

Compendium of Innovations and Good Practices in Educational Administration 2016-17



Department of Educational Administration
National University of Educational Planning and Administration
New Delhi

Compendium of Innovations and Good Practices in Educational Administration

Compiled and Edited by
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National University of Educational Planning and Administration
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National University of Educational Planning and Administration (NUEPA)
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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 participating in the National Conference on Innovation in Educational Administration, 2016-17

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Foreword

The education system in India has witnessed phenomenal expansion during the past few years, both in terms of quantity and diversification. Management of such a system is itself a challenging task. The role of the grassroots level educational administration – particularly block and district level education officers -- has assumed special significance. Effective management of the system and efficient delivery of educational services require multiple strategies and multi-level interventions. Undoubtedly, there are officers at the field level who successfully respond to the challenges and ensure efficient functioning of the public system of education. In order to ensure efficient delivery of educational services, they find new ways of execution, often adopting innovative ideas, developing replicable practices and thereby setting examples for others. However, contributions of such officers and their innovative practices do not always get due recognition and dissemination. There is hardly any mechanism to recognise the contributions of the District and Block Level Education Officers in our system. Realising the need to recognise such contributions of District and Block Level Education Officers, the National University of Educational Planning and Administration (NUEPA), New Delhi has launched a programme of National Awards for Innovation in Educational Administration in 2014.

This year from a large number of nominations received from various state governments, 78 have been shortlisted for evaluation after a careful scrutiny and multi-stage screening by expert committees. All the 78 shortlisted candidates have been given chance to participate and present their cases of innovations and good practices in the National Conference on Innovations in Educational Administration being organised by NUEPA from 05-07 March 2017. This compendium of the cases is based on the write-ups of the nominees for the innovation awards. All the cases reported by the nominees, and included in the compendium may not technically qualify as innovations or as good practices, but all these reflect a common major concern of improving the system of educational governance and the schooling process in government schools. Hope all the officers participating in the conference will continue with zeal of improving the government school system.

We hope that this compendium would inspire other administrators in their endeavours towards improvement of the education system in the country.

We gratefully acknowledge the contributions of several experts for their valuable efforts and inputs in identifying the major 'innovators' in educational administration. Particular mention may be made of Professor H Ramachandran, Professor A K Sharma, Shri Abhimanyu Singh, Professor G Mohan, Prof C B Sharma, Professor S. K. Yadav and Prof Harjeet Kaur Bhatia.

The tireless efforts of Professor Kumar Suresh, Head of the Department of Educational Administration at NUEPA and his team in making the entire process of implementation of the programme of National Award for Innovation in Educational Administration and the Conference an admirable activity is gratefully acknowledged.

05 March 2017

Jandhyala B. G. Tilak

Vice-Chancellor (I/C)

NUEPA, New Delhi

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 in Educational Administration. The volume consists of briefs of the cases from twenty states/UT. The write-ups on the cases of innovations and good practices included in the volume reflect the central thrust of innovative initiatives covering wide range of areas of educational administration. The most important and common denominator of all the cases included in the volume 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. Quality of education in government schools, however, remains a major concern indicating a huge gap between quantitative expansion and qualitative outcomes. The mismatch between the two has led to diminishing faith of the parents in government schools and their schooling process in terms of teaching-learning. In such a situation, affirming and regaining the trust on government schools is a major challenge for the district and block level education officers. Since district and block education officers are the key functionaries of the system at field level, their role in improving the functioning of public system of education as well as government schools is of utmost importance. Their innovative initiatives can play important role in improving the government schools which can result in affirming the faith in the government school system and quality education in them. 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, quality of education in government schools; improving schools and school facilities; improving access and participation, especially of the children living in disadvantageous 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 and performance of students in public examination which is one of the key indicators of performance of schools in the perception of parents and community at large.

On behalf of NUEPA and its Department of Educational Administration, and also on my own behalf, I express my sincere thanks to the Department of School Education of the states and UTs

governments who sent 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 the field of educational administration.

We are grateful to Professor Jandhyala B.G. Tilak, Vice-Chancellor (I/c), NUEPA for his unrelenting guidance and support in implementing the scheme of the National Awards for Innovations in Educational Administration.

We are also thankful to all the advisors and experts who accepted our request and provided valuable inputs in identifying the cases of innovations and good practices in educational administration.

I am also thankful to my colleagues in the Department, Dr. Vineeta Sirohi, Dr. Manju Narula and Dr. V. Sucharita, for their continuous support in implementing the programme. The volume of *Compendium of Innovations and Good Practices in Educational Administration* in its present shape is an outcome of valuable support received from various quarters- colleagues, research scholars and project staff. Dr. V. Sucharita coordinated the activity related to preparation of the compendium. Her help in the preparation of the volume is thankfully acknowledged. Our research scholars- Ms. Anuradha Bose, Ms. Nilanjana Moitra, Ms. Pooja Shukla Ms. Monika Maini, along with Ms Megha Chabra, Junior Project Consultant in the project- helped in editorially processing some the cases and producing them in its present form. Their support is duly acknowledged. Project staffs namely Mr. Vionod Kumar Prasad and Ms. Lata Dutta worked hard to keep the things in order. Ms Kiran Kapoor, Senior PA has ensured proper up-keeping of files and records relating to the projects besides her all normal duties.

The support of NUEPA administration, Mr. B. Swamy, Registrar and his entire team Mr. G. Veerabahu, A.O., Mr. J.P. Dhami, Dr. Subhash Sharma, Mr. Chander Prakash and other staff is thankfully acknowledged.

Last but not the least I thankfully acknowledge the contribution of Publication Unit, particularly Mr. Pramod Rawat(DPO) and Mr. Amit Singhal (PA) for their cooperation and hard work in bringing out this volume on time.

Kumar Suresh

Head

Department of Educational Administration, NUEPA

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National Award for Innovations in Educational Administration

The National University of Educational Planning and Administration (NUEPA) in collaboration with Center for Innovations in Public Systems (CIPS), endeavours to create space for recognizing innovations, in educational administration and management at the field level through a National Award.

The Major objectives of the Scheme

- To recognise innovations in educational administration at district and block level.
- To Award those who conceived and implemented the Innovations.
- To document and disseminate innovations.

Areas of Innovations

Innovations in educational administration and management may have various aspects and dimensions. These may include effective implementation of RTE and its various provisions related to access and quality, teacher management, optimal maintenance of PTR, effective management of academic support mechanism and promoting innovations in teaching-learning process, enhancing community participation, institutional planning, supervision and monitoring system, distribution and management of Mid Day Meal and other incentive schemes, promoting equity and managing diversity, transparency and accountability in educational administration, etc.. In each of the cases, the role of district and block level officers is of utmost importance especially in promoting innovations in educational delivery and transaction.

Introduction

Educational administration at district and block levels has experienced significant change over the past two decades in terms of its structure, functions, orientation and expectation. Role and responsibilities of the District and Block Education Officers have expanded over the past few years. This is causally linked to the changing orientation of educational administration at various levels, especially at field level. Policy reforms in the field of education are equally responsible for adding new dimensions to educational administration at district and block levels. Over the past few years a number of policy reforms have been introduced in the field of education. The basic intent of the policy reforms has been to upscale educational scenario in the country in terms of enrolment, retention, completion and transition of students from one level to another. They have simultaneously been intended to enhance access, equity and quality in education. A large number of programmes have followed the policy initiatives, especially for education development. The whole gamut of policies and programmes for education attainment and development has, in turn, opened up new challenges for the field level educational administration. Success in meeting out the challenges and translating them into opportunities depends on quality and response of the field level officers. An efficient officer at these levels can make difference. However, varied socio-cultural, economic, political and administrative context may require additional thinking and innovative strategies for the implementation of policies and programmes as well as for addressing many issues of educational delivery. Undoubtedly, some of the officers working at the field level adopt innovative ideas and strategies for making difference in the mode of educational delivery. Innovative ideas and strategies for improving the functioning of the public system of education and government schools may broadly be classified as innovation in educational administration. Innovation in educational administration is considered as an important tool for improving governance as it can help in ensuring transparency, accountability and ease in governance with the help of new ideas, new initiatives and new strategies. Innovative initiatives can help in bringing about change in the public system of school education in variety of ways.

Effective implementation of policies and programmes for educational development largely depends on the efficiency, effectiveness and dynamism of field level education officers. Good policies and programmes may be in place at the macro level but their success and outcomes are subject to their implementation at the field level. It is this context that the role of field level educational administration assumes special significance. It hardly needs additional reiteration that the District Education Officers are the key link between the system level administration and the field level educational administration. Their role is important in ensuring effective implementation of policies and programmes and efficient delivery of educational services. Equally important is the role of the Block Level Education Officers

as they are the actual implementing agencies at the field level. The success of any programme and desired results is contingent upon the district and sub district level of educational administration.

In the backdrop of the critical role and responsibilities of district and block level education officers in implementing policies and programmes of educational development and bringing about change in over all functioning and performance of government schools, it is important to connect to the basic issues that confront the public school system. The data relating school education system suggest that considerable progress has been made in the direction of universalising elementary education in India during the last two decades. Several factors have been contributing towards pushing the agenda of universal primary education. Interventions of both the central and state governments have been instrumental in expanding the system of school education in terms of enrolment of the children in schools, increased number of schools and teachers. Besides and centrally sponsored schemes such as Sarva Siksha Abhiyan and Mid Day Meal the mandate of RTE has been important push factor in accelerating the process. The expansion of schools has resulted in significant improvement in access and participation even in interior and hinterlands. Despite phenomenal expansion of the facilities and improved participation, still there are several serious concerns and major continuing challenges faced by school education including poor quality provisions, high drop-out rate, irregular attendance, low achievement levels etc. There are also issues which are also concerned with teachers' quality, teachers' absenteeism, lack of commitment on the part of the teachers and the parents. Obviously, there is huge gap between quantitative expansion and qualitative outcome. The continuing hiatus between quality and quantity of elementary education poses serious question mark on the public system of education. The government schools have become a synonym of poor performance in the perception of the general public. All the factors combined together have led to dwindling faith in public system and government schools. The declining public trust on government schools is adversely affecting even the poor households. Majority of parents including poor parents prefer to send their children to private schools. As a result, there has been a general trend of migration of children from government schools to private schools, especially at the elementary level. It is not that all the private schools provide better education than the government schools, but the private schools are being seen as an alternative to 'poor performing' government schools. Regaining the trust of the public on the government schools in such a situation is a challenge. The challenge may be translated into opportunity with the help of innovative initiatives and matching strategies. The task before the district and sub-district level education officers today is to meet the challenges of educational delivery in a more meaningful and effective way. This requires evolving strategies at all levels in various ways be it institutional mechanism of delivery, transparency and accountability in governance, academic support system, curriculum and pedagogy, involvement and participation of community, mobilisation and optimal use of resources, effective use of ICT in governance as well in the process of teaching-learning or improving schools and schools facilities etc. The reported cases of innovation and good practices broadly touch upon these areas.

Use of ICT is emerging as an important tool for improving governance as well as teaching- learning process in variety of ways. Use of WhatApps, facebook, website and smart use of mobile phones are some of the identifiable initiatives taken by the district and block education officers. These are simple tools which may not require huge amount of money but innovative ideas and initiative to make use of them. Skill building, especially language skill, of children in government schools is another area

of initiative. Over the years English has emerged as a language of empowerment and as a means of entry into the world of white collar jobs. English as medium of instruction or use of English in school has been a point of attraction for the parents and students towards the private schools leading to enrolment in private schools at elementary level as well as migration from government schools to private schools. Many cases of innovative initiatives address this issue by way improving language competency of the students as well as teachers. Improving access and participation of children, especially of the children belonging to disadvantaged groups is another area of innovative interventions. Varieties of innovative initiatives have been taken for addressing this issue. Opening up seasonal hostel, residential hostels, shelter homes, residential training centres, shalaghar etc are intended to address the issue of educational exclusion of variety of groups who largely remain outside the fold of formal education system. Improving schools and schools facilities and making them as smart schools, improving teaching-learning process in government schools are some of the areas besides many others that have been instrumental in changing the scenario in the specific area of geographical location of the work place of the district and block level education officers.

The *Compendium of Innovations and Good Practices in Educational Administration* is based on the write-ups on innovative initiatives taken by the district and block level education officers for improving the public system of school system in variety of ways. The write-ups relating to the cases of innovation in educational administration touch upon various dimensions of educational administration and governance. It is interesting to note that district and block level education officers have been able to change the scenario with their innovative initiatives at their respective places of work. It is equally important to note that there are many commonalities in the areas of innovative interventions despite the geographical and socio-cultural variations. All the innovative initiatives cumulatively attempt to improve the functioning of the public system of education, schools and schooling process in government schools. These initiatives may help in regaining the trust of the people. As reported their innovative ideas and strategies have resulted in positive outcomes. These innovations have been adopted without breaking the broad framework of administrative norms and rules, but with innovative ways of expanding the scope of governance through several mechanisms.

Kumar Suresh





Use of ICT in Teaching Learning Process and Improving Governance

Improving Schools and Technology Mediated Learning Skills of Children

Gajarla Ramesh

District Educational Officer

Ranga Reddy, Telangana

Areas of Innovation:

- ➔ Innovations in Teaching – Learning process through digitalization of classrooms
- ➔ Use of ICT for quality improvement
- ➔ Improving the overall performance of schools

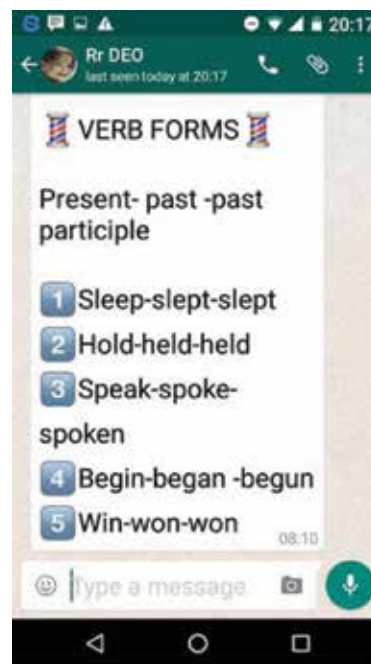
Summary of the innovation:

The inclination towards English medium is growing leaps and bounds across the states. In Telangana too, the scenario was no different. Regular interactions with the parents, students and villagers revealed that most of them had a preference for English medium schools. Non-availability of English medium in government schools was one of the reasons for closure of schools in Ranga Reddy district of Telangana.

It is a fact that English is not the medium of instruction in the primary sections in schools managed by the government in the state. Teachers working in primary schools lack communication skills in English. In view of the above circumstances, the district office took steps to develop communication skills in English among the teachers.

Since every teacher uses a smart phone and invariably WhatsApp application, it was decided to use it as a tool to increase the proficiency of the teachers in English language. WhatsApp is the new application developed to send and receive communications. This social media tool is cost effective. Most of the teachers working in government schools are equipped with smart phones. This innovation was started with no additional financial burden to the department as well as to the individuals.

Training programme on Spoken English and Communicative English was conducted to all the teachers working in 495 schools who have come forward to start English Medium schools in the academic



year 2016-17. The training programme was conducted in all the 37 mandals of the district. A day wise module of teaching Spoken English was prepared by an expert committee, which was constituted solely for this purpose. Two WhatsApp groups with 256 members in each group were created. Every morning between 6.00 am to 6.30 am the module was posted in the group. The Teachers Group, and the Teachers' Union Group forwarded the same module to their WhatsApp group members across the state.

The outcome of this initiative has been quite impressive. English Medium teaching has been started in 495 Primary schools in the district during the academic year 2016-17 initially with class I. Teachers in the WhatsApp group are now more proficient to speak in English with students. The initiative of learning Spoken English through WhatsApp was welcomed by the teachers, teacher unions and also attracted the media and received wide publicity through print and electronic media. The idea was to educate the teachers in the Ranga Reddy district but gradually, it has reached to almost all the teachers in the state of Telangana and even crossed the borders and reached the teachers in the neighboring state of Andhra Pradesh. It also helped in increasing the confidence levels of the teachers.



Apart from this initiative, the officer has also started an initiative of identification of BEST schools, which stands for **B**est in **E**ducation, **S**anitation and **T**otal development. This was started to promote competitive spirit and healthy competition between schools and among all the staff members of the school. This indirectly improved the quality of education, development of school infrastructure and all-round development of the students and schools. It covers all the primary, upper primary and high schools in the district. To assess the performance of the schools, a 100 point questionnaire with 36 components for High Schools, Primary and Upper Primary schools was developed by Expert Teachers and other Educationists. The following are the components included in the questionnaire to assess the performance:

1. Academic Calendar and Institutional Plan	10. Library Maintenance	19. Teacher's Attendance	28. Academic
2. Haritha Haram (Plantation)	11. Class room Interaction	20. Reports submission	29. Registers and Records Maintenance
3. Toilets	12. Computer	21. Pre-Metric Scholarships	30. Utilization of School Grants
4. Drinking Water	13. Prayer Items	22. Parent Teacher's Meeting	31. WASH
5. Usage water	14. Discipline	23. Innovative Activities	32. Headmaster
6. Mid Day Meals	15. Student Committees (Children's Cabinet)	24. Cultural Activities	33. Enrollment
7. Swachha Patashala	16. Navodaya	25. Games and Sports	34. Co-Curricular Activities
8. Class room atmosphere	17. Uniforms	26. Competitions and Representation	35. Corporal Punishments
9. School Management Committee	18. Students Attendance	27. Special Programs	36. Radio Program and Usage of mobile phones

The questionnaire of 36 components and 100 questions for Primary and Upper Primary Schools and High Schools is made available in the District Educational Officers Website www.deorangareddy.in for the convenience of the Headmasters of PS, UPS and High Schools. The Headmasters of the schools were instructed to download the questionnaire from the website. After filling up the questionnaire, the HMs submit the same to the mandal committee for evaluation. The shortlisted schools are further evaluated by the district level team and officers personally go and visit each of the schools. Out of 2264 schools, 163 schools were identified as BEST schools in the district. The BEST School Awards were given away to the schools by the Zilla Parishad Chairperson, MLC, District Collector and Joint Collector. Earlier BEST awards were given only to teachers, but BEST school concept is to motivate the entire school and all the staff members.



Digital Classrooms: Innovations in Teaching - Learning Methods

D. V. Ramana

Mandal Education Officer

Pedapadu Mandal, West Godavari District, Andhra Pradesh

Areas of Innovation:

- ➔ Digitisation of classroom
- ➔ Community mobilisation and support for school innovation

Summary of the Innovation:

Under the conventional chalk and blackboard method of classrooms transaction, the Mandal Education Officer observed that the children at the government schools were facing difficulties, especially in understanding and retaining lessons. The problem is further increased when teachers are disinterested and demotivated, and as a result of which, learning suffers. Optimum utilisation of these resources was rarely witnessed in the classrooms.

Therefore, in order to make classroom teaching more interesting and engaging, it was suggested that the conventional teaching methods of the government schools need to be modified. This initiated the programme for digitisation of classrooms which implied that teaching-learning shall now happen through new methods of pedagogy using ICT. Special emphasis was laid on the schooling environment, methods of studying, updating of curriculum in consonance with the societal needs, and developing learning interest among the students through interaction with subject experts, etc.

The initial focus of this programme has been on students from classes VI to X. The implementation of this programme was initiated at Z.P. High School, in Pedapadu Mandal of the said district. The insights and experiences helped shape the design



and application of this initiative. The partnering agencies for this innovation were the school education department, the teachers and the village elders.

The equipments required for the digitisation drive were mobilised by engaging the village elders (donations). The teachers too collaborated for providing assistance and support in their respective subjects through technical resources. The resource base included projector, computers, auditorium, seating arrangement, sound system, subject experts, etc.

The larger objective of this initiative was to provide quality education to the students of the deprived communities through the government schools so that they can access facilities and get knowledge in an effective manner. The approach to engage the community elders in this process has helped in motivating the teachers to utilise the digital technology for teaching. The new methods have been very engaging and helpful for the students. Therefore, this initiative has proven to be precise and effective to improve the learning patterns and achievements of the students.

The unique feature of this innovation is that it is replicable across contexts as well as serving the larger purpose of improving teaching methods, compatible with the changing scenario. This programme has now spread across all the schools in the Mandal. The management of several schools have successfully installed digital classes under the guidance of the Mandal Education Officer. The future of this initiative appears to be highly progressive as with the changes in technology, newer methods will emerge providing wider opportunities to the teachers and students to explore new teaching methods.

Computer Assisted Language Learning Courseware for Learning English Grammar

A. John Kennedy Alexander

Assistant Elementary Education Officer

T. Vadipatti Block, Madurai District, Tamilnadu

Areas of Innovation:

- ➔ Development of CALL (Computer Assisted Language Learning Courseware) for learning English grammar for class VIII students
- ➔ Use of ICT in teaching-learning process

Summary of the Innovation:

During the Assessment carried out by the State for evaluating SLAS (State Level Achievement Survey) conducted in January 2014, it was found that the performance of class VIII students in English was very poor, compared to other subjects. The state level average marks in English for class VIII was 48% only whereas it was just 47.51% in respect of Madurai District and 47.94% in respect of T.Vadipatti Block. The situation motivated the innovator to develop a medium which provides opportunity for the learners to learn English grammar with ease and interest. The aim was to develop child centered learning process with the help of computer assisted courseware for effective learning of the students. With the assistance of the English graduate teachers working in T.Vadipatti Block, initiative was taken to develop a CALL for teaching English Grammar to class VIII students. Lesson plans for each unit were prepared by an experienced team of graduate English teachers working in Panchayat Union Upper Primary Schools in T.Vadipatti Block.



After the development of the CALL courseware, the parallel group experimental design was adopted to find out the effectiveness of innovation. One school was chosen as a control group and was taught by traditional method. The school chosen as the experimental group was taught using CALL courseware. It was found that the CALL Courseware helped the learners to learn themselves according to their choice and interest, and at their own pace. Evaluation of their performance and feedback, every now and then by the computers, motivated their achievement to a great extent. It instilled self-confidence and independence among the rural students with poor background which, in turn, improved their achievement level. They were exposed to the modern world and the modern techniques of instruction. It was a novel and innovative approach for the Upper Primary Schools located in remote villages. The CALL Courseware can be easily replicated to other schools as it is in the form of a CD which can be supplied to all Panchayat Union Upper Primary Schools functioning in different Community Development Blocks. Moreover, it is a self-learning package, so it doesn't need the interference of anybody.

This courseware includes beautiful pictures, audio and video with animation that makes the content to be liked by the learners. There is scope for correction and feedback to the learners at every stage of the learning process. At the end of each lesson, evaluation is given to assess the achievement level of the learners by awarding scores.

The courseware is child-centered and provides an excellent opportunity to learners for effective grammatical learning at school and away from school.

Avant under Rashtriya Avishkar Abhiyan

Rajesh Kumar Srivas

Basic Shiksha Adhikari

Auraiya, Uttar Pradesh

Areas of Innovation:

- Improving participation and access to children
- Enhancing quality

Summary of the Innovation:

Rashtriya Avishkar Abhiyaan is a national initiative by MHRD, Government of India which aims at connecting school based knowledge to life outside the school and make learning of Science and Mathematics easy, joyful, stress free and meaningful. In conjunction with this national programme, “*Avant*” as an initiative stood as a unique example in the schools of the Auraiya district of Uttar Pradesh. The programme encourages use of technology in classroom, practical experiments in science and Mathematics, community involvement in teaching- learning improvement; capacity building through teacher training, learning material support and use of solar energy operated smart classes with e-content support.

Among the major activities, solar energy operated Smart Class with Audio/ Visual content support was used for the curriculum of class 6 to 8. Hands on training sessions were provided to the teachers. Higher education institution visits were arranged for the teachers and selected students. Regular evaluation techniques were adopted to assess the achievement of students in the schools of the district. Daily monitoring and supervision were contrived at the school level to support advancement. Learning by doing with the help of learning resource kits (Math/ Science TLM and NCERT Kits) was promoted among the students and teachers.

The teachers used state of the art teaching–learning methods and techniques to drive enquiry based learning in students. Lectures in the schools were conducted through Audio/ Visual content being displayed using projector. It developed curiosity among students and confidence to ask questions.

Visible changes of this initiative are reduction of out of school children, decline in dropout rate, increase in enrolment rate in government schools and reduction of absenteeism of teachers and students.

Bringing Transparency in Administration through ICT

Archana Mahendra Chaudhari

District Primary Education Officer

Panchmahal, Gujarat

Areas of Innovation:

- ➔ Transparency and accountability in educational administration
- ➔ Use of ICT in educational administration and management

Summary of the Innovation:

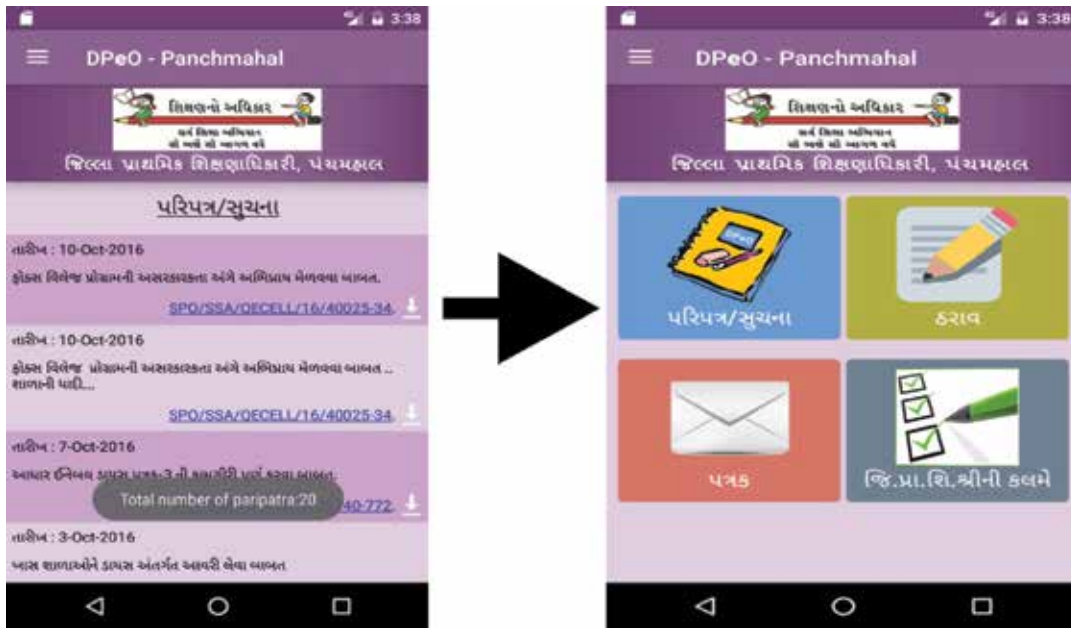
It is an undeniable fact that the use of internet and smart phones have pervaded into the lives of both urban as well as rural inhabitants. More specifically, the use of mobile applications not only saves time but ensures transparency and access of information.

Against this backdrop, “DPEO – Panchmahal” (An Android based application) was started in Panchmahal district of Gujarat that aims at bringing transparency, volume and speed of information in the administration of the schools. The talukas in the Panchmahal district are far away and have adverse geographical situation, which makes it difficult to reach on a regular basis. As a result, this delayed the circulation of notices and communication of instructions.

This situation was analyzed by the officer and a meeting was held with the District Project Co-ordinator, District MIS Co-ordinator (Management Information System), Accountant and Office Assistant about assessing the requirement of plan to avoid delay in communication also avoid miscommunication. There was a unanimous decision to launch an App which could include:

- Circulars made available at district level.
- Resolutions made by the government.
- Different performas for information from schools and CRC coordinators.
- Providing proformas in an Excel sheet so that the formatting time can be saved.
- District Primary Education Officer’s message / writing which works as a powerful encouragement to the teachers and principals who are doing good work.





Sarva Shiksha Abhiyan provides all districts with some funds under innovation head, which was the financial resource for this innovation. Most of the teachers / principals etc. welcomed the app and appreciated it. There were about 1000 downloads of the App within two days. The application is, thus, functional and popular among the administrators, teachers and principals.

Thus, this innovation helped in bringing transparency in administration. It also greatly facilitated in saving time by speedy communication of circulars.

Use of ICT in Effective Administration and Improving Quality of Education

Pema Gyaltshan Bhutia

Deputy Director

Yuksam, West Sikkim

Areas of Innovation:

- ➔ Accountability and transparency
- ➔ Improved coordination and cooperation amongst schools
- ➔ Improving quality of education

Summary of the Innovation:

Yuksam Block in West Sikkim is one of the remotest Blocks in the state of Sikkim. Many schools are located in far flung and remote areas. Dissemination of official letters/circulars and notifications as well as various forms to all the schools in a short period was a big challenge as most of the schools within Yuksam Block and Chongrang Block are located in difficult geographical terrain. As schools were located in remote and far flung areas, delivering letters to schools and getting information from schools within the block used to take considerable amount of time.

In view of this, a meeting of all the school heads within Yuksam and Chongrang block was convened at Yuksam and it was agreed upon by all school heads that a Smart Phone with Whatsapp application would solve this issue to a considerable extent. Thus, a “Whatsapp group” in the name of “HRDD Yuksam Sub-division” was created and all the school heads were made members in the group. Apart from the school heads, MLA, Director of School Education, Sub-Divisional Magistrate and Joint Director



of the district were also added in the group. With this application, sending and collecting information from schools became very fast, which was otherwise very time consuming. This also saves papers, which otherwise would have to be printed and sent across. Clarification of doubts could be done instantly leading to gathering of accurate information. Further, if any school comes up with any innovative idea or activity, this can be shared (in pictures) amongst all the members, leading to positive competition.



During the inspection of schools, it was also observed that the reading habit among the students was very poor. Except text books, they were not interested in reading any other books, partly because of lack of proper reading materials. Therefore, when the “Group” was formed, all schools were requested to set up “Reading Corners/ Reading Rooms” within a time frame of eight months to inculcate reading habits amongst students. So, when one school created a “Reading Corner” and shared beautiful pictures of the room with beautifully painted walls and desks and benches with colorful books, other schools started emulating it. This led to positive competition and almost all the schools within Yuksam block were able to create Reading corners/ Reading Rooms within one year, which was a great achievement for a remote block.

Schools within the block were also urged to start Student Exchange Programmes. The Heads of various schools took this initiative in a positive note and started inter school meets where students of one school goes to learn good practices of the host school.

Zero Waste initiative has also been given a big boost as member schools share pictures of their efforts at trying to reduce, reuse and recycle waste. The office of the Assistant Director has tied up with a local NGO, named Khanchendzonga Conservation Committee (Yuksam) to help sell these products and generate revenue for the schools.

Another important development that the officer initiated and followed up through the group is “Complex Level Monthly Meeting and Complex Level Competition”. Under this, every lead school (Complex) has several feeder schools. Competitions were organized on Nursery Rhymes singing/Reading/Quiz/Yoga/ Sports/ painting/ Spelling Bee/Traditional Dance etc on a rotation system, from one school to another, every month. When such competition was organized, SMC members, Panchayats and guardians were also mobilized to participate in organizing such events as well as to witness their children performance. SMC members were also seen involved in cooking meals as well as cleaning school compound and fencing of school compound.





**Improving Quality of Education and
Teaching -Learning Process**

Constructivism in Teaching-Learning Process

Pradeepkumar Manohar Kudalkar

Block Education Officer

Tasgaon Block, Sangli, Maharashtra

Areas of Innovation:

- ➔ Active teaching learning process by constructivism
- ➔ Improving access and participation of children in schools

Summary of the Innovation:

The nation needs an education system that excites and stimulates children, providing them with the learning they need - and deserve - to fulfill their potential. In the schools of Sangli District, Maharashtra, it was found that the teachers used old techniques to carry out teaching in the classroom. Parents showed apathy towards the schools. The view of social workers, political leaders, and other officials were common towards school. Students lacked the skills to utilize digital mode of learning. After the regular visits to schools, the need to change the situation was felt.

In this backdrop, development of teaching methodology in constructive manner in the classrooms was initiated. Activity based learning and joyful learning was given importance to change the teaching – learning process and make the school education more effective. The main objectives of the innovation were:

- Use of Teaching Techniques and Teaching aids, and Technologies.
- Digital school development with the support of community.



- To make a model school
- Improve students attendance.

To implement the innovation, meetings with the headmasters of the schools were conducted. With the consent of the headmasters, further efforts were made to build a model school in the district together with the visits for the remedial work in other schools.

Digital boards for the learning of Maths, Science, Languages and Social Sciences were provided in the classrooms. Walls were painted and enhanced using the Painting on Tiles, Educational board, sports material, reuse of waste in educational purpose flash cards, domain words, pamphlets, charts for activities etc.

The fund for the material was collected by the teachers and community under the guidance of headmasters and BEO. As a result, some parents initiated to make donations for the school's development. The equipments were created with the help of digital printing handmade objects, some collections of things (tamarind seeds, chocolate rappers, matchbox, pebbles etc) by students, coloring and classroom painting by students.

Next step was to decentralize the idea of constructivism. It was decided to visit and take a meeting of Teachers who teach for 1st standard in clusters. In second session of the visit, student demo of using things to learn delightfully and actively was arranged in model schools. About 165 schools participated in educational development in 6 workshops on 10 different days.

Post implementation of the innovation, changes in the effectiveness of the school came into view with respect to:

- Parents donated for digital schools
- Teachers started using modern technology in teaching
- Teaching learning became delightful and active.
- One school became ISO 2000 Z.P. School Turchi.
- One School became Activity Based learning (ABL) school Z.P. school Alate.
- 87 schools developed in digital school. (Use of laptop LCD. Projectors, tablet, mobiles etc.) Z.P. school Savalaj, 100% digital classrooms, (10 Classes)
- Parents Moral Support increased for teachers, as well as school in funding

Thus, the idea of innovation in education was given a shape in the district of Sangli.

Activity Based Learning through Digital Schools

Lalita Shahaji Dahitule

Block Education Officer

Kalyan Block, Thane District, Maharashtra

Areas of Innovation:

- ➔ Child friendly atmosphere for teaching – learning
- ➔ Creating interest among the students in self-learning, self-expression, creativity and confidence
- ➔ Emphasize joyful learning through constructivism

Summary of the Innovation:

It is a widely known fact that innovative practices in teaching –learning not only enhances the quality but also helps in increasing the awareness levels of students. Textbook centered pedagogy, rote-learning and exam oriented teaching has received criticism from all sectors. The scenario was no different in kalyan block of Thane district in Maharashtra where the use of rigid traditional methods in teaching learning was leading to poor quality of education. It was observed that students were disinterested and the problem of absenteeism prevailed. Parents and students were drawn towards private schools for better infrastructure and quality education. Though there was activity based learning in some schools, it



was felt that something was missing and students could not connect the teaching with real life experiences. Thus, there was a need to increase students' involvement, giving them opportunity to express themselves and making the pedagogy child-centered.

At this juncture, the idea of introducing Digital Schools germinated. In the age of science and technology, students were found to be more interested in computers and other digital devices. Thus, through this initiative, the attempt was to blend

digital schools with activity based learning. A meeting was arranged by the Block Education Officer involving various stakeholders including community members and NGOs. It was decided that Activity Based Learning would be taken up as the major thrust in all the schools of this block. Digital methods, improving school infrastructure, bringing in new TLM, training and orienting teachers and redesigning school curriculum were listed as the prerequisites. These were achieved by mobilizing about INR 84 lakh from NGOs. This money was utilized cautiously for changing the entire outlook of the schools.



Now, the schools have child friendly paintings, practices activity based learning, teachers are trained and equipped to handle digital learning tools which has led to increased attendance rates in the schools. Students' self confidence increased to a considerable extent. About 85 schools in the block are digital and the improved infrastructure and quality received wide appreciation from parents and students.

Enhancing the Quality of Government Schools

Shaik Sagan Saheb

Mandal Educational Officer

Achanta Mandal, West Godavari District, Andhra Pradesh

Areas of Innovation:

- ➔ Improving access and participation of children
- ➔ Improving the quality of education
- ➔ Professional development of teachers and enhancing teacher motivation
- ➔ Use of ICT in educational administration
- ➔ Community mobilisation and support

Summary of the Innovation:

In the academic year 2012-13, the Achanta mandal of West Godavari district had a considerable number of out of school children and the condition of the government schools was quite alarming. It was observed that the schools needed an all round development in various aspects including access and participation of children in schools, professional development of teachers, improving supervision and monitoring of schools to motivate teachers, academic support, improving quality of education imparted, introduction of ICT for effective educational administration, better management of schemes and educational activities, community mobilisation and special focus on sanitation awareness through the school children.



In view of this, innovations in 60 primary schools, 4 upper primary schools and 8 high schools were initiated. Further, through participation and support of local leaders and the parents, new programmes were launched to improve the quality of education in the schools. With the help of corporate support, ICT was introduced at the school level enabling learning through audio visuals method.

The key to the success of the current initiatives has been continuous interaction and support provided by the department to teachers and, the cooperation of the teachers to take up the challenges in an efficient manner. The biggest contribution in this has been the rising awareness about the school activities, performance and, showcasing of the talent of students to the parents and the community members. This has encouraged community support in a big way.



Special emphasis has been laid on teacher training and development through a new programme on their professional development, focussing on teachers as an essential part of students' future, their importance in society and their social responsibility. This has resulted in better learning achievements of the children and improved communication skills in English language, mathematical abilities, knowledge in environmental science and growing interest in Telugu literature and poetry. Telugu Book of Records has been a new initiative in this direction and the students who participated in it were felicitated with Eluru Sankalpam Awards. Such initiatives motivate the students and promote a positive picture of the schools and the education system in the community.

There was a realisation that in today's scenario, focussing only on literary and book knowledge will not help and therefore, for all round development of the students extra-curricular activities are also needed. Thus, chess, kabaddi, running, skipping, elocution, essay writing, painting and other cultural programmes are being conducted regularly at the school level.

Other activities include Swachh Bharat Abhiyaan, water conservation and *Vanam-Manam* for nurturing leadership qualities in children. Through donor support, not only ICT technology has been introduced across all government schools in the Mandal, but efforts have also been made to provide better infrastructure support and quality teaching to all students.

Improving Quality and Efficiency of the System

Harendra Nath Das

Deputy Inspector of Schools

Barpeta District, Assam

Areas of Innovation:

- ➔ Improving the quality of teaching-learning process
- ➔ Timely pensioners' benefits for teachers

Summary of the Innovation:

The declining quality of education in government schools has been a major concern for the past many years. With the aim to achieve better quality of education and learning achievements, several initiatives were introduced in the domain of education. The major thrust has been in the area of improving teaching methods of teachers through lesson plans, handbook of mathematics and science, needs assessment of the teachers, and aiding better learning by students through development of vocabulary. The other areas of initiatives included maintenance of proper service records so as to facilitate timely completion of departmental procedures for pensions, which often acts as a motivating force and a sign of respect for the retiring teachers as well as those, in-service.

The following initiatives were undertaken to improve the quality of teaching and overall functioning of the system:

- *Lesson Plans for classes I to VIII*

This initiative focussed on all the students of elementary classes as beneficiaries, and was undertaken for helping the teachers who were conducting lessons without any lesson plan. Since it was found that the teachers were not keen on preparing lesson plans themselves, therefore with the help of cluster RCCs, SSA (CRCCs) and teachers, an activity for preparing lesson plans was launched in all primary schools of Barpeta. This initiative was recognised by the UNICEF, Guwahati office also, and was published in their field based tool kit in vernacular language.

As a result, about 60% teachers are now utilising lesson plans in their day to day teaching with the help of the CRCCs and more such innovative projects are being launched. In terms of resource requirements, physical and human resources were available, while financial expenditures were incurred on an honorary basis by the CRCCs and the innovator.

- *Pensioners' benefits to teachers*

The delay and disruption in the procedures for release of pension of retired and retiring teachers has an important impact on the motivation of the current teachers as well as the teaching-learning process. Therefore, maintenance of appropriate service record was the first step identified so that the successive steps for timely release of pension could be initiated. This monthly activity was launched for the first time in Barpeta district of Assam. The necessary resource base was already available with the department, what was needed was streamlining the activities step by step for smooth and quick disbursement of pension benefits.

- *Teacher's handbook for Mathematics and Science teaching at primary level*

The handbook '*Prathamik Starat Ganit aur Bijnan Sikhana*' was developed in order to support the teachers who were found to be lacking the skill of teaching, during supervision of schools. This booklet is in the regional language focussing particularly on mathematics and science teachings, CCE in these two subjects, diagnostic tests and minimum levels of learning in mathematics, activity based teaching of science, TLM and use of model lesson plans, etc. Over a period of six months, this programme was implemented throughout the state. Several workshops were organised for the same. Teacher educators and teachers at primary level were the targeted beneficiaries. Earlier, lack of teaching methodology and publications in regional language hindered the teachers' efforts to acquire better teaching skills. At the moment, this handbook has been widely accepted and is well circulated in the state.

- *Needs Assessment of Teachers for Training*

Another initiative undertaken was Need Based Teacher Training programme. This one month project implemented in 1999 aimed at assessing the weaknesses of the teachers through needs assessment tools (standardised and refined), developed on the basis of the content and methodology of the textbooks. The responses of these lower primary level teachers were analysed and trainings were accordingly conducted. The teachers were also willing to undergo such assessments.

- *Competition for Development of Vocabulary*

In order to develop interest for learning of new vocabulary and utilising the dictionary as a vibrant resource, an activity for the students of classes VI to VIII at the school and block level was initiated. This one month project required active involvement of the teachers and the students in the upper primary schools. This was in the form of a vocabulary competition, which ultimately resulted in a remarkable shift in interest of the students to read the dictionary. A financial reward of INR 1000/- was assigned for the same. Human and physical resources were readily available. This initiative received appreciation from the community and parents for conducting such interesting competitions.

All the above mentioned initiatives made remarkable changes within the education system and contributed in enhancing the quality of education in government schools.

Improving the LSRW Skills of the Students

R.Elizabeth

District Elementary Educational Officer

Perambalur District, Tamilnadu

Areas of Innovation

- ➔ Improvement of Listening, Speaking, Reading and Writing (LSRW) skills of the students
- ➔ Preparation for competitive exams
- ➔ Education of slow learners
- ➔ Cultivation of Values

Summary of the Innovation:

The innovation focuses on enrichment of Listening, Speaking, Reading, Writing, skills of the students through co-curricular and extra-curricular activities such as newspaper reading (Both Tamil and English Newspapers), making notes of the important news and presenting it before the class, watching English children's movies and writing reviews and presenting papers on such movies, conducting spelling test in both Tamil and English language, conducting mind mathematics test, conducting analytical and logical reasoning quiz, writing reviews and doing presentations on library books etc.

To bring the required change a uniform Time Table was introduced in all the schools in the district. Common Question Papers were followed for conducting the three terminal Examinations. To improve the learning process, slip tests were started in all the schools and these were conducted every day



during the first period. The teachers were insisted to conduct the test and correct the slip test in all five days of the week regularly. The valued scripts were counter signed by the parents daily to make them aware about the performance of their wards.

Dictation was given regularly to the children in the afternoon to improve their vocabularies. Newspaper reading was introduced as a regular activity in the schools and after every two months, general quiz programme based

on the content of newspaper and magazines supplied to schools by District administration was conducted to motivate reading in students. This was a unique innovation that helped students to prepare for competitive exams later on.

Some selected movies were screened in the schools and students were asked to write their own comments and views about the movies. This helped in development of writing,

reading and story- telling in students. The best commentaries were awarded to motivate students. Reading in library was promoted as a regular activity to be taken up seriously by all students. They were asked to submit summary of whatever they read in library to teacher to promote reading.

'Honest shops' were another unique innovation that aimed at development of the virtue of honesty among students. Stationary Materials and price lists are kept in Honest Shops; children take the required materials from such shops and drop the money in the open cash box without any supervision. 'VigyanRath', the mobile scientific lab in a van visited schools and demonstrated experiments. That helped to develop interest for science and technology among students. Biometric system was introduced for daily attendance of teachers and students to reduce absenteeism.

To develop the creativity among the children the subjects are taught by various methods like SABL, SALM and ALM. The evaluation is based on the working model created by students. It enhanced their imagination and overcome rote memorization.



Nighasan: On the Way to Quality Education

Sanjay Kumar Shukla

Block Education Officer

Nighasan Block, Lakhimpur Kheri, Uttar Pradesh

Areas of Innovation:

- ➔ Enhancing quality of education
- ➔ Improving enrolment and retention in government schools

Summary of the Innovation:

The government schools in Lakhimpur Kheri of Uttar Pradesh were facing challenges in enrolment, attendance and retention of children. Teachers were irregular and student attendance was erratic. Resources available in the schools were not utilized properly. Teachers lacked competitiveness and parents showed apathy towards schools.

To address this problem in the schools, an initiative was taken to enhance quality of education in the schools of the district and improve the access and participation of children. Emphasis was also given to generate interest for teaching among teachers; increase the number of enrollments in schools; develop a sense of competition in students; improve the learning levels of students and the participation of parents and community in school activities.

Under the programme “*Nighasan - on the way to quality education*” extensive meetings with a committee comprising of NPRC, ABRC and experienced teachers was arranged. People were informed about various schemes relating to education as well as about the importance of education. The plan of action involved reviewing of the learning levels of the students and database was prepared accordingly.



To improve the enrollment in schools, community support was taken to improvise the appearance of the schools and make them more attractive. Fortnightly examinations were planned for the children. The main aim of this effort was to increase the interest and participation of children in the school activities. Schools of the district were given the programme logo.

The implementation of the programme led to improvements in the learning levels and interest towards education among students and their parents. Teachers and students became regular to the school. Sense of responsibility was developed among the school students and teachers towards the school environment and it's functioning. Trust towards the government primary schools was reinstated post implementation of the programme.

Lakshya- A Complete Educational Achievement Project

Ms. Neetu

Block Education Officer

Baragaon Block, Jhansi District, Uttar Pradesh

Areas of Innovation:

- ➔ Improving quality of education
- ➔ Increasing efficiency of schools

Summary of the Innovation:

Quality education has been a major challenge due to several reasons like untrained teachers, lack of proper infrastructure, lack of awareness amongst the parents, absence of monitoring by authorities, and so on.

Primary education in the schools of Baragaon district, Uttar Pradesh was found to be unsatisfactory in respect to the training of teachers and the learning outcomes of the students. This has been a major challenge in many states of India, where institutions for teacher education are not widely present. Schools are, therefore, forced to hire less qualified teachers, which in turn affects the quality of teaching and overall functioning of the schools.

In order to enhance the overall functioning of schools, the initiative of project “Lakshya” was launched. This initiative aimed at improving the overall functioning of the school, generating interest for teaching among the teachers, upgrading the status of parishad schools and developing the trust among the parents.



The success of the initiative was followed by the support of the BRG, Block level elected teacher, computer operators, students and community. Workshop for the teachers was provided by the B.Ed Department on the teaching skills. BRG members presented the model classrooms. In conjunction with the Corporate Social Responsibility, furniture for the classrooms was provided to the schools. As sanitation has been another major concern with respect to overall functioning of schools, toilets were constructed in the schools of the district. Students and teachers were provided with a platform to improvise their creativity and enhance their writing skills.

Block level resource teachers were selected from the schools to develop data on students learning levels and accordingly, prepare the module. In order to generate interest and motivation, teachers were taken for school visits and learning corners for students were created.

The implementation of the project improved the teaching skills of the teachers. Their interest in the profession has been augmented to a considerable extent. Transition in the presence of teachers and students in the school was felt. Schools are now attractive and deliver effective teaching in the classrooms with the use of resources that were provided. Development of the positive perception about the parishad schools was seen among the community and parents of the students.



Teacher Motivation: A Key Factor for School Improvement

Praveen Shukla

Block Education Officer

Kadar Chowk Block, Badaun, Uttar Pradesh

Areas of Innovation:

- ➔ Increasing the motivation levels of teachers
- ➔ Improving overall functioning of school

Summary of the Innovation:

Teacher motivation is a pre-requisite to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society greatly benefit from their services. With this aim, an intervention was initiated in Badaun District of Uttar Pradesh to build and enhance the motivation levels of teachers to teach effectively and contribute in school improvement.

Prior to the innovation, the schools in the district were not attractive and child centric. Teachers and students lacked initiative and aspiration which necessitated intervention in the form of mission. The mission was named as Teacher Motivation: a factor for school improvement. It aimed at generating



100% enrolment of students in class 8th and 9th; renovating Child Resource Centre in the Parishad schools; enhancing community participation and support; developing competitive attitude in students through play activities and health awareness among teachers and students.

The plan of action required the consent and support of basic education officer and educational institutions for the improvement in the overall functioning of the schools. Teachers from the schools were invited to be the part of monthly educational meeting of Development Department. Department insisted and appealed teachers to take the support of the constituent members and community of Baduan District, in order to enhance the school environment to increase student enrolment and interest for education. Decision to award and appreciate the efforts of teachers was taken to motivate them for taking up the mission of improving school.

Workshops were conducted in conjunction with UNICEF. The whole programme made an impressive impact when the teachers in the schools initiated remedial work in the schools. Interest for education among the students and parents was developed through various competitions and programs. Play activities conducted in schools augmented effective engagement of students and community.

Advancement in Teaching – Learning

Rajesh Kumar Chaturvedi

Block Education Officer

Bilriyaganj, Azamgarh, Uttar Pradesh

Areas of Innovation:

- ➔ Effective resource mobilization
- ➔ Enhancing teaching – learning process

Summary of the Innovation:

It was observed that schools in Bilriyaganj block of Azamgarh district of Uttar Pradesh lacked proper infrastructure and the teaching – learning process was far from satisfactory. To address this situation, innovation was initiated to improve the functioning of the Upper Primary schools of the Azamgarh District of Uttar Pradesh. Furthermore, as the schools had no teaching material for the transaction, an effort to provide white board in 58 Primary School classrooms was contrived to enhance the teaching learning process. The course of action was supported by school principals and teachers. As a way of making teaching and learning an interesting experience, efforts are being made by each of the schools to make the best use of the material provided as a regular practice in their teaching task to make the classrooms more interesting, enjoyable and more understandable.

Besides interventions in teaching-learning process, efforts have also been made towards beautification of the school: the classrooms



were attractively decorated with relatable subject pictures, teaching-learning materials, art work and plantation. Outdoor sitting arrangements were made with proper placement of the white boards for teaching. Teachers invested their time in arranging furniture for the classroom. Appreciation awards were given to the teachers of the school for their remedial work in the enhancement of schools.

This not only enhanced the structural appearance of the school but also augmented the percent of students interested in attending the school. Students with the highest attendance, highest marks and exemplary performance in the co-curricular activities were appreciated with an award.



An exhibition was arranged by BRC in which 23 schools participated and presented their models of science and Mathematics that were used in the classrooms to

improvising the knowledge of the students and develop critical thinking in them.

Improving Quality through Rationalization and Motivation of Teachers

Md. Giasuddin

Sub Inspector of School

Karimpur Circle, Nadia District, West Bengal

Areas of Innovation:

- ➔ Rationalization of teachers
- ➔ Increasing attendance and learning of students
- ➔ Ensuring good health of students

Summary of the Innovation:

Karimpur is an interior area in Nadia district of West Bengal that suffers with the problem of insufficient teachers in the schools. In order to bring the number of teachers in accordance with RTE norms, rationalization of teachers was done. Accordingly, teachers were transferred between schools. Following this, there was a strict supervision of quality of mid day meals done due to which its quality improved.

Moreover, emphasis on child friendly behavior amongst school functionaries was ensured to promote a joyful environment for the students.

Another major initiative was the '*Bharti Karan Karmasuchi*' according to which, enrolment of

students at mass scale as well as ensuring the re-joining of drop students was taken up on a massive scale. Cultural programmes were also organized in schools to encourage participation of community in school activities. Various other activities and competitions were also organized within schools to encourage and motivate students to remain in schools. Prize distribution ceremonies were also organized in the schools to motivate the students. The initiative has been showing good results since more than one year now.



Building the Competencies of the Teachers

Arnab Sarkar

Assistant Inspector of School Borough-IV

Borough-IV, Kolkata, West Bengal

Areas of Innovation:

- ➔ Increasing the competencies of the teacher
- ➔ Inclusive education
- ➔ Implementation of CCE

Summary of the Innovation:

One of the key factors to improve the quality of education is to build the capacities of teachers so that the efficiency of the teaching-learning process can be enhanced. This was the motive which resulted in the germination of the innovation. In order to train the teachers in RTE, continuous sessions were organized for training of the teachers by acknowledging and collecting ideas, learning activities, different TLMs from the different teachers attending the trainings and the leanings were incorporated into every ensuing training course. Hands on exposure in preparing TLMs combined with theoretical perspectives on education like the ideas of Sri Aurobindo, Rabindranath Tagore, Ernst Von Glaserfeld etc were discussed in the class.

The interaction, involvement and continuous participation of the participants were ensured during the trainings. The officer also ensured orientation workshops for teachers of both upper primary as well as pre primary levels. A worksheet based book titled '*kutum katam*' and a guideline for teachers titled '*Bihaan*' were introduced. Exclusive training sessions for using these resources have been organized with the teachers which received overwhelming positive response. Besides these, focus was also on inclusive education by forming a resource group for training teachers on inclusive education comprising of teachers and special educators.

Innovative ideas like visiting book fairs along with teachers and creating an 'activity bank' for storing innovative ideas of different teachers has been put in place to enhance the teaching learning processes further. An academic cell was established in the office comprising of innovative teachers, *shikshabandu* and special educators to continuously assist in further discovering innovative means to educating children in classrooms.

The initiative has been more than five years old now and has borne several positive impacts like the classrooms have become truly inclusive while the schools are effectively implementing almost every aspect of the RTE Act 2009. Moreover, the pre-primary and early childhood curriculum has been found to be implemented in all the schools with a proper system of evaluation in place. Moreover, continuous and comprehensive evaluation is a part of every school and was started here even before any state level orientation regarding the same had taken place. A demo-classroom, resource room and training cell have been established at the district level for the purpose of hands on training. A resource team has been developed and trained well. Modern technologies like computers, smart phones, projectors etc are regularly used for training.

On the whole, with several initiatives, not only teachers have benefitted but the classrooms have also become more vibrant and inclusive.

Increasing Participation and Enhancing Quality

Venkatarama Reddy

Block Education Officer

Malur Block, Kolar District, Karnataka

Areas of Innovation:

- ➔ Improving learning achievements
- ➔ Bringing drop-out children back to school
- ➔ Collaborating with NGOs for strengthening the academic process
- ➔ Fostering school-community linkages

Summary of the Innovation:

The process of development in the education system of the Malur Block initiated with the regular observation and inspection of the school for over a period of six months. The BEO found that the teachers were not regular to the schools at the primary level, classes were not properly conducted and there were serious complaints from the parents regarding the teachers as well as the quality of education imparted by the schools. This called for an immediate intervention wherein the various problems emerging at the schools level were discussed with the teachers and the head teachers, and also the challenges encountered by them.

It was realised that improved governance and regular interaction between the schools and the department are necessary to help them climb the ladder to success. Therefore, innovations were initiated in four areas in partnership with the departmental officials, NGOs, teachers, head teachers, the SDMC members, village leaders, and community members. Here, the existing human resource capacity at the district and block level was used, while financial contributions and support was extended by the NGOs and community members. The following initiatives were undertaken in the block:

Improving Learning Achievements:

This programme was taken up in the Malur Block of Kolar District which has 26 government high schools. It focussed on improving the SSLC (10th Class) results during the period of June, 2009 to February, 2013. It began with a discussion process to identify the issues faced by the teachers and students, initially at a few schools but later on extended up to all schools in the district. During these sessions, through analysis of teachers and students some major concerns came to the fore. Difficulties faced by students, parental support, teaching methods used and the need for updating them, motivating

head teachers and academic staff, etc. Apart from individual attention to each student and their parents to understand their problems and support, special attention was given to children from educationally backward sections. Special classes and refreshments were organised through public contribution, and teachers were motivated to create a conducive environment within the schools.

As a result of these efforts, there was a significant improvement in the results of the SSLC examination from 60% to approximately 86.21% to 90%. This also created a positive image of the government schools' performance and their learning levels amongst the general public.

Bringing Drop-out Children Back to School

This programme extended over a period of one year wherein the major focus was on how to bring the out of school children and the drop-out children back to school. Special emphasis was on the education of the girl child. The department shared the concern that girls' education should never be restricted by poverty and for that reason the government provides special facilities. Free distribution of books was organised to encourage the girls and their parents, and they were enlightened that education can give them opportunities. The education officer declared that the girls should not be forced to compromise on their education and work to earn.

Collaborating with NGOs for Strengthening the Academic Process

Collaborations were initiated with NGOs for improving the education scenario and providing services for academic progress. Thereby, new classrooms were built by an Australian organisation in partnership with the Rotary Club. Given the rising population of the nation, the central government alone may not be able to sustain the education sector, and thus, support was called from donor agencies and organisations. Another reason for taking up this initiative was co-ordination issues wherein the revenue department and education department were not able to co-ordinate and provide support to the public. Agencies from Australia and Germany in collaboration with the Rotary club have built schools in 11 villages of the taluk. It is now the responsibility of the community to utilise these resources and help in greater enrolment.

Disaster Relief Fund

A disaster relief fund has been set up through the contributions from the public showcasing the school community linkage. Community support is vital to the success of educational initiatives and programmes for the development at the grassroots level.



**Resource Mobilization and
Community Support**

Community Support in Educational Advancement

M P Parmar

District Primary Education Officer

Anand, Gujarat

Areas of Innovation:

- Improving schools through community mobilization and support
- Improving quality of education in government schools
- Management of mid-day meal and other incentive schemes
- Encouraging Girls education

Summary of the Innovation:

The educational administration in Anand district of Gujarat has been making constant efforts to encourage girls' education in primary schools and to gradually improve the overall functioning of the schools. Apart from these, schools in the district lack positive school environment, awareness regarding health, awareness about the objectives of government programmes, qualitative mid day meal, regularity of students, quality in education, and gender sensitization.

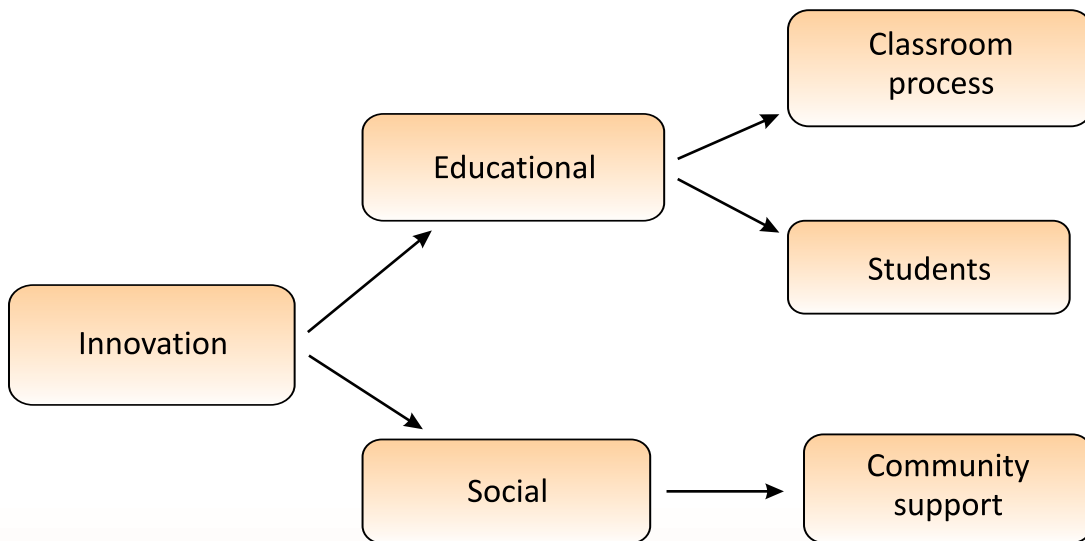
Considering these issues, innovation to bring advancement in the education through community assistance was undertaken. This innovation was a small attempt towards quality education in Gujarat. It was initiated through discussion and support of block level educational officers, school principals, teachers, students, parents and community. Grants from the government were used with proper planning to achieve the results.

Proper guidance and inspiration were provided to local actors for this innovative work. Resources were provided for improving school environment, problems and solution of the problems at different stages. Time and again personal visits were contrived. Proper care was taken on the whole process and evaluation was done personally.



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Steps were taken for improvement in the following areas:

- School environment development
- Health awareness with the help of teachers and society
- Achievement of objectives of government programmes with the help of teachers and society
- Quality based Mid Day Meal scheme
- Overall development of students with the help of teachers and society
- Improvement of quality in education with the help of effective physical resources and its development
- Gender education
- Plastic free school and society
- Anand district -- On the way to cleanliness
- Project 'Lakshya' (DDO)



To teach children with joy and cheer and to keep them informed, activities like children festival, children games competition, science festival, cultural programmes like dance, exhibition of teaching instruments, monthly competition, etc. were arranged. Community participation in the activities enhanced significantly. Thus, the primary education base in the district became strong.



One Step – Hand in Hand : Community Participation in Educational Administration

Micky R. Lalenkawla

Sub Divisional Education Officer and District Project Coordinator (SSA)

Mamit District, Mizoram

Areas of Innovation:

- ➔ Minimizing teachers' absenteeism.
- ➔ Improving teachers' performance and accountability.
- ➔ Creating general awareness in education amongst the parents.

Summary of the Innovation:

Most schools in Mizoram were community initiated schools, which received different kinds of contributions from the community. Gradually, these schools were taken-over by the government through a series of schemes and the schools were categorized as lump-sum aided, ad-hoc aided, deficit schools etc. Eventually, the schools were fully taken-over or provincialised by the state government that resulted in less involvement and participation of the community members. The Mamit district in Mizoram is among the most educationally backward district in the state. The community members, especially in the rural minority areas, are ignorant and show indifference towards the educational development and achievement of their children.



The officer took up the initiative of improving the education system in the district by convincing parents and children for enrolment, retention etc and improving teachers' performance and accountability. Various strategic steps and measures have been taken in this direction through extensive Education Campaign, Enrolment Drive, Community Mobilization, Teachers' Revival Campaign, Refresher and Orientation Programme for Teachers, Career Guidance, Awareness Campaigns, intensive supervision and monitoring of teachers performances etc.

Various ways to bring parents and community members closer to schools are being used to minimize discontinuities between schools and communities, and between schools and families. This also made transition of pupils from home to school easy and minimized the cultural shock of new entrants to school. *One Step – Hand in Hand* is an innovative educational endeavour that was launched in schools where there was dearth of teachers. Through this initiative, voluntary service of community members, as per their convenient time in a week, was provided to the schools. Teaching, Day Caring, Cooking, Games etc were taken up by these volunteers, which has greatly helped the educational performance of the children, and played a significant role in developing the desire to achieve excellence in educational outcomes and accountability.

Improving and creating conducive home environment for learning was emphasised through community participation by preparing and improving home environment, by encouraging parents to understand the benefits of schooling and learning environment at home. Through extensive Community Mobilisation, Education Awareness Campaigns etc., the community members, parents and families were made aware of the importance of education. Active participation of parents and community members in the successful implementation of Mid Day Meal Scheme in the school was also highly solicited and encouraged. Parents contributed their time in helping to cook the MDM in Schools. During harvest season, children brought Vegetables, Fruits, and Firewood to cook the meal etc., contributed by their parents for Mid Day Meal.

Focus was also laid on empowering of community leaders, SMC's and local NGO's in monitoring of teachers performance and attendance. In places where teacher absenteeism and poor performance were critical issues, community leaders were part of the monitoring system and supervising teachers, ensuring that teachers arrive at school on time and perform effectively in the classrooms. Members of SMCs, PTAs, and local NGOs of the village were being involved in the process of collecting statistical data and surveys like U-DISE, SDMIS, and Village Education Surveys etc.



Involving the community leaders in such tasks helped in recognition of various factors that hinder the development of educational performances and outcomes. It also helped in ascertaining the problems and issues with regard to low enrolment and poor attendance, which results in poor academic performance of the students in the neighbourhood schools.

Community Participation for Improving School Performance

Lallianzuali Bawitlung

SDEO and DPC (SSA)

Aizwal West, Mizoram

Areas of Innovation:

- ➔ Community participation in school activities
- ➔ Rewarding well-performing teachers and students
- ➔ Participation of parents in school activities
- ➔ Monitoring of CCE implementation in schools

Summary of the Innovation:

Realizing that the performance of the schools in the district was not improving adequately, an effort to address the community and parents of the students through meetings at village level was undertaken. After discussions on various steps that could be taken to address the problems, it was decided that the community must come forward and extend a hand in solving some of the problems with a sense of ownership towards the school in which their children study. There were several rounds of meetings in which community leaders joined along with teachers, SMC members, local political representatives and shared the expectations they have from each other. Innovations that have taken place elsewhere were



also discussed in the meetings. The results of these several rounds of meetings was that the community came forward with help in the form of investing in repairing school buildings, purchasing furniture for the school, constructing urinals, cleaning school campus etc. It helped in developing a reciprocal relation between the communities and the school. The school uses resources of the community while the community also utilizes the school building for various functions as and when required. Around 40 percent of the schools in the district have been covered so far while the innovation targets to cover all the schools in the district in a phased manner.

Another concern for the SDEO of Aizwal was the lack of CCE trained teachers in the schools due to which the schools were not able to practice it perfectly. Moreover, even the teachers who had already been trained in it were unable to perform up to the mark. Hence, the need for follow up trainings was realized. At the block and cluster levels, predefined action plans were formulated for training the teachers under SSA mission. After the initial phase of training got over, a group of resource persons was formed who were responsible for visiting schools across the district and chalk out a follow up training calendar for the school in consultation with the teachers. On the spot interaction helped them identifying the difficulties being faced by the teachers and practical demonstrations were given by the resource group regarding overcoming the problem. No additional resources were being spent in these trainings. This can be a sustainable model in the times to come wherein the teachers will constantly benefit through this model of follow up trainings.

Empowering Schools through Human Resource Management

Umesh Bammakkanavar

Block Education Officer (Admin)

Hubbali city, Dharwad District, Karnataka

Areas of Innovation:

- ➔ Focus on empowerment of schools through active community participation
- ➔ Improving participation for sustainable development
- ➔ Involving community based organisation in the development process and educational programmes.

Summary of the Innovation:

Active participation of all stakeholders is central to all developmental processes. All government development programmes are based on participatory approaches which has not only increased interdisciplinary interest, but have also influenced educational policy and planning both at the micro as well as macro levels.

Development programmes often encounter failure due to standard top- down approach to programs and projects, ignoring the local realities and the aspirations of the community. In case of Karnataka, the top-down methodological approach has resulted in collapse of most of the community development projects such as schools, teachers, IED and OOSC.



Secondly, the larger concern for cost effectiveness and recognition of the fact that enhanced participation by the stakeholders implied less capital costs and better sustainability of the development programmes was also recognised, as ideologically for development professionals, it is the right of the community.

Empowerment starts from an examination of how power is present in multiple and heterogeneous social relations. One major limitation to this participation has been political interference in the decision-making process leading to constraints in community participation. Therefore, this situation called for immediate intervention in terms of empowering people to have command over their lives.

On analysis of the community needs, problems faced by the children in their education, background of the parents, their lack of interest in government sponsored programmes, poor results, lack of technical strength, and slow growth despite adequate government funding, the following objectives were outlined that guided the innovation:

- *For school improvement:* Providing smart classes to empower e-education in schools for betterment of SSLC results proper manifesto made and conveyed; advocating enrolment and education benefits; constructing, repairing, and improving school facilities; better infrastructure and digital classrooms, school- community relations
- *Support to Teachers:* Boosting morale of school staff; supporting teachers; providing security for teachers by preparing adequate housing for them; providing skill instruction and local cultural information.
- *Support to students:* Helping children with their studies; advocating and promoting girls' education.
- *School management:* Ensuring students' regular attendance and completion; making decisions about school locations and schedules; scheduling school calendars; handling the budget to operate schools.
- *Resource mobilisation:* Raising money for schools; garnering more resources from and solving problems through the various levels of Education Department in the district; donation from public, and funding from NGOs and legislative body members
- *Identifying factors* contributing to educational problems (low enrolment, high repetition and dropout)

Innovative strategies adopted for fulfilling these objectives were community based planning; target setting and monitoring; focus on quality learning in schools with e-learning; partnership building among government departments/ organizations, community and civil society. Regular monitoring of the entire school system and discussions with participating school headmasters enabled in identifying their challenges.



Effective implementation of the innovations was ensured through motivated officers at all levels; IT enabled techniques and guiding the people for better results.

The targeted group for the innovation was parents, public representatives, PTA members, NGOs and children. During this period of two years from the commencement of the innovations, 35 HPS and 56 HS across 12 clusters were covered. Whole school concept, SSLC result oriented approach, e-schooling in convergence with NGOs have been adopted. Effective integration between MLAs, MPs, HDMC cooperators and NGOs along with community participation has lead to the success of the innovations.

There has been a significant impact of these innovative strategies in terms of involvement of parents in the educational process of their wards. Further, along with improved infrastructure and school management, there has been an improvement in the pattern and nature of interaction between the teachers and the community. Teachers are now motivated to guide and advise parents and support children's learning. Schools are also encouraging the parents and guardians to share their skills and knowledge with the schools in organising extracurricular activities and cultural events.

Transforming the Literate Kanyakumari District to an Enlightened District

V. Jeyakumar

Chief Educational Officer

Nagercoil, Kanyakumari District, Tamilnadu

Areas of Innovation

- Improvement in teaching-learning environment
- Planned and goal-oriented educational administration
- Use of ICT in educational administration
- Community participation in resource mobilization
- Accountability and transparency in administration

Summary of the Innovation:

Education access and participation are important factors in achieving universalization of education. Though Kanyakumari is well known for high literacy rates, the desired educational output was yet to be achieved. The teaching- learning process was dominated by rote learning and many students lacked reading and language skills in English and Tamil. The district had highest literacy rate but the growth has taken place only quantitatively with poor quality of public schooling system.

The innovation focussed on development of students from being literate to being enlightened with wisdom and full of practical skills to utilize knowledge. This involved a cluster of innovations in teaching learning process, academic environment, teachers' training and educational administration. The whole process was systematically planned and was achieved in various steps.

The first step involved finding the problem areas in the educational administration and teaching-learning environment. Statistical data was collected at various





levels starting from school to district levels. Action plans were formulated to achieve remedial strategies. Continuous monitoring and supervision was done with the help of teachers, schools heads, AEOs, DEEOs and DEOs. The innovations were tracked on the basis of continuous evaluation of the feedback achieved at various levels. To maximise the results, priorities and expectations were communicated to all the district educational administrative staff. Equity of participation was maintained by active involvement of school staff and parents in planning, development and improvement efforts. Community participation for resource mobilization was achieved with the help of media. Once the objectives were clearly communicated to the larger public, many NGO's, parents, teachers, colleges and elite members of district voluntarily joined hands to provide adequate human and material resources such as computer personnel, good and trained office staff, unlimited internet connection, DTP works, hand-outs, worksheets, revision materials, power point presentations etc.

These cluster of innovations resulted in remarkable qualitative changes and growth in various areas of educational administration and teaching-learning process. Enrolment drives were conducted in the district with the help of community members to motivate parents to get their children enrolled in school. The school heads were reminded to make repair works during vacation, and importance was given to school buildings, toilets and especially to the black boards. Monitoring squads were arranged to inspect the ongoing repairing work. Timely and adequate delivery of the free schemes given by Tamilnadu Government was assured that resulted in appropriate resources for teaching and learning such as delivery of free books on first day of the school.

Various strategies were evolved to integrate use of ICT for teaching learning process such as creation of WhatsApp groups for teachers and headmasters to equip them with the latest trends in Education and related subjects. SMART classrooms were developed in many government schools. Special focus was given to computer training (ICT) of teachers through various engineering colleges; they were also trained to browse on the internet for references, pronunciation and other information. Community support to schools was encouraged with the help of the active participation of the Parent Teacher Association (PTA), School Management Committee, Alumni, Voluntary Patrons, Non-Governmental Organisations, Colleges and Hospitals.

Emphasis was given to physical education of students in schools to overcome discipline problems. Participation in games and sports were encouraged and many students won medals at district and state level. Students were also given training for NMMS and TRUST examination that helps students to prepare for competitive exams at higher level. Art and Craft was promoted in schools to enhance creative skills of students. Various clubs, associations and voluntary organizations such as NCC, NSS, science club, maths club etc. were developed to enhance learning and development of social skills of students. Schools were ranked on the basis of monthly and annual reports that helped in assessing the quality on the basis of set parameters of quality. Gardening and Cleanliness were promoted for improving aesthetics of schools. Special focus was given to identification and special education of children with learning disability.

Cluster of such innovations have resulted into increased efficiency of the public schooling system and quality of service delivery. These changes have also regained trust in the public schooling and brought increased accountability and transparency in administration.

Community Mobilization and Community Support

Temlal Dubey

Block Education Officer

Jharbandh Block, Bargarh, Odisha

Areas of Innovation:

- ➔ Improve quality of education by bringing together all stakeholders
- ➔ Reducing drop-out and absenteeism.
- ➔ Creating competitive, cooperative, conducive atmosphere in the educational block

Summary of the Innovation:

Jharbandh is an educationally backward block situated 130 kms away from Bargarh district of Odisha. The awareness and motivation level of parents and community members regarding education was very poor. The tribal people live in utmost poverty and everyday is a struggle. Against this backdrop, sending children to school takes a backseat as children are also involved in livelihood activities to make the ends meet.

It was realized that to improve the quality of education in the block, different kinds of teachers training, seminars and meetings were required with teachers, head teachers, centre head teachers and teachers' unions and they needed to be motivated through motivational stories, talks, and examples. At the same time, the parents and other stakeholders needed to be equally mobilized for motivating them to contribute towards quality education. This was carried out in stages with teachers being targeted in the first stage followed by the parents in the second stage for convincing them about enrolment while in the third stage community and PRI members were targeted for bringing drop-out children back to school.

Parents were convinced for enrolment, retention of their children through an innovative 'chariot' rally, which was named as 'Sahaja



Ratha' and it was taken around 80 villages in the block with children accompanying it with placards and slogans. Various strategic steps and measures were taken in this direction through extensive Education Campaign, Enrolment Drive, Community mobilization, Teachers' Revival Campaign, Refresher and Orientation programme for Teachers, Career Guidance, Awareness Campaigns, Intensive supervision and monitoring of



teachers performances etc. There was also a focus on involving PRI members, members of VEC's and SMC's for identifying various factors that hinder the development of educational performances and outcomes. The problems and issues in regards to low enrolment and poor attendance which results to the poor academic performance in their neighborhood schools were also ascertained.

Various ways to bring parents and community members closer to schools were used to involve them in school infrastructure building and addressing the needs of migrating children through migration hostels. Local NGOs also assisted in spreading awareness about the same. The efforts of SMC members, Panchayat functionaries and guardians in improving the school environment and infrastructure through cleaning school compound, fencing of school compound, improving the school garden, putting up aqua guard for clean drinking water etc was well received by the parents, teachers and community members.

Creating Awareness and Motivating the Parents

Rinthanga Darlong

Inspector of Schools

Kanchanpur, North Tripura

Areas of Innovation:

- ➔ Improve quality of education
- ➔ Community mobilization and community support
- ➔ Improving participation and access of children

Summary of the Innovation:

Community participation, and support is essential for the advancement in the field of education; especially in village areas where guardians need awareness and motivation. The schools of the Kanchanpur District of Tripura witnessed deterioration in the attendance of children. Guardian and children lacked the interest for attending school and acquiring knowledge.

In order to do away with the prevailing problem, meetings with the guardians together with CRC level Community leadership training programme were contrived. Block level workshops were arranged to encourage the community for sending their children to school.

Awareness and motivation among the guardian and community was a major challenge mostly in the hilly areas. But this was taken care by arranging regular sensitization programs.

After the implementation of the innovation, the attendance of the students increased by 70-75%. Children started having interest in attending the school.



Vidyalaya Bandhab- An Initiative for Community Involvement

Arup Dutta

District Project Officer

SSM, Hooghly, West Bengal

Areas of Innovation:

- ➔ Community involvement for improvement of quality of school education system
- ➔ System of community feedback and monitoring
- ➔ Awareness generation regarding various grants and scholarships

Summary of the Innovation:

In order to achieve improved quality of education in schools, certain steps were taken in the direction of categorizing the schools and appointing government officials as mentors for the schools. A list of schools was prepared along with the total number of officials in all the grades A, B, C and D who could act as mentors to these schools and visit the schools on a weekly basis to check the overall quality of education and other aspects in the schools. Accordingly, the Grade A officials of the district were assigned Higher Secondary Schools for mentoring. Other officials in grades B, C and D were assigned primary and upper primary schools.

Orientation workshops were organised for the government officials at the district level to orient them about the roles and responsibilities of the 'Vidyalaya Bandhab', RTE Norms, CCE and different schemes of the government that could be helpful for the students and the schools. Since the scheme is about entrusting mentors to schools, a strict supervision regime was not required. However, in order to maintain certain common standard practices, a supervision mechanism was established according to which specific formats for recording the observations of the *Vidyalaya Bandhabs* were used which was provided to them by the DPO, SSM and had to be filled in and sent back to the DPO on a monthly basis. The format covers basic questions regarding the quality of the schools. Some of the indicators were on enrolment, attendance, provision of MDM, regular and para teaching staff, availability and cleanliness of toilets, availability of clean drinking water, computer labs, library, electricity, ramp, boundary wall, uniform for students, gas connection, kitchen shed, store room, head teacher room etc.

In case of any urgent action required, the reports could be sent to the DPO immediately after their visit. All the reports in the district were compiled by the DPO and presented to the District Magistrate

every month. There is also a system of maintaining two registers, one at the school level and one by the *Vidyalaya Bandhab* with records of the visits. Each *Vidyalaya Bandhab* is required to visit their allocated schools at least once every week. A bi-monthly meeting is convened with all the *Vidyalaya Bandhab* along with all other concerned departments to discuss and resolve issues in person. All the schools are yet to be covered under the innovation and it is being done in a phased manner.





Improving Schools and School Facilities

Gunotsav: Improving Education through the Support of Monitoring Staff

Sanjay Kumar B. Patel

Block Resource Coordinator

Vijapur Block, Mehsana District, Gujarat

Areas of Innovation:

- ➔ Improving access and participation of children in schools
- ➔ Use of ICT in educational administration and management
- ➔ Effective management of academic support mechanism
- ➔ Improving overall functioning of schools and ensuring their effectiveness

Summary of the Innovation:

When a classroom is vibrant and colorful, teachers and school administrators are trained and knowledgeable, and families and communities play an active role in supporting local schools – schools operate effectively. Prior to the innovation, there were no such parameter to count quality education in schools, the pedagogical skills of the teachers were not evaluated, schools were not inspired and encouraged to bring improvement, and they lacked effective monitoring system. There was improper sitting arrangement of children during the mid-day meal and there was lack of hygiene in food utensils, equipments, store room and kitchen for preparation of Mid Day Meals. Due to these reasons, considerable improvement was the need of the hour.

Along these lines, it was conceived to initiate a programme that supports improvements in education access and quality in the Vijapur block of Gujarat. The programmes were initiated in the broad field of primary education and broadly in ten areas: overall school improvement, student learning, teacher development, school management, parent and community involvement, management of mid meal, resource mobilization, monitoring and evaluation,





pedagogical uses of alternative information communication technologies (ICTs), and transparency in educational administration.

The innovation particularly involved meetings with selected education officers on school improvement efforts, and a meeting of representatives and experts in the field to take consent for the implementation of the innovation. The constituent proposed ‘*Gunotsav*’ programme to support the reforms in the overall functioning of the schools of the district.

The course of action required intensive classroom observation and school observation, which were undertaken by the CRC Coordinator at cluster level and necessary remedial work was carried out in the schools.

The effective use of ICTs improved student learning outcomes, supported teachers in the pedagogical skills, enhanced the functioning of the school administration and the monitoring system became more active and serious due to the visits of the officers. Good planning related to MDM was set up by the school. Teachers regularly checked classroom activities in order to enhance overall development of the children.

Due to timely initiatives and effective monitoring system, Vijapur Taluka has always been at top in all the results of *Gunotsav* from year 2011 to 2016.

Swachh Vidyalaya to Swachh Khaandaan

G.R. Shah

Chief Education Officer

Anantnag District, Jammu and Kashmir

Areas of Innovation:

- ➔ Improving access and participation of children in schools by providing adequate infrastructure and healthy surroundings
- ➔ Improving overall functioning of schools and ensuring their effectiveness

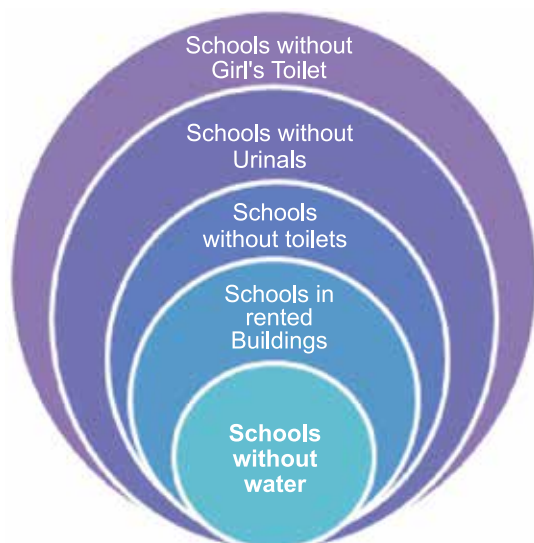
Summary of the Innovation:

Providing access to the different categories of people who are not able to access and use safe sanitation facilities has been a priority of the 'Swachh Vidyalaya Campaign.'

As per the UDISE 2013-14, the schools of Anantnag District, Jammu and Kashmir were in deplorable conditions. The district had 96 schools without water, 405 schools without toilets, 860 schools without urinals, and 915 schools without girl's toilet. This problem stood compounded by the existence of 179 schools that were housed in rented buildings without the facilities. Girls and women have hygiene and sanitation needs linked to their menstrual cycle. Students, in general, and the girls, in particular, used to leave the school and drop-out of the system. The transfer of teachers to a school lacking such facilities

was resisted. The attendance at schools declined due to ailments that the students fell prey to on account of unhygienic practices. Consequently, the performance of the students got adversely affected. The practice of open defecation was prevalent in some areas and people were ignorant of its ill effects.

Against this backdrop and keeping the vision of Swachh Bharat Abhiyan intact, the objective of the innovation was to do away with these deplorable conditions in schools with respect to sanitation, health and mitigation of drop-out rate of attendance. Requirements and sensitivities relating to gender including dignity and safety issues were taken into account at each stage of planning, implementation and



post implementation management of sanitation issues.

An integrated approach with the active participation of Education Department, District Administration, Public Health Engineering Department, Save the Children/ JandK Yateem Trust and community was adopted to do away with the concerned problem. They geared up for:

- Contributing funds to the tune of Rs. 21.48 lakhs for the construction of 179 toilets for the schools housed in rented buildings.
- The provision of drinking water and operation/maintenance of toilet facilities in the schools of the district.
- Executing the toilet constructions at the schools sanctioned under SSA/RMSA/Swachh Vidyalaya programme.
- Ensuring Hygiene and proper counseling of the adolescent girls.

The staff / students were covered under sensitization programs on hygiene and health. They were sensitized on the operation/ maintenance of toilet facilities. Additionally, they made contributions out of school local funds / pockets to have soap/ towel/ toilet cleaner / freshener/ sanitary pads etc., to ensure hygiene. The female staff was sensitized on menstrual hygiene to ensure proper counseling of the adolescent girls. This helped in permeating behavioral change down to their homes where they educated their parents about the ill effects of open /dry defecation and made them go for flush toilets inside their houses.

In conjunction with the staff and students, the community mobilized at the zenith level through - out this campaign and they were the major driving force. The community not only provided the physical, the human and the financial resources but owned and monitored the programme, which contributed in making the programme hugely successful and widely popular. This programme became inspirational for the community and it turned into “*Swachh Khaandaan*”.



Initiatives for Educational Advancement and Quality Improvement

Patel Somabhai Lalabhai

Block Education Officer

Shahera Block, Panchmahal, Gujarat

Area of Innovation:

- ➔ Improving overall functioning of schools and ensuring their effectiveness

Summary of the Innovation:

Ideally, the school's role is to bring each student to his/her maximum academic potential. The school environment should be such that it should help in developing the skills that will come in handy in a child's personal and professional aspect of life. To create such schools in the area, a programme titled "Gunotsav" was initiated, which is an attempt to improve the quality in the schools of Panchmahal District, Gujarat.

It intended to do away with poverty, unemployment and lack of health awareness. To reduce the suffering of malnutrition, high quality meals were served in every school of the block. Surprise visits were contrived by the constituent members to evaluate the academic development of the learners through on the spot exams and various co-curricular activities, cultural programs and competitions. Question banks and resource kits were prepared as learning materials for the students. In order to draw out the effectiveness of various innovations in different schools, an innovation fair was organized for the schools of Panchmahal and Mahisagar district. It was also observed that the quality of uniform which was used by the students was of very poor quality. In order to solve this problem, a meeting was called with all the other officers and textile businessmen to select the material for the school uniform so that students can wear high quality durable uniforms.

Along the line, teachers were recruited through competitive exams to enhance the teaching – learning process in the schools of the district. Motivation among the teachers for the profession had to be instilled to get better student learning outcomes. As a result, appreciation awards were given to the teachers and students for their contribution in the advancement of schools and improving their effectiveness. Attempts to allocate funds for earthquake rehabilitation work, children with special needs and blood donations were contrived.

In progression, the accomplishment of this innovation was made through the dissemination of health awareness among the community to fight against polio, leprosy and other ailments through regular, comprehensive and continuous medicals checkups of all the students.

Mission Mhasala –All Round Qualitative Development Programme

Vijaya Ashokrao Talkute
Assistant Vocational Guidance Officer
Regional office, Pune

Areas of Innovation:

- Implementing the scheme of *Pragat Shaikshanik* Maharashtra and Sarva Shiksha Abhiyan effectively
- Improving transparency and accountability in education.
- Encouraging community participation

Summary of the Innovation:

In Mhasala block of Raigad district, Pune, there was a severe problem of out of school children due to lack of effective implementation of Sarva Shiksha Abhiyaan. There was inadequate awareness regarding the educational activities and there were no school action plans. Teachers were suffering due to lack of training in teaching skills and techniques, lack of teaching aids and lack of motivation. The students had a dire need for guidance and personality development while teachers and parents needed a platform for discussions. In this context, it was thought that the need for quality education and a transparent and accountable educational administration is the need of the hour.

With the support from the members of the School Management Committee, an effort was made to reach out to the schools in remote areas. Regular meetings, use of media, public awareness campaigns, WhatsApp group conversations between all stakeholders, regular trainings and series of workshops for teachers were conducted. To provide quality education to the students in terms of infrastructure, NGOs were involved and it was ensured that ten indicators in the school would be fulfilled viz:- clean water facility, sanitation facility, compound wall, computers labs, mathematics kit, establishment of libraries





with support of Room To Read Foundation, solar lamps for school, earth worm project in school and fans for classrooms.

Different awards like Ideal School Award, Sane Guruji Clean and Beautiful School Awards, Area Quality Improvement Awards, ISO Certification of Schools, Teach Daughter Movement Award, Tobacco free school Award, Best Administration, Planning and Innovation Award from Panchayat Samiti etc have been initiated.

Besides these, numerous other activities have been started to achieve the objective of 'Mission Mhasala' such as educational palkhee and education chariot (Shikshan Rath), Kalapathake and Street Drama on RTE, Savindhan day special workshops for improving grades of students, educational tours, film shows, educational festivals, observance of important days and festivals and motivational speeches by eminent personalities.

The above mentioned initiatives resulted in:

- Increasing students attendance in schools.
- Solving Educational Problems of Mhasala block effectively.
- Improved transparency and accountability in education.
- Monitoring and accelerating quality in educational administration.
- Promoting girls education and increasing awareness about women's health, laws and positive parenting.
- Providing platform for teachers and students to express their hidden strengths, various skills and abilities.
- Attaining higher rank in Rural Accomplishment and an ISO Gradation. (first in Kokan Region).
- Creating Anti Tobacco Environment.
- Enhancing Community Participation.

Swa. Yashwantrao Chavan Swachha Sundar Shala Gramspardha

Khandare Ravindra Siddheshwar

Block Education Officer

Panchayat Samiti Karad, Satara District, Maharashtra

Areas of Innovation:

- ➔ Provide infrastructural facilities to all Zilla Parishad schools
- ➔ Encourage quality education in schools
- ➔ Increase community participation in school activities

Summary of the Innovation:

It was constantly observed that schools operating under the Zilla Parishad suffered with several problems such as reducing participation of students, growing interest of parents in private schools, challenges/posed by English medium schools etc. In order to address these issues, a committee was formed at the block level consisting of Panchayat Samiti members and the Block Education Officer who visited some model schools in Pune to get an exposure of what alternatives could be adopted to enhance the quality of schools.

To improve the quality of education among the schools working under Zilla Parishad, It was decided that competitions would be organized at different levels - cluster level, bit and block level for primary and upper primary schools. With insights gained from their field visit, the committee decided to chalk out an action plan to encourage the schools from primary till upper primary to complete a 100 marks self evaluation format for each school. There were 24 clusters in the Karad block. Three winners (1st to 3rd) were finally selected at the block level and awarded INR 25,000; INR 20,000 and INR 10,000 respectively for both primary and upper primary levels.





All the Zilla Parishad schools are informed about the competition in the month of September through a circular. All the schools are instructed to complete the 100 marks self evaluation by the end of January. After the cluster level observation, the selection committee observes all the schools in every cluster. After evaluation, the first, second and third prizes are announced at the block level.

Since the implementation of the scheme in 2014-15, there has been a positive change in the quality of education experienced in the schools. In 2013-14, there were only five schools that received 'A' grade and that number increased to 75 in the year 2015-16. Parents are now more attracted towards the Zilla Parishad schools in comparison to the private schools. Some of the schools have become more accountable with the involvement of the communities and about 43 schools have become ISO certified within the block.

Jagar Sabha – Enhancing School Participation

Sulbha Pandurang Vatare

Block Education Officer

Panchayat Samiti Pandharpur, Solapur, Maharashtra

Areas of Innovation:

- Enriching schools with infrastructure facilities and enhance social participation in schools
- Increasing community participation
- Improving quality in schools

Summary of the Innovation:

In the Pandharpur block of Solapur district in Maharashtra, it was observed that parents were sending their children to private schools located at distant places as they perceived the village schools as very poor in quality. It was also noticed that the infrastructure facilities in the schools within the village was not up to the mark.

In this context, it was ensured that a unique sequence of activities would be followed to enhance the quality of teaching in the schools of the block. *Jagar sabha* is organized with the participation of parents and community members whereby the parents are convinced through discussions that by sending their wards to private schools at far off places, they are wasting precious time in travelling. It was informed that instead of paying high fee in these private schools, the parents could contribute towards enhancing the infrastructure of the village school so that the students of the village can benefit out of it.

Following this, some schools were adopted as model schools which were being especially looked after. An action plan was made for these schools. The teachers of these adopted schools received professional development training. The SMC and the parent community were mobilized for vigilance and positive contributions towards the school. These schools were supervised on a regular basis.

As a third step, each school was visited by all the officers of a cluster on one particular day to evaluate the school. This gave the teachers and students the required motivation and encouragement to work better. The initiative has created an enriched school atmosphere in accordance with the mission of '*Pragat Shaikshanik Maharashtra*'.

All these initiatives have contributed in increasing the student enrolment in government schools. The infrastructure has improved considerably and parents and community members are supporting and contributing in their own way to make the schools more efficient.

Pragat Shaikshanik Maharashtra Schools for Quality Education

Ulhas Kawaduji Narad

Education Officer (Primary)

Zilla Parishad, Gondia District, Maharashtra

Areas of Innovation:

- ➔ Improving overall functioning of schools
- ➔ Enhancing quality of education in schools

Summary of the Innovation:

In order to increase the enrolment rates as well as improve the performance of the students in the schools, several initiatives were taken like *Wachan Anand Din*, Summer Camps for the students to get an exposure and connect with nature, *Gudi Padhwa Pravesh Wadhwa*, Tree plantation drives in schools and beautification of surroundings of schools.

One of the initiatives, i.e. *Pragat Shaikshanik Maharashtra* focuses on the fact that every child is capable of learning and to make this vision a reality, several methods are used by the teachers to change the nature of classroom interactions, to make them child-friendly and to promote self-learning. Thus, the teacher is not expected to teach, but to facilitate learning and enable every child to learn at her/his pace. In particular, to attract the tribal students of the Gondia and Gadchiroli districts, constructivism was used and teachers were given special training on it. The initiatives were also communicated through social media platforms like WhatsApp groups and other technologies for better information dissemination, instruction dissemination amongst authorities and stakeholders and improved monitoring of the schools. Through these measures, the number of Pragat schools in the district has increased.





To develop reading habits among the students, 403 Wachan Katta's are made in the district by collecting funds through community participation. Wachan Katta's are very helpful for children as they read various books other than curriculum prescribed books in leisure time. No extra funding is provided by local body (Z.P.) to construct Wachan Kattas. These Wachan Katta's are made of bamboos and grass. News Paper, Magazine, Weeklies, Story Books, Reading Card etc are kept in Wachan Katta. Wachan Katta's are decorated with drawing of Capital Cities, local information of district, physical and

geographical information of Maharashtra State are also provided.

Apart from these initiatives, digital schools are also opened in the district. Several other initiatives like Shaala Pravesh Utsav, tree plantation, Wachan Anand Din etc. helped in arousing the interest of students to attend schools and perform better.

Improving Quality through *Pragat Shaikshanik* Maharashtra Programme

Mushtak Mohammed Shaikh

Education Officer (Primary)

Zilla Parishad, Pune District, Maharashtra

Areas of Innovation:

- ➔ Improvement of infrastructure in school with loksabhbhag
- ➔ ISO certification of schools
- ➔ Use of constructivism in classrooms
- ➔ Digital schools
- ➔ Improving English learning of students through 'We learn English' programme

Summary of the Innovation:

The government primary schools in Pune district of Maharashtra were performing very poorly in terms of the academic performance of children. The infrastructure of the schools was also in dilapidating condition. The teachers were not using any activity based learning in the class and mostly resorted to the traditional methods of teaching.

Keeping in view these several drawbacks, it was thought that teachers will be given orientation towards Activity Based Learning method so that the same can be used in the classrooms to arouse the interest of the children. This was started with arranging workshops for BEOs, Extension Officers, Cluster Heads and Teachers. *Gunavatta Melawe* was organized for the teachers to learn from one other in each block. Frequent review of all programmes was held and constant monitoring and supervision took place.

Before the initiation of this programme, no schools were using ABL cards. With several initiatives, about 1044 schools have become progressive schools with all the necessary infrastructure and teachers trained in different teaching methodologies. About 603 schools have been ISO certified. Lot of ABL materials are being used in classrooms for teaching. Around 991 schools have e-learning classrooms while 3730 schools are mobile digital schools where teachers use technology in their day to day teaching practices. Teachers also started using constructivism to teach in classrooms and NGOs like Rotary Club further supported the schools. The community was mobilized to collect financial resources for the schools in the district.

All these changes are contributing in enriching the school environment and adding quality in classroom interactions. Thus, the levels of educational achievements are increasing, thereby, increasing the efficiency of the system.

Academic Monitoring and Quality Enhancement

M. K Rai

Joint Director

HRDD (South), Namchi, Sikkim

Areas of Innovation:

- ➔ Addressing and curbing the issue of dropout
- ➔ Improved academic monitoring

Summary of the Innovation:

In order to address dropout and enhance quality of education, the initiative of “Teacher Guardian” was started wherein the total number of students are divided by the total number of teachers. Following this, equal number of students are owned and guided by an individual teacher and this becomes a group. Each group is named as a ‘family’ or ‘home’ after the name of an important place, plant, flowers or the eminent personalities and the teacher becomes Teacher Guardian. The teacher maintains a profile register where the academic, social, mental developments along with bio-data of the students are maintained. The teacher guardian supervises the attendance of students and monitors the academic performance of students and provides guidance and counseling as per the individual needs. This significantly helped in curtailing down the dropout rates of the district.

Following the success of this initiative, the State HRD Department has made it mandatory to implement this initiative in all the schools throughout the state.

After the successful achievement of “Teacher Guardian” concept, a team headed by Joint Director, requested to form a monitoring team to provide quality monitoring on regular basis and to mobilize community participation. Accordingly, a team headed by District Collector has constituted and the team started to inspect the schools which have been named as: *School Chaley Hum*. To make it a regular feature, district administration has planned to make Every Friday a Field Day. The team started to test the standard of the learners by asking them to solve simple mathematical problem, reading, writing etc. If the standard of the learners were found to be unsatisfactory, immediate remedial classes were suggested. If the school was in dire need of infrastructure, minor repairs, additional classroom, and so on, immediate action was taken.

Apart from these, Mothers’ Association has been formed in order to check Quality of Mid Day Meal served. Girls’ students were found active in learning and sharing their problems with their friends within their groups, helping each other and suggesting the ill effects of early marriages. Schools are now well

equipped with basic equipment of science laboratories, collection of library books, beautification of classrooms, paintings on the walls etc and there was a sense of belongingness that evolved in the minds of learners and the community as a whole. Reading corners in every class was in place and students were found involved in reading newspapers, magazines etc.

To uplift the schools from rural areas and bringing them at par with schools of urban areas and to inspire the students, best school award has been given to three schools of the district for their all round achievements. In this context, two villages are adopted by the district authority as **DAAV** (District Administration Adopted Villages) where the schools that fall under that administrative village are routinely monitored.

All these initiatives helped in addressing the issue of drop outs, students' performance has been improving and the quality of education has been greatly enhanced.

Improving School Effectiveness

K. Shankar

Mandal Education Officer

Farooqnagar Mandal, Mahbubnagar District, Telangana

Areas of Innovation:

- ➔ Improving infrastructure through community mobilization
- ➔ Improving quality of education in government schools through capacity building of teachers
- ➔ Increasing participation of students and upholding their interest in government schools.

Summary of the Innovation:

Lack of teachers, irregularities and indiscipline among teachers, trust deficit between community and schools, low attendance of students, and poor infrastructure are some of the problems which affected most of the government schools in the mandal/block. Several efforts were made to solve these problems with the help of community participation.

At the outset, the School Management Committee extended its support by indentifying and appointing the Vidya Volunteers (contract teachers) who were posted in schools where teacher shortage was an endemic problem. Apart from shortage of teachers, the infrastructure in many schools in the mandal was dilapidating. To improve this situation, several steps were undertaken. To start with, toilets were constructed in all the schools with the support of TSSSA (RVM), RWS and Community. The mandal has been declared as 100% Toilet Constructed Mandal. Out of the 98 schools in the mandal, compound walls have been constructed in 58 schools with support from the gram panchayat and World Vision India.

The officer also played a key role in conducting a programme “Kaun Banega Vijeta”, wherein students of class V from primary schools participate in the competition. A written test is conducted for the students and those who qualify are eligible to play the game. In the next stage, *Fastest First Question* is played and the



students who give first fastest answers are eligible to sit on the *Hot Seat*. In the hot seat round, ten questions are asked and based on the correct answers, students are awarded cash prizes (Maximum Rs 1000). This competition has been well received by the parents and the teacher community.

In the year 2011, twelve (12) government schools, which were on the verge of closure, were renovated with the proactive involvement of the officer. He also tried to reinstate the faith of parents and children on government schools by motivating them. Several training programmes, were also conducted for the professional development of the teachers.

Due to his tireless efforts, he was awarded the State Level, “The Best Mandal Educational Officer” by Hon’ble Minister of State on the occasion of National Education Day on 11th November, 2011.



Infrastructure Development through Collaboration with Corporate Agencies

T. Aswatha Reddy

Deputy Director of Public Instruction

Chikkaballapur District, Karnataka

Areas of Innovation:

- ➔ Procure land for construction of girl's hostel under the RMSA scheme
- ➔ Toilet complex for boys and girls at government high schools
- ➔ Swachh Vidyalaya Abhiyan
- ➔ Promoting use of ICT in schools

Summary of the Innovation:

The goal of the innovations carried out in the Chikkaballapur district aimed at infrastructure development in the government primary and high schools through collaboration and support from the corporate agencies. These partnering agencies under their corporate social responsibility norms have considered the following initiatives and provided full financial support for developing better education facilities in the district:

Procure Land for Construction of Girl's Hostel under the RMSA Scheme

With the help of the Vidurashwatha Cultural and Educational Society, land was acquired by the department for the construction of girls' hostel through donation. The target group of girls were either the out of school students, dropouts or children belonging to the below poverty line families. They were provided education through the KGBV schools, and thereby, shared the hostel facilities with the KGBV children. However, there was a severe space crunch being faced which was affecting the education of the girls. With the provision of new hostel facilities, the girls were getting better environment and infrastructure support, as a result of which, the learning quality has gradually improved. Apart from the land, financial resources were allocated under the RMSA grant for construction of hostels.

Toilet Complex for Boys and Girls at Government High Schools

Supported by Bharat Electronics Limited, this programme was launched during the year 2015-16 through which 725 students of the Government High School of Chikkaballapur taluk benefited. The

government schools had poor sanitation facilities which needed immediate intervention and change. Therefore, under the *Swachh Vidyalaya Abhiyan* the sanitation drive could be realised through corporate partnership.

Building a Bright Future Together

This initiative was also supported by Bharat Electronics Limited in the academic year 2015-16. It involved building of digital library, providing furniture for the library, renovation of classrooms, providing solar lights, and painting of school building. The beneficiaries were the students of the Government Higher Primary School – Kandavara, where a majority of the students belonged to economically backward communities. Due to this programme, the infrastructure support has substantially improved at the targeted school. Focus shall now be on enrolment, retention and improving the quality of learning at the school.

Swachh Vidyalaya Abhiyan

Linking sanitation with healthy living and a life of dignity, this programme was launched for providing separate toilet blocks for boys and girls in the government schools. Improved sanitation and water facility implies that the schools will have better infrastructure support. The government schools often lack adequate sanitation facilities. Corporate support in this area has been of considerable importance in the Chikkaballapur district, as Antrix Corporation Limited provided complete financial support for this initiative. This programme was therefore carried out at 21 government primary and high schools.

Promoting Use of ICT in Schools

To improve the teaching-learning process and to provide technical support to teachers in aiding classroom transactions, this initiative was taken up in the year 2016. The partnering agencies in implementing this programme were ACC Cement limited along with the department. The focus was on 37 government primary and high schools in the mentioned district. A need assessment of all the schools helped identify the problems encountered by the schools, and thereby, the corporate body was approached for help and support. Physical resources in terms of computer desktops, LED projectors, and projector screens were acquired. As a result, ICT is now being used in classroom teaching, making the classroom transactions innovative and interesting for the students.

Therefore, corporate partnership has been very helpful for infrastructural development in the schools and improvement of schooling environment provided to the students. Many corporate industries have provisions to extend their assistance and services to the educational institutions under the CSR activities, which must be availed even for the future initiatives.

Improving School Effectiveness and Student Performance

Ashok Narayan Banjara

District Education Officer

Raipur/Durg District, Chhattisgarh

Areas of Innovation:

- ➔ Monitoring and supervision
- ➔ Mainstreaming special children
- ➔ Improving infrastructure
- ➔ Environmental awareness
- ➔ Cleanliness

Summary of the Innovation:

Durg district is known for industrial development and has ample opportunities for industrial progress due to its location in rich agro-climatic zone. However, the education scenario of the district is not very encouraging. The schools lack basic infrastructure and the quality of education remains very poor.

The innovative activities in Durg were mainly focused on improving schools and school facilities. The need was felt as it was found that the schools were having low attendance due to unhygienic surroundings, students and teachers were not interested and the overall school atmosphere was very demotivating. In this scenario, the main objectives were:

- Ensuring good attendance
- Creating better and effective learning environment



- Improving school hygiene
- Creating interesting learning environment
- Lessening the load of schoolbags

In order to ensure good attendance, daily telephonic monitoring of attendance was done. Awareness programmes were organized to motivate the pupil and the people of the area to keep their surroundings clean. Proper steps were taken to improve the hygiene of the students. Tree plantation drives were introduced to keep the surroundings green.

Schools were made as 'Smart Schools' to create better and effective learning environment in school. 'Student gatherings' were organized to identify and nurture the talent of students. Students with disabilities were also mainstreamed and they were encouraged to do their best. To motivate the students and to make studies more interesting, school libraries were updated with interesting books. Mini theatres were made inside schools to show moral stories, biographies, short stories, educational films etc to the students. Science museums were made in the schools to get the students acquainted with the process, procedures, equipment and animals.

Steps were taken to take care of the psychological needs of the students and to lessen the burden of the school bag. 'Vidyadan Yojana' was started as an alternative to the lack of teachers. With rigorous campaigning, public support and funding, lack of awareness among parents, students, and teachers were overcome.

All these initiatives helped in increasing students' attendance and teacher regularity. Students' performance also increased significantly in both primary as well as upper primary schools.

Jivant Paathshaala

Rajesh Yadav

Block Education Officer

Muhmadabad Block, Gazipur District, Uttar Pradesh

Areas of Innovation:

- ➔ Improving overall functioning of schools and ensuring their effectiveness
- ➔ Enhancing teaching-learning process

Summary of the Innovation:

In Ghazipur district of Uttar Pradesh, there was general apathy among teachers and students towards the government schools. Students were not taking interest in learning and were irregular to the school. Classroom transactions were not carried out effectively. There was lack of commitment among teachers towards their duties.

Against this backdrop, efforts were made to enhance the capacity of staff and functioning of the schools through the implementation of the *Jeevant Paathshaala*. The aim of the innovation was to make the school environment effective and competitive; holistic development of the child and to improve participation of the parents and community. Based on the frequent visits to the schools of the district, it was noted that change can be introduced by involving the field level functionaries to monitor the system; motivate the staff to bring change and providing resources for improvement.

As a first step, classrooms were transformed. They were made more vibrant with ample teaching aids. It aroused the interest for learning among students and enhanced effective teaching transactions in the classroom. Necessary guidance and advice were given to teachers for ensuring quality in teaching



and for development of children to be disciplined, creative, active, self –reliant and committed to the society.

Participatory environment through house competitions for the children has been another major step in the intervention. To keep up with the health of children, clean and green environment was developed. Classrooms were painted in green and yellow colors. All the initiatives not just improved the situations but brought out effective outcomes in the smooth functioning of the schools.

Furthermore, “*Jivant Pathshala Muhamadabad*”, a WhatsApp group was created to connect and circulate the video clips of the innovations done in the schools of the district with the teachers, panchayat of the block and other constituent members for further remedial work. All these initiatives improved the functioning of schools and increased the efficiency of the system.

Model Schools: Improving School Facilities and Efficiency

Ramesh Chandra Patel

Block Education Officer

Kaushambi, Uttar Pradesh

Areas of Innovation:

- ➔ Improve quality of education
- ➔ Improve teaching learning outcomes

Summary of the Innovation:

Lack of teachers, rampant irregularity and indiscipline among teachers, trust- deficit between community and schools, low attendance of students and poor infrastructure were some of the problems which afflicted most of the government schools in the Kaushambi area of Uttar Pradesh. Efforts were being made to solve these problems with the help of the community participation.

Initiatives were undertaken to develop certain schools as model schools and enhance the interest of students in science. This involved the selection of 2 primary and 1 pre-primary schools respectively for the remedial work and advancement. Efforts were made to ensure 100% presence of the students in the schools of the district. In conjunction with it, various programs were conducted by the development department to develop interest in Science and an attempt to increase knowledge of students was contrived.

As the school boundary walls were not constructed properly, there remained a threat to security of the children and school property. Subsequent attempts were made to correct the infrastructure. Along the line, the initiative aimed at instilling proper drinking water for the students; recruitment of the teachers as the model schools only had 11 teachers in total, whereas the need was of 20 teachers. As the major concern of the initiative taken was to develop interest among students for science, various





competitive programs and exhibitions were arranged to enhance their reasoning ability and advance their knowledge regarding the field. Attempts to allocate funds with the support of teachers and community for the repairing of building and furniture were planned. Respective modifications in the three schools inspired teachers and community to support the advancement of other schools in the district.

Educational Advancement through Progressive Activities

Ashok Kumar Yadav

Block Education Officer

Gauriganj block, Amethi District, Uttar Pradesh

Areas of Innovation:

- ➔ Improving overall functioning of schools
- ➔ Ensuring school effectiveness

Summary of the Innovation:

The ineffective functioning of the schools has been a persistent problem in the Gauriganj area of Uttar Pradesh. In some schools, teaching was neglected and learning levels of the students was disappointing. In order to improve the prevailing situation, meetings with the district officers and school teachers were arranged. The aim of the innovation was to develop green environment in the schools; construct English- medium model schools; to increase access and students' participation.

The course of action included community and industrial cooperation. WhatsApp group was created to deliver the information; Outstanding Teacher Award Scheme organized, Co-curricular activities were conducted to develop a sense of competition among teachers and students. English school teachers were awarded for their contribution in the school advancement. Scouting activities and creative initiatives were contrived.

Approximately, 80 to 85 percent of advancement was noticed, post implementation of the innovation. Students' attendance and teachers teaching skills improved to a considerable extent. School environment became child friendly and effective.



Improving Enrolment and Quality of Education: Role of Teachers and Community Participation

Deepak Kinayat

Deputy Director of Elementary Education

Kangra District, Himachal Pradesh

Areas of Innovation:

- ➔ Increasing the enrolment and quality of Government Primary Schools in the District
- ➔ Providing pre-primary Education in Government Schools
- ➔ Teaching- learning to be transacted in English medium in the Primary Section in Government Schools
- ➔ Infrastructure in Government Schools

Summary of the Innovation:

The decreasing enrolment in government schools was a reality in several parts of the country and Kangra district in Himachal Pradesh was no exception. On discussion with the BEEOs of the 19 blocks, 358 CHTs, the SMCs and parents of the primary school students, teachers at the primary level and the community, the reasons for such an alarming situation were identified as follows:

- There was a need for pre-primary section in government schools
- The parents are sending their wards to private schools as:
 - The private schools have a pre-primary wing,
 - The medium of instruction is English, unlike government schools.
 - They have better infrastructure and are IT enabled with better facilities.

Given this scenario, the major challenges encountered were largely in terms of motivating parents and teachers to shift their children back from private schools to government schools. However, the reason for the shift to the private schools has also been rightly identified which lead to the series of innovation undertaken. Another challenge was the geographical terrain and tropical position of the district. Apart from these challenges, disruptions in the functioning of the education department due to many non-academic activities hamper the effective achievement of targets.

A timely intervention was initiated by motivating the teachers, SMCs and community to shape model schools with better facilities and quality education. Pre-primary education was provided at government



schools for which Gurung Foundation partnered in decorating the whole school with colour animation. Frequent visits by the department were conducted to initiate teaching-learning in English medium. A base line survey was conducted, and thereby, targets were given to the teachers to improve the quality of education.

The initiatives were carried out in only 49 schools of the District over a period of one year from August, 2015 to September, 2016. The implementers and partnering agencies for the innovations involved the office of the Dy. Director of Elementary Education, Kangra District, and all the 19 BEEOs, District Welfare Department, voluntary organizations and the SMCs.

A mid-term analysis was conducted in August, 2016 and significant changes were observed in all the targeted 49 schools in terms of enrolment (lowering percentage decrease in enrolment in the government schools) and quality of education across grades.

Resource requirement and mobilization made for the implementation of the innovation were in terms of:

- **Physical Infrastructure:** Rooms needed for pre-primary section, benches, English text books and Anganwadies. The rooms, benches and text books were arranged for all the targeted schools, and, financial assistance was also provided. Anganwadies were transferred under the primary schools by the Welfare Department.
- **Human Resource:** Motivating teachers and empowering them with IT knowledge. Teacher training was the major focus during the period while interactions were conducted with the teachers, BEEOs and the 358 CHTs.
- **IT:** Innovation through smart classes and providing IT facilities to the primary students with the help of nearby GSSS/GMS. Therefore, all government schools were encouraged to give one period for IT education at the primary level.
- **Financial Resources:** Government aid was needed for benches and other infrastructure facilities in the schools. SMCs were also asked to share the responsibility for the innovations. SMCs are keen to start the Nursery wing in all the model schools.

Active community participation and proactive involvement of all the stakeholders contributed in introducing the above mentioned changes in government schools.

Vijayabheri Government Schools

D. Devananda Reddy

District Education Officer

Srikakulam District, Andhra Pradesh

Areas of Innovation:

- ➔ Improving teaching –learning in government schools
- ➔ Raising awareness about the quality of education in government schools
- ➔ Motivating the teachers and head teacher by recognising their teaching skills
- ➔ Mobilising the community

Summary of the Innovation:

Government Schools in Srikakulam district have been witnessing a decline in enrolment due to the presence of competing private educational institutions. The poor image of the government schools among the communities has resulted in huge migration of students from government to private schools. The major reason for this dwindling situation is the lack of awareness and publicity about the quality of education, educational facilities, teaching methods, schools performance and vision of the head masters of the government schools amongst the parents.

In order to address this issue, a campaign was launched that focussed on highlighting the various good aspects of the government schools in the district. The campaign also aimed at raising awareness about the quality education provided by the government schools as compared to the private schools. The higher level authorities of the schools also helped in this initiative of the DEO office.

The following initiatives were taken:

- Felicitation of the meritorious students of the government schools and their parents in a door to door campaign.
- A rally was organised to share the achievements of the teachers and head masters of the schools leading to a discussion amongst the community and the campaigners. This developed a sense of belongingness amongst the community members and parents for the government schools serving them.
- Special efforts to integrate students and parents belonging to lower income groups by raising awareness about the positives of the government schools, free education and other assistance so that they need not spend on private schools.



- Motivate the teachers, headmasters and students by recognising their efforts.
- Conveying the strong message of their achievements on par with the private and corporate educational institutions.
- Campaign and publicity of achievements of government schools were also highlighted by the newspaper coverage, contributing to the shifting image of government schools.

This annual programme was implemented at the school level from 2010 onwards. The programme is carried out from 15th May to 30th May right after the SSC examination results are declared, and gradually extended up to the Mandal and District levels in both rural and urban areas. Since such programme needs considerable authority and resource base, no private institution can undertake such initiatives; the department itself was solely responsible for implementation of the programme. The focus area was schools of Srikakulam district.

The strategies encouraged enthusiastic participation of the teachers and head teachers as well as inspired the students to perform better. The DEO office involved people representatives, villagers, teaching community, PTA, and took help of ex-students. For advertising and publicity, campaign chariots (*prachara ratnam*) and public address system was utilised helping the officials spread the message across a wide group of people.

The resource base required for the innovation was organised by the funding and efforts of the District Common Examination Board. They include vehicles, sign boards, pamphlets, public address system, badges, etc. as physical resources for campaign and publicity; teachers, head teachers, ex-students, education officers, etc. as human resources; IT support through educational technology and public address system; and financial resources.

These initiatives had significant impact on the prevailing scenario, while managing the programme with other educational activities of the district was a challenge. It has developed a faith in the government schooling system and a sense of ownership amongst people. Students are inspired to work harder and retain the achievement levels; and the enrolment in Government Primary and Secondary schools has increased considerably. Therefore, overall there has been a shift in the status of the government schools and such efforts must be sustained in schools across the state.

Schools for the Poor Be Like Convent Schools

Babita Singh

Block Education Officer

Asmoli, Sambhal District, Uttar Pradesh

Area of Innovation:

- ➔ Improving overall functioning of school with the support of teachers and community

Summary of the Innovation:

There has been a continuous increase in the enrolment of students in private schools due to several factors - better infrastructure, better teacher student ratio, clean and hygienic facilities, better environment for students with options of personality development and extracurricular activities. It was noted that in Asmoli, parents preferred to send their children to private schools than to enroll them in government schools. Thus, it was decided that the facilities in government schools should be at par with private schools so that the trend can be reversed.

It was conceived that the standard of the government schools in the district has to be raised in terms of excellence and in competition to the convent schools. Illegal possession on the school land was made by the Gramins of the Asmoli district. Schools were not clean and enrolment of students in schools was very less. Teaching was not effective and efficient. Convent schools of the district only attracted the rich and bright students through their physical structure and other child centric facilities.

To address this issue, help of Panchayat and other officers was taken to improve the condition of government schools in order to cater to the needs of the poor. The initiated innovation involved construction of proper hygienic toilets and play ground for the physical development of the children with the support of Development officer of the district, school teachers and community.



Timely monitoring and supervision was done in Kasturba Gandhi Residential Girls Schools to improvise the teaching learning environment in the classrooms and create healthy child friendly environment after proper evaluation of its effectiveness. Efforts to provide basic resources in the schools were also made. Teaching skills of the teachers was evaluated in order to enhance the teaching learning levels. Students and teachers were motivated and aspired through rewards for their work towards education and development of schools.





Accountability and Transparency in Governance

Why Not “TODAY”? An Innovative Administrative Initiative

Mahesh Kumar Prahladbhai Mehta

District Primary Education Officer

Ahmadabad, Gujarat

Areas of Innovation:

- ➔ Transparency in the process of administration
- ➔ Increasing accountability
- ➔ Speedy settlement of pending cases

Summary of the Innovation:

In Gujarat, Vidhyasahayaks (fixed pay teachers for five years) were appointed in primary schools of Ahmadabad district. After completion of five years of continuous service, the process of regular appointment of those teachers is considered. This process of regularizing these teachers used to take a long time. Because of the delay in the dispatch of full pay orders, arrears payments to them were delayed and many complaints used to come from the teachers' associations.

No systematic approach was in place for the distribution of full pay order. As a result, teaching work in the schools got affected. The pay and service conditions of teachers was required to be in place as per the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the district's schools. Thus, initiatives were taken to deliver the aims and claims of the above stated innovation.

The aim of the innovation was to give full pay orders on the same day of completion of five years of continuous service; increase enthusiasm among teachers; establish transparency in the process of administration; build team work and participatory approach; and reduce workload from 306 Vidhaysahayaks of the district. A campaign was started for collecting necessary information before completion of five year period of Vidhyasahayaks by District Primary Education Office, Ahmadabad.

As a plan of action, team was formed at district in which Primary Education Officer, two Primary Taluka Education Officers and computer experts were involved. A detailed programme was organized and district team visited all taluka places for authentication of documents by Vidhyasahayaks.

Information and Technology was used effectively for smooth functioning of the process and data accuracy. Camps were organized at block level for collection of information of National Pension Scheme (New), Transport allowance and “Sukanya Samrudhi Yojana”. Convergence was made with the postal department for the same. About 306 Vidhyasahayks received their full pay order after the completion of their Five years services. This increased the enthusiasm amongst the teachers and established transparency which reduced the burden from the administration and restored the reliability on the system.

Improving knowledge about Government Resolutions and Government Schemes

Meena Yadav Shendakar

District Education Officer

Zilla Parishad, Thane, Maharashtra

Areas of Innovation:

- ➔ Understanding of Government Resolutions
- ➔ Understanding responsibilities at each level of implementation
- ➔ Coordinate with stakeholders for implementation of government schemes

Summary of the Innovation:

In the routine day to day administrative duties, it was realized that the officials and different stakeholders in Thane district of Maharashtra had very limited idea about the various government circulars and schemes which hampered their implementation. Realizing this, it was thought that a pre-test would be conducted with various stakeholders of the education department to get an idea of their awareness levels regarding government orders and circulars. The tests revealed that the awareness and knowledge level of the stakeholders about government resolutions and schemes was even below 40 percent.

After understanding the ground reality, it was thought that making the stakeholders aware of the government orders should be the priority for effective functioning of the system. Thus, the work began in a phased manner viz: understanding the government resolutions at a personal level by going through each one of them; identifying new concepts and definitions from these resolutions and circulars; making short write-ups on the outcome expected of each circular. She then identified resource groups that could take the essence of these circulars to the grassroots level. This was followed by developing themes for conducting workshops and organizing resource persons, finalizing time table for workshops and preparing blueprints for implementation at each level. The workshops were organized with great rigor and a strong feedback mechanism was put in place. The beneficiaries for these workshops were the block education officers, cluster heads, head masters and teachers. The feedback was analyzed and remedial measures were taken up at each level. This improved the quality of subsequent workshops.

Interestingly, the post workshop tests conducted to determine the knowledge and awareness levels of the stakeholders revealed that the knowledge level has gone up to more than 90 percent. The outreach of the circulars has increased and they are even discussed and studied on social media platforms now. This activity proved to be a speedy way to reach the bottom levels of implementation.

Innovation and Development in Educational Management: A Holistic Approach

Nripen Das

District Elementary Education Officer

District Kamrup (Rural), Assam

Areas of Innovation:

- ➔ To bring transparency in pension procedure and provisional pension of retired teachers
- ➔ To acquaint the students with the teachings of Ananda Ram Baruah, the great scholar of Assam

Summary of the Innovation:

The innovations focus on three prime areas of concern for educational development in the Kamrup district. It was realised that in order to speed up all round development of Elementary Education and to ensure involvement of community members in school activities, new initiatives were needed. Improved participation level of the community, motivated teachers, smooth functioning of the education department and speedy disposal of pension grievances were, therefore, the specific objectives. It was also envisioned that all students must be taught about the great scholar of Assam, Ananda Ram Baruah, to encourage them to become disciplined and responsible individuals.

The larger goal was to shape all elementary schools in the district as Model Schools, for which the target group included all LP/ ME schools under the district; children from 6-14 years of age in elementary schools and 6- 18 years of age at composite schools along with parents and other community members; and, retired and retiring teachers of these schools.

The implementing partners for these innovations were Axom Sarbha Siksha Abhijan Mission (SSA), Kamrup district (rural). The community people recognised the issues and appreciated the efforts being made by the elementary education department. Following were the approaches adopted for the innovation:

District Elementary Education Development Committee

This initiative shared the vision of development of model schools by utilising the existing resources; encouraging greater engagement of SMC and guardians in school activities; construction of kitchen garden, flower garden to supplement for MDMs; create interest in students to read about great scholars of Assam.

Transparency in pension procedures and provisional pension

A programme has been initiated for quick disposal of pension cases and grievances of retired and retiring teachers, under which workshops were conducted periodically for teachers at the block and district level. Leaders of teacher association were also involved in the workshop to sort out the problems, planning for training of twenty teachers for preparing error free service books of teachers and periodical verification of service book at BEEO/ DI level.

Orientation of students by learning about great scholars

To encourage students to achieve great heights in life, special lecture and discussion sessions were organised in honour of Ananda Ram Baruah. The state felicitates brilliant students and is guiding the schools to provide orientation to the students through the teaching of the great scholar on a regular basis. Large portrait of the scholar has been installed in all elementary schools.

These initiatives were carried out with the help of the existing resources at the district level and block level and no additional resources were acquired in terms of physical infrastructure, human resource, IT or financial resources. The retired teachers, departmental officials, teachers and SSA functionaries came together for the implementation of the programme, leading to increased community participation and integration with the schools.

The monitoring team has evaluated the implementation of the programme during the period. Significant changes were observed due to the innovation in terms of enthusiastic participation by the teachers, guardians and wards, and improvement of quality and students' commitment. Schools near the model schools were also showing interest and adopting these initiatives. A system has been developed for efficient disposal of pension cases within specified time, which has enabled smooth functioning of the department.

Developing Effective Supervision and Monitoring Systems

Usha Rani Saini

Deputy Director Schools

District West (B), Delhi

Areas of Innovation:

- ➔ Effective supervision and monitoring system
- ➔ Better quality of education and learning achievements

Summary of the Innovation:

The education system, like all other systems, requires review and evaluation at regular intervals in order to achieve the desired goals of quality education and higher learning achievements for the students. In case of the government schools in the west district of Delhi, it was observed that there was a general indifference and de-motivation in the attitudes of the teachers and the head teachers, which was affecting the functioning as well as the teaching learning process in the schools. There was resistance to change the existing systems, and implementing innovative methods of pedagogy ultimately having an adverse affect on the overall school environment.

Therefore, it was decided that an effective monitoring and supervision drive of the schools be carried out with new zeal. This initiative were carried out at 40 government schools, 5 government aided schools and 121 private unaided schools. The beneficiaries were the head of the schools, the teachers, all the supporting academic staff, SMCs, students and the community at large. The zonal team as a whole collaborated to make this initiative a success; while no additional physical or financial resources were utilised, IT played an essential role in promoting communication and regular interaction between the school and the department.

In the initial stages of the implementation, some resistance and non-cooperation was encountered from the teachers and academic staff at the schools, however, with regular interactions with the schools and the community a significant change in the attitudes was observed. Regular visits and recording of inspections brought to light the difficulties faced by the teachers, and thereby necessary assistance and support was provided.

As a result, a positive environment to work more effectively and efficiently was initiated; quality of education and academic achievements in the zone improved; better infrastructure and inter-personal relationships; historic achievement in co-curricular activities; enhanced participation of parents as stakeholders and reduction in grievances at the zonal level. Thus, this initiative had considerable impact on the prevailing scenario.

Ensuring Effective Functioning and Delivery of Educational Services

N. Arulmurugan

Chief Educational Officer

Coimbatore District, Tamil Nadu

Areas of Innovation:

- ➔ Enhancement of enrolment of students in government schools.
- ➔ Adaptation of e-Governance based administration
- ➔ Effective utilization of welfare schemes through e-governance
- ➔ Monitoring of health and hygiene

Summary of the Innovation:

Government has implemented many welfare schemes and plans to uplift the quality of education in government schools. However, the conventional methods and approaches are not good enough to ensure the effectiveness of all the schemes and plans in educational administration. This innovation is based upon several procedures followed to ensure effective functioning of the education administration system and efficient delivery of educational services.

ICT in educational administration and management:

For effective supervision and monitoring, two websites www.pudhukaischools.com and www.kovaischools.net were launched with the help of RMSA contingency funds. These websites are used for all the work related to administration such as data collection, communication, monitoring attendance of students and teachers, observing indicators of enrollment, sharing of best practices, etc. For efficient use of the website, training programmes were conducted for all the school heads of the govt. /aided schools in the district. All computer teachers and instructors were involved in collecting and uploading the data. The office of DEEO was computerized and all the circulars and notices were shared online to bring transparency in the system.

Motivational programmes were conducted for staff of the district level administration offices to promote the use of e-governance. Workshops were conducted to develop basic computer skills among teachers.

Innovations in the field of improving access and participation of children in schools:

A short film named *Ithu Enga Pallikoodam* (This is our school) was conceived designed and executed



by the Chief Educational Officer, Pudukkottai. This film provides a good account of infrastructure, laboratories, libraries, sports activities, day to day activities like subject, various clubs, and yoga in the government schools. It also provides details about the classrooms, toilets and drinking water facilities with green and healthy environments along with the interviews of the topper students in state and district level about their achievements with their parents' descriptions about the best practices of the government schools. This film has raised the public image of government school leading to increase in enrolments.

Training programmes for the teachers:

A range of training programmes were conducted for the teachers throughout the year to motivate them and to enrich them in knowledge such as appreciation programmes for the teachers who have produced good results, motivation programmes for the teachers who are going to get retirement and for the teachers producing less results in examination. A content enrichment program was also conducted to enhance subject expertise of teachers.

Enrichment of the knowledge about eco system and environment among the students and teachers

Under this unique programme, all the eco club co-ordinators and national green corps teachers were being monitored through e-Governance, medicinal plant garden are organized at schools, rallies for rain water harvesting and eradication of plastics were conducted.

Monitoring the health and hygiene in schools:

To monitor the Health and Hygienic conditions of school children several efforts were taken, like monitoring the students who were taking leave due to fever. Data about students' health was communicated to Deputy Director of Health. Iron and folic acid supplements and worm eradicating tablets were effectively distributed to students. Special focus was given to training of teachers and students on creating Adolescent-Friendly school environment. Modern Toilets were constructed and training on washing hands properly is given to students.

Several other activities like sports meets, Science exhibitions, Co-operative shops at schools, Art and Craft, Children's Day, Yoga and competitions were organized to enhance the result and to ensure sport activities and personality development of children.

Ujjaval Sewa: Ensuring Transparency and Efficiency

Brijpal Singh Rathore

Deputy Education Officer

Roorkee, Haridwar, Uttarakhand

Areas of Innovation:

- ➔ Transparency in the administration
- ➔ Improvement in the overall functioning of the schools

Summary of the Innovation:

The schools of Roorkee came into view as ineffective due to delay in the completion of official work. The schools lacked transparency in the functioning of the system. Service books, CPSN, GPF books of the teachers were found to be incomplete. In order to improve the situation, several initiatives like Ujjaval Application, Sugam SMS Sewa and Ujjaval Magazine were launched to manage the administrative work, diminish corruption and to ensure transparency.

Meetings with the office staff and teachers were organized in order to bring sensitization among them regarding the need for the innovation. The main objective of the efforts was to ensure smooth, fast, transparent and corruption free running of the educational institutions with the help of teachers and students.

Delivering of information to schools was a challenge for the administration as not all the teachers in the school used smart phones. To do away with this challenge, “the pinnacle group INC” supported the idea of innovation and provide DYEORK- a messaging support system. With the use of this messaging system, information regarding school timings, holidays, curricular activities etc were delivered quickly. Mobile applications were launched with the purpose of fast completion of all office works and work related to sanctioning of different types of leaves (CL, EL, ML, CCL etc.)

Apart from these initiatives, the teachers in the district were awarded by the district office, which not only encouraged them to perform better, but also inspired others to do good work. It was found that the dedicated teachers did well in their profession, yet received no appreciation for the same. As a result, efforts to give appreciation to such teachers were made.

The efforts made to improve the working of the administration subsequently enhanced the functioning of schools. All these initiatives helped in increasing transparency, fast completion of office work, encouraged paperless work, and helped in creating a corruption free environment.



Improving Quality through Effective Supervision

Sharadwati Chowdhury

District Project Officer

Bardhaman, West Bengal

Areas of Innovation:

- ➔ Inspection and monitoring of schools
- ➔ Improving schooling processes in government schools at the elementary level

Summary of the Innovation:

In the district of Bardhaman, West Bengal, there were two central problems affecting the government schools. Firstly, lack of inspections in the government schools leading to poor quality of teaching learning processes, and secondly, high teacher absenteeism and their dwindling motivation levels, making the schooling processes ritualistic in nature. With hardly any checks in place, this has led to high student absenteeism and dropout. Further, the government educational programmes were also not effectively implemented and the funds allocated were mostly misused. The guardians and the community was losing hope in government schools. Since the number of schools was huge, the situation seemed beyond control and led to the gradual decline in the standard of education in the District.

The main aspects of school management that this initiative focussed were:

- Improving quality of education in Government schools
- Teacher motivation and management including deployment of teachers
- Effective supervision and monitoring system
- Transparency and accountability in educational administration
- Improving overall functioning of schools and ensuring their effectiveness
- Effective management of Mid Day Meal

Due to initiative for improving quality, effective supervision and monitoring of the teaching process in schools as well as efficient utilization of the funds devolved at the school level, along with a regular system of inspection. The respective findings from the field were reviewed in the 3rd week of



every month at the sub-divisional level and at the district level by a core committee chaired by the District Magistrate. The decisions taken and the recommendations made were then communicated and implemented at all levels. Simultaneously, actions were taken to reward the good performances and penalize the defaulters. This programme was implemented across all government schools in the Bardhaman district involving all levels of administration in education. About 14 lakh students of 5057 schools (4012 primary and 1045 upper primary schools) along with their parents and the community were to benefit from this initiative.

For implementation of this innovative approach, regular office infrastructure was utilised, and hence, no additional physical infrastructure was created. Circle level inspectors, district level inspectors, and administrators from the department were engaged for manpower support. IT support enabled uploading of reports on the district website. The financial resources were borne out of the management cost under Sarva Siksha Mission as the overall cost involvement was very less.



Since there are about 6000 schools in the district, effective monitoring was quite a challenge. The inspection drive has been carried out at 1750 schools till now; managing follow up for the same is also difficult due to the limited manpower support available at the disposal of the department and other procedures.

The innovations have brought about a significant and visible change in the educational approaches in Bardhaman district. The regular inspections of the schools with an objective outlook and the media support in raising awareness

about the alarming situation in the government schools has made teachers more alert to the needs of the students and proper functioning of the institution. Use of school library, hygienic meals, maintaining school decorum and discipline both by teachers and students, follow up and regular counselling for school improvement, and recognising the contributions of the teachers and circle inspectors has created a positive environment in the district for promotion of education. The efforts of the government schools and the educational department changed the perception of the community about their performance and functioning of the government school system.

Support of the local agencies has been vital for the success of the programme by enabling the administrators to learn about the ground realities. In several areas in the district, the guardians and the local people have also shared their suggestions and comments on how the functioning and performance of the educational institution can be improved further.



Improving Skills and Performance of Students

Today's Edustar

Harkhabhai Jesangbhai Nadoda

Education Inspector

Sami, Gujarat

Areas of Innovation:

- ➔ Improving the quality of education
- ➔ Overall development of the students

Summary of the Innovation:

“Today's Edustar” is one such initiative that aims at enhancing the capabilities and skills of students and prepares them for competitive exams; develops imagination power and reasoning ability among children and developing self confidence. This was implemented in sixty schools within the block.

Students in the Schools of Sami District were inactive and lacked knowledge about the competitive exams. Meeting these challenges called for new priorities in education in the district of Gujarat. An idea to adapt interactive style and education based on individual needs and abilities that would provide a completely new dimension of gaining knowledge and make learning a more convenient process was conceived. Giving students the freedom to learn, creating a new classroom atmosphere where thinking, questioning and imagining are encouraged and are not hampered was essential.

In this context, question banks were prepared to encourage students to work collaboratively and ask questions creatively about ideas and issues across a range of disciplines. Such an approach was required



for a solid academic foundation and for enhancing their intelligence and participation in competitive exams.

Different learning materials and various resources allowed students with various principal learning styles to understand information in the most effective way. Learning was fostered by multidimensional interactions between students and teachers. It helped students develop their analytical and critical reasoning skills with particular emphasis on exploring and evaluating competing claims and different perspectives. They also involved developing students' personal qualities, including a strong sense of responsibility in self and others. As creative thinkers, they now try to imagine and explore alternatives, think in a different manner.

“Today's Edustar” successfully promoted achievement; tackled barriers to inclusion; created a learning and teaching environment that was sensitive to individual needs; and instilled original and creative thinking.

Dnyajyoti Savitribai Phule Educational Merit Development Campaign

Jyotsna Shinde

Education Officer (Secondary)

Zilla Parishad Kolhapur, Maharashtra

Area of Innovation:

- ➔ Improving the performance of secondary students

Summary of the Innovation:

It was noticed that many number of students of ninth grade in government and aided schools could not qualify to the 10th grade due to very low performance levels. Those who failed in the ninth grade, especially girls, used to drop out. Girls used to get married once they dropped out of schools. In order to address this situation, special efforts were taken to improve the performance of the students of ninth grade.

A campaign was initiated and expert teachers were called to give special training to the teachers. Various instruments like LCD, projectors etc were made available. It also gave a boost to the *Beti Bachao Beti Padhao* campaign. Teachers started using the method of constructivism. As a result, about 1119 students got good results in National Merit cum Means examination. Drop out level of girls decreased and the percentage of students who failed in the ninth grade also reduced considerably.

Inter-School Competition on Co-Curricular Activities

K. Lalsiamliani

District Project Coordinator, SSA Mission

Champai District, Mizoram

Areas of Innovation:

- ➔ Increasing enrollment
- ➔ Improve overall functioning of teachers and students
- ➔ Encouraging active participation of students in co-scholastic activities
- ➔ Enhancing CCE oriented teaching practices

Summary of the Innovation:

The students and teachers of the schools in the district rarely had an opportunity to showcase their talents and abilities. Moreover, the enrollment in government schools was going down every year. In order to understand this situation better and find a solution to it, an organizing committee was formed with headmasters, teachers and other officials as its members. The committee drafted a report and recommended to organize different competitions across government elementary schools. The main factor that led to the present innovation was the decline in enrolment in Government elementary schools. The enrolment in Government elementary schools in Mizoram has been declining and it was thought that this innovation would help in increasing the enrolment as well as reinstating the faith in government schools. It was also intended to improve the overall functioning of teachers and students through their active participation in co-scholastic activities, which is equally important as the scholastic activities in CCE.

The activities that required the least amount of material resources were listed due to fund constraints. Funds were mobilized mainly for prizes, hiring of hall and sound system, hiring vehicles, cameraman and video coverage of all the competitions. The competitions were broadcasted in local cable TV. Both indoor and outdoor activities were



selected which were to be organized at the district headquarters. All students of elementary schools within the district were targeted.



A total of 11 competitions were organized such as recitation, group singing, quiz, comedian search, dance, spelling bee, Ketaminu race, crab race, arpa insula, zawng leihlawn, cultural dance- Cheraw and Chawnglaizan, volley ball and solo. A combination of group and individual competitions ensured a right balance of team work and individual confidence building

amongst the students. A total of 17 primary and middle schools participated from the district. The Deputy Commissioner of the district was invited for awarding the prizes.

This initiative gave the students as well as teachers a chance to showcase their talents and abilities. It also gave confidence to the parents that government schools can also perform equally well as private schools and encourage the diverse talents and abilities of the students. Since the events also gave opportunities to the teachers to participate in the activities, it also gave a signal to the parents and students that the teachers of government schools also possess different abilities and talents and are at par with other teachers. There has been tremendous improvement among the students in their performance in co-curricular activities. They became enthusiastic in learning and knowing more about the cultural practices and values. It also developed a competitive spirit among the students and motivated the teachers. The video coverage of the competition was broadcasted through local cable television and it helped in forming a positive public opinion regarding the quality of education and functioning of government schools. The innovation improved the efficiency of schools and helped in increasing the enrolment.



Disha Utsav - Career Guidance and Awareness Creation

Sukhvir Singh Bal

District Education Officer (SE)

Fazilka, Punjab

Areas of Innovation:

- Create awareness amongst students about different occupations and professions, especially students from the weaker sections of society.
- Resource mobilization and partnership with corporate sectors
- Increasing participation in higher education sector

Summary of the Innovation:

The Fazilka district of Punjab is an extremely backward district situated on the international border between India and Pakistan. The District Education Officer realized that merely improving the quality of education and awareness of students is not adequate unless they become aware about different career opportunities and are able to aspire for them. It was noticed that the students of government schools demonstrated low levels of confidence, hesitation, lack of awareness about career prospects and could not muster up the courage to enquire about various professions. The conditions of girl students were even more discouraging in this regard. A situation of helplessness and lack of awareness about the opportunities prevailed amongst those students who were passing out the 10th and 12th standards. Frustration and depression were a common sight due to the indecisive status of the students.

The officer has a rich teaching experience and knew that scattered information and guidance available in some magazines are not adequate to address the problems of the students. Hence, he decided to plan an organized mechanism for awareness generation and came up with the idea of *Disha Utsav*.





In this innovation, the following activities were done in a systemic manner: coding of different occupations, orientation of students through lectures in schools on different career opportunities, mail sent to all government schools for identifying students with different interest areas according to their choices. Schools collected data as per students' interest and sent it to tehsil level. Students were classified according to their skills and

abilities. Lecture sessions of prominent personalities from respective fields were arranged and students also visited several prominent institutions. *Disha utsav* was celebrated as a career fair where children got first hand opportunity to interact and learn from the various coaching academies, banks, institutions and the state social welfare departments. This helped in clearing the doubts of students regarding choice of subjects, fee structures, duration of coaching, duration of courses, information about educational loans, various government schemes available for students and different professions.

Resources persons from various reputed fields were asked to share their experiences in the *Disha Utsav* while ministers of state also participated in this event to further encourage the students. The process of awareness creation through *Disha Utsav* not only helped the students become more aware about the career options but its positive impact could also be judged by the fact that the innovation has been recognized and adapted with minor modifications at the state level by the Department of School Education, Punjab in the session 2016-17. With the guidance through this innovation, many students have been able to secure an admission in the institutions of their choice.

Standard Common Question at Complex Level to Enhance Quality in Learning

Tshering Eden

Joint Director

Tashiling, Secretariat, Sikkim

Areas of Innovation:

- ➔ Accountability of teachers.
- ➔ Transparency and fairness in the evaluation process.
- ➔ Discouraging prejudices and preferential treatment of students by teachers.

Summary of the Innovation:

In the conventional methods of examination and evaluation, many lapses were found especially with the framing of question paper without blue print and marking system. A huge variation was found in terms of number of question asked, marks allotted to them, defective question papers etc. Moreover, vital elements like understanding knowledge application and skill, which are indispensable for question paper framing, were found to be missing. During school visits, the above mentioned lapses were found and accordingly it was felt that new steps are to be taken to rectify the situation.

District officers were instructed by the joint director to convene coordination meetings at cluster and block levels. Complex organizers were invited in the meeting and they were informed about the main role that they have to play for the above new practice, which was to be implemented in their respective complexes (one complex comprises of 04-06 numbers of schools).



The innovation has brought significant changes in terms of teachers' involvement in terms of teaching learning process. They have become more concerned to help slow learners. This has enhanced learning levels among the children. The new innovation brought transparency and fairness in the evaluation systems, thereby making evaluation a true mechanism of giving feedback to improve learning levels. The innovation targets at framing standard common question paper at complex level involving all complex level teachers to facilitate evaluation as a credible feedback mechanism, to improve learning levels, especially of students from elementary to secondary level. In this system, though questions are prepared by the complex level teachers, evaluation of the papers is done by their own teachers in their respective schools. After the evaluation at the school level is completed, these papers are interchanged from one school to another.

Initially, all of them were reluctant and hesitant to take the initiative. Gradually, the initiative was accepted by all and started attaining popularity. This initiative provides teachers a platform and an opportunity to meet, share, discuss and deliberate on academic aspects of children which was found to be negligible in the earlier systems. The new system also enhances self esteem of the teachers by acknowledging the contribution made by them.

Increasing Participation and Academic Excellence

Sabbithi Narasimha Murthy

Mandal Education Officer

Iragavaram Mandal, West Godavari District, Andhra Pradesh

Areas of Innovation:

- ➔ Infrastructural support and development
- ➔ Personality development of students
- ➔ Digitisation of classrooms
- ➔ Community and civil society initiatives

Summary of the Innovation:

Guided by the Right to Education Act, the Mandal Education Officer aimed to look into the multiple challenges that affected the school system in the district. The economic conditions of the family and illiteracy were identified as the major delimiting factors for the students to join the schools. As a result, child labour was rampant. Low enrolment of girls, lack of hygiene, low awareness of parents about the government assistance and schemes, and lack of acceptability of new and innovative methods of learning and skill development by the parents were other problems encountered in the block.

Therefore, the need of the hour was to encourage and guide the children to step into the schooling system and provide them with opportunities for development. The department was determined to provide unstinted support to those who were discriminated on the grounds of socio-economic, cultural or gender attributes and empower them. Skill development and overall personality grooming was thus, one of the prime focuses of the new approach for educational development. Identifying institutional deficiencies, ground level interaction to deliberate administrative and structural modifications, and participation of parents, teachers and students was vital to bring about any change.

A new initiative was carried out at the schools of Iragavaram mandal of West Godavari District namely, Zilla Praja Parishad High School, Iragavaram, Zilla Praja Parishad



High School, East Vipparru and Primary Schools of Iragavaram and East Vipparru. The beneficiaries of the programme were children, both girls and boys from 5 to 14 years of age. The programme has been operational since the past 4 years and the central objectives were:

- Improvement in literacy rate;
- Skill development and all round personality development of the students;
- Promoting better communication skills;
- Integrating the vernacular and rural environment with the external world;
- Mobilising resources to promote the values of democratic development at the grassroots level;
- Reducing the dropout rates;
- Promoting ICT enabled environment in the schools.



Given the wide range of initiatives that needed to be undertaken for this programme, substantial resource base was required including physical infrastructure in the form of construction of classrooms in relation to PTR, boundary wall, kitchen and dining hall, provision of playgrounds, language and science labs, digitisation of classrooms, library, etc. Relevant human resources in the form of care takers, tutors, attendance monitors was arranged for, along with appointment of new teachers, computer instructors, technicians, fine arts and yoga teachers. IT facilities were organised for

digitisation of classes, free Wi-Fi connections, screens, computers, scanners, etc.

The financial support was acquired through donations and provisions of government funds, philanthropic support, collaborations with civil society organisations, and contributions from panchayat cess to ameliorate infrastructural facilities. The community has extended help and support in the form of stationery items, plates, glasses, uniforms, shoes, school bags for 25 schools, etc. Other initiatives of the community and civil society included orientation through local counsellors, provision of water system, nutritious food, routine health check-ups, etc.

The strategies that were adopted lead to significant impact on the current educational scenario both at the elementary and high school levels. While the enrolment levels have improved, separate scholastic programmes were taken up at the elementary level (SANKALP-recognition of meritorious students, 3 model schools with additional English medium instructions, application oriented teaching of mathematics, emphasis on cognitive development, Unique Avadhana Prakriya, merit scholarships, exhibitions, etc.) and also at the high school level (100% results, Pratibha Puraskar award for providing scholarships and incentive for academic excellence, assistance for access to elite institutions, night schools, monitoring of students, interaction with parents, *Vidya Racha Banda* for rural children).

All these initiatives were instrumental in increasing the participation and enhancing the quality of education.

Holistic Development of Students in Government Schools

Shashi Bala Saini

Deputy Director of Education

District North West (B), Delhi

Areas of Innovation:

- ➔ Better schooling facilities, technological support and better infrastructure
- ➔ Emphasis on curricular and co-curricular activities, and intra-school and inter-school competitions
- ➔ Increasing participation of parents as stakeholders

Summary of the Innovation:

The aim of this innovation was to promote a holistic development of the students in government schools. Given the fact that these schools cater to a diverse population, it becomes all the more a challenge to provide better facilities in terms of technology, infrastructure, development through curricular and co-curricular activities and promote interaction and exchange within as well as between school students through competitions.

It was observed that the government schools in North West Delhi were encountering several problems especially in respect of infra-structure support, low attendance, abysmal learning levels, student-teacher ratio, ICT integration and in handling of administrative challenges. The initiatives were focussed on the North West District of Delhi comprising of 39 government schools and 120 unaided private recognised schools.

In order to achieve the maximum output, the liaising and cooperation of teachers with community and stakeholders was stressed upon. This helped in improving their results through parental involvement, facilities required, and administrative support. Liaising with principals resulted in making plans, mobilizing the resources, organizing appropriate management procedures for various activities, facilitating arrangements for various services. Collaboration with



parents, community leaders and NGOs helped the zone to achieve new heights and set an example for others to follow.

The beneficiaries of these initiatives were the students from diverse backgrounds and with different abilities, stake holders, teachers, head teachers and community at large. Resources for the initiatives were arranged by the department since a considerable number of modifications in the existing scenario were needed.



Physical infrastructure creation, hiring of new teachers, assistant teachers and contract teachers, introducing ICT at school level and mandatory use of computers for teachers were carried out. Budget was sanctioned for construction of three schools in the areas where there was no government school for the children.

Special emphasis has been laid on implementation of various welfare schemes which improved the attendance and regularity of students in school. Provisions were made for safe and secure environment for the students, conducive learning environment and improvement in quality of teaching and better learning achievements. Students were felicitated for their achievements which helped in building confidence in children. Further necessary infrastructure support was created for the students.

Sincere efforts in meeting parents have brought in results. A successful attempt has been made in providing an Open Platform to students and parents in the form of Mega PTMs. This enabled the teachers to focus on the students individually so that specific improvement plans can be made in consultation with their parents. The participation of parents who attended the two PTMs has been between 80 – 85%. Collaboration with subject experts has been undertaken and workshops were organised for teachers which has helped them improve their teaching methods and the quality of teaching.

The administrative mechanism was reviewed and measures taken to ensure disposal of the cases of RTIs, first appeals, CIC, DCPCR, NCPCR, SC/ST Commission, PGC, PGNS, CPGRAM, removing the paucity of the ministerial staff, maintaining the official documents systematically and thus, bringing back the glory of the zone.

MISSION 95+

G. S. Shashidhara

Block Education Officer

Puttur Taluk, Dakshina Kannada, Karnataka

Areas of Innovation:

- ➔ Achieving higher learning achievements through MISSION 95+
- ➔ Strengthening the latent skills of the students
- ➔ Providing guidance of varied career opportunities to the students through Taste-Career Guidance

Summary of the Innovation:

Prior to launching this programme, the district SSLC results were not that satisfactory and it leads to a series of unfortunate incidents including student failure resulting in student suicide. On reviewing the situation, the shocking realities of the challenges of the students from the disadvantaged sections came into light. Moreover, in the year 2014 there were large percentage of students who failed to qualify the SSLC exams. This called for immediate intervention and remedy.

Therefore, a new programme 'Mission 95+' was launched in the district. The aim of this innovation was to instil self-confidence coupled with simple learning skills among the students appearing for the SSLC examination, especially the slow learners, the potential dropouts, students from the marginalised sections of the society, those scoring below 35% marks, and those facing socio- cultural hindrances. This intervention was initiated to support and enable them to pass the SSLC examination and develop productive skills in the areas of their interest.

This initiative was a collective movement of the public and private bodies, parents, teachers and students. It was implemented in Puttur Block of Dakshina Kannada District covering all the 73 high schools in 2014, increasing to 77 high schools in 2015-16, and 78 high schools in 2016-17. The implementing agency was the Department of Public Instruction, Puttur Block and the beneficiaries were the students of all the targeted high schools. Teams of skilled and experienced teachers were constituted, 4 from each subject; modules of simplified learning skills called 'Dari Deepa' compiled; model papers circulated amongst students, and students were trained in simplified learning and scoring techniques. Strategies employed to achieve the larger goals of this initiative were:

- Periodic Evaluation and Assessment of each child followed by meeting with parents

- Mission 95+ Subject Expert Helpline formed to assist in students' learning problems
- Circulate monthly learning materials amongst students
- Adoption of slow learners by teachers
- Special classes and night schools were conducted for slow learners and the needy
- Experts of specific subjects engaged in schools without adequate staff
- Art teachers engaged to train the students in drawing maps and diagrams
- Students' Phone-in programme and wake-up calls for targeted students, and Mane Mana Bheti (door to door visit) measures launched
- Religious leaders involved to motivate and convince parents and students

The financial resource base for these initiatives were arranged through donations and sponsors from several NGOs; all costs excepting printing and publication of learning materials was borne by the teachers, even for the night schools; and departmental officials and retired teachers also assisted as human resources. Technical support in terms of communication and interaction was also utilised.

The resultant impact of these engaging initiatives has shown a positive change however, such goals cannot be achieved in one leap and will be a gradual progression. The SSLC examination pass percentage has considerably improved with an increase in the achievement levels as well. The state rank has also moved from 156th to 73rd position. The Mission 95+ has helped in increasing the quality of service delivery in education and has motivated the students to attain higher levels of learning achievements.

The future course of these initiatives has already been set forth and is having a wide outreach across districts. The local governance bodies are also inspired by the development and are looking forward to support these strategies for all schools. This innovation has given rise to a new spirit among the taluks and districts which will provide the necessary support to the teachers and head teachers to carry out such strategic movements in the future for betterment of the education system.

Improving Student Performance Through Training and Guidance

J. Nambidurai

Assistant Elementary Educational Officer

Udangudi Block, Thoothukudi District, Tamilnadu

Areas of Innovation

- ➔ Reducing drop-out
- ➔ Increasing participation and performance in NMMS examination
- ➔ Education of children from Economically Weaker Section
- ➔ Training of teachers and students

Summary of the Innovation:

National Means Cum Merit Scholarship (NMMS) aims to reduce drop-out rates from class ninth to twelfth by providing support to students from economically weaker sections. However, the success of the scheme depends upon the participation and performance of students in the examination. The majority of the students (95%) in Udangudi Block come from below poverty line families.

The innovation aimed at providing a better service to the students so that they can understand the importance of education and qualify the National Means Cum Merit Scholarship to meet their educational needs. The scheme was launched in 2008 and only one or two students used to qualify the National Means Cum Merit Scholarship every year. There was no awareness about the Scheme among the students and the teachers. The teachers did not know how to prepare the class VIII students for the examination.



The first step was to develop awareness among teachers and their training to develop study material and sample papers for students. The headmasters of all government and aided schools were asked to fill form for all the deserving students. The objectives of the scheme were made clear to teachers so as to achieve maximum benefit out of the scheme. With the help of motivated teachers and own expertise, study material was developed and sample papers for the students. Teachers were given training on how to conduct and evaluate model NMMS examination. The higher officers, school principals and teachers' helped in arrangement of infrastructure and resources for about 300 students of class VIII who were expected to participate.

The students from 20 schools (5 Panchayat Union School, 1 Government school and 14 Government aided schools) participated in the scheme. The training started in the month of September and ended when the exam was finished. The higher officers gave the permission to conduct the training programme for teachers and students. Three schools were chosen as training centres and students from nearby schools attended coaching there. One school 'RC Middle School' provided coaching to students on holidays. The major hurdle was arrangement of water, toilet facilities and food for students in schools. The principal and some teachers helped to arrange refreshments for students. The teachers also ranked students on the basis of performance in model examination and recommended for improvement of skills. More than 30 model examinations were conducted to enhance mental ability and scholastic achievement of the students.

Remarkable improvement in terms of participation and success rate in NMMS was achieved after the training programme. The participation of students increased from three schools to all the schools in the block. Along with the students from the same block, students from other blocks also attended training on holidays.

The coaching classes created awareness and interest among students for not only participating in NMMS examination but also increased their interest and understanding in Mathematics, Science and Social Sciences. The achievers were awarded prizes by District Education Officer and their names were advertised in newspapers and banners to motivate parents.

Improving the Standards of Education

A. Dason Ponraja

Assistant Elementary Education Officer

Thoothukudi District, Tamilnadu

Areas of Innovation:

- ➔ Improving the performance of children
- ➔ Motivation of teachers
- ➔ Community mobilization for resources

Summary of the Innovation:

During the routine inspection in schools, it was found that the standard of education was poor and students were unable to do even simple spellings. The teachers had indifferent attitude towards imparting quality education to students. There was strong teacher union in place due to which correction of their attitude or to motivate them for quality teaching was difficult. Under these circumstances, this innovation proved to be an appropriate solution of the problem.

To raise the standard of learning a number of unique competitions and tests were conducted on a regular basis. The innovation focused upon conduct of “talent tests” or “talent competitions” to motivate the students to improve their skills as well as to instill competitive spirit among the teachers to improve their teaching methods.

Quiz competitions were conducted on general awareness and subject knowledge that helped to develop in depth knowledge in students. Prizes were given to the winners to motivate others. To overcome indiscipline in schools, chess was introduced as an activity to develop interest of students. Later on, it was made compulsory in all the schools. For physical development of students, physical fitness tests were conducted. A large number of students participated in sports activities and won cash prizes that helped to motivate teacher and students to take interest in sports.

To reduce the boredom and to make students culturally rich, inter-school dance competitions were organized. Teachers were given training in educational psychology, communication skills and



English pronunciation and phonetics to enhance their teaching skills. To develop awareness among students about their environment and health, several camps were organized such as Save the Earth and Cancer Awareness Camp.



Recognition of work is the biggest motivation to work hard, hence due recognition was given to the teachers for their efforts. To inculcate scientific outlook, a two day science exhibition was organized. About 10,000 students participated in the event and thousands of visitors benefitted from the exhibition. Monetary help was given to the out of school children and drop-outs who left education to earn for their family.

These collected efforts helped in achievement of desired changes in the quality of education effectively.

Improving the Effectiveness of Schools

F.S. Velani

District Education Officer

Daman District, Daman and Diu

Area of Innovation

- ➔ Improving overall functioning of schools and ensuring their effectiveness

Summary of the Innovation

Since the schools of Daman district were lacking in providing effective atmosphere for learning, an attempt was made to improve the prevailing situation of the schools in the district through teacher training, stress management training programmes for teachers and Bharat Scout and Guide training program. Girl students and lady teachers were honored for their work under the mission of the *Beti Bachhao* and *Beti Padhao*. Improvements in the effective delivery of knowledge were contrived through the requirement of teachers who were proficient in the subjects taught in the classroom.

With the support and consent of the government and community, the course of action was taken forward which sprouted with changes in the teaching methodology, motivation level among students and teachers, drop-out rate of students, school infrastructure and transparency in the functioning of the school.



Focused Initiatives to Improve High School Certificate Examination Results

Pramod Kumar Panda

District Education Officer

Sambalpur District, Odisha

Areas of Innovation:

- ➔ Improvement of examination result
- ➔ Community mobilization
- ➔ Teacher motivation
- ➔ Supervision and monitoring
- ➔ Quality education

Summary of the Innovation:

High School Certificate Examination result is considered to be an important indicator to assess the performance of secondary schools. Sambalpur District performed average in the said examination during 2016. The district average was 70.06% as against the State average of 85.2% and only a meager percentage of students (15.96%) could achieve 60% and above. Performance of the district in the examination was found to be poor both in terms of quantity and quality. Therefore, the need for introducing innovative and focused initiatives in secondary schools of the district was felt with a view to improve High School Certificate Examination results.



The process of innovation started with the objectives like improving student attendance, solving their problems with personalized interaction, creating parental awareness, encouraging community participation, motivating teachers, strengthening monitoring and supervision, meaningful and productive use of all teaching-learning resources and preparing students for board exams to improve high school results.

Implementation of the innovation started from the month of June 2016. It is being implemented in all 212 Secondary Schools in the district. It has been planned for the academic year 2016-2017. In order to improve the result in the current year, it was planned to put focused initiatives in secondary schools in the district.

The process of conceiving the idea of innovation involved the following steps:

- Review meeting of Headmasters
- Review cum orientation of subject teachers
- Consultation with subject experts, BEOs, ABEOs and CRCCs
- Finalization of strategies to address the issues

After the last step of finalization of strategies, the innovation was planned out in the form of a roadmap. The roadmap broadly covered the following areas:

- Students' attendance
- Quality education
- Teachers' forum
- Demonstration classes
- Teachers' performance/ personality
- Monitoring, supervision and on-site support.

The plan of action prescribed in the roadmap was carried out in a time-bound systematic way covering the areas mentioned above. The detailed strategies and procedures were adapted specifically to each area. For improvement of students' attendance, an appeal letter was sent to parents to request them to send students regularly to school, headmasters and teachers have adopted the students reading in class 10th of their respective schools and were in regular contact with parents and the students were rewarded



for regular attendance. In order to improve quality of education, an entry level test of class 10 students was introduced for identification of low, average and high achievers and transaction of bridge courses and school based programs were introduced. Clarification of doubts and tutorial classes were held once in a month for each subject and emphasis was given on assignment of regular home work and its correction. Students were acquainted with techniques of answering questions along the line of Board Examination questions. Emphasis was given on developing speaking, reading and writing skills among students.

Due to the concerted efforts, the impact of the initiatives was very explicit. The students' absenteeism has been reduced considerably. The secondary schools become vibrant and started discharging their responsibilities effectively. Students were supported through multifaceted initiatives such as rewards and reorganization, clearance of doubts, regular and continuous practice of Board question papers, conduct of remedial classes whenever necessary. A lasting bond between the school and the community was established. Peer learning was encouraged in classes as weak students were more comfortable to share their doubts with their friends. Notable improvement was found in their speaking, writing and reading capabilities. Apart from these, the parents and teachers were motivated to own the focused initiatives. Monitoring of schools was more systematic and effective. The on-site support provided by the monitoring personnel helped improving the learning environment in the schools.

All the stake holders worked hard towards achieving the desired objectives. Although much of the work has been done, the aim is to further improve the efficiency of the system and work is in progress towards this direction.

Improving Participation and Performance of the Students

Barun Das

Deputy Director of School Education

Dharamnagar, North Tripura

Areas of Innovation:

- ➔ Improving participation and access of children
- ➔ Improving performance of students

Summary of the Innovation:

It came into view that a large number of children dropped out of elementary school due to non-availability of required infrastructure. Negligence among the guardians of the children about the value of education was another factor for the increasing dropout rate from the schools in Dharamnagar District of Tripura. Simultaneously, their financial condition further added to the existing problem. Average percentage of the students passing the Secondary Public Examination was very disappointing.

To acquire quality assurance and solution about the prevailing situation, household surveys were done. Co-operation and support was pursued from PRI members, SMC members, Zilla Sabhadhipati, MLAs, and guardians. During the survey, substantial numbers of drop out children were identified. In conjunction with this, selection of children for the admission in RSTCs was made on the basis of family background, area of habitation and age of the children. Arrangements for providing nutritional support, uniform, curricular activities, games and regular medical check-ups including lodging facility were contrived in the centers.

A special bridge course together with special coaching classes by the tutors/ education volunteers was also administered to enroll children in age appropriate classes. Girl children were introduced to tailoring trade, making of soft toys and works on bamboo and cane in different schools. In addition to these, cluster level literary fest for creating interest in Math and Science for students at elementary stage was organized in 24 centers where more than 3000





students participated. The target schools were those schools where the average improvement of the children at secondary level was below the average of whole district and state.

The teachers of the schools were assigned upon a group of children to monitor their learning outcome through weekly or monthly tests. For mobilization and regular monitoring, officers from the district made visits

to the schools. Expenditures and financial support was mitigated from innovative activities component of SSA.

Post implementation of the innovation, great change was seen in the situation. The education activists, teachers, PRIs took initiative to bring the drop out children in the mainstream education. An increase by 10-15% in the passing of Board Exam by the students of the secondary stage came into view. As a result of the positive impact of the innovation, its adoption in all schools under North Tripura District has been planned.

Learning Enhancement Programme for Development of Reading, Writing and Arithmetic Skills among the Tribal Students

Amulya Kumar Reang

District Education Officer

Hezamara RD block, Tripura

Areas of Innovation:

- ➔ Improve quality of education
- ➔ Inclusive education

Summary of the Innovation:

It was experienced that almost 85% tribal students reading in class VI under Hezamara Block lacked the skills in Reading, Writing and Arithmetic. As RD Block is one of the remotest blocks under West Tripura District, the schools of the area come under the direct control of Tripura Tribal Areas Autonomous District Council. The teachers at the primary level were using Kokborok language as a medium of classroom transactions. After completing the primary classes, the students had to switch to Bengali medium schools in class VI. Consequently, it was seen that the children were not able to cope up in Bengali Medium schools. As a result, student remained absent from the school. Due to this, almost 85% tribal students of VI class lacked the skills for reading and writing. Moreover, result of Public Exam in both Secondary and Senior Secondary was disappointing.

With a view to overcome the existing problem and to enhance their learning level, it was thought that initiatives should be introduced to improve quality of teaching in class VI; imparting joyful



quality education to all ST students; developing Reading, Writing and Arithmetic skills up to a desired Level; providing better learning of English, Bengali and Mathematics; ensuring 100% attendance of students and teachers; and to conduct regular assessment for the students, job training and knowledge empowerment to the teachers.

The course of action included identification of 38 schools and 477 students reading in class VI, together with the 2 day workshop covering overall HMs of 38 schools along with one teacher teaching at reading, writing and arithmetic in creative ways at elementary level.

The implementations of these initiatives led to a change in the levels of learning among students. They read fluently, write with proper punctuation, and solve questions of multiplication and division. Relationship between school authority and SMC members developed. Due to regular inspection by different inspecting officers, attendance of teachers and students increased and all the schools run regularly.

“Competition”

Tauseef Ahmad

Block Education Officer

Hasanpur, Amroha District, Uttar Pradesh

Areas of Innovation:

- ➔ Developing competitive spirit among teachers and students
- ➔ Improving participation and access

Summary of the Innovation:

In order to motivate and generate a sense of competitiveness among the teachers and students, it was decided to plan a competitive examination between Parishad and recognized schools in Amroha district of Uttar Pradesh. While interacting with parents and other community members, it was realized that there is lot of apathy among them towards the parishad schools. They perceived the difference in the facilities provided in the schools to the students. Community felt that the parishad schools lack in good education. Majority preferred enrolling their children in the recognized schools.

In order to address this issue, a competitive analysis was done at two levels – School Level and Block/ Panchayat level. Examinations were held among the students of the parishad and recognized schools. The objective of the innovation was to develop the competitive attitude among the students and teachers; improve the teaching aptitude and acquaint teachers with the levels of the parishad schools. Every month, school students were selected to appear for the exam. Question banks were prepared to evaluate the aptitude and critical thinking of the students.

Out of the 231, 228 students who appeared for the first block level exam, only 13% of the parishad school students were able to clear the examination successfully. The percentage of passing students from the parishad schools augmented to 54% in the subsequent examinations. Students securing the top position were honoured and awarded.

Development of competitive spirit among teachers and students was important outcome. Examinations proved to be a milestone for educational quality in the block Hasanpur as it developed a competitive spirit among the students and teachers. With help of these examinations, the quality of education increased in Parishidiya schools. Parents developed a positive outlook towards the parishidiya schools which enhanced the enrollment of students.

Improving the Effectiveness of Schools through Language Learning

Kirtibhai Jayantilal Patel

BRC Coordinator

Ta-Olpad, Surat Gujarat

Areas of Innovation:

- ➔ Improving skills of children in English language
- ➔ Bringing the children of migrant labourers within the fold of education
- ➔ Improving the overall functioning of schools

Summary of the Innovation:

Language plays a crucial role in student learning, and when the language used at home is different from that in school, students may experience difficulties in constructing meanings of the words used in school. Students either resort to rote learning or try to derive meaning of the words from other sources, which may at times lead to incorrect or insufficient information. As a result, when the information is mostly attained through rote learning, knowledge construction takes a backseat.

Aforementioned issue came into view in the schools of Ta Olpad block of Surat district, Gujarat. State government has made English education compulsory from class 5. Students face difficulties in the subject. Keeping this in mind and to give exposure to English language from the very first year of school, Block Resource Center has published a Teacher Edition book for the students of std. 1 to 4 to make the English education, activity-centric and joyful. From this book, students get information about the pet animals, wild animals, birds, fruits, vegetables and different actions of the body parts from the pictures of their surrounding environment. With pictorial representations and simplicity



in language, students not only excelled in mother tongue but also in English language.

One acute problem within the sub district of Olpad is that the labourers of the sugar factory, salt pans in the sea coast areas and the labourers of bricks-kiln live a transitory life and remain at one place only for a short period. Children of such migrants are deprived of education. To address this issue, mobile schools were started and students were given migration card so that even if they are migrating, they can enroll in a mobile school close to their place of stay. Toys, Slates, Pencils, Pens for the students are provided by the sugar factory cooperative committees, owners of bricks kilns and salt-pan owners.



Apart from this, it was also noticed that students from class 6 to 8 find it difficult to answer the optional questions of different subjects like Maths, Science, Social-Science and all the three languages. In order to find a solution to this problem, quiz competitions were organized. The competitions are organized at the cluster level and then the two best students of cluster level are selected and send to the block level.

Further initiatives were taken up for effective ways of functioning of schools like “School Profile” format; ICT in classroom transaction; Compiled syllabus of Std. 1 to 4 in one teacher edition book. Efforts were made to raise the self confidence of teachers and students by giving them feedback and getting their work published in the newspapers. All the activities at the school level, C.R.C. level and the Block level were disseminated to the society through the medium of newspapers.

Nurturing the Language Skills through Elocutions

Pratapbhai Premajibhai Gediya

Assistant Education Inspector

Ahmedabad, Gujarat

Area of Innovation:

- ➔ Improving access and participation of children
- ➔ Improving quality of education

Summary of the Innovation:

A crucial aim in the early years of education is the development of basic literacy skills: reading, writing and arithmetic. Essentially, the skills of reading and writing come down to the ability to associate the sounds of a language with the letters or symbols used in the written form. These skills build on the foundational and interactional skills of speaking and listening. When learners speak or understand the language used to instruct them, they develop reading and writing skills faster and in a more meaningful way. Introducing reading and writing to learners in a language they speak and understand leads to great excitement when they discover that they can make sense of written texts.

In the schools of Ahmedabad district of Gujarat, students were passive participants as no elocution was conducted in Hindi, Sanskrit and English apart from Gujarati. As a result, on completing the process of formal education, they were more apt in successfully reproducing the information they learned in the course of their schooling. However, they didn't learn to implement the acquired knowledge in practice and use that knowledge as a basis for creating new ideas autonomously. The knowledge, students acquired in the course of their education process, turned out to be not really applicable or be rather inadequate to meet the modern requirements.

In order to gain grounds in these specific areas, an initiative for Elocution competition in Hindi, Sanskrit and English language was started. The innovation aimed at strengthening the communication skills of students and teachers; activating the language corner to enhance vocabulary; developing the writing and performing skills in various language subjects and developing research based activities. It was implemented in the upper primary schools of the block. The competitions were conducted in school buildings and wide circulation was given through social media.

The innovative initiative was supported by the District Primary Education Office, District Panchayat and lecturers from different Universities of Education. Soft skill development programmes were organized in which, annual plans for language activities, list of language books and websites were contrived by the development group.

With this initiative, the confidence levels of students were raised and they started giving speech in public programs like *Praveshotsav*. As a result, many schools got inspired to initiate this innovation and started developing the annual planner for the activities of language skills.





**Improving Access and Participation of
Students**

Bhantar Na Bheru (Study Buddy)

Arvinbhai S. Patel

Director of Primary Education

Gandhinagar, Gujarat

Areas of Innovation:

- ➔ Improving access and participation of children from weaker families
- ➔ Improving learning level of children
- ➔ Community mobilization and support

Summary of the Innovation:

Children from economically weaker families face many barriers to access formal education. Some are explicit – like not having a school to go to – while others are more subtle, like the exigency to earn livelihood to support their families. Poor parents in Gandhinagar district of Gujarat were not able to provide education to their children due to their financial instability.

Against this backdrop, the idea of the innovation ‘Study Buddy’ emerged that considered community participation as the most important aspect for the overall development and participation of children in schools. It aimed at developing interest for education among the students and community, thereby making them more competent. Majority of children understood the importance of education and were aware that it is the only way to get rid of poverty. However, due to lack of money, parents were not able to send their children to school for education. As a result, the innovative work involved parents and friends to enhance students learning in a friendly environment.



Plan of action included meetings with all education department and CRCs and BRC coordinators. The meetings were followed by evaluation of schools at different stages. Students' learning was initiated through group activities with parents, community members and friends.

Through the implementation of this innovation, following results were achieved:

- More positive attitude of the community towards the schools
- Higher achievement and better attendance
- Higher graduation rates and enrollment rates in post-secondary education
- Greater teaching effectiveness
- Higher expectations of students
- Increased ability to understand family views and cultures,
- Greater appreciation of parent volunteers, and,
- Improved morale.

‘Divyang’ Learners’’: A New Horizon of Learning Opportunities for Differently Abled Children

Mukeshbhai Sharma

BRC Coordinator

Vadodara, Gujarat

Areas of Innovation:

- Increasing access to education of disabled children
- Improving quality of education for disabled children

Summary of the Innovation:

There could be a number of barriers adversely impacting the access and participation of children in schools. Some of the barriers include- physical, systemic, financial, or attitudinal. Such barriers become even more explicit for students with disabilities. In case of one of the talukas of Vadodara proper facilities and opportunities were not available for the differently abled learners. They were seen as dependent beings who were often relegated from the regular activities in the schools due to their inability to perform.

Obtaining appropriate equipment as needed for individual students, from hearing and vision aids, electronically adapted mobility devices, to walking frames for students, is a continuing barrier to providing equal access to education. Hence, the innovation aimed at encouraging the differently abled children in formal education and enhances their implied skill known as “Divyang”. This innovation spreads awareness regarding government schemes and assistance, recognition of the disabilities and cure, provide information to parents for the education of disable learners, and create a friendly atmosphere for their advancement.

As a part of the innovation, following activities were taken up:

- Prepared case studies of the differently abled children
- Initiated camps of IED at block level to obtain data from teachers
- Arranged parent teacher meetings
- Provided information brochures and free medical check- ups
- Provided supportive equipments to the differently abled learners

- Planned theatre, visual arts, sports and music activities for the constructive development of differently abled learners

For the reinforcement of all the activities, different softwares and equipments were developed:

- Speech to text software
- Handwriting recognition software
- Image recognition software
- Prosthetics

Due to the procurement of the required equipments and other supportive activities, the participation of the differently abled children has not only increased, but their interest levels also enhanced significantly.

Vishakha Girls – Fighting Against Child Abuse

Saroj Adhar Jagtap

Block Education Officer

Taluka- Niphad, District- Nashik, Maharashtra

Areas of Innovation:

- ➔ Preventing child abuse
- ➔ Enhance the confidence of girls to deal with difficult situations in case of problems
- ➔ Train mothers to counsel daughters
- ➔ Raising awareness about violence against girls

Summary of the Innovation:

The incidents of violence against girls are increasing every day at an alarming rate. Violence against girls can be physical and mental abuse, neglect or negligent treatment, exploitation and sexual abuse. This kind of violence may take place at home, schools, orphanages, residential care facilities, on the streets etc. Such violence can affect the normal development of a girl child and impairs their mental, physical and social well being.

It was realized that the growing concern in society regarding violation of women's safety and violence against them could be best addressed if girls are trained at a very tender age in the schools itself. Drawing inspiration from the Vishakha Committee, which was established by government in the famous Vishakha judgment, the idea of introducing the project Vishakha girls was conceived. A committee was formed in every secondary and higher secondary school of Niphad Taluka consisting of the headmaster, a senior lady teacher, health counsellor, legal advisor, security advisor, social worker and girl student representative per class was formed. A central committee at the block level was also formed to observe the performance of the schools at the school level. Guidelines were provided and required trainings were given to



make the headmasters, staffs, other beneficiaries, parents and members of the committee aware of the issues and problems that girls face on a daily basis. Groups were made social media like WhatsApp where time to time instructions and guidelines were provided to the committee members.

Awareness amongst the girls was raised by informing them about the laws, providing counseling, making them feel confident to share their concerns and problems with members of the committee. Counseling was also given to the mothers about the benefits of being friendly and giving time and care to their teenage daughters.

The project had a very good impact upon the girls as well as the other stakeholders. The girls became more aware of the laws, policies, and received psychological support. Girls started sharing their problems with the committee members and they demonstrate a renewed confidence in themselves. Their participation in school activities increased and parents showed positive responses while sending their daughters for schools' co-curricular activities.

Improving Access and Participation through RTE

Ravi Kumar Konda

Mandal Education Officer

Vijayawada Mandal, Krishna District, Andhra Pradesh

Areas of Innovation:

- ➔ Implementation of Right to Education Act
- ➔ Encouraging community participation and involvement in school development
- ➔ Tracking out of school children
- ➔ Promoting Education of the girl child

Summary of the Innovation:

The education system in the Krishna district is affected by the local situation of the children in the district, especially when one focuses on the out-of-school children. Some of the children are given as bonded-child labour to merchants and hardware shop owners. These children get trapped and are engaged in labour for years due to which they never get the opportunity to experience the schooling environment. Therefore, it was envisioned to make it a mission to bring all children to schools and launched an initiative. This programme was started in the Vijayawada Urban Mandal of the Krishna District comprising 292 schools. The following aspects were emphasised under this initiative:

Implementation of RTE

The determination of the innovator to provide wider access to schooling for children in the Vijayawada Mandal is based on the promotion and realisation of the Right to Education Act in the district. At the field level, the goal of RTE or for that matter any of the government educational initiatives cannot



be realised without the support and collaboration of the community and particularly, the parents. Therefore, this initiative involved the local communities, interaction and rapport building with the parents, SMCs, philanthropists, NGOs, public representatives and other education department officials.

This intervention has had a positive impact, especially in terms of increasing interaction between the school, the parents and the

departmental support system. It also engaged Anganwadi workers, literacy organisers to help achieve 100% enrolment and retention at the elementary level, teacher-student-parent participation for implementing MDM scheme, organising educational tours, conducting cultural programmes etc.

Involvement of Community for School Development

Another important aspect for the success of the RTE is mobilising the community, especially at the local level, and encourage them to participate in the school development programme. Community plays a very important role in governance at the school level. Since they are the direct beneficiaries and stakeholders of the education system in their context, they are very helpful in providing assistance and support in improving infrastructure through donations. This approach has had an impact on the schooling environment.



Tracking Out-of-School Children

To bring back the out of school children, the objective of universal enrolment was realised with the support of the parents, teachers and head masters. Encouragement and support from corporations played a crucial role in breaking the socio- cultural barriers towards availing educational services provided by the government. Moreover, realising the need to free the children from bonded labour, the support of the police and other higher authorities was instrumental in negotiating and bringing these children back to school.

Promoting Education of the Girl Child

One of the main factors for the success of these initiatives has been the community support. Through awareness meetings with parents and door to door programmes and SMC meetings, people were encouraged to enrol the girls in the schools. Thereby, 100% enrolment for girls has been achieved.

The joint efforts of the past 10 years have resulted in a marked place in the reduction of out-of-school children. The teacher unions have become more cooperative towards the efforts and the student grievance redressal mechanism by way of post box has indirectly regulated the teacher attendance in the schools. Substantial support was received through resource mobilisation from NGOs and civil society for maintenance of school premises. As a result, a positive wave of change has been influencing the other neighbouring mandals to tackle similar educational issues.

Increasing Participation of First Generation Learners of Tea Gardens

Krishna Kumar Tanti

Deputy Inspector of Schools

Sivasagar, Assam

Areas of Innovation:

- ➔ Education of first generation learners from tea and ex-tea families
- ➔ Raising awareness and motivation of parents for education development

Summary of the Innovation:

This initiative was focussed largely on people inhabiting in the tea and non- tea estate areas of Tinsukia, Dibrugarh and Sivasagar districts, the three major tea producing districts of Assam. After reviewing the educational scenario of the district, it was found that the educational institutions in these districts and came across the fact that not many people were keen on sending their children to school, mostly those of first generation learners. Poverty, illiteracy and alcoholism were the major crisis encountered by the people in these areas. As a result, the parents do not hesitate to send their children to brick fields, tea factory or as child care taker so that there can be more earning in the family.

This situation has led to gross violation of the right of children to access free and compulsory education under the Right to Education Act, 2009. Children are often deprived of education and schooling despite

government assistance and support. The main reason identified was unawareness and demotivation of the parents of these children.

The innovations were carried out at Khorahat and Athabari clusters under the Demow Block as majority of the populations inhabiting these clusters are tea and ex-tea people. The partners in this initiative were the DIET faculty, Chabua; CRCCs of the two clusters; teachers, other education officials. Therefore, no



additional resources- financial, IT, etc. has been utilised for this innovation apart from the existing ones.

It was a true challenge to convince the parents that education can provide alternative avenues and help them fight against the present menace. To some extent, the labour plantation has to be changed in the tea gardens. Also, it was observed that the prevailing system of schooling was just sufficient to develop human resources for providing physical labour and not mental labour. In the schools managed by the tea gardens, there were frequent changes in the teachers which disrupted the teaching- learning process.



The programme started with a parent meeting after school hour, however not much participation could be achieved due to unawareness. Further, interactions took place on the present educational policies, Right to Education Act, 2009; MDM, free uniform and textbook, chief minister's special scholarships, power of the SMCs, retention and enrolment scenario, etc. among the stake holders, GP President, village headman, ward members and the guardians.

The cooperation and support of the agencies and implementing partners has lead to an increasing motivation of the parents. Pupil attendance increased from 30-37% to 57-63%. These have further encouragement to continue the programme of monitoring and conducting regular meetings with the parents/ guardians. Teachers have been motivated to provide special guidance to these students as their duty. This enabled in creating a positive educational atmosphere in these areas.

Given the present situation, there are possibilities of the programme to achieve its target of zero illiteracy in the future.

Improving Access and Participation at Elementary Level

P. Ghandhimathi

District Elementary Educational Officer

Coimbatore District, Tamilnadu

Areas of Innovation:

- Increasing admissions at elementary level
- Improving educational achievement of students
- Improving infrastructure in schools
- Increasing success in competitive exams after Higher Secondary level
- Utilizing corporate participation (CSR) in education

Summary of the Innovation:

Effective teaching-learning practices are required right from the elementary level so that understanding of basic concepts is developed among the children. This will develop their ability to apply the knowledge in the secondary and higher secondary level. These abilities developed at elementary level increases the competitiveness of children from Government schools and help them achieve better results in competitive exams. The innovation activity revolves around this central concern. The programme was implemented in all primary and middle schools of Coimbatore District with following objective:

- To improve quality of education at primary level to bring them at par with private schools
- To perk up the competitiveness of children graduating from government schools and achieve better results in competitive exams
- To develop best teaching practices at elementary level

The ideas were implemented through the block wise AEOs and the outcomes were made to be reported to DEEO office at regular intervals. Constant monitoring and supervision was done to bring desired changes. Team visits by other Block AEEOs were also conducted to monitor the improvement of the students to ascertain the improvement. Efforts were made to bring uniformity in teaching and evaluation. Instead of teaching a new class every year, teachers were instructed to continue with the same set of students/class right from 1st class to 5th class so that they would have continuous monitoring of their performance. This step helped the teachers to devise effective and customized improvement techniques as needed by each student. Uniform question paper for all blocks was set to bring uniformity in periodical assessment and answer sheets were shuffled between the blocks for evaluation.



Teachers were given training in yoga for recreation and in communication skills to improve English teaching, computer skills to use ICT effectively in classroom. They were also trained in water management. Academic support and resource mobilization was extended by many corporates for the development of basic infrastructure, toilets, compound and ground repairing, setting up of libraries, computer skills development and provision of dustbins. Specialized ICT training was given to teachers and students and SMART classes were opened in three schools. Sports activities, yoga and physical training were arranged for special children. Students in tribal areas were given special training in Arithmetic, Linguistic and communication skills. Maths lab was opened in one of the school to enhance mathematical skills of students.

As a result of this innovation, the number of English medium schools increased from 248 in 2014-15 to 645 in 2016. Door to door admission drives lead to increased admissions. Average achievement percentage of students has improved from 79.21% in 2013 to 85.88% in 2015 as per SLAS report. The SSA - SLAS – District rank improved to 8th place during 2015-16 from 18th place in 2013-14. Thus, there were many positive changes within the schools and these changes received wide appreciation from the community members.

Bringing Children of Snake Charmers to Schools

Hemant Upadhyay

District Education Officer

Bilaspur District, Chhattisgarh

Areas of Innovation:

- ➔ Mainstreaming out of school children
- ➔ Creating Education Awareness

Summary of the Innovation:

In Awaspara area of Kargikala village of Bilaspur District, there are about 70-80 families of the snake charmers who are illiterate and totally cut off from the modern amenities. These people are socially and economically backward and depend on the age old practice of snake charming for their livelihood. Their day to day activities are limited to their habitation and nearby areas. Children are married off at an early age of 11-12 due to which they are deprived of formal education.

Fulfilling the objectives of Sarva Shiksha Abhiyaan and bringing these out of school children of snake charmers to school was a major challenge. In order to address this challenge, initiative was taken to bring these children to SRTC (Special Residential Training Centers) by motivating the parents as well as children. The target group was 6-14 years old out of school children.

Initial challenge was that of communication as these children were neither familiar with Hindi nor very fluent in Chhattisgarh dialect. Another challenge was to motivate the parents about the benefits of education. Their habitations were deprived of basic facilities like drinking water and toilets and as a result, children were living in very unhygienic conditions.

To accomplish the aim of bringing the children of snake charmers to formal schools, educational awareness was created among parents of the students of this community. Out of school children were identified with the help of community members and education officers of the area. Arrangement of resources was made for efficient functioning of special residential training centers.

As a result of this initiative, the children not only got enrolled in special residential training centres, but could talk in fluent Hindi; where earlier the language was the main barrier. Apart from this, there is a visible change in their hygiene levels. For keeping track of their educational development, every child has a portfolio where they keep their drawing and other educational materials. Every child's development can be assessed through the portfolio.

Establishing Seasonal Hostels for Migrant Children for Retention and Reducing Drop Out

Susanta Kumar Chopdar, OES I(Jr)

Additional District Education Officer cum District Project Coordinator, RTE/SSA

Bargarh District, Odisha

Areas of Innovation:

- ➔ Improving retention
- ➔ Checking drop out
- ➔ Community participation
- ➔ Building infrastructure and support

Summary of the Innovation:

Bargarh district witnesses a high rate of migration due to number of factors like no work from MNREGA, widespread poverty, frequent natural disaster, inadequate wage employment days, low wage rate etc. It is seasonal in nature for a period of 6-7 months, which often starts after the local festival of *Nuakhai*.

Children of such migrant families often accompany their parents as there was no one to look after them back in the village, which resulted in the drop out from schools. The main objective of the innovation was to safe guard the education of children of such migrant families. In order to do this, OPEPA (Odisha



Primary Education Programme Authority) has opened seasonal hostels in these areas in an organized manner. This started from the month of November 2015 to April 2016 for a period of six months and later extended up to nine months. It started with the functioning of 26 seasonal hostels in all the four blocks of Padmapur sub-division of Bargarh district. These seasonal hostels were opened for retention, reducing drop out and for giving a disciplined life style with mutual respect and cooperation.

In the beginning, parents were in doubt regarding care and nourishment of their children in seasonal hostels. There were also hindrances created by the local touts. All such difficulties were solved by active participation of community.

To enhance the potentialities and to energize thousands of young minds in a child friendly atmosphere, a well-designed strategy and action plan was prepared keeping in view their primary requirements. *Sarva Siksha Abhiyaan*, OPEPA released funds @ Rs.10000/- per child for six months. These resources were utilized for 26 seasonal hostels operated in four blocks of Padmapur sub division of Bargarh district for six months. Following steps have been followed:-

- The SMC, teachers, CRCC, BRCC have been oriented at district level to prepare list of migrant children with the help of NGO's and PRI members of the concerned block/GP/hamlet. Identification of each out of school children/migrant children through house to house survey and child mapping was done. Awareness drive was made by sending Chariots with sound systems from village to village that furnished details about provisions, facilities of seasonal hostel etc. Rallies were also conducted and leaflets were circulated to give wide publicity.
- Selection of suitable sites for seasonal hostels was made by the concerned Block Education Officers.
- Maximum care was taken to accommodate maximum number of children of migrant families and it was as many as 1250 in 26 seasonal hostels within the budgetary provision.
- Top priority was given to the safety and security of all categories of children by providing both male and female care takers, cook and helpers as well.



- Capacity building of BEO, CRCC, BRCC, SMC, PRI members was made by NGO-“*Lok Drusti*”.
- Well-designed nutritious food menu was prepared and followed by all seasonal hostels.
- All children were covered with life insurance. Intensive care was taken to make the child free from trauma, frustration or any other behavioral disorder of the inmate.
- To make the hostels more child friendly, children were supplied with indoor and outdoor game materials. Mobile phone facility was also provisioned, so that they can communicate with their parents.
- In some hostels, televisions were installed. Students were also provided with free bed, bedding, mosquito net, pillow, blanket, reading - writing material and daily needs like soap, paste, tooth brush, comb, mirror, hair oil, detergent etc.
- Massive and extensive monitoring was done by District Collector, DPC, DEO, BDO, BEO, BRCC, CRCC, members of NGO and PRI members.
- A folder of child profile of each child was maintained, where basic information of the child with photo and monthly progress, medical check-up, height, growth, pedagogical inputs and achievement were recorded.

After the implementation of the innovation marked changes were observed in discipline, behavior and habits of the students. More and more migrant families were encouraged to keep their children in seasonal hostels.

Shaalaghar- Making Children Educated and Self-Reliant

Pushpa Rani Verma
District Education Officer
Haridwar District, Uttarakhand

Areas of Innovation

- ➔ Improving access and participation of girls in schools
- ➔ Empowering the girls

Summary of the Innovation:

In the past few decades, India has witnessed tremendous economic growth and technological progress. There has been significant improvement in the literacy rates as well, but it varies across region, class and gender. Particularly, girls and women continue to be discriminated against in accessing education and within education systems. Adolescent girls are more likely to drop-out of secondary school than boys, particularly in rural areas.

There are many reasons that prevent girls from going to school. Poverty, school-based violence, child marriage and discriminatory gender norms are some of the major obstacles to girls' education worldwide. School fees, the threat of violence on the way to and in school, and the perceived benefits of girls' domestic work also prevent girls to access formal education. To address this problem in Haridwar District of Uttarakhand, an innovation was initiated that aims to construct shelter homes for drop out, minority, and disabled girls. The shelter homes also covered prisoners' children who were earlier deprived of formal education.



The objectives of the innovation initiated was -

- 1. Economic development and prosperity:** Education will empower girls to come forward and contribute towards the development and prosperity.
- 2. Economic empowerment:** The fact that as long as girls remain backward and economically dependent on family, their vulnerability remains unchanged. Economic empowerment and

independence will only come through proper school education and professional training.

3. **Improved life:** Education helps a woman to live a good life. Her identity as an individual would never get lost. She can read and learn about her rights. Her rights would not get trodden down.
4. **Improved health:** Educated girls and women are aware of the importance of health and hygiene. Through health education, they are empowered to lead a healthy life-style. Educated mothers can take better care of both herself and her baby.
5. **Dignity and honor:** Educated women are now looked upon with dignity and honor. They become a source of inspiration for millions of young girls who make them their role-models.
6. **Justice:** Educated women are more informed of their rights for justice. It would eventually lead to decline in instances of violence and injustice against women such as dowry, forced-prostitution, child-marriage, female feticide, etc.
7. **Choice to choose a profession of her choice:** Educated women prove to be highly successful in the different professional fields. A girl-child should get equal opportunity for education, so that she can plan to become a successful doctor, engineer, nurse, air-hostess, cook, or choose a profession of her choice.
8. **Alleviate poverty:** Women education is a pre-requisite to alleviate poverty. Women need to take equal burden of the massive task of eliminating poverty. This would demand massive contribution from educated women.



With the support and consent of the district officers and administrative staff, Shelter Homes for the drop outs, minority, disabled girls and boys were connected to the nearby schools through which educational assistance was received. Community and girls were counseled about the importance of education. Free professional training was given to the girls in the field of designing, painting, stitching etc. In order to improve the learning levels, Capsule course in Hindi, English, and Mathematics were provided. Mobile shelters were operated to improve the accessibility. Trained teachers voluntarily contributed to the shelter homes.

The need to have more shelter homes in other districts was also felt as there cannot be many social and economic changes unless girls and women are given their rights for education.

The overarching aim of this innovation was to encourage girls' education, reduce gender bias, child marriage and bonded labour and making girls self-reliant and confident through formal education and training in income generating activities. These objectives have been achieved to a major extent and there are plans to open more *Shaalaghars* in near future.

Educational Access and Equity for Girls: A Collaboration between the Government and Civil Society

Achintya Kumar Hajra

District Project Officer

North 24 Parganas District, West Bengal

Areas of Innovation:

- ➔ Ensuring access and promoting equity for adolescent girls
- ➔ Collaboration between government departments and civil society.

Summary of the Innovation:

The imbalances in the society in general, and the gendered pattern of atrocities, in particular, came to the fore through interactions between the district project officer and the community in the focus area. Alarming revelations were made regarding trafficking of young girls, early marriages, their diminishing health status, superstitions and taboos surrounding puberty hindering their regularity and access to education etc. This compelled the authorities to identify the reasons and to regulate the situation in the district. It was observed that severe gaps in the awareness level of the girls, parents, and the community about the government initiatives like *Rashtriya Bal Swasthya Karyakram*, and their rights, along with the taboos mounted the social evils. These factors gave rise to the idea of initiating a programme to encourage and empower the girls and the community with the help of the schools and various government programmes.

Given the sensitivity of the issue, an innovative methodology was adopted to implement the programme through group discussions, interviews, imparting relevant training and developing IEC. The targeted beneficiaries were disadvantaged girl students of classes VI to VIII residing in the remote blocks and border areas, and near the Sunderban region. The programme was implemented in 44 high schools having a majority of SC, ST and minority category girl students. Several government department initiatives were collaborated for the same like the Health Department report, Child Line and Social Welfare Department on early marriage and trafficking, meeting for ‘Atrocities against SC, ST’, meeting on Social Welfare matters; District Vigilance and Monitoring Committee meeting, both District Collector cum Project Director of SSM and District Project Office, etc.

The focus of this initiative was on improving access and promoting equity for girls through a multi-dimensional approach. The main objectives of the innovation were:

- To mobilize the resources from and converge with different relevant government departments, corporate, PSUs and NGOs to promote equity for the adolescent girls of disadvantaged groups.

- To educate the girls about their rights.
- To empower and equip the girls to fight against social evil like early marriage, trafficking, superstitions and taboo.
- Better implementation of School Health Programme specially WIFS.

The necessary resource base for the implementation of the programme included, physical infrastructure for arranging discussion and training sessions (training hall, seating arrangement, drinking water, toilets, etc.), manpower for different activities from relevant departments (for monitoring and coordination, health care professionals, counsellors and NGO support, scheme related agencies, support staff), technical support for interaction and training sessions, and financial support for transport, refreshment, prize, projector and other technical equipments, preparation of IEC materials, etc. Funds were also mobilised through selected schools, NGOs, district project office (SSM), health department, etc.



This initiative is designed on the needs based approach of the district authority, and therefore, it was suggested that with the emerging scenario and developments necessary changes may be made to the current approach. While collaboration between the various department and agencies was difficult, the reports of the health department and the general temperament of the girls and the community suggest that the initiative was indeed a timely intervention.

As a result, a notable change in the attitude of the girls has been observed. The girls are now empowered to understand and fight against social evils. Increasing teacher support to the girls will have a far reaching impact on the community as well in the coming times. The attendance levels of these girls have improved. Moreover, the report of the health department suggests the positive status of health of the adolescent girls, and decrease in the number of girls suffering anaemia. This demonstrates that health and education are complementary factors for overall development and well being of the children. Community mobilisation has led to an increasing awareness among the local people.

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