbons, but these options may not be feasible until alternative technologies emanate.



Considering the large amounts of carbon accumulated as biomass in plantations, extensive planting of trees that can capture carbon dioxide (CO₂) from the atmosphere could help mitigate the rising atmospheric CO₂ levels. The role of plantations in mitigating global climate change is significant.

Objectives of the Innovation

- To make the school campus green and beautiful
- To make the school campus a joyful place for teaching, learning
- To motivate students towards the plantation.
- To make teachers and the community understand the value of plantation in the present day scenario.
- To make the school campus healthy and cool.

- To bring natural beauty and pleasure back to school
- To contribute towards lessening global warming in the world.
- To contribute towards maintaining ecological balance and harmony.
- To create love and respect among students, teachers and community towards nature.
- To beautify the school campus with the presence of trees and greenery.
- To lessen the stress level of students by providing them with a cool, attractive

About the Innovation

Recently, an increasing focus has been on improving young people's mental health. According to research, about 78% of primary leaders admitted that they had noticed an increase in stress, anxiety, and panic attacks among students due to exam stress between 2016 and 2017. Child Help Line also reported delivering over 3,000 remote counselling sessions for pupils under exam stress. With this in mind, it is now even more important than ever to surround schools with stress-free techniques. One innovative way was to provide a clean and green school campus through plantation. Nature is a place of unending natural beauty and serenity. It gives us peace of mind and motivation to work in a joyful environment. It is said that there is nothing beyond nature other than nature.



Most schools in Balipatna lack greenery resulting in a bad learning environment. By implementing an organised planting program in practically all of the Block's schools, most of the schools now have fast-growing plants, and the school grounds are lovely, lush with greenery, and appealing to kids. The campus of the school is now a place for teaching and learning.

Human life is part of the scheme of nature. Plants keep the soil together, preventing erosion. Plants provide oxygen for us and all the other animals. Through photosynthesis, they absorb carbon dioxide and release oxygen, giving us the air that allows all animals to breathe. Plants are also an essential part of the water cycle: Plants on a school campus make it cool and beautiful. Students become stress-free under trees in an attractive school environment. The beautiful school environment itself serves as a source of education in a joyful environment.

Hence, all school campuses must be green and beautiful through organised and systematic plantation. The proper variety of plants should be used per the space available on the school campus.

Implementation of the Innovation

Frequent meetings were taken, stakeholders were motivated towards the need for beautification of the school campus through the organised plantation, follow-up action was done, and participation of different stakeholders was ensured; a Group was formed consisting of selected teachers and was called GREEN ARMY that motivated different school staff and SMC towards plantation etc.

Many funds were not required for plantations on the school campus. However, teachers, head teachers, SMC members, and Alumni members were encouraged to contribute plants to their schools for plantation purposes. Many schools also received plants from Govt. nurseries. On the other hand, some schools arranged plants under Mo School Abhijan out of Mo School Fund received for plantation.

Nurturing plants is more important than a simple plantation. If planted trees do not survive, the plantation is truly meaningless. Hence, attention was given to properly nurturing plants on the school campus for this purpose. Headteachers, Teachers, SMC members, and students were encouraged to take proper care of plants for at least three years until plants grow to a certain standard. In some cases, trees were allotted to teachers and senior students along with SMC, and the involvement of various stakeholders was ensured towards caring for trees planted on the school campus. More than 5000 trees/plants have been planted in different schools in the block, and fortunately, more than 4000 trees have survived and now exist in the different school campuses.

Sri Maheswar Sahoo, Ex-BEO, Balipatna block under Khordha district of Odisha now working as Deputy Director, Teacher Education, OSEPA, Bhubaneswar has been awarded with Prakruti Bandhu AWARD by Dept of Forest and Environment, Govt of Odisha for the year 2020 for his significant contribution in the area of plantation and conservation of environment.

IMPROVING THE FUNCTIONING OF GOVERNMENT SCHOOLS

Rajesh Kumar Pandey

Block Resource Coordinator

Kurud, Dhamtari District, Chattisgarh

Areas of the Innovation

- Improving the quality of education in government schools

Summary of the Innovation

Nava Anjor Mor Block and Nava Anjor Mor Sankul Yojana were started at the development block level with the aim of achieving the goal of skilled India by improving the quality of education in the block and achieving the aims of NIPUN BHARAT.

Emphasis is being laid on effectively implementing various schemes and activities and providing good quality education to all children regardless of social background or academic ability. To improve the quality of education in the school, education needs to be shaped according to the needs of the community, teachers, parents and children. All of this was done with the help of a diligent team of Professional learning community (PLC) teachers, the local community and meagre financial aid. Programs initiated for the improvement of the educational level in the block are as follows:



- Angana Ma Shiksha

The program dealt with children's preparedness for school with their mothers' help and was facilitated by teachers.

- Kindergarten (Baalavadi)

A scheme to enhance the learning and understanding abilities of children in a play-based method and by doing hands-on activities which target children aged 5 to 6 years

- School Readiness Program

In this program, children from classes 1 to 3 are provided education by being given a home-like environment in the school while using their mother tongue as a resource, TLMs, and pictures.

- Improving Reading and Mathematical skills
From simple to complex, math concepts were dealt with systematically to make them interesting and easy to understand for children.
- Regular SMC meetings
A School Management Committee meeting is organised every month so that quality can be brought into education.
- Bagless day
Students were given enough time every Saturday to identify their hidden skills and creativity.
- Toy Manufacturing (Khilauna Nirmaan)
- Best Out of Waste (Kabaad Se Jugaad)
To make learning interesting, various TLMs were made from sustainable waste, which helps students understand the different purposes of the varied materials available around them.

Work done during the time of Covid-19

- In the era of COVID-19, when the world was closed, the team organised regular online classes for children to connect them with education and entertainment, in which singing, dancing, poetry, speech, etc., the team organised cultural-literary and educational activities.
- The block stood first in the district for connecting the maximum number of children (3487) with online classes.
- Motivated other teachers by participating actively in offline classes.
- Public awareness to protect teachers and students from COVID-19, which his leadership gave online training to 100% of teachers.

Other miscellaneous activities:

Following is a list of various works or activities being done to improve the quality of children's education:

- Active PLC (The maker PLC group) is formed: formation of 'The maker PLC group' to activate 275 active teachers of the block as PLC.
- Use teachers' groups and apps to share the work of innovative teachers.
- Collective responsibility for making a kindergarten an ideal kindergarten in the block.
- Special teaching for students with special needs by locating them and providing additional support, etc.

Due to his good work, the officer received appreciation letters from Chhattisgarh Govt. School Education Department.

अनुपस्थित बच्चों को शिक्षा से जोड़ने किया जा रहा प्रयास



MODEL SCHOOL/ UPGRADE OF EDUCATION THROUGH QUALITY RESOURCES

Amit Kumar Chand

Deputy Education Officer

Kotabagh Block, Nainital District Uttarakhand

Areas of the Innovation

- To provide quality education at a low cost in government schools.

Objectives of the Innovation

- To attract more people towards the government schools.
- To increase student enrollment by providing quality education in at least 2 Govt. primary schools.

Summary of the Innovation

In session 2018, there were only 18 students enrolled in the school till the month of September. The school building needed major repair; there was no proper boundary wall, non-availability of toilets as per the standard, indifference from the community, and distrust from people towards the school.



Through several initiatives, the team started the optimum utilisation of the school. It started visiting the area to know the reasons for the action of available resources and low the enrollment of the students. Then, a comprehensive action plan was prepared to review the reasons for the low enrollment in the school, which aims to organise the school program with the help of the community and department.

Objectives of the school development plan:

- Making physical conditions of the school safe and beautiful according to the students (repair of building, construction of toilets, construction of boundary wall).
- To increase student enrollment.

- To raise educational standards.
- Teaching through smart class.
- Completely equipped the school with all the physical sources and resources.
- The medium of instruction in the school is both English and Hindi.
- Availability of teacher for each class, classroom and according to the number of students.
- Promoting the participation of the school's students in departmental and other competitions and providing teaching as per the examinations.

Even at the time of the school's closure due to COVID-19, the school's enrollment in 2020-21 was 151 and 55 students were enrolled in pre-primary classes. In the school, 65% of students are taught online through Google Meet, 30% through WhatsApp, and 5% of children are taught at home by teachers.

Methodology and Procedure

Organised regular meetings with all the stakeholders for review. It's a joint effort to enhance physical and human resources by departments, teacher community, etc. Mobilized physical and human resources through door-to-door campaign.

Difficulties/ Challenges and Lessons Learned:

- No timely supply of physical and human resources.
- Indifference to public schools

Impact of the Innovation

Enrollment of students and quality of education has increased. In Govt. primary school Gintigaon, student enrollment increased to 174 (December 2022) from 18 (March 2019). And in Govt. school Patialiya, student enrollment increased to 221 (December, 2022) from 27 (March, 2015).

In the present session, students of the school participated enthusiastically in the departmental sports competitions, Maths, English and other competitions. The teaching and physical environment of the school was occasionally appreciated by the community and department at the district level and by the state-level officials. The guidance was also given by them, as a result of which students are continuously getting selected in Navodaya and state-level competitions.



TRANSFORMING MORNING SCHOOL ASSEMBLY

Praveen Kumar Tiwari

Basic Shiksha Adhikari

Prayagraj district, Uttar Pradesh

Areas of the Innovation

- Improving the co-curricular activities in schools

Summary of the Innovation

It was observed that during morning assembly, most students were not on time in the schools. The activities conducted during the assembly were not very interesting, due to which there was no positive encouragement among the students to participate in school activities. There was also passivity of the community towards the school. So, to make the assembly more interesting and participatory, several initiatives were taken by the officer.



A list of activities planned like News, Yoga, PT, General Information, Information about cleanliness and hygiene, reading stories, organising separate prayers every day, encouraging children with 100%



attendance, etc., were made available for organising activities. A public announcement system with a drum or band was purchased. People are made aware of this innovation through YouTube sessions, Google Meet, and WhatsApp and initially implemented as a pilot project in one development block. With a positive response, it was extended to other blocks as well.

Implementation of the Innovation

The benefits and consequences of all these innovations were discussed. Thereafter, it was implemented as a pilot project in a development block of the district. After studying the results, an old student

council was formed in all 2853 schools of all 21 development blocks of the district, where all innovations are being successfully implemented.

Much cooperation was received from the State Government / Education Department / Senior Officers / District Collector in implementing this innovation. Due to the subordinates' active role in implementing this innovation, it could be started in all 2853 schools in a short time and with community participation. There is a continuous positive growth. Musical prayer meetings are being organised in 100 percent district council schools through public announcement system, in which children's participation and attendance have improved.

Impact of the Innovation

Students come to school on time, and their parents cooperate for all-round development and stability through enjoyable activities in the school. The discipline of the school was strengthened among all the students and teachers of the school. This created a positive environment and awareness of the nearby children and parents towards the school. The community also became aware of the changing conditions of the schools.

MAKING SCHOOLS ATTRACTIVE AND EMPOWERED

Ajeet Singh Bhandari

Deputy Education Officer

Birokhal Block, Puari Garhwal District, Uttarakhand

Areas of the Innovation

- Improvement in the learning environment and physical facilities of the students.

Summary of the Innovation

In the block Bironkhal, for seven years, the following efforts have been made for positive change:

- **Creation of calligraphy corner:** Given the dwindling interest of the students towards writing in the block, calligraphy corner was initially started in 50 primary schools to generate interest in writing. Writing materials, books related to good writing, pens, etc., were provided to students. As a result, improvement was seen in the writing of the students in the calligraphy competitions organised in the block.
- **KhadauKosh (fund):** In the year 2018, during monitoring, it was found that most of the students come from very poor sections of society, and many students come to school barefoot. The department provides uniforms and books, but not shoes. For this reason, in 2018, KhadauKosh (fund) was created with teachers' help. By the year 2020, more than 250 poor students were given shoes. However, from 2021, funds are being provided by the department to give shoes.
- **School beautification:** During monitoring, it was found that under the grants given by the Government of India, the quality of construction works is low, and they are also not being made attractive. Keeping this in mind, the new schools being built were transformed through

3 painters. Along with this, coordination is being made with the community for the quality and attractiveness of the schools for students. Efforts were made to make schools look good, due to which the quality of construction of schools and transformation work of the school be ensured in remote blocks like Bironkhal. Later on, financial support was given by the community to S.M.C. for the transformation of 10 schools in the block.



- **Child information management and website creation:** Due to the collection of information from teachers of government schools and the information being sought repeatedly by the department, the invaluable learning time of the students was wasted. Keeping this fact in mind, a website was built with the help of 'The Parivartan Social Foundation', where daily information for the teacher and departmental order and instructions are available. Along with this, leave format notice of leave for teachers, and other repeatedly asked information is being taken with the help of website. The link is: <https://sites.google.com/view/bironkhal/> and <https://sites.google.com/view/bironkhal/>

Other initiatives are:

- **Portal for Bironkhal block:** A website for the block was created to encourage innovation with technology.
- **Gamification in education:** An innovative training program at the block level to make learning interactive via computer games.
- **Technology awareness workshop:** A training program to use computer systems and the internet in routine work.
- **Projector for schools:** Distributed three projectors received in donation.
- **ICT master trainer 2021 program:** A master trainer program on modern and innovative computer tools by National ICT awardees from 'Parivartan Social Foundation'.
- **ICT room expansion at GMPS Bironkhal:** ICT room expansion with additional computer systems received under donation.
- **Cultural exchange classes with students of foreign countries:** Student connect sessions to promote cultural exchange of Uttarakhand with other countries.
- **Tinkering lab for innovation:** Tinkering lab connects Delhi and Bironkhal school.

Resource Mobilisation:

Computers, smart classrooms from agencies, information websites of the block, and funds were received in the 'Khadau fund' with the help of teachers and public representatives.

Impact of the Innovation

The biggest impact has been seen on the community. Now, if any school is constructed in the village, the community has started paying special attention to its quality and beautification, and the teachers have updated themselves technically.



DEVELOPING KITCHEN GARDEN

Kendik Kadu

Block Education Officer

District Lower Siang, Arunachal Pradesh

Summary of the Innovation

The school kitchen garden is a unique concept. School kitchen gardens provide a hands-on learning experience for students. They offer practical lessons in various subjects, including science (botany, ecology, and biology), mathematics (measurement and data analysis), and environmental studies. Students can also learn about nutrition, healthy eating, and sustainability. Through garden action, students can learn about the environment, ecosystems, and sustainable agricultural practices. They can gain a deeper appreciation for the natural world and the importance of protecting it. Gardening requires planning, patience, and hard work. Students can learn valuable life skills, such as problem-solving, responsibility, teamwork, and patience, by tending to a garden. Children can learn how to grow a kitchen garden for growing food, which improves health and provides an opportunity for livelihood to become self-sufficient.

In this situation of lack of opportunities, Mr. Kendik Kadu, a Block Education Officer of Lower Siang district initiated the idea of school kitchen garden. The idea of a kitchen garden may create self-confidence in the future too. This innovation was just an individual initiative, and later, due to the helping hand of other block functionaries, this innovation was successfully implemented. The idea of a kitchen garden makes students know different vegetables and get familiarized with various kitchen equipment and processes. Teachers and students believe kitchen gardens are integral to the local food system and have endured the test of time. School kitchen gardens can unite students, teachers, parents, and the wider community. They provide a platform for collaboration, creating a sense of shared responsibility and involvement.

Objective of the Innovation

1. Get familiarised with the kitchen garden.
2. Increase cultural awareness
3. Improve self-confidence
4. Kickstart a culinary career

Implementation and Impact

This great innovative idea was implemented in the Upper Primary and Primary schools of Ramle Bango Educational block of Lower Siang District, Arunachal Pradesh, during the session 2021-22. To

make it effective, Kendik Kadu has personally visited the block's Upper Primary and Primary Schools and encouraged the students to develop a kitchen garden on the school premises. The implementing agency was the Elementary School of Ramle Bango Educational Block under Lower Siang District, Arunachal Pradesh. The Innovation was implemented in elementary schools of Ramle Bango Block under Lower Slang District, Arunachal Pradesh, where the Head Teachers, students, and parents were involved in making this innovation successful.

During the start of developing the kitchen garden, the students faced many difficulties as proper agricultural tools were not available, but with the help of the teachers and parents, they acquired all the necessary equipment needed for a kitchen garden and learned about the kind of seeds to be used in the garden, how and when the plants need to be watered and how to nurture them to get a good harvest. To make this innovative idea successful, the officer requested the Head Teacher to take the help of parents. The parents shared their ideas for developing a kitchen garden with their children.

After implementing this innovative idea, it was observed that most of the schools developed a beautiful kitchen garden in their schools. The vegetables grown in the kitchen garden were used in the cooked Mid-Day Meal PM Poshan Scheme, which enhances the nutritive value of MDM (PM Poshan). The students were enthusiastic and planned to develop a better kitchen garden in the coming year. This idea gives students a kind of experiential learning and promotes practical and lifelong learning.

IMPROVING THE QUALITY IN SCHOOLS

Samar Bahadur Singh

District Education Officer

Darbhanga District, Bihar

Area of the Innovation

- Provide quality education among children and reducing the dropouts

Summary of the Innovation

It was observed that in the district where the officer was posted, children were often engaged in household chores and devote little time to their educational activities. Even teachers in these schools are highly demotivated. These circumstances led the officer to introduce some initiatives to improve the situation. Some innovative experiments were done at the ground level to give new impetus to school education. It aims to make schools functional and provide quality education among children aged 6-18.

Some of the initiatives are:

1. Providing an environment for reducing dropouts from the school,
2. Making arrangements for children so that they can spend full time at school,
3. Providing facilities for teachers and school infrastructure to improve the quality of education,
4. Reduce single-use plastic.

Implementation and Impact of the Initiatives

Program nodal teachers were nominated in each school, and Block training of nodal teachers was



undertaken. The officer also ensured the participation of students through the Bal Sansad and Meena Manch programmes. Every six months, ten good teachers from all over the district were rewarded at the district level. The officer identified the good efforts and innovations being run in the schools and shared them with each school in the form of 'Best Practices' to create healthy and positive behavior among all.

Real-time reporting of all school-level activities (consciousness sessions, cultural activities, yoga, dress, teaching, etc.) by creating Block Wise "Whats App Group" through video, audio and photographs was initiated. Monitoring the attendance of teachers and students was also undertaken. As a result, there has been a radical change in the attendance of teachers and students. Self-confidence also increased among them.

Real-Time Report

Real-time reporting was done with the help of an online technical team. The presence of students with uniforms and books created a positive atmosphere. Real-time reporting was done in 16 blocks, 288 panchayats and 2177 schools through WhatsApp during the day.

Mission Admission

Admission does not mean enrollment only – it also means "Acceptance". The officer started dedicating one or two bells to a particular course in the form of sports, debates, quiz library, laboratory cultural activity, etc., with video sharing on the same day on "BLOCK WHATSAPP GROUP", which is directly monitored by district level functionaries. From time to time, YouTube Live Sessions brought a drastic change in the outlook of government schools. Hence, every effort was made to become a well-organized institution.

Quarterly Magazine for children

To tackle the dysfunction in the counter-access process, a constructive journey has been initiated in the form of 'Earth' (a quarterly magazine by BEP, Vaishali) in various phases. It includes creative writing, art and drawing, and a scientific education magazine dedicated to the Vaishali Education Department. On this, the material was prepared and directed by other officials of the District. District Magistrate Vaishali praised the Magazine.

Plastic Warriors

A campaign was conducted in every school against single-use plastic. The United Nations Environment Program felicitated District Education Officer Vaishali for the single use of Plastic. The officer became part of the 'Tide Turner Plastic Challenge project conducted under the United Nations Environment Program. For the campaign against single-use plastic, the Bharat Scout Guide Unit formed "Plastic Warriors" in all the district schools. The awareness campaign was conducted in the school and its neighbourhood area, and today, plastic warriors are being formed in the schools of the entire state. Fifty-five thousand six hundred twenty-five students participated in the Plastic Literacy Test in 1250 district schools. Today, more than 68000 students work as "Plastic Warriors" in Vaishali. Vaishali is the first district in the

entire state against single-use plastic. The United Nations Environment Program felicitated District Education Officer Vaishali for the single use of Plastic.



country where plastic pollution warrior's team has been formed against 55,620 students included in plastic literacy test in 1235 district schools.

Awareness was spread through street plays, essays, painting, and speech competitions through students on topics like environment, water-life greenery, child marriage and de-addiction. Painting was done in all schools through Arts and crafts teachers.

These concerted and tireless efforts by the officer proved useful in transforming the school education scenario of the district.

Impact of the Innovation:

Online interactive sessions through specific teachers resulted in bridging the learning loss of students during a pandemic. They kept on sharing online teaching materials (video lessons) down the line with students. Real-time reporting on the attendance of teachers and students was achieved through a collaborative effort involving an innovative online technical team. This team, composed of specific teachers and component in-charges of the Basic Education Program (BEP), operated under the leadership of the District Program Officer (DPO) at Samagra Shiksha, Vaishali. The integration of technology-facilitated the creation of an efficient attendance monitoring system. This initiative streamlined the reporting process and provided instant and accurate data, enabling timely interventions when necessary.

The introduction of dedicated periods for various extracurricular activities, including sports, debates, quizzes, library sessions, and laboratory work, marked a transformative initiative in the government schools. The innovative step of sharing videos of these activities on the block WhatsApp group, closely monitored by district-level officers, established direct connectivity between every school and district authorities. This real-time monitoring ensured accountability and fostered a sense of involvement and support from higher administrative levels. Furthermore, the integration of periodic YouTube live sessions played a pivotal role in revolutionizing the approach of government schools.

These live sessions provided a platform for interactive learning, enabling students to engage with diverse subjects and experts, thereby broadening their perspectives. In response to the challenges posed by the COVID-19 pandemic, a creative initiative titled "31~," a quarterly magazine by BEP Vaishali, was launched.

"31~" emerged as a groundbreaking academic e-magazine encompassing creative writing, art, drawing, and scientific learning, dedicated to the entire Vaishali education fraternity. The collaborative effort of teachers, students, and education officers in preparing and editing content underscored a collective commitment to educational excellence within the district. The recognition bestowed upon the district Vaishali with the "Inspire-Award-Manak" for nominating innovative ideas in 2019-20 reflects the outstanding impact of initiatives like "31~".

This acknowledgement on a national level signifies the district's commitment to pushing the boundaries of conventional education and embracing creativity as a driving force for positive change.

EFFECTIVE IMPLEMENTATION OF PRADHANA MANTRI POSHAN SHAKTHI NIRMANA SCHEME

Pushpalatha

Education Officer, Mid-Day Meal Scheme

Davanagere District, Karnataka

Area of the Innovation

- Effective implementation of Pradhana Mantri Poshan Shakthi Nirmana Scheme

Summary of the Innovation

This initiative is aimed at promoting a healthy and nutritious food supply for the children for both physical and mental well-being. To make our country a "Malnutrition Free Nation" right from childhood is the foundation for the future. The vital responsibility of providing nutritious food to the right-age children is the nation's wealth. So far, Central and State Governments have been working with great care. However, it has not been possible to eliminate the development of malnutrition, anemia, and stunting. Meals are being provided to all schools, but "what is given and how it is administered" is very important.

The MDM scheme was started in India on August 15, 1995, under the "National Programme of Nutritional Support of Primary Education." The Ministry of Human Resources and Development (MHRD) is the authorised body to implement the scheme. In Karnataka, it was started during the year 2002-2003. This was further extended to the remaining 23 districts. The MDM scheme is also known as the PM POSHAN, with the centre initiating a major political push pivoted around 'child Nutrition.' The Ministry of Education is implementing the scheme. India's Supreme Court has directed that hot, cooked meals be provided in the PM POSHAN scheme to all the children in Govt and Aided Schools. PM POSHAN Scheme is one of the need-based and effective schemes in the country to fulfil education objectives. Now, the PM POSHAN Scheme is in action in all the schools from the departments. By bringing changes in implementation, the researcher has tried to bring improvement to the scheme. District-level and Taluk-level meetings, training, and discussion during school visits were conducted to take action for the implementation stage. Integration of various departments' support also influenced a positive path.



Implementation of the Innovation


Through the "20 points of the innovative program", the Education Officer implemented the Scheme effectively.

1. SWOT Analysis of the program
2. Poshan Abhiyan; Discussion and exhibition.
3. Health and Cleanliness awareness program.
4. Capacity Building Programs for CCH (Cook cum helpers)
5. Motivational Programs for students.
6. Support from the District commissioner (DC), Chief Secretary of Zilla Panchayath
7. CS, Dept. of Police; vehicles to supply food grains. SDMC, at the time of distribution of the food grains to children's houses, Health and Nutrition Cultural Day' (Role-play, songs, Drama, poetry, etc.)
8. Maintenance of Kitchen-garden.
9. Cleaning of food grains well in advance and arranging the vegetables well in advance.
10. Care of Food grains, Milk powder, and Transportation bills sanction must be within time and get supply in time.
11. Systematic management at the time of milk and meal distribution.
12. Support from Other Departments Example: Health Department and Horticulture Department
13. Support from Community: Secured Holistic Support. Like SDMCs, Parents, and Communities.
14. Effectively utilised the ' Akshaya Paatra' Plan: Result of awareness of Children- Health and Nutrition Voluntarily Akshaya Paatra filled,
15. With systematic management taken for CCH and Students,
16. Coordination meetings with ADPIs, HMs, and District and Block level officers. At the school level, teachers should maintain Stock Registers and Food Grains,
17. Quality testing register, Cashbook register, Utilization Certificate (U.C.) file, etc.
18. The FIFO formula must use the food grains 'First in, First Out' way.
19. To recognize this, the (FIFO) Education Officer suggested mentioning the receiving date on every bag.

Impact of the Innovation

Totally 05 taluks in the district, total no. of schools 1526, no of beneficiaries 1,55,797 were covered in this scheme. The intended objectives of innovation have been achieved.

- When Mothers move to work, most of the time, children are not getting food in the afternoon. PM Poshan scheme provides food for all of them.

- Child labour is also stopped in the district. Because hungry children prefer to do the work and earn their food. But PM Poshan Shakti Nirman Scheme protects children from child labour situations. The scheme created a positive mindset to receive education with milk and hot food, preventing children from child labour. Also, the scheme benefits the children physically, mentally, and emotionally in developing confidence. It is helpful to create healthy citizens for the future of India.
- The system promotes equality; it helps to reduce caste prejudice among all the students as they used to eat meals together. The government provided equal rights to all children to avail of this facility, abolishing inequality. According to the observations, "The Scheme helps bring about equality in education."
 
- The major objective has been to enhance school children's enrollment, retention, and attendance. Simultaneously, it also improved nutritional levels among children. It also reduces the poverty level in the long term because more people will be educated after some years and contribute towards the economy.
- In addition to this, it develops self-sufficiency and develops Atmanirbhar India. Consuming protein-rich food will increase energy levels and affect learning.
- Children understand the need of the Nutrition and importance of vegetables and food grains in their daily food.

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.



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