

Compendium of Innovations and Good Practices in Educational Administration

2017-18



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

(Deemed to be University)

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

Compendium of Innovations and Good Practices in Educational Administration 2017-18

Compiled and Edited by
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This volume comprises of a Compendium of Innovations and Good Practices in Educational Administration based on write-ups received from District and Block level Education Officers shortlisted for Awards or Certificate of Appreciation for Innovations in Educational Administration, 2017-18

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Foreword

The scheme of National Awards for Innovations in Educational Administration is one of the important initiatives of NIEPA to reach out to the grassroot educational functionaries. The scheme of National Awards for Innovation in Educational Administration has been launched for the District and Block Level Education Officers with the objective of recognizing the contributions of the field level educational administration in improving the functioning of public system of education and ensuring efficient delivery of educational services. National Awards for Innovation in Educational Administration are given to selected District and Block Level Education Officers in a special awards presentation function coinciding with a two day *National Conference on Innovations in Educational Administration*.

Since its launch in 2014, 173 (one hundred and seventy three) cases of innovations and good practices have been shared during three rounds of conferences and awards functions organised by NIEPA. Participants of the conferences during the last three years included about 400 District and Block Level Education Officers from different states and UTs besides a good number of resource persons and education experts. On all the three occasions the Honourable Minister for Human Resource Development, Govt. of India, graced the occasion and distributed the awards to selected officers.

Like previous years, a large number of nominations have been received from School Education departments of various state/ UT governments for the consideration of awards for the year 2017-18. After a careful scrutiny and multi-stage screening by expert committees 51 cases of innovation and good practices have been shortlisted for awards or Certificate of Appreciation. All the shortlisted candidates have been invited to participate and present their cases of innovations and good practices in the National Conference on Innovations in Educational Administration being organised by NIEPA on 03-04 January 2019. 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 are 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 A.K. Sharma, Professor H. Ramchandran, Professor G. Mohan, Professor C.B. Sharma, Professor S.K. Yadav and Professor Harjeet Kaur Bhatia. I also sincerely thank the faculty members of NIEPA who have contributed in their own respects at various stages of identification of innovations and good practices in educational administration.

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

01 January, 2019

N.V. Varghese
Vice-Chancellor
NIEPA, 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 different states and UTs. The write-ups on the cases of innovations and good practices included in the volume reflect the central thrust of innovative initiatives covering wide range of areas of educational administration. The most important and common denominator of all the cases included in the volumes is a concern for improving the functioning of public system of education both in terms of its efficiency and outcomes. The government school system in India during the past few decades has experienced paradoxical developments. The government school system has expanded phenomenally in size and proportion also leading to expansion in access and participation. But quality of education in government schools 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 functioning of the education system at grassroots level and quality education in government schools which can result in affirming the faith of parents and different stakeholders in the government school system. The cases of innovations and good practices aim at addressing this concern in variety of ways touching upon different areas of educational administration and schooling process in government schools. Some of the areas of innovative initiatives include improving teaching- learning process and quality of education in government schools; improving schools and school facilities; improving access and participation, especially of the children subjected to disadvantaged situation; bringing transparency and accountability in the system of educational administration etc. Towards this end variety of strategies are being adopted by district and block level education officers. Some of them include the use of ICT to the extent of digital class room, use of facebook and whatsApp; mobilisation of physical, human and financial resources; community mobilisation and support; skill building, especially language skills. Since performance of students in public examination is one of the key indicators of performance of schools and

measure evaluating quality of teaching-learning in schools in the perception of parents and community at large, variety of initiatives are taken by the district and block level education officers, besides the initiatives by their respective states. This initiative has been reported large in numbers during the past four years of documenting the cases of innovations and good practices.

On behalf of NIEPA and its Department of Educational Administration, and also on my own behalf, I express my sincere gratitude to all who have been guiding force in conceiving and shaping the idea of initiating the Scheme of National Awards for Innovations in Educational Administration for District and Block Level Education Officers. Since its inception, Vice-Chancellors of the institution have been very forthcoming in extending their patronage and support in implementing the programme during their respective tenure. The Advisory Committee of the Programme has been adding value with their insightful comments, suggestions and advice in making the programme more relevant and meaningful. We are grateful all the members of the Advisory and Expert Committee- Shri J. Veeraraghvan, former Education Secretary, Govt. of India, Professor Kuldeep Mathur, former Director, NIEPA, Professor A.K. Sharma, former Director, NCERT, Professor R. Govinda, former Vice-Chancellor, NUEPA, Professor H. Ramachandran, former Director General of the Institute of Applied Manpower Research, Professor C.B. Sharma, Chairman, NIOS; for their valuable inputs.

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

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

I am also thankful to all the members of Screening and Evaluation Committee who accepted our request and meticulously evaluated all the applications. Their valuable inputs have helped us in identifying the cases of innovations and good practices in educational administration. Most of the cases of innovations have been validated by our colleagues namely Prof. A.C. Mehta, Dr. Sunita Chugh, Dr. V.P.S. Raju, Dr. N.K. Mohanthy, Mr. A.N. Reddy, Dr. S.K. Malik, Dr. Savita Kaushal, Dr. Mona Sedwal. Their support in taking informed decision about the cases is thankfully acknowledged.

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. Dr. Vineeta Sirohi and Dr. Manju Narula of the Department have been forthcoming with

their input and support in organising the conference on Innovations and Good Practices in Educational Administration

Our colleague, Dr. V. Sucharita has been associated with the programme as coordinator. I would like to place on record her contribution in implementing the scheme as well as in the preparation of initial draft of the Compendium of Innovations and Good Practices in Educational Administration. Research Scholars of the institute always come forward to extend their support in organising mega event like the National Conference on Innovations in Educational Administration and Awards Function. Mr. Anuradha Bose has been acting as a nodal point of coordination with the research scholars. I am thankful to her and all our research scholars for their support.

Support of our Project Staff at different stages of implementation of the programme is thankfully acknowledged. Ms. Anjali Saxena, Ms Megha Chabra, Ms Tarandeep Kaur, Ms Priyanka Rajoria, Ms Pooja Rana, Mr. Prince Verma extended valuable support in various ways. Dr. Dipti Sharma Senior Consultant also helped in coordinating with the states. I am also thankful to Shushwi Ke, Junior Project Consultant in the Department, for her support in proof reading and suggesting necessary correction in the draft of the Compendium. The support of NIEPA administration- Dr. Naresh Kumar, Administrative Officer (I/c), Mr. Rajeev Verma, Finance Officer, Mr. Chander Prakash, S.O. (Accounts), Mr. J. P. Dhama, S.O. (Training), Mr. Kamal Gupta, S.O. (GA); and entire team of Administration is thankfully acknowledged.

Last but not the least I thankfully acknowledge untiring efforts of Publication Unit, particularly Mr. Pramod Rawat (DPO), Mr. Amit Singhal (PA) and the team in bringing out this volume on time.

Kumar Suresh
Professor & Head
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Reinstating Faith in Government Schools

ENHANCING COMMUNITY PARTICIPATION TO ATTRACT STUDENTS TO GOVERNMENT SCHOOLS

Tirupathi Kishore Babu

Mandal Educational Officer

Martur Block, Prakasam District, Andhra Pradesh

Areas of Innovation

- **Community Participation in school activities**
- **Improvement in infrastructural facilities**

Summary of the Innovation

The innovation is all about bringing awareness among the parents and villagers in sending their children to government schools, and more particularly attaining cent percent enrolment of students in ZPHS, Bobbepalli. At the time of charge as Headmaster of ZPHS, Bobbepalli, the officer noticed that many parents were not interested in sending their children to government schools. The school management committee, parents, teacher associations were not functioning actively and participation of parents in academic activities was also very low. The challenge was to bring private school children back to the government school.

For the purpose of implementing innovation, the idea was to seek community participation in the activities of the school and also in providing minimum infrastructure and other facilities to make the class room a comfortable and attractive place to admit the children. Awareness among the community members, villagers and parents was created and the advantage of sending children in government schools was stressed. The idea of strengthening the school management committee with the help of teachers working in the school was conceived. The officer also took the help of young and educated members of the community who were interested in improving the quality of education in government schools



to make them more attractive. Voluntary contributions of about Rs 15,00,000 from parents, SMC members, student alumni and NRIs were received.

The officer then took up many initiatives to improve the facilities in schools like providing good laboratory, good play ground, good library, additional class rooms and toilets with running water facility and compound wall etc. Construction of a strong compound wall received wide appreciation. All this, in turn, resulted in increased enrolment.



The challenge was to attract private school children towards ZPHS Bobbepalli. After witnessing the developments in government schools, parents stopped sending their children to private schools. The villagers and parents unanimously decided to pass a resolution on sending their children only to government schools. Furthermore, academic standards were improved as 100% students passed the X class exam during this period. The idea of strengthening the committees could be achieved only through dedicated efforts of the officer and his staff members.

REOPENING OF CLOSED GOVERNMENT SCHOOLS AND PROVIDING QUALITY EDUCATION

Seetharampally Ravinder

Mandal Educational Officer

Hasanparthy Block, Warangal District, Telangana

Areas of Innovation

- Reinstating faith in government schools
- Improving quality of education in government schools

Summary of the Innovation

In the Academic Year 2015-16, the number of students enrolled in MPPS, Ganturpally and MPPS, Seethanagaram were only 8 and 6 respectively. The schools were about to be closed down. The teachers of the school were supposed to be deputed to other nearby schools. Nearly 40 to 50 children were going to the nearby private schools and were paying huge amount of school fees. The main occupation of the villagers was agriculture and majority of them were agricultural labourer. They earned little amount and it was very hard for them even to meet their daily expenditure. Yet they were willing to pay a big amount to the private schools just for the sake of getting their children educated in an English medium school.

In order to make primary education accessible to every child in the village as per the norms of the RTE Act -2009, the officer thought of re-opening the defunct schools in the village and to involve the community members in the functioning of the school management. It was also decided that English will be the medium of instruction in the schools to attract students and parents.

In a first step, the Mandal Educational Officer, Hasanparthy block convinced the teaching staff of both the schools (i.e., MPPS Seethanagaram and Ganturpally) and motivated them to reopen the schools with English as the medium of instruction. He also informed them that they should make a survey of the school going children and meet the local public



representatives and request them to extend their cooperation for the reopening of the schools. The officer personally requested the local public representatives, SMC, VEDC committees and solicited their involvement in the re-opening of the schools.

The teachers of both the schools undertook a survey of school going children in the summer holidays. They motivated the students, the villagers, the local public representatives and assured them that quality education will be provided and requested the villagers to send their children to the government schools. As a result of this, MPPS, Ganturpally has recorded an enrolment of 40 students in the Academic Year 2016-17 and MPPS, Seethanagaram has got 16 students for the Academic Year 2016 - 17. This was a major achievement and a source of inspiration to many of the schools in Hasanparthy educational block. So according to the wish of the teachers, students, parents and the villagers both the schools were reopened by introducing English as the medium of instruction to benefit the community as a whole.



In MPPS, Ganturpally a building for running the school was much needed. The villagers raised the issue with the administration as to how the classes would be conducted without any accommodation and how could they send their children to such schools. The villagers also requested the authorities to implement English as the medium of instruction and requested them not to depute any teacher from their school to other schools. The Mandal Educational Officer, Hasanparthy block assured them that their demands would be met with and the schools were successfully reopened.



The local Sarpanch provided space to the school in the Gram Panchayat building on a temporary basis. The teachers also took up the initiative for providing quality education to the children and they also engaged a person to assist them in bringing the children to the school. SMC and VEDC Committees were involved to increase the enrollment of children in the schools.

Apart from these, the officer was also involved in community mobilization for improvement of infrastructure. Teachers of the mandal were trained to make their teaching effective and as result, about 4000 students in the mandal were benefitted. An innovative teacher orientation programme 'Prerna' was conducted in 2016 to motivate the teachers. The use of ICT in teaching and learning as well as in administration was also undertaken by the officer in government schools.

In a nutshell, the officer was committed to provide quality education to all children in government schools, and in order to fulfill his vision, many initiatives were undertaken and are running successfully.



MODIFICATION OF BEHAVIOUR THROUGH EDUCATION

M. Thangavel

Assistant Elementary Educational Officer

Nallampalli Block, Dharmapuri District, Tamilnadu

Areas of Innovation

- **Motivating parents towards the benefit of education**
- **Opening of schools in the village**
- **Improving quality of education in government schools**

Summary of the Innovation

In Nallampalli block of Dharmapuri district, a village named Babinamarudhahalli Village is situated on the banks of the Nagavathi dam. Most of the male members of the villages died nearing the age of 40 due to severe alcohol consumption. The girl children were being married after attaining puberty irrespective of age. The villager had no awareness because of illiteracy and poverty. Most of the villagers were migrating to Kerala or Karnataka as wage labourers, vending greens, vending flowers or for doing mason work. There was no school in the village as natural barriers (forest) surrounding all four sides of the village was a barrier to education. There was no road facility. All of them were involved in wage labour. The village had no ground water facility. Between the dam and the village there is a big sized rock line in the bank, which caused severe water problem. Thus, drinking water was also very difficult to them.

In view of the above situation, the officer focused on the following:

- To end alcohol addiction through education
- To abort child marriage through education
- Improving education to develop the village

The officer approached the villagers and discussed the issues with them. He found that the parents were interested in their children



education. Thus, government school was started in the village with quality education. The villagers were educated through the youths and with the help of NGOs. The youths themselves took the decision of “Liquor free village” and the village has been continuing as “liquor free village” since August 2013.

The following strategies were adopted:

1. Conducted census of the village.
2. Found the status of each and every family.
3. Motivation on how they can get success through the education.
4. Assured that AEEO would be with them in all occasions.
5. Concentrating and guiding the teachers to give better education.
6. Concentrating on the health of the parents and children.



Stationary materials, retired educational experts, some audio and video cameras, computer, TV, DVD player, nearby volunteers were used in the initiative. When the need arose, AEEO approached and discussed with friends, who in turn, encouraged undertaking the noble initiative.

After implementation of innovation, the vision of “Liquor free village” became a reality. Now 100% children from the village are going to school. The people understood the life security by their liquor free life. The officer plans to initiate such activities in other villages as well.



CHANGING THE SCHOOL CLIMATE THROUGH TEACHER MOTIVATION AND COMMUNITY PARTICIPATION

Geetika Joshi

Deputy Education Officer

Tarikheth Block, Almora District, Uttarakhand

Areas of Innovation

- **Enhancing community participation**
- **Improving quality of education in government schools**
- **Enhancing motivation level of teachers**

Summary of the Innovation

Tarikheth Block is located in a hilly terrain and has peculiar challenges. Schools located in this area have the clientele that primarily depends on agriculture/local small scale works. Moreover, the schools are located in far away places, apparently deprived of basic facilities and resources. Consequently, the populace lack in awareness about education and future prospects. Even though the children are laborious, inquisitive and talented but lack of facilities and technological advancements become hindrance to achieve desired standard of education. The teachers of government schools were de-motivated and reluctant to work with passion and professionalism. Educational standard was low and community was having very bad opinion about government schools and teachers.

The prevailing situation demanded immediate remedial measures to motivate children of these areas for bringing them in main stream to compete with privileged children of the society by implementing government policies through personal initiatives on ground. Focus area of innovation is holistic development of children, studying in government schools, making a difference in functioning of government schools, motivation and appraisal of teachers for their innovative and productive approach.

Objectives of innovation are to bring minimum uniform standards in all the schools of the block, to provide maximum facilities to the students required for teaching-learning, making teachers aware of cutting edge technology and its implementation in education and motivating teachers to give their best for improving the standard of education.

Innovation got implemented in entire Tarikheth Block covering 165 Primary and Upper Primary Schools of Tarikheth Block, District Almora which focused frequently on brushing

up the pedagogical skills of the facilitators by organizing training sessions/ interactions, encouragement, supervision and guidance. A multilevel approach was adopted to bring desired and novel changes in primary and upper primary schools. Teachers were continuously encouraged and motivated to feel free to share their novel ideas and implement the ways which benefit students' learning. Proper morning assemblies, uniform and bag maintenance, using of state of the art facilities in modern schools with support of teachers, distribution of books and handwriting practice sheets among students for improving their handwritings were all part of initiatives.

To implement this innovation, lots of difficulties were faced in winning the heart of de-motivated and reluctant staff, which later due to personal involvement turned in positive spirit and contributed to all round development of the students. School is a place where a child has to stay for long hours so it should be comfortable and joyful. To attract the students towards the school



teachers, students, parents and community members were motivated for the participation in school beautification. Bulletin boards were introduced in the schools to bring out the creativity of the students. Boundary walls and the walls of the class rooms were made beautiful by using the talent of teachers and community.

After implementing innovation, the intended objectives were achieved to a great extent. Number of schools in the block witnessed remarkable progress in all fields. There have been a facelift of schools, equipped with modern facilities. With the aim of making governments schools at par with private schools the concepts of display board and bulletin boards was introduced. This step not only helped in changing the atmosphere of schools but also enhanced the creativity among students. To enhance the nutrition value of Mid-Day Meal, organizing '*ViseshBhoj*' infused a spirit of enthusiasm in students and liking for school. Introduction of different activities



पालती मार बैठे, थाल सजी, फिर गूंजा भोजन मंत्र

संवाद सूत्र, ताड़ीखेत (रानीखेत) सर हैं, मेहम भी साथ। बेहद अनुशासन में पालती मार बैठे। भोजन मंत्र का उच्चारण के बाद ठीक वैसे ही जैसे घर पर मां भोजन परोसती हैं, एकबारगी लगा मानो इसी पल अमीरी गरीबी की खाई पट गई। राजकीय प्राथमिक विद्यालय ताड़ीखेत में शनिवार को माहौल बिल्कुल जुदा रहा। मौका था बच्चों के सामूहिक सहभोज योजना के कार्यक्रम का।

महत्वाकांक्षी योजना को पंख देने के मकसद से युवा शिक्षक राकेश पांडे ने अपने विवाह के उपलक्ष्य में स्कूल के बच्चों को अपनी खुशी में शामिल किया।

खास मेहमान बने एसडीएम रजा अब्बास, ब्लॉक प्रमुख रचना रावत, खंड शिक्षा



ताड़ीखेत प्राथि में एसडीएम रजा, प्रमुख रचना, एबीओ गीतिका के साथ बच्चों ने सहभोज किया • जागरण

अधिकारी एचआर राजन, उप शिक्षाधिकारी थाल सजाई और मिलकर सहभोज किया। गीतिका जोशी आदि। इन सभी ने बच्चों की इसके बाद बच्चों ने भोजन किया।

in schools for development of child was an integral part of the overall change in the working and functioning of Government schools. Sports activities, cultural activity, festival celebration, art and craft competition, essay writing, fancy dress and lots of other competitions were started in the school which led to the development and interest of the child in schools. It raised academic and co-curricular standards of government schools.

Innovation is sustainable for the reasons that now teachers are internally driven and motivated. They are self reliant and do not look outside for inspiration. Because of this innovation, three teachers were felicitated with the Governor's Award, the highest award given by the state in the field of education. Further, two teachers were awarded with 'ShaileshMatiyani' Award for Excellency in education. There is a rise in number of students making into JawaharNavodayas, Rajeev Gandhi Navodayas, Sainik Schools and 04 girls got selected in Jyoti School, Dehradun. The Block also got overall championship in Sports for three consecutive years. One could notice conspicuous changes in functioning of the schools of entire Tarikhet Block. Teachers are highly dedicated towards the upliftment of the Government education system. There is a desire in everyone's heart to bring up everlasting change in the system.



QUALITY ENHANCEMENT IN ZILLA PARISHAD SCHOOLS

Nishadevi Babanro Waghmode

Education Officer (Primary)

Sangli District, Maharashtra

Areas of Innovation

- **Increasing enrolments**
- **Community mobilization**
- **Teacher motivation**

Summary of the Innovation

The situation of Zila Parishad schools in Sangli district was poor in many respects. It was observed that the required infrastructure was not available. There was inadequate teaching- learning material. Atmosphere in schools was not conducive for proper quality education. Parents, students and society's opinion towards Zila Parishad schools was very negative. Strength of the students was getting reduced by 5 to 7 thousand every year. In this situation it was necessary to make intervention to change the scenario. In order to change this scenario multiple initiatives were taken up with the objectives to attracting students and parents towards Zilla Parishad Schools, changing attitude of society towards Zilla Parishad schools, improving enrolments in Zilla Parishad schools, providing quality sports facilities to students in rural areas, providing adequate social environment to the children with special needs (CWSN) and bringing them in the mainstream of education, and upgrading all Zilla Parishad schools.

Initially there were many challenges and difficulties. The parents were not eager to send their children, especially girls to schools. Parents of children with special needs were not ready to send these children in schools because they thought that proper care is not taken in school. Funds were not sanctioned by authorities on time. It was necessary on the part of the officer working over there to take initiatives. One of the requisites to change the situation was to change the minds of parents as they lacked eagerness. So, efforts were made to first convince the parents about education and effectiveness of the government schools in imparting quality education with inclusive thrust. Since fund was also a major constraint, efforts were made to make funds available for the schools.

To push the idea of improving the quality of education in the schools, motivational workshops were conducted for teachers and block level officers. One of the important focus areas was to create conducive environment for teaching-learning in the schools. Many meaningful workshops were

also conducted at district, block and cluster levels along with the support of techno savvy teachers. In these workshops videos and blogs were also developed. Series of meetings were conducted to convince the members of Zilla Parishad, NGOs, social institutions etc to raise funds, and to involve them in the improvement of schools.



Workshops were conducted in all the 10 talukas of the district as well as at centre level especially focused in the area of teaching-learning. These workshops helped the teachers in teaching units and contents effectively. Further, workshops also helped the teachers in cultivating self motivation in teaching by using constructivist methods. Teachers started working more effectively than before. Subject wise committees were formed; along with it subject wise workshops were also conducted. It helped the teachers to communicate and transmit knowledge, techniques and new methods adopted in the subjects. This initiative helped in improving the performance of students.



Due to the efforts and initiatives taken by the officer facilities and infrastructure has also improved in all ZilaParishad Schools in the district. The required teaching- learning materials have been made available through different sources such as CSR fund, Zila Parishad fund and help from NGOs. The required facilities have been provided to the schools. As a result, strength of students has increased in ZilaParishad schools. Many students from English medium schools in the area now seek admissions in these schools. Initiatives have also instilled a sense of confidence among the teachers. The students are getting attracted towards Zila Parishad schools.

Improving the Performance of Students

SWAYAM KRUSHI – AN INNOVATIVE SELF STUDY PROGRAMME

Dondapati Udaya Kumar
Deputy District Educational Officer
 Eluru Division, West Godavari, Andhra Pradesh

Areas of Innovation

- Improving the learning outcomes of students
- Enhancing the quality of education

Summary of the Innovation

SwayamKrushi programme is an innovative programme in Eluru Division, West Godavari District to provide good quality education available, accessible and affordable to all students. *SwayamKrushi* stands for self- study and this innovation is about improving the learning outcomes of students. As a part of the programme a baseline test was conducted in the month of May 2015 for class I to X students to know the learning levels of students . It was found that the learning outcomes of students in government schools were not very satisfactory. During interactions with the students it was learned that students were keen to improve their educational performance as well as personality development. The students had also expressed their views by way of essay writing and which they submitted to the officer.

A special drive in summer holidays was conducted for 50 days for students of classes I to X in Primary Schools, Upper Primary Schools and High Schools in government/ZillaParishad/Aided and unaided management schools in Eluru Divison. About 10 Mandal Educational Officers and 01 Deputy Inspector of Schools and School Complex Headmasters supervised the scheme. Subject wise modules were prepared in Language, Science and Maths to acquire basic knowledge and skills in these subjects. Out of 35,578 students in Eluru division, nearly 29,174 students have acquired



minimum levels of learning with this quality education programme. As part of quality education, all the students were adopted and given special guidance by all the teachers. Teachers have maintained adoption registers with student names. Physical verification of students with adoption registers is done by the HM/MEOs/D.DEO/DEOs. Class Room Observation reports have been collected through email and monitored.

Awareness Programme was conducted during school assembly and wide publicity was given through newspapers and by teachers and students interaction



whenever the officer visited the schools. As per the micro level observations of inspecting Officers / Headmasters, the following abilities have been improved:

- Listening Abilities, Speaking Abilities, Leading Abilities, Writing Abilities, Understanding Abilities in English and Telugu.
- Mathematical Tables, Four fundamentals (addition, subtraction, multiplication and division), Basic mathematical Laws and Principles
- Diagrammatical interpretation and project works in Biological Science and Physical Science.

All the Headmasters and teachers have been actively involved in improvement of Basic Quality Education of Students. The programme is being implemented in 613 primary schools and 74 upper primary schools covering about fourteen blocks/mandals.

INDIVIDUAL CARE UNIT PROGRAMME

Rowainla

Sub-Divisional Education Officer

Mayangnokcha, Mokokchung District, Nagaland

Areas of Innovation

- **Fostering teacher-student relationship**
- **Improving academic performance of students**

Summary of the Innovation

This innovation is about enhancing students' academic achievement and all-round performance by assigning one teacher per three students. The three students under the care of one teacher would meet at least once a week or more as a group or one to one as the case may be. Besides the main focus for improvement in academic performance, other areas of personal life of the student were addressed if the student is willing to share and discuss. The teacher would check class attendance, whether class notes were up to date, whether there are any disciplinary/behavioral issues and accordingly the teacher would offer guidance, advice or counseling.

Before implementing this innovation, the academic performance was poor in all the classes. There was need to find a solution. For this purpose "*Individual Care Unit*" programme was introduced. The objectives of this innovation are to improve academic performance of the students, improve students' attendance in school, improving class as and participation and interaction, offering guidance, advice and counseling in personal matters as and when required and improving teacher-student relationship.

A meeting of teachers was called and deliberations were made on as how to implement the idea. The teachers appreciated the idea and as a result, three students were assigned to one teacher. They used to meet at least once a week. A register was maintained to record the progress of the programme. The strategy was simple with the understanding that usually smaller group of students tend to be more expressive and may talk freely without inhibitions, which otherwise in a class room setting may be difficult to do so. There might be other issues like disabilities, family background etc which might be adversely affecting students' performance. The resources were available at the school (physical and human). The financial resource was sanctioned from the school fund which was not very expensive.

The following method was followed:

- Meeting the students in the assigned group and enquiring about their study habits, attendance, health, etc.
- At times, meeting the students individually if the assigned teacher feels the need as counseling was required for some students to resolve some issues
- Maintaining a progress register to record the sessions and monthly review by the principal and other heads of the school
- Sessions were held usually after classes for half an hour or more if necessary.

While implementing this innovation, there were lot of difficulties faced like some assigned teachers were irregular to arrange meetings with the students citing personal work. Similarly some students would refuse to express their problems or refuse to participate in the interactions. Sometimes there was not enough rooms/space for meeting in person affecting the quality of the interaction sessions. Some teachers would not maintain or submit the progress register regularly thus affecting the effectiveness of the programme. Sometimes due to other school and administrative duties, the head of the school delayed the reviews and meeting with the teachers for effective implementation of the innovation.

Initially it started with only one school as an experiment. The education department in the district rendered support by conducting a seminar of the heads of school for the discussion of this idea.

Thus, this idea was exposed in a meeting of school heads in the district, and some schools implemented it with positive outcomes. Within a few years of time, the academic performance of students in the school improved remarkably, both internally and at the state board examinations (NBSE). A few of the students, over the years, were among the top 10 achievers at the High School Leaving Certificate (HSLC) and Higher Secondary School Leaving (HSSLC) examinations. State subject topper and distinction marks were scored on a regular basis.

After implementing innovation, students' results were improved and students showed more confidence in themselves. Even teachers of the school started enrolling their own children which otherwise was not the case earlier. It improved the reputation of the school and all the government schools at large because people have perception that government schools can never improve and produce outstanding performance of the students. Thus, the *Individual Care Unit Programme* was appreciated by all and was hugely successful in improving the performance of the children.

Irrespective of the distance, location and situation, this innovation is replicable in all areas of the country. However, it requires the co-operation of the students, concerned teachers and school heads for its success. It is also economically viable since there are minimal resources required to implement this innovation.

PRARAMBHA – A PROJECT ON ACADEMIC EXCELLENCE OF CLASS-I STUDENTS

Muralidhar Behera

Block Education Officer

Jamankira Block, Sambalpur District, Odisha

Areas of Innovation

- Improving academic excellence of class I students
- Increase in attendance and interest levels of students

Summary of the Innovation

Jamankira Block is one of the largest Blocks in Sambalpur district, Odisha. Majority of the people of this block belong to Schedule Caste and Schedule Tribe categories. Most of the areas of this block are hilly with dense forest.

Longevity and durability of each and every construction depends upon its foundation. Likewise the achievement in class-I determines the minimum learning achievement of children in higher classes. In view of this, a programme for the beginners i.e. Class-I students named as “**PRARAMBHA**”: **A Project on Academic Excellence of Class-I Students** was designed to strengthen the basic skills and competency in Odia, Mathematics and Environmental Science in elementary schools of Jamankira Block, Sambalpur District, Odisha.

Before implementation of innovation the situation was poor. More than 60% students of class-I failed to achieve the minimum levels of learning, no specific scholastic plan was designed earlier for class-I students, poor attendance of the students, parents were not involved in the education of their children, poor involvement of teachers in teaching learning process, no specific monitoring device was framed for supervision. Recent technology such as mobile WhatsApp etc. were not used in monitoring and supervision, no subject wise Teaching Learning Material (TLM), short stories, scheme of teaching, demonstration of songs to teachers are planned for class-I, review of class-I teacher, progress of students were not checked. In order to address these issues, innovative initiatives were taken up.

The above mentioned project is being implemented in all the elementary schools under SandME and SSD Department of Odisha in Jamankira Block. Before implementation it has been tried

out in one cluster of the block. After the successful progress of the project, it has been adopted in all the government elementary schools. Class-I (Beginners) students of government elementary schools under S and ME dept. and SSD Dept. of Jamankira Block are target group of the innovation.

In order to implement the innovation, many strategies were used. Orientation and workshops were conducted and four zonal training centers were created in the block. Headmasters and teachers were given activities based training in Odia, Mathematics and Environmental Science under the guidance of subject experts. Poems, songs, short stories were developed and supplied to all schools. A whatsapp group was formed among the teachers of class I for discussion, sharing classroom activities and information for monitoring purpose. All activities of the programme were recorded under the supervision of BEO and ABEO. Parents were encouraged to involve themselves in the education of their children in terms of

monthly SMC meeting in a productive way. They were asked to visit the school in a regular interval to know the performance of their children. The teachers visited the homes of students for better sharing of attendance as well as academic improvement.



After Implementation of Innovation:

- Awareness and motivation among the teachers and parents was generated.
- Students' attendance was monitored through WhatsApp group every day and it was found that their attendance had increased as they were curious to listening stories and dancing with music.
- The performance of the students and the teachers in terms of monthly assessment was reported in prescribed Performa.



- Daily performance and class room activities were being monitored through WhatsApp.
- Subject wise and content wise TLM with no cost and low cost were made at school level.
- 80% of the students could develop their skills and competencies out of the annual scheme till the end of month August 2017 in Odia, Mathematics and Environmental Science.
- Zone wise review meeting was conducted for the teachers of class-I to ensure the progress of the project.
- Cross verification was done by the BEO, ABEO and CRCCs concern in their respective clusters. Specific TLM is further purposed to be prepared for class one only for better communication and teaching of the students to achieve the goal both in Odia and Mathematics.

CLASS APPROPRIATE COMPETENCY IN EARLY GRADE

Nirupa Behera

Block Education Officer

Chatrapur Block, Ganjam District, Odisha

Areas of Innovation

- **Facilitating joyful and activity based learning**
- **Improving the performance of students in government schools**
- **Reducing absenteeism**

Summary of the Innovation

Class Appropriate Competency in early grade classes i.e. Class I and II is a programme meant for facilitating joyful and activity based learning mainly by use of TLM (Teaching Learning Materials) to achieve quality education and all round development of students. Before implementation of innovation, most of the students were unable to achieve their class appropriate competency due to lack of interest in studies and inadequate use of proper Teaching Learning Material (TLM) for activity based learning.

As per NAS (National Achievement Survey), performance of students studying in government schools is not satisfactory. Moreover, in Class III and Class V scholarship examination, most of the awardees belong to private school. During implementation of Ujjwal, it was found that from Class I to VIII approximately 27% of students do not have minimum level of learning.

Gradually, some children were heading towards private schools and enrolment in government schools was decreasing. It was thought that an innovative approach may be adopted to reduce absenteeism, enhance enthusiasm for schooling, and make learning more interesting and effective. Thus, the initiative of Class Appropriate Competency was thought upon for students of early grade classes i.e. I and II. In order to improve the situation multiple interventions were made which included activity based teaching and learning method, audio, storytelling, act, play, worksheet etc., use of class appropriate TLM, month wise plan as per Continuous and Comprehensive Evaluation (CCE).

The innovation was carried out for students of class I and II in Elementary Schools of Chatrapur Block of Ganjam District, Odisha. A preliminary Planning with all the CRCCs and



Headmasters of Block were undertaken. Cluster wise interactive session was held and different ideas of implementation strategy were gathered. Parent-Teacher meeting was conducted in each school to familiarize the idea and achieve the objective. TLM had been purchased and prepared by the Class Teacher and Headmasters. Different activity materials on need basis were also collected from communities and local market. Peer learning was given emphasis in each school and the teachers were instructed to group the students accordingly. Teachers were also instructed to maintain the lesson plan regularly with periodic evaluation by CRCCs. Children were encouraged to participate in games, sports, gardening and other co-curricular activities.

Preliminary interaction of students with teachers was cordial and informal. Teachers interacted with each of the student to know their family background, specific needs, their interest, weak points and problems. Before introducing the students with books and curriculum, informal interaction was done to enable them to gather interest to listen the teacher first. Wherever possible, chapters were being introduced by storytelling and use of child centered interactive techniques.



Necessary audio collected by teachers in different areas of learning were delivered to create curiosity and memories of the events/activities. Lessons were also delivered by playing different acts in different characters. Colorful worksheets were prepared and presented to students to correlate with the lesson.

Teachers encouraged the students to prepare their own wall magazines, particularly emphasizing the poor performing students. Each student submits his/her own write up, drawing, painting, paper cutting, poem, crafts, and cartoons for display in wall magazine with the help of teachers. Students also designed individual class magazine under the guidance of class teachers. Periodic evaluation was undertaken to encourage more participation.



After implementation of innovation some of the noticeable impacts are as follow:

- Joyful learning: - more interest in learning by hands on activities and student participation.
- Creativity: - Students are able to prepare art and craft, there was enhancement in language competency.
- Skill upgradation: - Learning skill, communication skill and social skills
- Most of the children have achieved minimum level of learning.
- Rise in enrolment.
- Reduction of Absentees.
- Increased level of confidence among students.
- Participation in all School activities.
- Rise of confidence of parents and community towards government schools.

PADE SURYAPET - BADE SURYAPET

B. Venkata Narasamma

District Educational Officer

Suryapet District, Telanagana

Areas of Innovation

- Improving the basic competencies in children
- Improving the teaching-learning process

Summary of the Innovation

Various surveys and reports on primary education reveal that most of the students do not have the required academic competencies of their class. So, it prompted the officer to start the programme named *Pade Suryapet, Bade Surapaet* and concentrated on every child, especially the slow learners and to make all the students achieve academic standards at Primary level - Reading, Writing in Telugu and English and four fundamental operations in maths.

To start this programme, a baseline test in Telugu, English and Mathematics was conducted. On the basis of their performance in oral and written skills, students were categorized into groups. The above average students were given skill improvement training and the below average students were given practice in fundamental skills. For this, the officer adopted “*AaduthuPaaduthu*” (a **play way method**) and “*Aata(Play), Pata (Sing), Mata (Speak) and Cheta (Write)*” with the help of local, child friendly, “*Low cost and No cost*” material. Some teachers were also enthusiastic and self motivated to implement this programme. Teachers were given training at district level and block level. A module which was designed as activity based and day-wise was also supplied to all schools in the district.

To implement this innovation, lot of difficulties like having more holidays, absenteeism of students, lack of readiness among some teachers were faced. Thus, more attractive activity based planning was made in order to avoid absenteeism. Making every child a perfect learner is a difficult task. Thus, a 45-day programme (January 1st to February



28th 2017) on 3Rs for enrichment in Telugu, English and Math among the students of class V in the year 2016-17 was taken up so that they would over-come the phobia of entering the high schools and also they can strengthen their skills. The prime aim of this programme is to improve quality and sustainability in teaching learning process besides enrollment and attendance.



To achieve objectives of innovation, different programmes like “A School Readiness Programme” was arranged for class I and II. To drive away the fear and anxiety and to attract them to the school environment, a play-way method of activity, “Bridging Gap Programme for Class X” was designed for students of class X so that they can face their final (board) exams without fear. Teachers also concentrate on them more than others. A “Bridging Gap Activity” programme was also designed to enable the students to fit in CCE pattern for quality improvement.

Science labs are very necessary in every school as one of the parameters of learning is by doing. Children need to observe, question, think and apply everything that they come across in their text books. This process is possible only through experimenting. Thus, Math Labs and Science Labs were constructed for students so that they can experience concrete objects and understand the abstract concepts of Mathematics. In this lab, various activities like activity based learning, proofs, puzzles and games of 150 topics find a place covering from primary level concepts to higher level. Reading Clubs were formed to create the reading habit among kids and to make them extensive readers, school libraries were opened at school level and existing one was strengthened. Many reading clubs were established for students.

Inspired by the results, this programme got extended in 2017-18 as well. After observing some gaps, it was decided to continue the 3Rs from Class IV to Class IX (14.07.2017 to 30.09.2017). Training at various levels was given. All MEOs, school complex Headmasters, and teachers were part of it. Random inspection and monitoring was done. Efforts and results prompted

వర్గం	మొత్తం	గిరి	పల్లె
బి.ఎం.ఎం.	59	761	
బి.ఎం.పి.	59	748	
బి.ఎం.పి.	51	1159	

the state and this programme is now being implemented throughout the state, Telangana. A special programme for class X students is also being implemented in the district. Special study hours before and after school hours, Unit wise, Chapter wise slip tests and grand tests are being conducted to achieve quality results. By considering all these activities, attendance and enrollment levels have increased enormously.

QUALITY ENHANCEMENT WITH THE HELP OF WRITING PRACTICE

S.K. Pandey

District Education Officer

Kabirdham District, Chhattisgarh

Areas of Innovation

- Improving writing skills through compulsory writing practice for the student in the class
- Improving learning outcome of children
- Creating awareness about education

Summary of the Innovation

Quality of education in the government schools is one of the major concerns. The learning outcome remains a problem. In Kabirdham district of Chhattisgarh, situation was not very encouraging. Due to poor learning outcome pass percentage of students was very low. This required innovative initiatives. After making assessment of the situation in the government schools in district, the officer realized that one of the problems is poor writing skills of the children which is directly linked to their poor performance in examination. Children were not able to write correctly. The speed of writing was very slow. Glaring spelling and grammatical errors in both the languages- Hindi and English were very common. This led to poor performance in other subjects like Social studies and Science. Poor performance of students in the Board examination was a concern as Kabirdham was ranked 19th out of 28 educational districts of Chhattisgarh.

In this situation, there was need to improve the learning outcome and overall performance of the children. For this purpose, a focused programme of writing skills in the schools was started. Involvement of teachers and different stakeholders was one of the important requisites for implementing the programme. A number of workshops and meetings were organized with the BEOs, Cluster Coordinators, teachers, parents etc to create awareness and familiarize with the intended objectives, strategies and methods. Purpose of introducing writing practice was shared with all the stakeholders before the innovation/new practice was initiated. Result of examination was used as a tool for diagnosing the existing situation. The issue was discussed

with stakeholders as to why children are not able to achieve the required skills and competencies and having unsatisfactory scores in the examination.

The purpose of introducing the programme of improving writing skills among the students was explained. One hour of writing practice was allocated in everyday schedule of the school and as a consequence the shift was observed in the existing practice. Parents were also made aware about this practice and were told to check the notebooks of their wards. Innovation implementation



method consisted of continuous grading of the students, follow-ups for arranging the meetings, academic support by classmate group, and preparation for writing exercises with a major focus of proficiency in writing. For the following methods and positive results, continuous one hour writing practice was taken up by the students along with Monthly Test Examination that was organized for the same.

The regular writing practice of one hour per day in the school's regular timetable was introduced as a key to the development of the basic competencies of the students which contributed in developing a student's personality, all round development of the students as the same expectations lay among the society.



Besides this programme of writing skills among the children, there has been efforts to create awareness about education among the community at large through variety of interventions.

The innovative programme has contributed towards quantitative and qualitative improvement in government schools. It is remarkable that there is a positive change in the thinking about government schools in the district now due to such initiatives.

गांवों पहुंच रहा शिक्षा रथ, नुककड़-नाटक से कर रहे जागरूक



बैंगलूरुन क्षेत्र में कटप के जरिये लड़कों को शिक्षा का उद्देश्य बताने वाला शिक्षा रथ।



बैंगलूरुन, आदिवासी के बीच शिक्षा।

बच्चों की मदद के लिए शिक्षा रथ

किसी भी समाज-काल के शिक्षा परिवर्तन में समाज का प्रतिबन्धन सबसे बड़ा बाधा बन सकता है। शिक्षा रथ को सफल बनाने के लिए समाज के प्रति जागरूकता बढ़ाने की जरूरत है। शिक्षा रथ में बच्चों को शिक्षा के प्रति जागरूक कर रहे हैं। इसके अलावा किले के 900 बच्चों के 973 प्राथमिक बच्चों का विस्तारित शिक्षा रथ। इसके अलावा किले के 270 प्राथमिक बच्चों का चलाया जा रहा है, जो रोजगारिक रूप से बच्चों को मदद देगा। शिक्षा रथ को सफल बनाने के लिए समाज के प्रति जागरूकता बढ़ाने की जरूरत है।

15 जून तक चलने वाला अभियान

चारों ओर के इतने गांव में पहुंचेगा शिक्षा रथ

दिनांक	राज्य का नाम	गांव की संख्या
15 जून से 22 जून तक	उत्तराखण्ड	76
23 जून से 31 जून तक	उत्तराखण्ड	90
1 जून से 7 जून तक	उत्तराखण्ड	48
8 जून से 15 जून तक	उत्तराखण्ड	54

प्राथमिक शिक्षा का स्तर सुधारने शिक्षा विभाग की पहल

शिक्षा विभाग प्राथमिक शिक्षा पर 15 जून से कोशिश करेगा, जो 15 जून तक पूरा एक बर्तमान में होगा। इसके अलावा शिक्षा रथ को चलाया गया है। शिक्षा रथ में ऐसे बच्चों को जागरूकता और सुविधाओं के बारे में विचारों से विचारण उपलब्ध है, जो किले में सबसे बेहतर है।

शिक्षा रथ बच्चों को जागरूक करने के लिए है, जहां के बच्चों को प्राथमिक, मध्यम और उच्च शिक्षा तक पहुंचाने के लिए है। शिक्षा रथ को सफल बनाने के लिए समाज के प्रति जागरूकता बढ़ाने की जरूरत है।



बैंगलूरुन क्षेत्र में शिक्षा रथ।

शिक्षा रथ को सफल बनाने के लिए समाज के प्रति जागरूकता बढ़ाने की जरूरत है।

शिक्षा रथ को सफल बनाने के लिए समाज के प्रति जागरूकता बढ़ाने की जरूरत है।

शिक्षा रथ को सफल बनाने के लिए समाज के प्रति जागरूकता बढ़ाने की जरूरत है।

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Parents informed about evaluation of child's education



Through 'Shiksha Jan Jagran Parv'

Kawardha, Jun 11:

Through 'Shiksha Jan Jagran Parv' (SJJ), quality campaign of primary education and 'choupal' is going on. Working with dedication, lecturer Hemdhar Sahu, is creating

awareness through dance and songs to parents and children in rural areas about importance of education.

The parents are enthusiastic about primary education as they would now be able to evaluate daily studies of their children and would be able to know as to how good their children are in studies. This particular help of parents would act as a

milestone in quality improvement in primary education. Illiterate or less learned parents were facing this problem that they are unable to evaluate the studies or education of their children. Kabirdham district found out a very simple solution to this and the parents are being explained about it through 'choupal' and about which they are very enthusiastic.

PRE-COACHING FOR JAWAHAR NAVODAYA VIDYALAYA ENTRANCE EXAM

R.P. Mire

Block Education Officer

Narayanpur District, Chhattisgarh

Areas of Innovation

- Expanding educational opportunities
- Improving competencies of the children

Summary of the Innovation

Education in remote and tribal areas is a major issue. Educational opportunities and school facilities are limited. The situation in Narayanpur in Chhattisgarh was not different. In such a situation it is not only important to create awareness and improve the facilities relating to teaching- learning but also important is to expand opportunities for better quality of education. Keeping this in view one of the major initiatives was taken to improve the scenario by improving the competencies of the students through special and focused coaching schemes.

Jawahar Navodaya Vidyalaya is one of the available opportunities for quality education in the area. The officer started a coaching programme for preparing the students to get entry in Jawahar Navodaya Vidyalaya. In the year 2016-17, special coaching was provided for the purpose of getting entry into JawaharNavodayaVidyalaya Examination. The target group for the entry to the same was of 50 students (25 boys and 25 girls) studying in class VIII of District Narayanpur and Orchha School and Girls Ashram Shala. Prior to the implementation of the coaching classes, students used to study by self or went to the ashram where the coaching was normal. The major role of the officer in the implementation had been encouraging teachers for teaching. The teachers invested 2 hours of coaching on regular basis in special coaching for JNV examination to the students. The impact of the coaching has been very positive and 12 students



out of 38 got through the examination. Residential facilities to the boys and girls, arrangements for food, adequate amount of scholarships, providing teachers for coaching and taking care of the children, ensuring proper location of coaching classes were some of the initiatives required for making the scheme meaningful. The officer made it possible through his own innovative initiatives.

After implementing of this innovation 50 students got enrolled and 30 students regularly attended the school. It was found that 30% of students achieved success through the coaching.



AMETHI - EK KADAM AUR

Raj Kumar Pandit

Basic Shiksha Adhikari

Amethi District, Uttar Pradesh

Areas of Innovation

- **Improving teaching- learning in government schools**
- **Teacher motivation and monitoring**

Summary of Innovation

Basic Shiksha Adhikari while working as the officer in the district felt that there was a need for the long-term work plan in the Basic Education Department, on which expected improvement was possible only in a continuous phased manner. It was also established that after expanding access, the enrollment of the government schools was declining in each area. Teachers' activities were limited only to the textbooks and focused on finishing the curriculum rather than on students' achievement. Subsequently, an atmosphere was being created in the schools where good and hardworking teachers felt neglected and dependency on textbooks augmented. Therefore, implementing quality teaching work by ensuring timely presence of the teachers' in school became a problem. Limitations were seen among the teachers in solving the classroom problems even though they were being trained for the same.

The combined result of the above and the absence of students in schools revealed that improvement in educational quality did not meet the important and powerful provisions like RTE 2009 and CCE 2012.

When the officer visited, District Primary School Kachhari, located in Gauriganj, Vikaskhand, found that children academics were better than other government schools. During the conversation with the children, the officer found that the children were ready to answer the question and they had good skills in both Hindi and English medium. Similar illustration was provided by the Vidarbha Vidyalaya, Kamaruli Vikaskhand, Jagdishpur. These schools, being better than other government schools, forced the officer to think that while the above two schools could provide better education in the same resource and environment, why couldn't other schools.

In order to implement the idea of improving the schools, the officer discussed with the Education Officers and Teachers Associations. Concerned over the declining popularity of the government primary and upper primary schools, and the level of acquisition of the children and the public's distance from these schools; all of them appreciated the initiative. Lack of adequate physical resources and teachers were highlighted as the leading factors for the decline in the quality education in schools.

Subsequently, the innovative activity '*Amethi one step further*' was envisaged to improve learning environment and other facilities in the government schools. The main goal of this innovative programme was to make teachers effective by improving the functioning of schools and motivating the teachers. This innovative activity was envisaged in two phases. In the first phase, those primary and upper primary schools were included where the concept of 3 or more teacher plan was deployed during the month of May-June 2016. The following constituted the main action points:

- Teachers being present in the schools on time.
- Reducing teachers' unauthorized absence from school due to various reasons.
- Full details of the identified schools through evaluation.
- Identify qualified teachers in languages, mathematics and science subjects development chamber.
- Use good teachers as a resource person in development block.
- Preparation of model question papers/bank for evaluating the educational level of students.
- Preparing profile of each student
- To ensure presence of teachers in schools
- Rewarding hardworking teachers
- Generating competitiveness among the children and rewarding them accordingly
- Delivering the concept of ABRC and NPRC, defining a key role in innovative activity

Ability Grouping of students and teachers' support

The mission of this innovation was also to teach students of classes I to VIII based on the level of acquisition. A Baseline Survey was conducted with the help of school teachers. Depending on position of learning level in the survey, self assessment and examination at the school level, students of each school were divided into three groups, from 0-40% in the faith group, 41- 70% in the loyalty group and more than 71% in the talent group. Adequate number of teachers were provided in each school. Having a sufficient number of teachers enabled the possibility of devoting more time to the students. For the students whose level of acquisition was the lowest, remedial teaching method was adopted for them only during the commencement of period in the classroom to improve their educational level. Attempts were made to align their level of learning to their current class and augment their participation in the class activities. Apart from remedial coaching they were also evaluated on time. Principals of Model schools of the

district were invited to various meetings as resource persons. About 672 schools of the district with more than 3 or more teachers were selected for the supervision and inspection. Each NPRC was also instructed to visit the selected schools once in a week for the same.

Therefore, after testing the available resources, in May 2016, it was realised that the teachers remained focal point in the process of improvement in school. It was necessary to ensure teachers' attendance and monitoring. Subsequently, the following far-reaching operation was taken to ensure the presence of teachers in the school and to diagnose their problems- A typical code system was implemented to take casual leave in which any teacher who intended to take leave had to get a code from mobile to designated ABRC from his development block within the stipulated time of the day, as the information was given to the school's Principal to make a record of it.

Moreover, for diagnosing the problems of teachers, a **Problem Diagnostic Complaint Register** was introduced in the Development Offices. To develop an understanding of the prevailing situation, developmental meeting was organized and following facts were put forth:

- ❖ The personality differences of the children were recognized and understood.
- ❖ Each child's learning speed was different, so he was given an adequate opportunity to learn.
- ❖ The child's level of learning was arranged according to his ability.
- ❖ Special attention was given to the stress-free and participatory learning process.
- ❖ The difficulties related to the text of the students were marked and the teaching was made interesting.
- ❖ Illustrations were presented in the class.

बेसिक शिक्षा ने भरी उड़ान, माध्यमिक शिक्षा दिखी बेजान



मैट्रिक के परीक्षाओं के बाद शिक्षा नवीनिर्मित भवन में संचालित होना शुरू कर दिया गया।

प्रधानाचार्य अमेठी

बच्चों के सुन्दरी परिवार को लगाने के लिए बेसिक शिक्षा व माध्यमिक शिक्षा विभाग में विभिन्न प्रकार की योजनाएँ संचालित हैं। लेकिन संसाधनों के अभाव के बीच बेसिक माहकमा शिक्षा के उन्नयन के प्रयास में जुझाऊ नजर आया। यहाँ माध्यमिक शिक्षा द्वारा कक्षा छठ से 12 तक के छात्रों को माहल टॉर्निमेंट के लिए जिले में तीन माहल स्कूलों का निर्माण कराया गया। बाबजूद इसके एक को छोड़ दो माहल स्कूलों को कार्यरतों संस्था ने विभाग को हैंडओवर नहीं किया। जिसके चलते शैक्षिक सत्र 2017-18 का सत्र छात्रों को नहीं मिल सका। हालाँकि जिला विद्यालय निरीक्षक कार्यालय ने सत्र के अंतिम महोत्सव में अपने नवीनिर्मित भवन में संचालित होने की कामकाजी जरूरत हासिल कर लिया।

• जिला बेसिक शिक्षा अधिकारी राजकुमार पांडेय ने परिसरिय स्कूलों में शैक्षिक सुव्यवस्था बढ़ाने के लिए नवाचार का प्रयोग किया। उन्होंने अमेठी एक कदम और योजना बनाई। जिसके तहत दो से अधिक शिक्षकों वाले स्कूलों का चयन करके हुए विद्यालय के बच्चों को तीन बूथों में बाँट कर परीक्षा का आयोजन कराया। जिसमें छात्रों के साथ शिक्षकों ने योजना में रूचि दिखाते हुए प्रतिभाग किया। सफल आयोजन होने के बाद एक कार्यक्रम आयोजित कर शिक्षकों व छात्रों को सम्मानित किया गया।

• बीएसए द्वारा शिक्षा के नवाचार में विद्यार्थी, गाँव, धंधा एवं सामाजिक विषयों पर काम किया गया। जबकि खंड शिक्षा अधिकारी डा. सत्य प्रकाश वादव ने अपने शिक्षा क्षेत्र में ग्राम कार्यालय अन्वयता के दिनों में समर फेव का आयोजन कराया। जिसमें शिक्षकों के सहयोग से शिक्षा प्रदान किया गया। जबकि बच्चों के शैक्षिक विकास के लिए बात प्रहरी, ई लॉगिंग, पुरतकालव की व्यवस्था की गई तो वहीं शिक्षकों को देश दुनिया से जोड़ने के लिए ब्लाक संसाधन केंद्र संग्रामपुर की वेबसाइट बनाई गई। जिसमें शिक्षक कार्य की सभी परिस्थितियों समेत बीएसए द्वारा निर्मित सभी अंशों को अपलोड किया गया।

संग्रामपुर ब्लाक में तीन कार्यालय अंशों में समर फेव में अंशों को अपलोड किया गया। जिसकी वेबसाइट बनाई गई।

• जिले में लगभग 1722 शिक्षाविद्यार्थी परिसरिय स्कूलों में कार्यरत हैं। जिनसे पूर्व समाजवादी सरकार ने कोर्टोको विरोधी प्रशिक्षण करके प्राथमिक विद्यालय में सहायक अध्यापक के पद पर समावेश किया था। किंतु 25 जुलाई 2017 को सुप्रीम कोर्ट ने शिक्षाविद्यार्थी समावेशन रद्द कर दिया। जिससे शिक्षाविद्यार्थी संघटन महीनों तक हड़ताल पर रहे। ऐसे में जिले के एकल शिक्षा विद्यालय बंद हो गए। विद्यालय बंद होने से एक बार फिर परिसरिय स्कूलों की शिक्षा स्थित पड़ गई।

• केंद्रीय कानून मंत्री स्मृति ईश्वरी लोक सभा चुनाव के बाद से लगातार जिले से जुड़ी हुई हैं। लोक सभा चुनाव के दौरान उन्होंने संग्रामपुर के पौराणिक में बालिक डिग्री कालेज की स्थापना का वादा किया था। वादे के तहत केंद्र की माँग पर जिला प्रशासन ने संग्रामपुर ब्लाक के नजदीक सार्डे पॉप सोबा विमुक्त जमीन उपलब्ध करा दी है। हालाँकि अभी तक विद्यालय निर्माण के लिए बजट का

अभाव है। जबकि अमेठी में हरियाणा राष्ट्रीय मुक्त विद्यालय संस्थान का संचालन शुरू हो गया है।

• माध्यमिक विभाग द्वारा जिले में 69 लक्ष 51 हजार रुपये की लागत अफूइया व मंगरौली में राजकीय हाईस्कूल के निर्माण को वर्ष 2015-16 में स्वीकृति मिली थी। किंतु शासन स्तर से प्रथम किस्त के रूप में विभाग को दोनो विद्यालयों के निर्माण के लिए मात्र 20-20 लाख रुपये की धनराशि ही मिल सकी।

तीन वर्ष पूर्व होने को है किंतु अभी तक राजकीय हाईस्कूल का निर्माण कार्य अधूरा पड़ा हुआ है। जबकि पौराणिक के संचालन, मुसाफिरखान के धरौली व तिरोई तहसील क्षेत्र के उदुका में कक्षा छठ से 12 तक के बच्चों को इंग्लिश मॉडल व से पढ़ाई करने के लिए माहल स्कूल का निर्माण कराया गया है। किंतु कार्यरतों संस्था ने अभी तक माहल धरौली माहल स्कूल को ही हैंडओवर किया है। जिससे वर्ष 2017-18 का शैक्षिक सत्र नहीं चल सका।

अमेठी एक कदम और..... को समाचार पत्रों की वार्षिक समीक्षा में भी विशेष सराहना प्राप्त हुई (30 दिसम्बर, 2017, दैनिक जागरण)

The efforts and actions resulted in the continuous advancement in student's performance. Evaluating each student through their profiles became easy. Parents also started to cooperate. A forum has been prepared for the diagnosis of the needs of various stakeholders of school education. The administrative system of the schools improved, as well as direct communication with the administrative system developed. Enhancement is seen in the social and cultural activities. Various competitions are organized on the specific subject in the school, such as writing , essays and debate competition. Through the said competition, the children got an opportunity to read and understand the social topics in a more interesting manner.

KNOWLEDGE MAPPING- AN INCLUSIVE METHOD FOR SCHOOLS

Rajendra Singh

Basic Shiksha Adhikari

Rudra Prtap Yadav, *Block Education Officer*

Mamata Sarkar, *Block Education Officer*

Jaunpur District, Uttar Pradesh

Areas of Innovation

- **Monitoring learning achievement of children through the use of ICT**
- **Improving learning level of students**
- **Teacher monitoring**
- **Improving infrastructure and school facilities**

Summary of the Innovation

It was a challenging task for the District Basic Education Officer to achieve the minimum academic achievement of all the students by evaluating the educational quality of the children. Through various surveys and inspections it was found that most of the students did not have learning level in line with their class. Due to lack of knowledge of mathematics and Hindi language, students were not able to assimilate the content being taught in their class. Subsequently, their interest in study started fading away and the students started dropping out.

As an educational administrator, the officer realized the responsibility of ensuring a system through which each student could get minimum academic achievement according to his or her class. In order to ensure academic progress, the concept of knowledge mapping was implemented to evaluate the student's current academic status and remove the shortcomings and prepare for the current class. It provided better monitoring and management of 20 selected schools of each development block as a target group of the district to know the current academic status of the students and to form a better teaching methodology.

Information and communication technology was used for knowledge mapping and managing the evaluation online. In this process, the teacher identified the academic achievement of the students by reviewing and identifying the student's educational performances. They were encouraged to analyze the online data of evaluation and create a work plan for better academic reports.

Knowledge mapping process

Knowledge mapping was the study of students from class I to class VIII. At first the educational points were determined based on prior knowledge. Separate forms were made for each class at scheduled teaching points. During the teacher teaching process, students had to do the knowledge mapping on forms. Knowledge mapping was done at three points. If the student was aware of the subject matter then 'yes' was indicated and if not then 'no' was indicated. If one seemed to be learning now then 'L' was indicated in the form. Knowledge mapping was done online every month by the students, parents themselves through their mobile phones.

A team was formed to verify the correctness of knowledge mapping by the teachers, who try to uphold the truth of Knowledge Mapping by random testing.

Use of Information Technology in Knowledge Mapping

At the district level, information and communication technology was used by the school for monitoring and better management of knowledge mapping of students. By selecting 10-10 schools of each development block as a target group, the Knowledge Mapping process was being made online on the website. Each school's principal logged in with his/her password for knowledge mapping. After login, the registration of each child and feeding of knowledge mapping was done. After the knowledge mapping, reports were received for the following categories-

Student Report: Any information about the educational progress of any student could be obtained online by the parents. It could also be taken into account on points/subjects in which the student was weak. Comparing different knowledge mapping; progress in student could be evaluated over time.

The School Report: provides information about the progress of school level children. Each school could evaluate the progress of class-wise students. The review of evaluation of the subject by teachers was provided to the Principal and Higher Authorities. Information on the educational progress of children of all schools could also be obtained at the block level. The educational progress of various schools could be examined comparatively, on the basis of which feedback and educational report was given to the Principals.

District Reports: Information about educational progress of the children at the district level could be obtained. Educational progress of various development blocks could be examined comparatively, on the basis of which, educational support could be provided by the education officers.

Administrator Login: It was done under BSA login and BEO login to review the report of Knowledge Mapping by district level officers, block level officers, school level authorities and students as well as community.

Gallery: Attention was given to create a positive image of the government schools by displaying the educational and cultural activities carried out in the schools and in public through the link of Gallery.

Impact of Innovation

In the first knowledge mapping, the weaknesses of 31096 students were identified and they were provided curative education.

The comparison of knowledge mapping of August 2017 and September 2017 above was evident from the fact that the average percentage of various learning points in the month of August 2017 increased from 18.41% to 44.14% in the month of September 2017. With this, the efforts were made by the teachers to enhance educational quality which was clearly visible. After the knowledge of the area of children's weakness; the teacher could easily get educational support. Due to being online, the competitive spirit was developed in the teachers and they were motivated to work more carefully. The effective classroom learning environment was available. Due to quick evaluation at the district level, the review of teachers' work and educational progress was easily possible.

Despite the success of the said innovation programs, the block education officers of the district found that the schools lacked institutional / structural development and lack of attractive environment/furniture in schools. Subsequently, a team was constituted for the development of schools with the aim of promoting the quality education and community participation in the Schools. Reasonable technique based learning arrangements were made within the physical resources and quality of education in the schools was ensured available.

An action plan was also made to develop an innovative school with the view of 'our school' to record its online performance and link the schools with the community. To make the school environment attractive, they included basic infrastructure facilities such as furniture, wall water tank, multi track water facility, interlocking etc., through the assistance of Gram Panchayat and other financially competent citizens of the community, guardian, teacher, business etc who collaborated in the form of human resources.

Despite having a qualified teacher in government schools, the acceptance of schools by the society was not at the desired level. The reason for the same was found to be relatively few resources available in the school as compared to the public school. The lack of utilization of techniques for assessment and performance of the children on monthly basis was delayed as the school had unavailability of computers. Because of the above, there was a lack of trust for the government school in the community.

Multi-dimensional development was done in schools to meet the appropriate shortcomings and





needs. The availability of infrastructure facilities in the school was ensured. Transparent and accountable mechanism was developed based on technology for continuous and comprehensive evaluation of the acquisition of each student studying in the school. Community participation was achieved with the aim of strengthening the concept of ‘our school.’

Furthermore, 210 schools were selected in the entire district and were named as *Abhinav Vidyalaya*. Detailed information was gathered about these schools through the workshop of Principals and related village heads. Apart from this, meetings were organised and necessary arrangements of facilities was listed out. They were divided into three parts and it was decided to complete the task of implementation with the help of Gram Panchayat, school and community.

The schools were allotted the budget according to the requirement. Repairing of the building of schools; floor, toilets, water tank etc. were made to make the schools attractive. Knowledge mapping was done online through smart phones, which brought awareness among the community. Through knowledge mapping, quality improvements, accountability and transparency were ensured. With this innovation, about 30000 students of the district were receiving quality education in an attractive school environment. Using this technique, the information about their monthly academic progress was accessible to the community which augmented the trust among them towards government schools.

IMPROVING CONCEPTUAL CLARITY IN SUBJECTS

Varun Kumar Mishra
Block Education Officer
Amethi District, Uttar Pradesh

Areas of Innovation

- Teaching-learning process
- Developing application skills among the students'

Summary of the Innovation

After taking charge of the block on December 22, 2016, officer's first attempt was to identify educational problems by visiting schools and conducting intensive monitoring. During this process, it was felt that there was a need to create interest among the children of upper primary schools more with regard to concepts in science and social science.

In January 2017, a meeting was convened at the Block Resource Center for the teachers of science and social science and the matter was discussed with them. It was decided that by focusing on these subjects for 3 months, review of work should be carried out in the schools and make a demonstration by organizing a fair at Block Resource Center.

Prior to the implementation of this program, it was felt that there was non-availability of the platform for the display of children's natural curiosity and creativity. Due to lack of conducive environment the subject and the lack of practical learning in the context of the subject, understanding of the children was not being developed. In the absence of skill/experiential learning/understanding of social and science topics, the children were unable to demonstrate logical abilities.

In the background of the above, an effort was made to implement the short-term innovative program for the purpose of understanding the practical side of learning and developing social and scientific approach in about 2000 children studying in 25 upper primary schools located in District Amethi.

Under the **Creative Education Method**, in order to enable the students to acquire application skills in daily life instead of rote memorising the concepts and theories following provisions were made-

- Audio and Video Equipment Based Education, Story based board teaching, Science Corner and desired materials were arranged in each of the upper primary schools.

- Science fair exhibition programs were also organized for creating learning environment.
- Attempts were made to enhance knowledge in students by imparting information about the historical and cultural background of the country through organizing National Social Festival and the birth anniversary of great men and women.
- Folk songs, folk tales, idioms, jokes etc. were proposed to the children.
- The local understanding of their village was developed through the map drawn by the children.

In view of all this, multifold challenges showed up. In the process implementation of the innovation, the community did not give required support as expected. Parents did not give time to their children at home, thus becoming an impediment in the smooth functioning of the learning process. Also, the problem of children in reading and speaking emerged as widespread challenges in learning social science and science topics. The writing and display of children and the presentation of the lessons was not executed effectively.

After the implementation of the programme for 3 months in the schools, remarkable changes were evident. At the upper primary stage, children focused on understanding the concepts of science through activities and experiments. It provided opportunities for analysis, compilation, classification as well as synthesis of the knowledge generated through the application.

By reason of systematic planning of the project and the use of planned activities, the development of scientific understanding in students was observed. They experienced the presence of science and social subjects in the activities happening around them. They came to know that one can gain knowledge by adding learning process to physical and social environment.

Innovative practice of social science education developed human values such as freedom, trust, and mutual respect among the children. With the innovative usage of geography teaching,



curiosity and knowledge about environment and water conservation etc was cultivated. Comparably, political science developed an understanding of the constitution of the government at various levels and the process of citizen participation. Over and above, innovation done under economics developed an understanding of frugality, investment, interest in savings and understanding of family and market in the children.

**Improving ICT
and
Infrastructural Facilities**

IMPROVEMENT OF INFRASTRUCTURE AND OTHER FACILITIES IN SCHOOLS

Anima Horo

Deputy Director of Education

Delhi

Areas of Innovation

- **Improvement in infrastructural facilities**
- **Improving quality of education in government schools**

Summary of the Innovation

A district or zonal in-charge is the manager and administrator of the entire district or zone. Therefore, the person has to oversee the overall functioning of the schools. Before the implementation of this innovation, the infrastructure of the schools was in bad shape, teaching process was not satisfactory and administration of principals was average. The innovations and initiatives to bring about improvement in schools, specially the government schools under the officer's charge have shown progress in academics, sports and cultural activities, administration and infrastructure. The objectives of this innovation were:-

- 1) Improving quality of education in government schools.
- 2) Provision and improvement of infrastructure facilities in schools of zone-15

This innovation was implemented by physically visiting all schools under zone 15 and interacting with principals, vice principals, teachers, students, parents and agencies i.e. PWD, Jal Board, agencies related to mid-day meal, sanitation and security. There were many difficulties/challenges that were faced in implementing this innovation. There were large number of teachers and heads of schools who lacked willingness to improve. There were number of day to day problems which the school staff had to face in public dealings. In order to bridge the gaps meetings with local bodies were held for community mobilization. Parents, members of school management committees were also called for meetings regularly. Human resources were used as sufficient man power was required. DDE zone had to personally meet and help the head of schools and teachers.

After implementing of innovation each and every school of zone 15 has well maintained infrastructure with all basic amenities. The office records are up to date. The class XII result of



zone 15 has reached as high as 94%. All co-curricular activities have attained high achievements. All HoS and teachers and other staff in all schools under Zone 15 were encouraged to improve and beautify the infrastructure in order to provide an attractive atmosphere in the schools.

The low performing schools were regularly visited and given tips and innovative ideas by the best teachers and principals of the zone. Consequently, these low performing schools gradually improved. There was shortage of teachers and other staff in the Directorate of Education. Steps were taken to ensure that the teachers available in the zone were distributed in such a manner that all schools had sufficient teachers for all subjects. In schools where no teacher of a subject was available, teachers from neighbouring schools were deputed for 03 days in a week or 03 periods each day to compensate the studies of the students.

Effective management of academic support mechanisms has been set up – these include deputing TDC and primary Incharges in schools. These have been made to increase the ease of administration and for proper information management focusing on student achievement, structural reforms and academic enhancement.



MODERNIZATION AND DIGITALIZATION OF SCHOOLS

Gopal J. Aghera

Taluka Primary Education Officer
Lathi Block, Amreli District, Gujarat

Areas of Innovation

- Use of ICT in schools
- Mobilising resources with the help of Alumni of the schools
- Ensuring good infrastructure and hygienic environment in government schools

Summary of the Innovation

Students studying in Zilla Panchayat School were getting poor infrastructural facilities and the quality of education was not up to the mark. They were more inclined to join private schools as parents believed that private schools provide better education. The initiatives introduced by the officer not only directed towards improving infrastructure but also aimed to remove the difference of education in government and private schools. The idea was to strengthen the primary education in the Taluka and to provide good quality education to the students of government schools. The main objectives of the innovation were:

- To improve education system in government primary school of Lathi Taluka.
- To change the thinking of parents that only private school can provide better education.
- To enhance infrastructure and technology in the school.
- To provide hygienic atmosphere that could safeguard the health condition of the students.

The idea behind the innovation was a group decision. Three schools, namely Lathi Taluka school, Kanyashala and Rameshwar School were merged and two new schools were made. Initially, there were many challenges. The two schools, namely Kanya School and Rameshwar boy's school, were on different locations around 500mtr from the present location. Parents were unwilling to shift their children in newer locations. With gradual persuasion, things started progressing.

One of the most important and notable contributions of the officer was to mobilise financial resources with the help of the Alumni of the schools. In the year 2016, a meeting of the former

students of Lathi taluka schools was organized in which around 1500 former students participated and extended their help for the improvement of schools. The construction of a new school was started. At the same time, it was decided that three schools that will be merged should be provided with modern equipment and facilities. Implementing the innovation required continuous communication and negotiation with the donors. The officer was in constant persuasion with the donors and also approached the parents and communicated that the amount raised would be used for the well being of the students studying in the school.



With the efforts of the officer a huge amount of money was mobilised for improving schools. The donors donated the amount in tune with Rs. 4.60 Cr for school construction and 70 lakh for alumni gathering.



The infrastructure provided by the govt. schools was meager. Due to resource mobilization, different facilities like smart board, 64 CCTV cameras and centralized sound system was installed. About half of the donation amount was used for construction of new schools while the remaining amount was demarcated for the use of maintenance. The initiatives helped in providing quality education to the students of government school, which is at par with the private schools in the Taluka.

IMPROVING QUALITY OF EDUCATION IN GOVERNMENT SCHOOLS

Hanumantappa M Fhadneshi

Block Resource Co-ordinator

Savanur Block, Haveri District, Karnataka

Areas of Innovation

- **Improvement in infrastructural facilities**
- **Improved functioning of government schools**
- **Awareness generation by mobilising mothers of the children**

Summary of the Innovation

Due to the lack of proper infrastructural facilities, shortage of teachers, lack of accountability and other issues in government schools, parents are often attracted to private schools as they think that private schools will provide better quality of education. The parents of children in Savanur block were no exception to this trend. The government schools in the block were grappling with many issues such as lack of basic facilities in schools, demotivated teachers, lack of interest in implementing government schemes, and so on.

The officer wanted to change this scenario and discussed the issues with higher authorities in several meetings. He planned to develop government schools and improve their quality. The operational area included 113 primary schools, which are situated in every nook and corner of the Savanur block.

In the beginning, the officer faced several challenges. It was a difficult task to motivate teachers and public towards government schools and consequently ensuring quality of education. It was a tedious job to implement department plans and schemes in the schools. There was lack of motivation among the teachers and parents. There was also the problem of shortage of staff and insufficient budget.

In order to improve the situation, discussion with headmasters and assistant teachers were conducted to know their challenges. Programmes were regularly supervised and teachers were regularly guided. Training programmes for teachers were organized at school and block level.

To improve children's enrollment and attendance, school re-opening functions were conducted

like *Akshar Fair*, *AksharKumbaMela* etc. with partnership of public representatives (ZP,TP,GP and educational officers). The officer and his team also visited the homes of out of school children and created awareness amongst the parents regarding the importance of education. As a result, about 130 out of school children came back to the school. Classrooms, Ramp and high-tech toilets were constructed in Hattimattur, Chillurbadni, Tevarmallihalli, and Challal. Mother's conference was conducted in each cluster's centralized school to bring educational awareness. More than 1000 mothers participated in Baradur, Hattimattur and Yalavigi. New schools were built with the help of land donors without waiting for government land to be sanctioned. More than 2 lakh rupees from donors were collected to adopt new teaching techniques in classrooms like live telecast of EDU-SAT through projector.



A meeting of SDMC president Members was held to empower government schools with partnership of the community. A suggestion was given to them to develop their schools and they collected more than one lakh rupees to fulfill basic facilities in their respective schools like HPS Mannangi, HPS Baradur, HPS Chillurbadni and HPS Hattimattur. Apart from these, teachers adopted the school children who were from economically backward families. With self inspiration, they spent more than 50,000 rupees for such children's education and for other facilities in HPS Hattimattur and HPS Chillurbadni.



All these initiatives resulted in better functioning and management of government schools and thereby, improving the quality of education in such schools. The initiatives also brought awareness among parents and public and attracted them towards government schools.

BRINGING CHANGE TO SCHOOL EDUCATION THROUGH TECHNOLOGY AND QUIZ BASED LEARNING SYSTEM

Surendra Singh Gaur

District Education Officer

Prahlad Nagar, *District Co-ordinator*

Jhalawar District, Rajasthan

Areas of Innovation

- Use of ICT in improving performance of students
- Providing ICT in schools and classrooms

Summary of the Innovation

Education system in Jhalawar district was grappling with several issues in different areas like ICT, teaching learning process, infrastructural issues and so on. More specifically, the following problems were noticed in different areas:

1. Under utilization of ICT infrastructure:

- No robust plan for usage of ICT labs for E-learning and smart class.
- Lack of mechanism to remotely monitor the usage of ICT labs.
- Unable to adapt ICT as effective teaching and learning aid.
- Desired outcomes in quality education are under achieved.

2. Lack of teaching staff and student engagement:

- Lack of teaching staff at school level
- Unawareness about effective usage of latest teaching aids.
- Insufficient teaching material.
- Lack of innovation in teaching-learning process.

3. Lack of other facilities:

- Lack infrastructure in schools
- Lack of school building

- Lack of continuity of electricity
- Lack of internet connectivity and availability.

After detailed discussions with officers and staff, it was thought that ICT facilities in the government schools should be improved. For this purpose following strategies were adopted:

1) Usage of ICT:

- *A book based topic wise study by projector or LED*
In this, the subject matter of the chapter is shown on the screen, which helps children to see the teacher on the screen and tend to explain to the children clearly.
- *Quiz base study*
After teaching the lessons of the topic being taught on the screen, the child is made to play a quiz, in which if the student gives the correct answer, the next question is displayed and if wrong answer is given, correct answer is displayed. This action is done by the children from their own ID and the teacher practices with their school ID.



- *KBC based quiz solution.*

A Quiz has been prepared on the lines of the *KaunBanegaCrorepati* and three ways were introduced to solve the question if the student faces difficulty:

1. 50-50
2. Double deep
3. Audience poll

This has aroused the interest amongst the students and they play it with lot of enthusiasm.

2) **Roll out of Project Utkarsh in 127 ICT Schools and 1 non ICT school**

- Every ICT schools have 10 – Computers set, 1- projector or LED TV, 1- UPS or 1- generator set, 1- Printer, 1-Dongle for internet, 1- switcher for networking, 1- web camera with accessories.
- Nodal structure was created to train the teacher at nodal level who provides the setup support and guidance to schools.
- Every school gets self-help guide and nodal expert supports to implement it in their schools.
- A formal schedule was included in each school for ensuring lab usage regularity and was monitored remotely based on usage.

Students with Project Utkarsh exposure displayed following trends better than others:

- Higher participation
- Higher confidence
- More engagement
- More inquisitiveness and curiosity to learn
- More knowledge of their course material

3) **Establishing 7 Model Schools for best practices**

- Dedicated student and teacher training.
- Close monitoring of usage level and usage pattern, currently focus group is on 9th and 10th Classes.
- Regular visit by technical experts as needed.
- Planned assessments for understanding learning impact.
- In current scope, Quiz Academy Smart Class workflow implementation is excluded with future provisioning to enable it.

Impact of the innovation

Project Utkarsh in Jhalawar district has been effective and successful in term of students participation, performance improvement, teachers receptiveness, quality enhancement and infrastructure improvement. Students' performance has significantly improved. Use of quiz academy as smart-class has been most innovative outcome. Scientific temperament of teachers and students has significantly improved. Better utilization of tablets and laptops (issued by state govt.) has become possible. Acceptability of quiz based learning system in rural area is very high.

DEVELOPMENT OF SCHOOL INFRASTRUCTURE AS LEARNING RESOURCE WITH STAKEHOLDERS' PARTICIPATION

Dhan Bahadur Subba

Deputy Director

South Sikkim District, Sikkim

Areas of Innovation

- Improvement in infrastructural facilities
- Improving quality of education in government schools

Summary of the Innovation

Before implementing the innovation, it was noticed by the officer that school buildings and campus in South Sikkim were very dull and repulsive, student absenteeism was very high, there was low participation of children in government schools, high repetition rate in primary classes, and stakeholders were very indifferent/reluctant about their schools.

In order to improve the situation, several initiatives were undertaken. To start with, it was thought to provide a common platform to work for the school. Hence, a project called “**Development of school infrastructure as learning resource**” was started as Gap Bridging Project. The main objectives of this innovation were to bridge the gaps between stakeholders and bring them in schools to combat the issue of student’s absenteeism, reduce repetition rate and increase children’s participation, to inculcate sense of ownership among all stakeholders about their schools, to supplement teacher’s efforts of attainment of required grade-end academic competency level among the children by making whole school campus a print-rich.

The innovation was started in 2009 and still undergoing. The innovation is initiated to establish linkage between different stakeholders to work for the schools to reduce repetition rate and student’s absenteeism in primary classes. It has covered all the schools of south Sikkim district i.e. 228 government schools, 32 clusters, 8 blocks and three sub-divisions falling under the jurisdiction of the district. It is planned to bring all the stakeholders like system level officers, school heads, teachers, students, parents, PRI members, community leaders at school level and make them work for the development of the school.

At first, the head teachers were appraised about the present status of schools performance in

terms of student's repetition rate and poor attendance. They were requested to suggest the ways to improve the situation and informed about the idea of starting the project called 'Development School Infrastructure as Learning Resource'. They were also informed about the different activities to be executed under the project. The head teachers were motivated in every meeting mentioning as to how the activities included in the project were important to enhance school effectiveness. They were constantly motivated and appreciated when they started working on the project through different forum.

The next target stakeholders for mobilization were the School Management Committee (SMCs) and PRI members. The SMCs wherein members from local authority (PRI members) also exist, were mobilized to be the part of the project through different forum. It was reported by the head teachers in surprise that the SMCs visited the schools immediately after the meeting and asked about helps needed for the schools. The motivated teams of head teachers, SMC members and PRI members formed a good network of taskforce to execute the activities earmarked for the project. They in turn motivated the teachers and community to participate in the project.

The physical resources required for the innovation were already available which included school infrastructure, paints, brush, charts, papers, colour pencil/pens etc. These physical resources other than school infrastructure were mobilized through self- contribution from stakeholders. In some cases, the key players like SMC members, school heads, teachers, PRI members and students approached the community leaders like MLA and bureaucrats for financial resource. The fund so collected were used for buying above mentioned physical resources in some schools but many schools bought low height chairs and tables for pre-primary class. The innovation used the students, ex-students, teachers and skilled laborers from community as human resource who were motivated to work for the project. The project also extensively used the social media like facebook and WhatsApp on personal expenses.



Impact of the innovation

The progress of the Gap Bridging Project was very slow in initial two years as it took time to motivate different stakeholders. However, during its later years of implementation it was well perceived by all stakeholders and contributed at their own limit to make their schools attractive, print-rich and learner-friendly.



The following positive changes were noticed in schools:

- Attendance rate of the students at primary level has reached to more than 96%.
- Dropout rate in primary classes dropped down to 2.67 which is less than state average (Source: UDISE 2016-17)
- Though No detention policy is effective after 30/9/2010, it was found that the primary class children scoring 'E' Grade in SA-II is reduced to 3.36% in the district (Source: 4th Quarter QMT 2016).
- 100% government schools are looking like reputed private schools.
- Many stakeholders talk about print-rich environment in schools when they meet each other.
- Majority of stakeholders take care of school environment as their property.
- Majority of stakeholders think that attractive and print-rich environment in a school cannot be compromised to ensure better learning among children.
- Many stakeholders are providing infrastructure supports to schools.

IMPROVING INFRASTRUCTURAL FACILITIES IN GOVERNMENT SCHOOLS THROUGH COMMUNITY MOBILIZATION

K. Venkataiah

Mandal Educational Officer

Moinabad Block, Ranga Reddy District, Telangana

Areas of Innovation

- Improvement in infrastructural facilities
- Improving quality of education in government schools
- Resource mobilisation

Summary of the Innovation:

The infrastructural facilities in government schools of Moinabad Mandal were in deplorable condition. There was no provision of potable drinking water, no ICT in classrooms, lack of quality in MDMs served to the children and so on.

The officer wanted to provide good infrastructural facilities to all students of the mandal. He contacted officials from software companies like Infosys, Wipro, Accenture to donate their used computers to government schools. Apart from this, all major companies were approached to supply their used furniture to government schools. SBI/SBH were contacted and requested to install RO plants for potable drinking water. Youth organizations were encouraged to donate sports equipment and local leaders were requested to adopt some government schools for providing basic amenities and para teachers.

Due to constant mobilization and persuasion, every school was supplied with minimum of three computers and also appointed a computer teacher. In all high Schools, well equipped science labs were installed and students participated enthusiastically. With



the help of guide teachers, students participated in science fairs and won many prizes. In all high Schools and UP Schools, well equipped libraries were provided for students' use. The officer encouraged all HMs to install digital class rooms and lessons were taught using ICT.

Every year school shoes, meals plates, note books, schools bags were distributed to poor and BPL children studying in government schools with the help of donors. With the help of SBH/SBI many schools were provided RO Plants for pure drinking water. Regular checks were being conducted on MDM Agencies to follow the menu strictly without any deviation. Arrangements were made to cook and serve MDM to students in very hygienic conditions even in adverse weathers. In all public and private schools, social plantation (Haritha haram), Wash Programme, Swach Bharath are being conducted with great enthusiasm. The officer has taken steps and achieved 100% enrollment in Moinabad Mandal. Special Classes are being conducted for the SSC students, those who are going to take board exams. Thus the pass percent has been much improved. Local Philanthropists were encouraged to supply milk, bread and biscuits besides examination writing pads to SSC students taking board exams.



In order to implement the above mentioned facilities and activities, regular review meeting are conducted with all HMs and their problems are addressed immediately. Regular Visit to the Schools were undertaken and records and teachers' performances were observed and suggestions were given to improve their performance. During the tenure of 8 years as a block level officer, no School in Moinabad Mandal was in news for wrong reasons.



Impact

- District Officials recognized the work done and awarded “District Level - Block level Officer Award” for the year 2017.
- Children’s attendance and enrollment percent improved a lot.
- Learning outcomes of children improved to the targeted level.
- There is significant improvement in the pass percent of SSC students.



- Children are attending school well dressed with full uniform and shoes.
- Children are provided purified drinking water in school.
- Children are encouraged to participate in all the competitive examinations.
- SMC committees actively participate in school development activities in Moinabad Mandal.
- MDM agencies and DWACRA agencies also strictly follow the MDM menu and serve eggs as per menu.
- Hand wash facility is provided in all the Govt Schools.
- Girls and boys toilets with running water facility are provided in schools.
- Children are encouraged to plant a sapling and protect it.
- Greenery is improved in School premises.
- SwachBharath is strictly maintained in class rooms and in the School premises.
- School utilizes available funds under SSA guide lines providing essential and minimum amenities for the normal functioning of schools.

ENHANCEMENT OF QUALITY EDUCATION THROUGH DIGITAL SCHOOLING

Subhash Rajaram Chougule

Educational Officer (Primary)

Kohlapur District, Maharashtra

Areas of Innovation

- Digital schools
- Digital literacy

Summary of the Innovation

Digital India, campaign launched by Government of India to ensure that government services are made available to citizens electronically by improved online infrastructure and by increasing internet connectivity or by making the country digitally empowered in the field of technology has been a reference point for this innovation. The innovation was also aligned with “*Pragat Shaikshanik Maharashtra Programme*”.

Government of Maharashtra focused on “*Pragat Shaikshanik Maharashtra Programme*” which started from the year 2014. It aimed that every child should acquire basic skills and abilities in every subject. It also focused on every child should learn with the help of technology at its own pace. Nowadays, the approach of educational system is changing from behaviorist approach to constructivist approach, so it was seen important to provide digital facilities like Smart TV, LCD Projector, L.F.D. (Large Format Display), Tablets, E-software and computers.

For this purpose, primary education department of ZillaParishad Kolhapur took the initiative to provide digital facilities for every school with the help of community participation and other resources. Focus area of innovation was to improve Quality of Education in Government school, community mobilization and community support, resource Mobilization and partnership with the corporate sector / NGO.

For attaining Universal Digital Literacy and for enhancement of quality education, ZillaParishad, Kolhapur decided to launch “*The Digital School Programme*” where digital learning was facilitated by technology that gives students some element of control over time, place and pace. The internet and proliferation of internet devices gave students the ability to learn any time. It is any type of learning that is facilitated by technology or by instructional practice that makes effective use of technology.

The main objectives of the Digital School Programme innovation were:

- to provide digital facilities for schools through community participation and other resources, to improve the quality of education in Zilla Parishad primary schools,
- to make Zilla Parishad students digitally literate,
- to help students to learn new concepts from various subjects using digital facilities,
- to increase digital literacy of teachers and make them techno savvy,
- To broaden the horizons of students as it exposes students to the outside world.

To implement this innovation, the idea was discussed in Zilla Parishad Education committee. Discussion in standing committee of Zilla Parishad Kolhapur was arranged for the preparation of the Plan of Action of the innovation, presentation and permission for the innovation in General Body meeting of Zilla Parishad, Kolhapur, meeting and discussion with NGOs, teachers organization and other resources, workshop of all block level officers at district level, workshop for all cluster head and head masters at block level, workshop for all village Sarpanch, Gramsevak, School Management Committee chairman and Head Masters at block level for funding, techno savvy teachers training at district and block level, plan of action for every school, actual implementation of the innovation and evaluation of the innovation.

Through this innovative programme, 1389 schools became 100% digital with the help of participation of community and other resources. Enrollment in Zilla Parishad primary schools increased and schools became ready to compete with other private schools. The view of society changed about Zilla Parishad primary schools as they became highly digital, learning process became enjoyable and effective which increased the attendance rate of the students. Further, students became aware of digital technology and it proved to be useful for gifted students, slow learners and children with special needs. 100 % teachers became techno savvy through training. Teaching-learning process tended towards constructivism. Due to these initiatives 767 students shifted from private English medium schools to Zilla Parishad primary schools. As a result of these, parents approach towards Zilla Parishad Primary Schools changed when they came to know about the noble use of technology for learning. Parents and community participation increased in school development activities and many NGOs and agencies came forward with self-motivation to provide digital facilities for the remaining schools. This innovation proved helpful for students self-learning, peer-learning, and group-learning. It has also proved useful in preparation of competitive examinations.

INSTALLATION OF LOW COST MULTI TAP MULTI CAP IN SCHOOLS: A STEP TOWARDS SWACHHA VIDYALAYA

Reshamlal Naik

Block Education Officer

Hinjilicut Block, Ganjam District, Odisha

Areas of Innovation

- Cleanliness and hygiene
- Water conservation

Summary of the Innovation

Multi tap with multi cap system is highly necessary in schools for providing facilities to wash hands before and after having Mid Day Meals for the children. The objectives were;

- i. To provide low cost multi tap multi cap systems for the children in schools even if there is no fund for this particular purpose.
- ii. To reduce wastage of water used during hand wash at schools.
- iii. To save time consumed during hand wash.
- iv. To reduce children's rush during washing hands in schools.
- v. To ensure hands free from germs/bacteria before having MDM in schools.
- vi. To develop a habit of washing hands before and after having MDM.
- vii. To provide hand washing facilities to all the 100 percent children of the schools.
- viii. To provide proportionate no of taps to the children for washing hands.

Before Implementation of innovation, the children were using poured water of the buckets available in the school. The school authorities were providing water in buckets with a mug to facilitate hand wash in schools before and after having MDM. But it was observed that when a child was using water to wash hands he/she had to take the help of other children to pour water in his/her hands and simultaneously the quantity of water too was wasted. Further when the water becomes less the students were washing hands with insufficient water or were not washing at all. But in reality as there was shortage of hand washing stations and time taken for washing hands was much more than the lunch break. Further the children were completing the process of washing hands in between lunch break as well as taking MDM. Thus it was observed

that they were not washing hands before and after having MDM properly. The quantity of water used was approximately 1 liter per child which was double than the quantity of water to be used for washing hands as per standard i.e. 500 ml.

A meeting of technical consultant, CRCCs, HMs, I/c MDM along with ABEOs was conducted to make them understand about the importance and technical aspects. They were intimated to install these types of low cost multi tap and multi cap systems in the schools. The schools having no overhead water tanks were identified. The SMC intimated about the system.

After implementation of innovation, the children got adequate taps and water as per need to wash hands @10 per child and 250 ml water per child per time. The children also got sufficient time to wash hands by covering all the six (06) steps of washing hands. The wastage of water too reduced and the used water is reused for gardening of the school. The rush for washing hands at hand wash platform reduced as well as the chances of mishaps due to hurry for washing had also been reduced. The need of someone near the bucket to pour water in the hands had also been stopped. The unwanted behaviors observed during rush to wash hands like; falling down and causing wounds in the body, going ahead by pushing other children, quarreling with others to wash hands had also stopped. The children became disciplined, they came in line and got enough time to wash hands. They got time to cover all the 06 (six) steps of washing hands. Even single child could also wash hands easily and independently.

This innovation is the low cost multi tap multi cap system as well as feasible for the schools having scarcity of water or non availability of water. It is cost effective as well as saving time during washing hands and it is also important from the health point of view to maintain hygiene. About 32 schools where there was no multi tap multi cap or over head water facilities were the targeted schools and all the 1736 no of enrolled children of those schools were the beneficiaries of multi tap multi cap system for hand wash

The water used in this system is reused in the garden of the school and the quantity of water used is 50 percent less than the system prevailing before implementation of the innovation in these schools. Now the slogan of Swachha Vidyalaya is also going on which has a great impact upon our life can also be achieved with the help of this system by maintaining personal hygiene. Hence it is one of the effective innovation in the way of multi tap multi cap system in the schools our system.

Now all the children of 32 schools were washing their hands systematically and effectively. Wastage along with misuse of water has also been checked to a great extent and the used water had also been reused for gardening.



Community Participation in Functioning of School

EMPOWERING GOVERNMENT SCHOOLS WITH THE CO-OPERATION OF COMMUNITY THROUGH MOTHERS' MEETING

Mallikarjun Bharamappa Ambiger

Block Education Officer

Haveri Block, Haveri District, Karnataka

Areas of Innovation

- Empowering mothers for their child's education
- Motivation of parents and teachers

Summary of the Innovation

Most of the schools in Haveri block are in village areas and city slum areas. The students who come to these schools belong to the most economically backward strata. However, it is the duty of any officer to provide quality education to all irrespective of the economic and social background. It is widely known that *if a man is educated an individual is educated, if a woman is educated a family is educated*. The officer, thus, planned to improve government schools with the support of community through 'Mothers' Meetings' and to strengthen the schools, both physically and academically.

Before the implementation of the innovation:

- Mothers were not aware of their roles and responsibilities pertaining to their child's education.
- SDMC participation was not satisfactory.
- Parents were not aware of their children's talent and future.
- Irregular attendance of students was noticed.
- Basic requirements were not upto the mark.
- SSLC result of the block was very poor.

Haveri block includes 162 Primary and 27 Secondary Schools, which are situated in every nook and corners of the block, nearly 40Kms radius from the block education office in Haveri City. The idea of conducting Mothers' Meet was discussed with the sub-ordinate staff and in



Head Masters' meeting. The intended objectives and the modalities of the meeting was shared and everyone appreciated the idea. Before implementing in all the schools, it was piloted in two primary and in two high schools. The response was very good and positive. All the teachers visited every student's house to invite the mothers for mothers' meetings. Mothers were enlightened and motivated about how crucial their role is in their child's education. The officer attended all the mothers' meetings despite busy schedule. The officer shared motivational ideas and mother's role in all-round development of a child. Most of the mothers were motivated and decided to dedicate themselves for their child's development.

The officer also contacted parents and students when they were at home to ask about their study progress and advising the parents to create study atmosphere at home. After school hours, students are divided into different groups and allotted subject/topics to discuss. Motivational workshops for teachers were conducted. Subject wise experts were invited to share their ideas and methodologies with the teachers. Elected representatives, SDMC members, educationists, students alumni were contacted and were asked request to contribute in academic as well as infrastructural areas to improve the overall quality.

After implementation of innovations, parents especially mothers were motivated. Enrolment had increased, attendance levels greatly improved and SSLC results showed marked improvement. The number of Out of School Children has also decreased. The basic requirements like desks, drinking water facility, toilets for girls, compounds and colour to walls of classrooms, steel plates and glasses for mid day meals, smart class facilities etc were provided.

In this way, uneducated and poor mothers were awakened to create educational awareness to build strong base for the future of the many families and to create good, healthy and responsible society.

IMPROVING EDUCATION THROUGH COMMUNITY PARTICIPATION

Umesh Y Bammakkanavar

Block Education Officer

Hubballi City Range Area, Dharwad District, Karnataka

Areas of Innovation

- **Enhancing community participation**
- **Fostering school-community linkages**

Summary of the Innovation

Any development approach that excluded community members from the process of implementation was responsible for slow growth. Participation of community members in local projects, therefore, has the potential to influence, challenge, change and modify local village education for the benefit of all. The officer observed that the implementation of education programmes did not give the expected results. Thus, it was thought that community involvement right from the beginning of the execution of the programme will yield good results.

Before the implementation of this innovation, basic requirements of the schools were not up to the mark. Proper guidance to students was required. IT skills of students were very poor and there was tough competition from unaided schools. In order to address this situation it was necessary to take initiatives. The official took initiative to change the scenario. Attempts were made to provide smart classes to impart e-education in schools, improvement of SSLC results, boosting morale of school staff, raising funds for schools, ensuring students' regular attendance and completion, constructing, repairing, and improving school facilities etc. All these initiatives were taken with the active participation of the community.

The following strategies were adopted by the officer:

- 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



- Launching taluk level mobilization to support micro planning in project area through www.beohubballicity.in website.
- Regular monitoring of the entire system of schooling in the range with other officials.

The operation area is the Hubballi city range which includes 89 primary and 9 secondary schools and 8 aided schools.

Developed CCE software and BEO Hubballi city website to make the office run faster and guide many schools quickly.

- Adopted digital boards to schools with the help of MP/MLA's co-operation.
- Rotary clubs, Inner wheel clubs, Lions clubs etc were asked to adopt schools so as to provide better environment and then they have contributed a lot to schooling. Alumni of the schools provide round tables and benches.
- Decathlon Sports shop adopted some schools and provided the pre sports kit.

All these initiatives carried in Hubballi city range, Dharwad District Karnataka were an outcome of a sincere effort in binding community efforts to the progress of education.

After implementation of the innovation, situation improved with respect of the following:

- The basic requirements like desks, drinking water facility, toilets for girls, compounds and colour to walls of classrooms etc were completed.
- Teachers were motivated to participate in the plan.
- School children were given proper care and attention.

COMMUNITY MOBILIZATION FOR IMPROVEMENT OF GOVERNMENT SCHOOLS

Orenponi Lotha

Sub-Divisional Education Officer

Tseminyu District, Nagaland

Areas of Innovation

- **Community mobilization for resources**
- **Ensuring regularity of teachers**
- **Increasing enrolment of students in government schools**

Summary of the Innovation

Owing to decreasing trend of community participation towards the improvement of government schools and declining enrolment in most of the rural schools, the idea of strengthening community mobilization germinated. Accordingly, cluster-wise meetings/discussions were held continuously with all stakeholders for about a year. The meetings with all stakeholders, village Panchayat, church leaders, women groups, and student's unions were convened at a strategic location of the area where easy access to the venue was taken into account. The officer had the following objectives in his mind:

- To motivate the community in providing assistance towards schools and their involvement in co-curricular activities
- To ensure regularity of teachers
- To increase enrolment of students in government schools
- To improve academic performance of students
- To harness community capital for government schools

As already mentioned, less community involvement and decreasing enrolment in government schools prompted this initiative and innovation. In the initial period, views and comments about the school condition were collected from the community. This was done to diagnose the actual problem of the schools.

In this initiative, 9 clusters were covered consisting of 51 schools and 42 villages. There were problems of different sorts in different areas like financial constraints to meet transportation charges of the visiting team to schools and villages, motivation of community and so on. Irregularity of handful of teachers discouraged community interventions for improvement in enrolment in government schools. Pathetic road conditions made the initiative more taxing, and in these conditions, absence of a vehicle for field officer has been a constant hardship.

The community members were motivated to improve the quality of education in government schools. Many issues were deliberated including Mid Day Meals where community could contribute locally available items for cooking and hand washing. Coaching classes by the community was also emphasized and the skill of handicraft was encouraged to be taught to school children.

Community Participation for school improvement is noticed and their inquisitiveness has doubled comparing to past years. Some community members have started to make resolution of their own for improvement of the village school. After this innovation, some schools under the block have started implementing the targeted objectives like school repairing by the community at GMS Rumesinyu, and community making dustbins with locally available bamboo at GMS Logwesunyu.

Proper co-ordination amongst the staff is of paramount importance and positive mindset is a key to all achievements. Proper rapport and healthy relation need to be developed with the community leaders and this can be the catalyst in the improvement of the schools. The initiative of the officer revolved around these concerns.



EFFECTIVE COMMUNITY PARTICIPATION FOR INFRASTRUCTURE IMPROVEMENT

S. Asha Christy Emerald

District Elementary Education Officer

Nagapattinam District, Tamilnadu

Areas of Innovation

- **Improvement in infrastructural facilities**
- **Increasing community participation**

Summary of the Innovation

Before implementation of innovation, it was noticed that participation of the community was very less in infrastructure development and school activities. Hence it was thought that community should be mobilized in order to make the schools more effective. Several meetings were held with SMCs, PTAs, villagers and other community members. It was told that involvement of community brings wonders to school and the officer mobilized the community for infrastructural development of school.

With her grit and determination, the officer was able to bring changes in the following schools:

Panchayat Union Middle School, Keechankuppam was highly affected by Tsunami in the year 2004. Now with community participation it has come up well with following amenities:

- All classrooms are converted into smart classes worth Rs 9,00,000 out of which public contributed Rs 3,00,000
- RO system worth Rs 1,50,000 was contributed by Indian Bank
- Village people contributed almirah, tables, chairs LCD projector etc.
- Kitchen garden is maintained in the roof of the school

Panchayat Union Primary School Kevarodai: In this school, with the help of parents and community, a herbal garden is maintained. There are nearly sixty varieties of medicinal plants. Apart from these, the following initiatives were undertaken:

- A compound wall with contribution from TVS company
- Trees and flowering plants maintained by the community
- A ramp with learning material



Panchayat Union Middle school, Kaveripoompattinam: This school is located near the sea shore. The PTA and community have contributed in many facilities to this school like:

- Parents have arranged a van for their children
- Karate and yoga teachers sponsored by community

Municipal Middle School, Kadampadi: This school is in the heart of the town. In spite of many schools in and around the municipal areas, this school has 339 students with following facilities:

- Digital magnetic board contributed by Rotary Club
- Smart classes and a big auditorium
- Celebrating Joy of Giving in Old Age Home
- Construction of new toilets with contribution from the Naval force

Panchayat Union Middle school, Thirupayathangudi: Two classrooms were converted into smart classes.

After implementation of innovation, effective participation of the community has brought improvement through which the infrastructure has improved significantly.



Strengthening Governance and Improving Transparency

BRINGING TRANSPARENCY IN EDUCATIONAL ADMINISTRATION

Rameshbhai S. Upadhyay

District Primary Education Officer

Sabarkantha District, Gujarat

Areas of Innovation

- **Ensuring transparency in educational administration**
- **Improving quality of education in government schools**

Summary of the Innovation

There was less transparency and accountability in the administrative process in Sabarkantha district. There were many issues like service book updation, pending files, applications, complaints etc. there was need for effective surveillance and to bring accountability. Insufficient answers were provided to the applicants. The laziness pervaded across the district due to the lack of effective supervision. There was a urgent need for the quality improvement in service delivery and pulling administrative process in place. There was a need for RTE rules observation and implementation. The schools avoided the procedures of RTE 2009. There was no transparent process in place to secure the quota seats of the allotted students. Other syllabus is followed in some schools irrespective of their affiliation. It was this context that led to innovative initiative by the officer.

The innovation is all about bringing transparency in the administration and to enhance quality of teaching. The officer wanted to provide a transparent and healthy administrative as well as academic system to the district. He decided to initiate reforms and innovative ways of administration to bring forth the effective changes. The objectives of this innovation were to bring transparency in the administrative process, to raise the value of accountability in the system, to develop a sustainable strength in the system, to provide better quickest services to persons of the department, to enhance the quality of education with the help of technology, to improve the monitoring and supervision etc.

With the genesis of the idea, it was decided to execute them on the ground. So, the office called meeting of responsible persons at district, block and cluster levels. They were given the targets to finish the tasks. They were also monitored and guided continuously. They were inspired for



their punctuality in their work. A work chart was prepared to bring out a sustainable system of administration. The following initiatives were implemented in the following areas:

Transparency / Accountability: There was a pile of pending cases and the most challenging task was to clear all these files. A three dimensional program, *Bilvpatra*, was held at district level on 5th of September 2016. The program was attended by Education Minister, Transport Minister, Education Secretary, Collector, President of District Panchayat, and MLA. In the presence of all these dignitaries, full pay orders, appointment letters, higher pay scale orders and farewell for retired teachers was executed. Not a single case is pending now. To prevent such situation in future, a circular was issued to solve all these files in a stipulated time. Due to this set up, accountability is bestowed upon the machinery and they are encouraged to clear day to day work.

Participation in co-curricular activities: In order to develop the students holistically, co-curricular activities were arranged for the students. An initiative named '*Fuladani Forum*', a program for cultural activities at block level was held. It helped the schools to present their best programs at a bigger stage. All these best activities of schools were presented at block level and they are going to be presented at district level too. Another great initiative of the district was '*One Child One Tree.*' All the schools of the district have volunteered to make plantation of a tree per student. It has taken the form of a mass event. Till date, 1.51 lakhs plants have been planted.

Quality Education: The team of Sabarkantha is constantly active to achieve educational aims and goals. With the help of different projects launched by the team Sabarkantha, the schools and staff are motivated and supported. The projects include '*ChaloAdarshBaniye*' (Let's be ideal), '*Gyankunj Project*' (fully smart class), CS Pathashala (computer Science education) etc. '*ChaloAdarshBaniye*' project advocates for value education. The aim of this project is to raise the student from the stage of ideal student to ideal citizen. Teaching through the multimedia made them more active and aware in the classrooms. It was planned to have maximum utility of



teachers' talent and to extend training sessions wherever it was needed. Zero period of English language learning was arranged in every training session for the students. It benefited them in creating classroom atmosphere for English language.

Supervision and Monitoring: Any effective work can be done with the help of constant and effective monitoring and supervision. To bring transparency and speed in the machinery, the effective and powerful supervision would be the boon. Under the leadership of DPEO, a smart and accurate vigilance system was created across the district. This helped the officers to develop an atmosphere of trust and transparency. The effective monitoring and actions for the RTE 2009 is another key achievement towards transparent administration. Different Committees were formed to have strict supervision and monitoring network.

The impact brought about by the innovations is the regularity in the works of the staff and teachers. The quality of work has been greatly enhanced. The transparency and accountability has improved. Teachers and schools were inspired to work differently and smartly. Quick and reliable services replaced the long waited experiences of the applications.

Press note in news Papers

શિક્ષકોની સેવાપોથીઓ ડિજિટલાઇઝ થઇ

સાબરકાંઠા જિલ્લાના ૧૨ તાલુકાના ૬૨૨ શિક્ષકોને સેવાપોથીઓનું લેનિંગ કાર્ય ૧૦૦ રૂકા પૂર્ણ કરવામાં આવ્યું છે. જિલ્લા શિક્ષણ અધિકારી, સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું. આ ઉજવણીમાં જિલ્લા શિક્ષણ અધિકારી, સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું. આ ઉજવણીમાં જિલ્લા શિક્ષણ અધિકારી, સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું.

ધનસુરાના મલેકપુરની વિદ્યાર્થીની કવિ સંમેલનમાં જિલ્લામાં પ્રથમ

ધનસુરાના મલેકપુરની વિદ્યાર્થીની કવિ સંમેલનમાં જિલ્લામાં પ્રથમ સ્થાને આવ્યાં છે. આ ઉજવણીમાં જિલ્લા શિક્ષણ અધિકારી, સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું.

Mr R. S. Upadhyay, District Primary Education Officer, Sabarkantha

Press Notes

પોળો ખાતે જિલ્લા શિક્ષણાધિકારી દ્વારા સીઆરસીઓ સાથે મેટક

જિલ્લા શિક્ષણ અધિકારી, સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું. આ ઉજવણીમાં જિલ્લા શિક્ષણ અધિકારી, સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું.

શિક્ષક વરતીક્રમ ચોખ્ખાચો

જિલ્લા શિક્ષણ અધિકારી, સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું. આ ઉજવણીમાં જિલ્લા શિક્ષણ અધિકારી, સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું.

સાબરકાંઠા-અરવલ્લીમાં કેશલેસ સુવિધા શરૂ થશે

સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું. આ ઉજવણીમાં જિલ્લા શિક્ષણ અધિકારી, સાબરકાંઠા જિલ્લાના કાર્યાલયમાં આજ રોજ આ ઉજવણીનું આયોજન કરવામાં આવ્યું હતું.

Mr R. S. Upadhyay, District Primary Education Officer, Sabarkantha

IMPROVING THE INFRASTRUCTURE AND OVERALL FUNCTIONING OF THE SCHOOL

Tulsibhai K. Vaghela
Taluka Primary Education Officer
Prantij Block, Sabarkantha District, Gujarat

Areas of Innovation

- **Improvement in infrastructural facilities**
- **Improving overall functioning of government schools**

Summary of the Innovation

In the primary schools of Prantij block, the infrastructure of the schools was very poor, there was no monitoring and supervision, and the system lacked transparency. There was no support from the community, corporate sectors and other NGOs. Schools had the least academic support. Thus, there was a felt need to bring reforms in several areas.

To improve the quality of education in the schools, a proper system of monitoring and supervision was developed. The schools were given different tasks and parameters to compete with the quality. Special guidance and assistance were given to the schools who were lagging behind in providing quality education. Subject wise resource groups were created at block level. These groups visited the schools and guided them to improve the teaching effectiveness. Furthermore, special guidance and mechanism have been developed for exams like NMMS and Scholarship. The books for these exams were also given to students from the block office.

'ShikshanSetu' (Education Bridge), a project to develop awareness for objective question bank, was initiated at the block level. The question bank of multiple objectives was prepared for classes 2 to 8 and they are given to every student with the help of community and donors.

CRCs and BRPs were given the responsibility of monitoring the schools from the beginning of the semester and the proceedings are regularly checked. The community and NGOs were mobilized to develop infrastructure at schools like water facility, benches, teaching aids, school bags etc. Community and Voluntary organization participated in the improvement of physical condition of schools and they also helped to ensure good quality of infrastructure. Teacher credit society Ltd at block level helped to develop some academic materials. The corporate sectors

"Shikshan Setu" Project



Shikshan Setu Project
Launched in Block
in the Presence of
Hon'ble Chiarman sir,
Dpeo sir and Dignitaries.

Mr.T.K.Vagela,Taluka (Block) Primary Education Officer,Prantij

were contacted to donate for infrastructure development. Several NGOs also participated in the development and welfare of the schools.

The relation between schools and community organization was well-established, which resulted in good academic atmosphere. Academic support was also extended with the help of community and NGOs. The BRCs, CRCs and Head Teachers meet regularly to decide core issues at block level. Several guidelines were issued in maintaining the documents and executing tasks. Any resolution, directives, personal benefits of teachers and other important works were sent to the respective persons and authorities in a short span of time. Digitalization and up gradation of service books are the core developments to bring transparency in the system.

The initiatives were undertaken in all the schools and administrative offices of the Taluka. It covered each level of the education system like school, cluster and block. Due to proper planning and execution, the desired outcomes of the initiatives could be achieved. There was proper work distribution and adequate community mobilization to achieve the objectives. Such initiatives lead to good academic atmosphere in schools.

Monthly Review Meetings



Monthly review Meetings to Bring transparency and Speed in Administration.



Mr.T.K.Vagela, Taluka (Block) Primary Education Officer,Prantij

Toilet Awakening



As a Part of Clean India Movement.



Mr.T.K.Vagela, Taluka (Block) Primary Education Officer,Prantij

School Safety Programme



to Bring Awareness for School Safety a movement Started

Mr.T.K.Vagela,Block Primary Education Officer,Prantij

Press Note



Mr.T.K.Vagela,Block Primary Education Officer,Prantij

UdiSe data filling Guidance and Verification

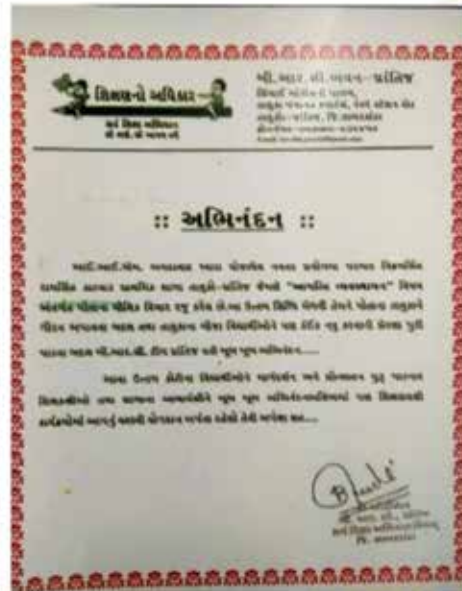


Mr.T.K.Vagela,Block Primary Education Officer,Prantij

News Reports



Mr.T.K.Vagela,Block Primary Education Officer,Prantij



DIGITALIZATION OF SCHOOLS FOR QUALITY IMPROVEMENT

Sanjay Vasant Rao Dorlikar
Education Officer (Primary)
Chandrapur District, Maharashtra

Areas of Innovation

- Improving teaching-learning
- Education through digital means

Summary of Innovation

Chandrapur district was facing the problem of dropout of students and less enrolment in Zila Parishad school, leading to closing down of some of the schools. Parents had the attraction towards English medium private schools while students belonging to low income group were unable to get quality education, infrastructure and advanced learning method. It was very difficult and daunting task to reform the entire system of education with the government funding as the district is also partially affected by naxalism and poverty. This situation prompted the official to take initiatives to change the situation. He identified the following areas of action:

- Provide audio visual experience
- Reduce the burden of school bag
- Provide the live learning experience
- Provide modern and updated education through digital means
- Connect the child with the world
- To improve the learning and teaching experience
- Use joyful and interactive teaching learning process, to enhance the quality of student

For implementing the idea all the officials of the department in the district, Head masters and management members were called to deliberate on the solution. They were motivated and requested to come forward to develop the infrastructure in order to realize the goal of providing better classroom infrastructure in the schools. They were also requested to start digital education

in their school so as to overcome the threat posed by the flourishing English medium schools. With the active help of like minded people, deliberation of the positive things and execution of the strategies and plan to overcome the local problems was discussed. The meeting of the teachers to press for the need of going digital in their approach and educational activities were convened in an effective manner. As digital classrooms enable children to be focused, constructivist and self learners, help of trained teachers and headmasters was taken to change the situation. Techno savvy teachers trained other teachers on how to make the classroom digital. These talented and hard working teachers prepared digital materials for the not so techno savvy teachers.



It was observed that the audio and visual gadgets/aids were helpful to the students to learn joyfully. Workshops on how to make school digital were conducted at block and cluster levels and these workshops appealed community people to come forward to make the schools in their village digital for the benefit of their own children. They were all made aware of the benefits of digital school and asked to contribute towards this cause. As mentioned earlier the people got motivated to provide digital education and they actively participated in this movement of making schools digital.

Subsequently, Government of Maharashtra passed the resolution of *PragatShaikshnik* Maharashtra Programme. Several meetings were conducted at every taluka and school management was motivated to transform their schools into digital schools. Their continuous efforts resulted in a better atmosphere. All secondary and aided school changed desirably. Today the schools are performing well.

In the district, this programme was implemented with a lot of enthusiasm, hope and success. Now, digital schools are a reality. More and more schools are now exploring new avenues to keep pace with the changing times.



After the implementation of the innovation, schools are now able to retain the trust of the public and are being able to compete with private aided English medium schools. Students/Teachers adopted new and scientific methods of learning and teaching.

Resultantly, dropout rate has reduced. The students are learning much conveniently and confidently. It has increased the participation of community with a focus on creative learning and pushed student's creativity forward.

Bio-metric attendance was started in schools of district as a part of digital school. It was really helpful in ensuring regularity of the teachers. Teachers developed the habit of coming to the school on time and monitored the attendance of staff members. There is regularity in the staff members also.



As a result of the innovation, all the 463 aided and unaided secondary schools decided to go digital in systematic phases to achieve the goal of 100 % digital classroom. Teachers, all related personnel, office bearers worked really hard for hours together to meet the challenges of making as many schools digital as possible with a great team work.

Almost all the ZilaParishad Primary school in the district is on the verge of becoming digital. It was noticed that through community support a lot of changes could be brought about to provide congenial, healthier and learner friendly environment in the urban, semi urban and rural schools. Though converting all schools into digital schools was a very difficult task, without the help of different stake holders it would not have been possible.

Improving Overall Functioning of Schools

IMPROVING OVERALL FUNCTIONING OF GOVERNMENT SCHOOLS AND ENSURING THEIR EFFECTIVENESS

Farida S. Velani

Education Officer

Daman District, Daman & Diu

Areas of Innovation

- **Improvement in infrastructural facilities**
- **Community Participation in school activities**
- **Participation of students in co-curricular activities**

Summary of the Innovation

The academic performance of students in SSC/HSC in Daman district was very poor. In order to improve the results, many initiative were taken by the officer. The initiative includes improving academic standard through improving facilities, community mobilisation etc. She organized extra classes for the students of class X and XII. Special attention was paid in subject like Maths, Science and Social Science for secondary and senior secondary students. Officer also arranged the weekly test and monthly tests as well as arranged the parents meeting every month. Every school of Daman District are equipped with digital class rooms for effective teaching learning process.

To improve academic performance in government schools and to achieve balanced growth the following constituted the major areas of focus:

- Focus on learning, self development, improve performance, and over all development of students.
- Improvement of basic education in government schools.
- To motivate stake holder of school viz, students, parents and other to strive for continuous improvement.
- Upgradation of education facility as per specified standard and norms
- Improving the possibility of more equitable sharing of resource between students.

In order to create awareness about the job opportunities after class XII, a career guidance seminar was conducted, which was attended by many students. The students also attended the school level career guidance program, conducted by “Maa” Foundation. For focussed attention on improvement, the work are being done through committees.



The academic committee is responsible for all academic activities including planning, management, monitoring, supervision, reporting and collection of the data for UDISE. It is also responsible for ensuring quality improvement, equity reducing barriers- like socioeconomic, gender and disability, teacher and student’s attendance, recommending teachers for training, guidance and counselling, students’ achievement, co-curricular and extracurricular activities and overall personality development of students and teachers.

The implementation of various initiatives and government programmes was done with the help of community participation. Community mobilization and close involvement of community members in implementation of secondary education was taken to be very crucial as it fosters bottom up approach not only in effective planning and implementation of interventions in the school but also in effective monitoring, evaluation and ownership of the government programmes by the community.

BRINGING TRANSPARENCY IN THE OVERALL FUNCTIONING OF SCHOOLS

Surajamani Stella Kujur

Deputy Director of Education

Delhi

Areas of Innovation

- Providing essential facilities in all schools
- Improving learning outcomes of students

Summary of the Innovation

This innovation is basically about improving overall functioning of schools and ensuring their effectiveness and improving efficiency, accountability and transparency in administration. The innovation was implemented at district (south East), Zonal level, cluster level, school level and involved all stakeholders of education.

Before the innovation, there was a problem of discipline and effective management in the overall functioning of the schools. Parents and teachers were not actively engaged with the school system to lend a helping hand. Infrastructure was not up to mark. Taken for granted attitude prevailed and there was resistance towards change. Indiscipline among the students and staff, poor coordination between officers, principals and students existed. Parents and community remained alienated from the school. In order to resolve these issues, initiatives were introduced to bring transformation in the overall functioning of the schools and its stakeholders (students, parents, teachers, principals, and other education officers). The objectives were:

- To provide essential facilities in all the schools and upgrading well established schools with high-tech labs and smart classrooms.
- To achieve learning outcomes target for each class.

To implement the innovation, all the resources, human, physical, and financial, were utilized to achieve the desired results. Rallies were taken out, dramas were staged, workshops and meeting were conducted to mobilize the resources. Physical resources like classrooms, laboratories and IT resources like projectors, computers were used. Parents of students were encouraged to participate in the activities of the school. Special sessions were organized for the parents of

CWSN students. Special campaign such as “no drug abuse” “save girl child” “fight against water borne disease” “save trees” were organized with the help of SMCs. Their views were incorporated in achieving the set target of enlightening the citizens as whole. NGOS like ALOCH, TERI were engaged for developing holistic skills.

Workshops and motivational talks for principals and teachers were arranged to upgrade their professional competency. Principals and other education officers were engaged in regular dialogues to keep them abreast of the latest changes in education field. Seminars, workshops and interactive sessions were held with parents and students.

Earlier the teachers had been imparting their lessons to the students through traditional methods. The need was felt to make them aware about the adoption of the latest methods of teaching. Regular seminars were held to introduce the teachers with innovative teaching methods. Seminars, workshops and interactive session were held with parents and students. The education officers and the Principals were brought on a common platform and detailed discussions were held with them regarding bringing change in the school system.



After several initiatives introduced by the officer, there is better co-ordination among the district level officers and principals. There is healthy exchange of ideas that goes beyond curriculum. Two new schools of excellence were built. About 862 new class rooms are built. All the schools are equipped with functional ICT labs. Clean and healthy environment in majority of the schools was provided. A whatsapp group has been created at the zonal level and district level for the notifications and photo sharing of innovative programmes and events among the administrators.



There was perceptible change in the overall functioning of the schools. The initiatives increased school efficiency and even reflected on the overall board results. There has been better co-ordination among the officers, principals, teachers and other staff. Students' enrolment has remarkably increased and dropout rate has decreased. It helped the team leaders to understand the intimate relationship between knowing, understanding and developing ourselves as well as developing the team.

DESIGNING CENTRALIZED EXAMINATION SYSTEM AND PUBLICATION OF ACADEMIC ACTION PLAN

Obang Langkam

Block Education Officer

Roing Block, Lower Dibang Valley District, Arunachal Pradesh

Areas of Innovation

- Improving teaching-learning process
- Improving overall functioning of schools

Summary of the Innovation

With the implementation of RTE Act in the state APRTE Act 2010, Education Department of the district faced multiple challenges with regard to academic activities of schools. There was negative feedback on CCE and no detention policy from all stakeholders. It was noticed that every school conducts examinations as per their own convenience. Syllabus coverage was never being accounted. Compulsory promotions of pupils to higher classes were exercised. There was no scope of checking teacher's absenteeism.

Thus, it was necessary to develop a mechanism to subside all kinds of lacuna while implementing the new government policy. Therefore, a meeting with DIET lecturers and some selected teachers was held in October 2012 with an objective to develop new mechanism to retain quality education. In the beginning, problems like effective implementation and management of fund persisted, however it was overcome as all stakeholders readily extend their support in implementation.

The officer engaged DIET lecturers and trained teachers (subject wise) to prepare lessons plans. Duration/periods for all chapters of every subject of classes I to VII was formulated. A calendar activity as per instruction from Directorate's office with minor changes as per need and suitability of the district was designed. BRCCs/CRCCs were engaged in monitoring the implementation of this project. Computers and computer operators were engaged for typing and printing. Finally after thorough consideration, printing and publication of Academic Action Plan was done under the officer's supervision in January 2014.

All the higher authorities including Hon'ble Minister (Edn), Sec (Edn), Director of Elementary Education, GoAP, Itanagar were intimated and the booklet on Academic Action Plan was shared.

The booklet was distributed to all govt. Sr. Sec. Schools/ Upper Primary Schools/ Primary schools before the beginning of the academic year. Simultaneously, all schools were informed about introduction of centralized examination system i.e. district board of elementary level examination from new session 2014-15. The booklet, named as Academic Action Plan, contains uniform school time table, tentative calendar activities including holiday list. It provides lesson plan and reference of each chapters of every text books for classes I to VIII. It also gives information on how much time/periods should a teacher should spend on particular lesson/chapter of a text book. The initiative is implemented in all government schools of the district having elementary classes and covers about 103 schools.



A five member board headed by the DDSE used to monitor the District Board of Elementary Level Examination. Proper date sheet had been intimated to all schools. BRCCs/CRCCs were engaged in supervision of examinations so that any kind of malpractices during examination is curbed. Students who happened to fail/not qualified were made mandatory to appear similar examination within 15 days from declaration of result with special care and attention while promotion of higher classes. Performance report of each and every teacher has been recorded. Cross checking of answer scripts of schools had been done randomly and recorded.

This mechanism helped teachers in class room teaching and managing effective syllabus coverage, thus it provided vision and direction to teachers. It minimized teacher's absenteeism and drop out of students. It also relieved headmaster and teacher in-charge from huge expenditure in conducting examinations. This mechanism provides uniform school time table and exam schedule for all the schools, thereby, improving the effectiveness of the schools.

UNIQUE MISSION, QUALITY EDUCATION

Kamlakant Vasant Mhetre

Block Education Officer

Wai Block, Satara District, Maharashtra

Areas of Innovation

- Improving quality of education
- Girls education

Summary of the Innovation

In this innovation, the officer focused on dialogue between students, teachers, headmasters, supervisors, cluster heads etc. which was lacking earlier. The official focused on two way communication through school visits, teachers meetings, training workshops, visits to school etc. There were three sub innovations carried out under main plan of action:-

- a) The making of progress block- “*Our children deserve the best*” according to this slogan best of the trials were initiated to bring the last student in the class to the competency level. For the same, constructivism, activity based learning, e-learning, use of tabs, annual inspection with the help of ‘Pragat School 25 criteria’s format, Shala Siddhi self evaluation were applied with a focus on all children in the age group of 6-14 especially-All girls, SC-ST and Tribal communities, remote rural area students, and out of school students also.
- b) Flag hosting by girls on Republic Day- In all the primary and secondary schools of the block, girls were given an opportunity of ‘Flag hosting’ on the 26th January 2017 i.e. on the Republic day. Everybody in the society accepted this initiative very positively.
- c) Competitive examination and merit development programme- 82 students became successful in different types of scholarship exams. For this, teacher inspirational workshop, teacher empowerment program, block level practice tests and continuous reviews were conducted.

For the making of progressed block, focus was on of ‘*PragatShaikshani Maharashtra (PSM)*. Subsequently, meetings, trainings and workshops for teachers, headmasters, cluster heads and education extension officers were conducted. For the same reason core committee at the block level was setup as a quality forum.

To make teaching- learning method more activity based and child centered, workshops of e-learning and education aids creation and its utility also were held.’25 criteria format’ about



Pragat School in the annual inspection report were included. For the same, different inspection teams with proper training and counseling were setup. Organization of special workshop for those schools that were lagging behind were made along the side other programs (that is who were in C and D grade).

With the help of social media, counseling of teachers, school management committees about girl's education, sex discrimination and self honor of the girls was done. On 26th January 2017, this program was very successfully launched. Moreover, subject teachers' workshop for standard 5th and 8th was organised to achieve grand success in all types of scholarship exams and other competitive exams. For proper evaluation, block level practice test during school visits were organized and through meetings reviewed and guided accordingly. For 2017-18, officials published a micro planning book- Everest.

Every child has inborn talent and, therefore, every student has potential to learn. These thoughts were a challenge to accept. But continuous counseling, success stories and proper action plan, did the wonder. Breaking traditional culture of flag hoisting by a girl was initially somewhat opposed by the management, but a way of positive dialogue helped in changing the attitude. There was misunderstanding that competitive exams were made for city students. Representatives faced many difficulties to organize block level workshops, sitting arrangements, printing of practice tests, funds, pattern of question papers etc. but a strong will power and initiative helped in finding way out of the difficulties .

All these initiatives led to improvement in not only the performance of the students but also in the overall functioning of schools.



QUALITY EDUCATION THROUGH DIGITAL AND CONSTRUCTIVE SCHOOLS

Sangita Chandrakant Bhagwat

Education Officer (Primary)

Palghar District, Maharashtra

Areas of Innovation

- Quality education through digital and constructive schools
- Teacher motivation
- Community mobilisation

Summary of the Innovation

This innovation is about improving overall functioning of primary schools in Palghar district. A pre development plan was proposed as to how one can make difference in tribal and remote area. Firstly, surveys by monitoring authority were conducted to know the real ground condition of the school. It was found that the schools had inadequate facilities to ensure the quality education. There was lack of teachers as well as authorities for supervision. Students faced lot of problems to learn in these conditions.

In revised curriculum, an attempt was made to follow the constructivism method. A Memorandum of Understanding (MoU) with Grammangal was signed and they shared concept of constructivism in education with the teachers. Teachers developed understanding of how to engage students with the help of this innovative method. A random survey and guidance visits in 8 blocks were taken up subsequently to ensure the quality education. Encouraging responses were recieved by the officials during the school visits.

Palghar was a newly formed district and there were no office at that time, officials managed to start office at a



building of education department. Because of newly formed district, there was no sanctioned staff to do all the administrative work. Current staff was requested and given the extra charges to do the work in the stipulated time. Till date the district lacks adequate monitoring authorities. To implement new constructive curriculum, DIECPD was formed in the working condition. There was no communication bridge between administration and teachers because of which teachers were not motivated. Teachers were not ready for new approach to be conducted and arranging workshop, meetings and trainings through these activities. Students with low income family background needed all the facilities to learn well in schools.

Throughout the implementation of innovation, the problem of lack of funds prevailed as some initiatives to develop constructivism and digital schools required money to purchase all the equipments, teaching learning material etc. Funds were provided for the innovation through SSA to build adequate classrooms and funds to renovate previously damaged classroom and library, laboratory and toilets. Community participation was initiated to raise CSR funds.



After this innovation, conditions of the school were improved by providing facilities as per norms and domains of shala siddhi. The KRA norms of 50%pragat schools as per PSM govt. resolution were achieved. Subsequently, 2096 schools are pragat out of 2198, 1876 schools as digital schools are created by utilizing various funds. As a result, students are attracted towards ZillaParishad schools with the implementation of PSM, quality education through digital and constructive schools in various ways. Moreover, workshops regarding this innovation was conducted in 8 blocks with monitoring authorities. Two district level motivational workshops for better understanding of PSM were arranged where innovative teachers were called to participate and discuss on various concepts like digital schools and constructivism. The officer made a district quality cell and 8 block level quality cells to run this innovation throughout the stipulated time. Guidance visits programmes were followed for all 8 blocks at a time with all the monitoring authority. Positive changes in overall functioning of schools are visible now.

IMPROVING EFFICIENCY OF GOVERNMENT PROGRAMMES

Chandra Shekar

District Basic Education Officer

Uttar Pradesh

Ares of Innovation

- **Improving enrolment**
- **Improving school facilities**
- **Community mobilisation**

Summary of the Innovation

There is growing recognition that education sector requires innovation and in doing so meets educational, fundamental, economic and social objectives. What is still lacking, however, is a solid and comprehensive understanding of what needs to be done to implement the innovation in effective manner. The officer in Shamli district of Uttar Pradesh intended to bring change in the following domains such as education, innovation and social policy by adopting strategies that are sensitive to the needs and opportunities of the society.

1) 100% enrollment of children under the School Chalo Campaign

The aim of this innovation was to enroll every student at the primary and upper primary level under the SarvaShikshaAbhiyan. For the purpose of fulfilling the objectives, instructions were issued for smooth conduct of schools in all the schools of the district in the beginning of the new academic session 2017 -18. On the school level and block level, the school rally and nomination fair was organized. Furthermore, parents were encouraged to enroll in council schools by doing door to door survey with the help of Principals and assistant teachers.

2) Operation of Bridge Course in Kasturba Gandhi Residential School

The objective of this innovation was to provide residential school education to the upper primary level of girls belonging to Scheduled Caste, Scheduled Tribes, Other Backward Categories and minority communities mainly through Kasturba Gandhi Balika Vidyalaya.

Under this scheme 75% reservation was given to girls belonging to SC / ST and minority communities and 25% reservation was given to girls of BPL families. There are four

Kasturba Gandhi Balika Vidyalayas in the district of Shamli. Of these, 3 are being run under SarvaShikshaAbhiyan and one is run by a female council. Teachers were instructed to go to the slums and motivate the children and guardians to enroll in the bridge course in KGBVs.

3) Regarding unauthorized schools

The purpose of this innovation is to stop the unauthorized schools operating in the district. Based on the information received from the last year's district report; 90 schools who conducted more classes than non-recognized and accredited schools were issued notice on behalf of the District Magistrate. All such schools were closed by running an intensive campaign.

4) Right to Free and Compulsory Education

Under this programme, the purpose was to allow the children of the disadvantaged groups and the weaker sections in the accredited schools under the Section 12(C) of the Right to Free and Compulsory Education Act 2009 to enrol in class 1. Under the said Act in the District, last year 204 children of the weaker section and disadvantaged group were enrolled in the class 1 of the CBSE/ ICICI board schools. In the first and second phase this year, enrollment augmented to 205 children through online application.

5) Better implementation of Mid-day meal scheme

To provide nutritious food to the students and to increase the spirit of social harmony and mutual brotherhood by providing food to all the caste and religion students at one place. Under the Mid-Day Meal Scheme, cooked food is provided to all the students studying in all the government schools of classes 1 to 8 during lunch time. Fruit distribution is done on every Monday under the scheme and milk is distributed on every Wednesday.

PROMOTING EDUCATIONAL QUALITY

Sanjay K Shukla

Block Education Officer

Lakhimpur Kheri Block, Barabanki District, Uttar Pradesh

Areas of Innovation

- Improving the functioning of schools
- Teacher motivation

Summary of the Innovation

At the time of inspection and supervision, it was seen that the schools were not functioning properly. Thus, the need to assess school activities became necessary. This assessment was possible only if the activities of the school were properly monitored and supervised.

The 'School Chalo' campaign was running in all the districts of the state. Its main objective was to remove the inequalities of education by bringing out of the school children in schools and developing their interest in studies. After assessing all the workers inside the school, a database was developed with the help of teachers, Panchayat Resource Center, Sevaks and Block Resource Center.

Subsequently, it was decided to improve the learning level of students, to make schools attractive, to ensure teachers presence and attachment to the schools. On the path of excellent education to fulfill the appropriate objectives, a quality promotion program was started in the development block of Lakhimpur Kheri. Thus, the development program "Good teachers - Good school; Good student-Good society" was started by the officer in the Ramnagar district Barabanki with the following objectives:

- Developing infrastructure facilities in schools
- Improve learning level of students



- Developing competitive spirit among students
- Grading schools based on the performance of students
- Developing competitive spirit among teachers
- Providing remedial teaching by marking the children with disabilities
- All-round development of students through text co-operative actions

A total of 100 elementary schools and upper primary schools in the development sector were presented by ABRC /NPRC. As per the action plan, headmasters of all the 100 selected schools were told about the topic of Innovation through meetings. In addition, teachers of the schools participating in this program had to work more than 1 hour voluntarily from their prescribed school time. Considering the effective implementation of the innovation, no punishments were given to the teachers of the schools involved in this innovation. They worked with complete integrity and honesty and tried to increase the level of learning of the students of their schools.

After interviewing principals of all 100 schools, 50 high schools were selected who had promised to support. Those 50 schools were included in the innovation. Principals of these selected 50 schools were re-organized and the objectives of the innovation were explained in detail. In the course of shortage of funds, emphasis was placed on providing attractive forms of environment for all schools with the help of public assistance and village head.

In addition to the above operation, authorities were encouraged to check and monitor the learning levels of children. Under the quality promotion program, examination was conducted for students of class 5 and class 8 and certificates were distributed by the District Magistrate to the students achieving First, Second and Third place.

Competitive spirit developed in the students and teachers and there was significant increase in the level of learning among all the students of these schools. Remedial education was arranged for weaker children whose main purpose was to identify the real causes of educational backwardness of backward classes at the educational level and remove them.



The teachers who were doing excellent work in the development of school and students' were selected and they were honored with the help of the people community. Teacher seminar was also organized for excellent education purpose and it was discussed from time to time with the teachers. To improve the quality of education, all the teachers were asked to complete the work plan and implement the suggestions given by them. Significantly, profound improvement in education and innovation program gained a new momentum.

CHILDRENS' SCHOOL OF DREAMS: OVERALL DEVELOPMENT OF SCHOOLS

Praveen Shukla

Block Education Officer

Kadarchowk Block, Baidun District, Uttar Pradesh

Area of Innovation

- Making schools attractive

Summary of Innovation

Before the implementation of the innovation in the district of Baidun, Uttar Pradesh the situation of development in the school was very disappointing and was in bad condition. Due to long distance of both primary and secondary schools the number of children were very low. Parents were hesitant to send the girls to the school. It was also difficult for people to understand the importance of education. Teachers were demotivated. The teachers thought that whatever good they were doing, was not going to be of any benefit as there was absence of resources to bring about changes in the physical environment of the school and improving education quality.

In order to address this situation, initiative were taken by the Block Education Officer (BEO). At the time of innovation, a work plan was designed in order to get permission from the authorities and achieve the following objectives:

- Developing Block Resource Center as an ideal office so that teachers can take inspiration from the work
- Schools can be tailored to the same as they are expected
- Making schools attractive and beautiful furnished buildings, clean premises beautiful and instructive pictures, constructing orbit with decorative sentences etc
- Develop teaching quality in schools
- Progressive development of teachers' focus on child-centered and spontaneous teaching style
- Hundred percent enrolments in schools
- Motivate teachers to reach school from time to time and stop for time
- Enhancing students' attendance

- Develop scientific efficiency and computer skills
- By organizing different types of competitions, increasing the spirit of competition among children
- Awarding the best teacher and children by giving medal certificate and books
- Generating public confidence for government schools
- Increasing competitiveness by organizing sports, general knowledge, painting, essay writing, calligraphy etc. among children
- Ensuring participation of guardian, village head, voluntary organisations and educated persons in the schools.

From time to time, coordinators came to Vidyalaya with the guardians and made visits to the homes and schools so as to motivate the community to make the BRC center attractive, construct the space for children color/dyeing work. In addition, the RCC road was constructed by the village head using the tiles for flooring. In the beautification of the school's condition, the assistance of village head, SMC president and community was taken. Teachers were awarded medals and certificates from time to time. Good work was also publicized through Facebook WhatsApp, social media and newspapers.



After implementation of innovation, in two years, the change in the physical environment of all the schools of Block area was seen. After the improvement of the physical environment of the school, work was done for the overall development of schools including educational quality. The faith of the community was reinstated through this innovation that the government schools had symbolised. The physical environment of the school has changed, educational activities have become entertaining, children and teachers have positive thinking and healthy competition. The number of schools in 'A' category has increased and 11 unrecognized schools have been closed. There has been a significant increase in the student number and their attendance. Not only the physical environment of the school has changed, but the education activities such as Beti-Bachao, Beti-padao, van mahotsav, environmental awareness programme, health programme, ground water protection, science exhibition, scout guide programme MMC orientation etc. were also conducted with greater zeal.

Improving Participation of Children

IMPROVING QUALITY OF EDUCATION IN ACHANTA MANDAL

Shaik Sagan Saheb

Mandal Education Officer

Achanta Mandal, West Godavari District, Andhra Pradesh

Areas of Innovation

- Mobilizing the community
- Quality improvement in government schools
- Reducing 'out of school children'

Summary of the Innovation

In the academic year 2012-2013, a meeting was conducted in every village with the villagers and parents and also with teachers to understand prevailing issues and problems in schools. It was found that there were 80 *out of school* children, the quality of education was very poor, and teachers were demotivated and there was no community mobilization.

As a result, the idea of mobilizing the community, motivating the parents and teachers, improving students' abilities in English and to attract the children to government schools was conceived. The initiatives were carried out since March 2013 in 60 primary schools, 4 upper primary schools, and 8 high schools.

In order to make the students understand and speak English well, materials were prepared and distributed to schools. The teachers were asked to allocate one hour to all the students to go through the materials. Gradually, students started speaking in English and write about their family, schools, village and themselves in English.

Apart from this, wide publicity of government schools was given through students who recited rhymes and storytelling in English.



This made the parents very happy and generated positive attitude towards government schools. The facilities in government schools have also improved, which resulted in increase in enrolment in government schools. With due efforts by the officer, the mandal was announced as 'No Out of School Children' Mandal.



Several initiatives by the officer resulted in good quality of education in government schools, no out of school children in Mandal, improved community participation and motivated teachers and students.

PROVIDING INCENTIVES TO THE STUDENTS OF SHAHERA BLOCK

Patel Somabhai Lalbhai

Block Education Officer

Shahera Block, Panchamahals District, Gujarat

Areas of Innovation

- Encouragement to students through incentives
- Improving quality of education in government schools

Summary of the Innovation

The district of Panchamahals is a predominantly tribal and educationally backward district. It was observed by the officer that students of Shahera block lacked motivation to come to school and due to poverty, students were unable to buy plates for MDMs, uniforms or any other school related items. The officer, thus, thought that students should be given good incentives so that not only their participation but performance also improves.

It was observed that students were eating their MDMs served in newspapers or notebook pages. To overcome this, donations were collected from various sections and approximately an amount of 15-17 lakh rupees was mobilized. With that money, steel plates were bought and distributed to each student of the block. This developed good hygiene and proper eating habits among the students.

It was also noticed that while participating in games and sports, students were not wearing sports uniforms, which made them very uncomfortable to play. The officer provided track suits to all the students in order to motivate and develop interest to take part in sports.

As per NPEGEL guidelines, government provides scholarship to purchase uniforms



for all the students of primary schools. Due to poverty, parents used the uniform scholarship for meeting other expenses. As a result, children in the schools were coming without wearing the school uniform. In order to rectify this situation, the officer discussed with different textile experts and negotiated with wholesale businessmen to procure good quality uniforms. After comparing with different varieties of uniforms based on their quality, manufacturer providing good quality uniform in lowest cost was finalized. The manufacturer provided all the uniforms on time to each school. All the students from academic year 2009-14 were benefitted. All the students of the block started coming to school in school uniforms.

The officer also motivated teachers to participate in blood donation camps and fulfill their social responsibility.



CHILDREN ARE DOING YOGASAN DURING TALUKA LEVEL RAMATOTSAV (SPORTS FESTIVAL)



DISTRIBUTION OF DISHES TO THE STUDENTS OF BLOCK SHAHER

IMPROVING THE QUALITY OF EDUCATION

Smt. Watisangla

Sub-Divisional Education Officer

Pughobotoand, Mangkolemba, Nagaland

Areas of Innovation

- **Enhancing competitive spirit among students**
- **Participation of students in co-curricular activities**
- **Improving community participation**

Summary of the Innovation

In the year 2015 and 2016 when the officer was serving as SDEO in Pughoboto, it was found that the competitive spirit among the students was deteriorating. Hence, the officer came up with an idea of holding public examination at the primary level in order to enhance the competitive spirit. The innovations primarily focused on elementary and primary education.

The officer held meetings with administration, public leaders, teacher organizations and discussed the idea with them. There was positive response from all the stakeholders. The examination was carried out successfully with financial support from the public, parents and co-ordinators of education in the area.

Apart from this, several other programmes were introduced in the following areas:

Physical Education: While serving as SDEO Pughoboto, it was thought that competition in physical education should be made as another priority for the elementary and primary students to bring out their inner talent among the deprived and poor students. To implement this thought, meetings were held with in-charges of the schools and the V.E.Cs. The tournaments were named as GPS (Government Primary School) Tournament under 12 years. This tournament brought tremendous success as two students from GPS Chishilimi and GMS Natusumi were selected and taken over by Sports Association of India and one of them participated in Junior Football Match in Korea in 2016. The tournament is still carried out in Pughoboto area every year.

Participation in Cleanliness Drive: As a part and parcel of educational programme, “Swachh Bharat”, the officer participated in cleanliness drive not only in educational institutions but in

public in general. The officer used to go to schools and supervise the cooking and serving of food, hand washing etc while MDM was served in the schools. Personal hygiene of the students and cleanliness of the school environment was encouraged. Cleanliness campaigns were carried out with subordinate staff in far flung villages as well. In collaboration with the administration officer ADC Pughoboto, the officer also participated in the “*Clean Village*” programmes by visiting in these areas.

Community Participation: In the sub-divisions, utmost importance was given to community participation in the schools. To carry out the programmes successfully, the officer participated in all the community programmes that were held under the sub-division. In order to share ideas and views about the urgent needs of all round development of the schools and students in particular, meetings were held with local bodies. These meetings or interactions gave awareness to the community about the development of education. It was greatly appreciated and accepted by the people. With the help of community, the officer conducted a number of literacy programmes. Under these programmes, every school in the area was encouraged to participate in various literary activities such as elocution, essay writing, painting etc hence creating a sense of healthy competition among the schools. On occasions such as ‘World Literacy Day’, the community is made aware about the need and importance of education through various public sensitization programmes. These programmes have always proved to be very successful.

Though the programmes were fruitful, sometimes the officer faced lot of challenges such as deplorable road conditions, limited funding, lack of adequate resources etc. Nevertheless, these programmes would not have been successful without the assistance of staff, various donations from different charitable organization, voluntary services from the community and local authorities.

A HANDFUL OF GLITTERS: A RAY OF HOPE FOR MIGRANT CHILDREN

Sasmita Mali

Block Education Officer

Balianta Block, Khordha District, Odisha

Areas of Innovation

- **Bringing migrant children back to school**
- **Providing quality education to migrant children**

Summary of the Innovation

Migration is not a new phenomenon in the Indian context. People have been traditionally migrating from one place to another for short and long durations. People migrate for a variety of reasons like marriage, education and health care etc but predominant of them is a search for livelihood opportunities. Migration in India in the context of programme like SSA can be understood in two ways- permanent and seasonal migration. Both types of migration pose different types of issues but seasonal migration is more challenging due to its complex and dynamic nature. The first goal of SSA is the universal enrolment and retention. The foremost challenge before SSA has been enrolment and mainstreaming of children who seasonally migrate with or without their families. These children, even if enrolled in schools, miss out months of education when they are away to their respective workplaces. For obvious reasons, continuation of education of these children who either drop out or miss regular schools when they are away from their homes becomes an uphill task for the SSA authorities and hampers the cherished goal of achieving universal elementary education in the country.

When the officer was the Block Education Officer at Balianta Block, she visited the schools for monitoring and supervision. During her visit to different schools as BEO, she found that most of the children in the age group of



6-14 years were engaged as child labour in different habitations of Baliana Block. Then she took steps to bring them to school. She personally met the parents of those children in the evening as well as in the morning when they were free from their daily engagements and made them aware about their child's education. Hence, parents were motivated and expressed their sense of feelings to send their children to school.

The nature and extent of migration has a high range of variation. The present framework provides only general guidelines to address the issue of education of children who seasonally migrate. Seasonal migration could be of three types i.e. long duration (for 6 months or above), short duration (for 2-3 months), constantly moving with shifting work sites. There are many reasons for migration like extreme poverty and destitution, opportunity migration for better wage and livelihood, migration due to industrial and development induced displacement, migration due to natural disasters and armed conflict, migration due to human trafficking etc.

Migrant children were identified by different sources including personal intervention, NGO etc. After identification, information has been collected on specific group that migrate, timing and duration of migration, source point/destination point of migrants, age groups of children migrating. On verification, it was noticed that there are total 143 migrant children in the age group of 6-14 years who were working in different places like brick kiln, construction, hotel etc. in Baliana block. Most of the migrant fall under backward class category who have been migrated in search of their livelihood, which has been ascertained through "Questionnaire Method". It was found that maximum children have come along with their family members. Out of the 540 migrated children, 143 fall in between 6-14 age group and there were more girls than boys. The survey results also revealed that all children belonged to poor families and their parents were illiterate.



The officer along with her team took 1st step towards enrolment of the migrant children by searching in the colonies near the brick factories. They visited number of colonies and after discussion with owners of the brick factories and local people, they could locate 169 nos. of migrant children in the age group of 6-14. Parents, who initially objected, were convinced to send their children to nearby school. After discussion with HM's, SMC President, they were admitted. Children were provided refreshments, which attracted their peer groups as well. To develop the

inner potentiality of the migrated children, the officer organized co-curricular activities.

The schemes for educating the children, however, must take into consideration the job requirements of their parents. It would be important to ensure that these schemes do not come in conflict with their parents struggle for survival, which forces them to shift residence from time to time depending on work availability.



IMPROVING ACCESS AND PARTICIPATION OF MIGRANT CHILDREN IN ELEMENTARY EDUCATION THROUGH SEASONAL HOSTELS

Gadadhar Behera

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Baranga Block, Cuttack District, Odisha

Areas of Innovation

- Improvement access and participation of migrant children
- Seasonal hostels for migrant children

Summary of the Innovation

Every year many people from various states of the country as well as from different parts of Odisha visit to Barang Block to work in the brick factories. The migrants' families also bring their children along with them. But these children stay in the migrant colony and take care of the sibling and cook food for the family. Migrant children typically spend part of the year in their home district and remaining part in their work district/state. The aim was to enroll children in the age group of 6 to 14 of migrant families to complete their elementary education and to eradicate the problem of dropping out of children.

The objective of seasonal hostel focuses on the dimensions of access, retention and quality of education for children. The approach is based on the principle that it is the district's responsibility to fulfill its constitutional mandate of free and compulsory education for all children between 6 and 14 years of age. About 190 children in the age group of 6 to 14 years were covered in this initiative.

The education initiative involved collaboration with community, teachers and CRCCs, ABEOS and BEOs etc. The first stage involved searching for migrant children in the colonies





near brick factories. Once students were identified, goals were set out through a common objectives i.e. continuity of the formal schooling. Major challenge in this area was to motivate the parents of migrant children for sending to school. A mediator was kept to build a rapport with these families. Parents were gradually motivated to admit their children in schools and made them aware of the importance of education. The owners of brick factories were contacted and pursued to reschedule the timing of the work. The nearby schools were also contacted so that migrant children can be admitted. Finally children were admitted in the schools. They were also given refreshments.

Before implementation of innovation children were not in formal schooling. They came for their livelihood after the harvest of the monsoon crop (Kharif). Children of these workers from all corners were drawn into labor by contractors and parents. Officers started mission by discussing on various policies to get an idea to fulfill the aim.

This duration of four month of journey ended up with a happy farewell to the migrant children. In these events, children from various strata of the society participated in singing, dancing, drama and painting etc. It is worthwhile mentioning here that the children of migrant families secured good position in most of the events.

IMPROVING ACCESS AND PARTICIPATION OF GIRLS THROUGH COMMUNITY PARTICIPATION

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Udangudi Block, Thoothukudi District, Tamilnadu

Areas of Innovation

- **Improving access and participation of girls in education**
- **Enhancing community participation**
- **Motivation of parents**

Summary of the Innovation

Universalization of education has been a vision of the Government of India right since the time of Independence. The Government has launched many schemes to encourage and support the girl students from the weaker section to enable the girl students to continue their education up to XII standard.

In Udangudi and Sathankulam block, about 70% of the parents studied up to 5th standard, 5% of them studied up to 8th standard and 5% of them studied up to 10th standard. Girl children from economically weaker families face many barriers to access formal education. Some of the barriers include systemic, financial or attitudinal. Due to conservative outlook, parents considered girl children to be lower than that of boys. In this situation 50% of girls used to drop-out after completing 8th standard. Though the girl children have much interest in education, majority of the parents are not able to guide their children. They are not interested in sending their girl children to higher studies. So there is a large gap between the education of boys and girls. Thus, to improve the situation, the officer thought of following objectives:

1. Improving access to education of the girl children
2. Motivation of parents and creating awareness towards girls' education
3. Increasing success in competitive examinations such as NMMS and TRUST
4. Bringing drop-out children back to school
5. Community participation in developing girls' education.

6. Increasing the enrolment rate of girls after completing 8th standard.
7. Creating awareness about the violence against girls
8. Create social harmony among the village people in improving participation of girls in education.

In order to implement his objectives, AEEO visited the SMC meetings, PTA meetings conducted at school level and explained the necessity of girl's education to the parents. Initially, the officer faced many challenges. The parents were illiterate and they were not having any concern for the girl's education, the economic status was very poor and the girls themselves thought that their parents will not send them to school. AEEO emphasized the value of girl's education in Block Level PTA meetings. The officer also arranged a common place for girl children's evening study with the community support. Moreover, effective training was given to girls to participate in competitive examinations such as NMMS, TRUST. Prizes were awarded to the girl student achievers in studies.

After implementation of several initiatives, the following impact was noticed:



- The admission rate of 8th standard girl to 9th standard was raised from 60% to 100% in Puthukulam village
- The completion rate of girls in 10th standard increased from 60% to 100% in Puthukulam village. Apart from this, 90% of the girls continued their studies in colleges.
- More than 60% of the girl students scored more than 90% marks in 10th standard public examination.
- Due to the effective special classes in the evenings, a girl child scored 494 out of 500 in 2015-16 in 10th standard public examination.
- Due to the increase of the admission rate, Middle school in Puthukulam village was upgraded to High school.

- Parents' attitude towards girl's education totally changed and they allowed all girl students to nearby schools and college for higher studies.
- The SMC members recovered 5 acre encroach land for the use of school in Puthukulam village.
- One of the PTA member donated 4350 square feet land to construct school building in Puthukulam village.
- The coaching classes for talent search examinations (NMMS, NTSE, TRUST) created awareness and interest not only among girls but also in boys.
- The number of achievers in NMMS was increased every year and they were honored with prizes and advertising in newspapers which helped the parents to understand the value of education and the steps taken by Government to promote universalization of education.



DROPOUT PREVENTION MISSION THROUGH DROPOUT PREVENTION CLUB

Krishnendu Ghosh

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Purbasthali South Circle, Purba Bardhaman, West Bengal

Area of Innovation

- Arresting dropout and improving enrolment of children

Summary of the Innovation

The vision of this innovation is to stop dropping out of children from school through effective *Child Tracking and Dropout Prevention Club*. The main objectives of this innovation are:

- To detect tendency of dropouts between various social groups
- To monitor the progress, performance and attendance of every students
- To detect early signs of a possible dropout of students and immediately giving them proper counseling
- To create awareness among the students, guardians as well as the society to prevent dropouts

In order to execute the innovation, Dropout Prevention Clubs comprising of Head Teacher, Assistant Teachers, VEC/SMC members, Para Teachers and SHG Members were formed. Regular surveys were conducted. Legal or judicial support to resume dropout children was taken. Every effort was made to help the drop outs mingle with the main stream educational system. The job is mainly undertaken by a team of para teachers in association with all other co-workers of the



AWARENESS CAMPAIGNING OF DROPOUT PREVENTION CLUB

Dropout Prevention Club. At an interval of every two weeks, para teacher visit every class and section of the school and take report from the students about the frequent absentees of the school. Dropout Prevention Club then conducts a meeting in the residence of the student along with his/her parents, preferably before the tiffin time of the school to convince the students to attend the school.



HOME VISIT WITH DROP OUT PREVENTION CLUB

This innovation has brought significant changes in the drop out rates among the students:

- Thorough inspection and screening on a weekly basis is being conducted by the club
- Drop outs rates steadily declining in the area: 110 in 2014, 41 in 2015 and 36 in 2016.

Dropout Prevention Club has created a huge impact as it is a collaboration among all levels of administration as well as local bodies, community, students and teachers. The observations and analysis of the meetings are well documented for future reference.

EMPOWERING THE MINORITY AND SOCIALLY EXCLUDED GROUPS THROUGH EDUCATION AND EMPLOYMENT

Yograj Singh

Basic Shiksha Adhikari

Farrukhabad District, Uttar Pradesh

Areas of Innovation

- Education of minority people and socially boycotted people,
- Improvement in the quality of education
- Targeting of social ills such as alcoholism, drug abuse and intoxication through educational awareness and school level campaigns

Summary of Innovations

As a Basic Shiksha Adhikari, Mr. Yograj Singh got the opportunity to start many innovative practices for the education of minority and socially disadvantaged groups. After taking charge as BSA he found that people from minority community were not interested in sending their girl child to school and would start quarreling when questioned about it. In order to reach out to the community Urdu teachers were engaged. They were assigned the task of visiting to the clusters and counseling the community. They were able to convince some of the parents. This proved as a positive step towards creating positive attitude and were able to convince some of the parents.

Efforts were made to improve the quality of education. The major problem with education in the district was that teachers were not going to the school in time. He arranged many meetings at the block level with all the Headmasters, NPRC, ABRC, to motivate them about their duty. He also arranged many meetings in presence of district magistrate with NPRC, ABRC, and Block Education Officer and gave them the task of increasing attendance and imparting quality education through community participation and mobilization. Duty of all the teachers was fixed to meet the parents in the locality of school. All the teachers were instructed to make a register in which they entered the name of children and their guardian whom they met along with the date. This resulted in increase of attendance in schools.

The major problem with government primary schools is retention and quality education. To make the government schools attractive two model English medium schools were started in the district and to improve the quality Mr. Yograj Singh himself adopted two schools. Following it 87 NPRCs, 38 ABRCs, 6 block education officers also adopted two schools each. In the adopted schools officers visited weekly and taught the students. By this practice other teachers also got motivated and an atmosphere of quality teaching began in schools. Because of these practices enrolment in many of the schools of the district, increased by 20 to 30 percent.



As a BSA Mr. Yograj Singh played a crucial role in bringing the light of education to Lakula Gihar Basti, an area notorious for criminal activities such as preparation of liquor, gambling and theft. As a secretary of the committee formed to investigate the cause of criminal activity in the basti he went from door to door and made them take oath not to consume liquor and any intoxicating things.

He also opened a Vaikalpik Shiksha Kendra nearby the locality for their children in which 91 out of school children were enrolled and are presently getting education. A school is also under construction in the colony by his efforts. A medical camp was also arranged to examine the health of the people of the locality and to give them other important information about family planning. A proposal to construct 165 houses for the people of the colony was also sent to the government. A master plan for the employment of the people of the locality was also made. Three self-help groups were formed and bank loans were provided to them. With the help of the donation of some people a “tent house” and a motor vehicle washing centre was opened and these self-help groups were given the responsibility to run these. Mr. Yograj Singh distributed them ration cards with the help of the concerned department and provided them the benefit of the UP Government’s Samajwadi Pension scheme. NGO Jai Hind Jan Seva Kalyan Samiti Farrukhabad also helped in the development of the people of the colony.

Innovative initiative helped in improving the school infrastructure, participation of children and community and creating a good academic environment in government schools.

Enhancing Efficiency of Mid-day Meal (MDM)

MANAGEMENT OF MID-DAY MEAL THROUGH 'SMS' BASED MONITORING SYSTEM

Ranjan Kumar Giri

District Education Officer

Bhadrak District, Odisha

Areas of Innovation

- Enhancing the quality of MDMs
- Management of MDMs through ICT
- Ensuring transparency in MDMs

Summary of the Innovation

Mid-Day Meal is one of the flagship programmes of Government of India implemented through the states and union territories. It is the largest school feeding program of the world. Monitoring this scheme on a daily and real time basis is the key to its successful implementation. After National Food Security Act (NFSA)-2013 and Odisha Mid-Day Meal rule-2016 came into force, monitoring this programme daily to ensure uninterrupted Mid-Day Meal has become a necessity. Thus government of Odisha after careful consideration thought of monitoring the Mid-Day Meal programme through SMS on real time basis. State National Informatics Centre (NIC), Bhubaneswar has developed the SMS based application to monitor the scheme and the application is named as “SMS based Monitoring System, Mid-Day Meal, Odisha (SMS-MSM, Odisha)”

The government of India introduced the Mid-Day Meal programme (MDM) for increasing school participation and improving the nutritional status among primary school-aged children. It has been assumed that these improvements would lead to enhanced learning outcomes for children. In the beginning the benefit of SMS based monitoring system on MDM was not known. Further, they were not acquainted and not oriented with SMS in mobile. Internet was a big obstacle in rural areas for sending SMS.



MDM Odisha is a project being developed for school and Mass Education Department, Govt. of Odisha to monitor the Mid-Day Meal performance by collecting the information on student enrollment, student attendance, Mid-Day Meal serving, and various expenses related to Mid Day Meal. Mid-Day Meal programme is the popular name of the school meal programme in India. This is a SMS based monitoring system that allows users to update data on daily/weekly/monthly basis just by sending one SMS to a given number from a registered number. MDM mobile App is meant for effective monitoring of daily and month mid-day meal data to be sent by the schools. The app, once installed on android device does not need internet to send MDM figures as user has option to send the figure through SMS from the app. The Head of the Institutions send SMS to 15544 in the format MDMODI M999Y888 where 999 indicates total number of students present in the school and 888 indicates total number of students served MDM every day. The system also captures the daily MDM attendance status of children provided mid day meal, monthly cooking expenses and food grain and school through SMS, web application as well as mobile application. The primary purpose of this project is to compare the amount allotted to all the schools applicable for MDM and actual expenditure.

Most of the fields functionaries i.e. head of the institutions were not well acquainted with this new mechanism. They could not operate mobile app of SMS based monitoring system. After thorough training and guidance regarding how to operate mobile apps and positive attitude developed by the teachers as well as field functionaries we could able to achieve hundred percent (100%) SMS based monitoring system. Very often it is hindered due to network problem in interior location. If the teacher in charge of MDM remains absent then this sending SMS is hampered. The headmaster of the concerned school proceeds to the respective block education office to sort out the problem regarding SMS.



Irrespective of category of schools, app for SMS based monitoring system is now easily accessible. This monitoring system will also be very fruitful for other districts of Odisha and SMS based monitoring system in each part of state to make MDM scheme a grand success. This is an important contribution as continuation of Mid Day Meal could lead to mitigation of gender and caste disparities on the educational front.

Transparency is obtained by adopting the SMS based monitoring system. So the quality of MDM is gradually improving and the children belonging to poor families are attracted towards school. The dropout rate in the district is gradually decreasing. The objective of successful implementation



of MDM scheme has been achieved in Bhadrak District and hundred percent (100%) SMS based data collection for consecutive days was done in comparison to other 29 districts in Odisha. This innovative SMS based monitoring system will continue till the end of the MDM scheme of the district as it has offered good results in the society as well as in the school. The retention of the school children is more due to such innovative system in the district.

FORTIFICATION OF MID-DAY MEAL IN DHENKANAL DISTRICT OF ODISHA –AN INITIATIVE TO REDUCE ANEMIA AMONG SCHOOL GOING CHILDREN

Sudhananda Parida

District Education Officer

Dhenkanal District, Odisha

Areas of Innovation

- Enhancing nutritional value of MDMs through fortification
- Improving the health of government school children

Summary of the Innovation

India's impressive economic growth over the past two decades has not necessarily been converted into human development. The human development rank for India in 2015 was 130 out of 188 countries. India ranks 97 out of 118 countries on the Global Hunger Index and Micronutrient deficiencies (MNDs) remain very high. This innovation project focuses on preventing and controlling micronutrient deficiencies among the school going children in the ages of 6-14 years in Dhenkanal District, Odisha. Through the Mid-Day meal programme, fortified meals was provided to approximately 1,27,093 school children with multi micronutrients like iron, zinc, vit-A, vit-B1, vit-B9 and vit-B12.

Child malnutrition is the outcome of many complex and inter-related factors including income and education, care of mothers and children, access to food and health services, dietary habits and feeding practices, availability of clean drinking water, safe sanitation etc. Odisha is nutritionally vulnerable state with high levels of micronutrient malnutrition (MNM). Sixty five percent (65%) of children between 6-59 months of age, as well as 6 out of every 10 women in the reproductive age group are anemic (NFHS 2005-06).

The mission of the project is to understand the operational feasibility and economical viability of the model and to create a positive impact on the micronutrient status and functional performance of school children for potential scale-up across the state. The assessment of the same could be achieved through comparing operational feasibility, cost effectiveness and impact of fortification.

The intended objectives of this innovation are:

- To develop replicable model for the state government for fortification of the mid-day meals
- To provide access to fortified MDM meals in all schools across the district for children in the age group of 6-14 years
- To build rice miller/quality control lab for blending of regular rice with fortified rice kernels and quality assurance protocols
- Capacity building of the concerned officials associated with MDM at state level built for procurement of appropriately fortified rice and MNP powders, fortification of mid day meals and its quality assurance.



In this innovation, the normal rice is fortified with fortified rice kernels (FRK), which are manufactured by combining rice powder with

micro-nutrients and converting this powder into rice like kernels using appropriate technology. The micronutrient fortified rice kernels closely resemble the sheen, transparency, consistency and flavor of rice. In order to fortify the rice, these fortified rice kernels are blended with the rice. The total school going children in the age group of (6 to 14 years) of primary and upper primary schools/ total beneficiaries covered under the project are 27093 enrolled children in 1591 schools.

There are many kind of difficulties and challenges faced in implementing this innovation like apprehensions on the acceptability of the fortified meals by the students, teachers and community at large, uninterrupted supply of the fortified meals at the schools' points, lack of support and facilitation from the different quarters in the smooth running of the project, working with the different stakeholders and achieving the outcome within specified timeline as per the project implementation plan. This innovation is implemented through the existing system of the Mid Day Meal scheme with support from the partner organization for creating awareness and sensitization of the different stakeholders.



After implementing this innovation:

- The stakeholders are more sensitive and aware on the theme of anemia/malnutrition and particularly the effect of fortification approach in MDM to reduce the prevalent situation.
- The teachers and students have gained more knowledge on the aspects of causes, deficiency symptoms and the strategy to address malnutrition.
- The students have become more conscious on maintaining personal hygiene and sanitation at the school and household level i.e. using liquid hand wash, drinking clean water, wearing chhapals etc.
- Field observations shows greater level of impact on the teachers/CCHs and the SMC members to keep the school environment clean and adopt better safety measures i.e. wearing of aprons and head-cap by the CCHs, use of water filters, developing kitchen gardens in each and every schools.
- The quality and quantity aspect of the fortified rice and MNP is being maintained through regular verification and checking at the school points.
- Adopting water tight method of cooking has retained the nutrient content of the rice thereby benefitting the students at large.



The project has a strong performance monitoring and evaluation framework to ensure that the project activities are on track and that the envisaged project benefits are reaching the beneficiaries. Regular monitoring and reviews are undertaken by the DEO, Dhenkanal and the collector, Dhenkanal.

MANAGEMENT OF MID-DAY MEAL SCHEME THROUGH AWARENESS GENERATION AND QUALITY IMPROVEMENT

Achintya Kumar Hajra
District Project Officer
North 24 Parganas, West Bengal

Areas of Innovation

- Improvement the quality of MDM
- Better management of MDMs
- Ensuring transparency in MDMs

Summary of the Innovation

During reviewing the status of MDM in the district in 2017 it was observed that a huge number of schools do not display Weekly Menu Board, MDM Logo, and Contingent Health Plan and even do not arrange for regular tasting of food before serving to the children though these provisions are mandatory. Only 74.03% of schools used to display Weekly Menu, 67.53% of schools used to display MDM Logo, only 44.81% of schools used to display Contingent Health Plan and only 79.87% of schools used to taste food before serving to the children. It was also noted that there was absence of proper Books of Accounts and Register of Rice in many schools. Only 68.18% of schools used to maintain proper Register for Food Grain (Rice) and only 58.44% of schools used to maintain MDM cash book properly. Quality of supplied Food Grain for MDM was also very poor. Survey report shows that 44.22% schools / visiting officials complained that quality of food grain should be improved.

To get rid of this situation a “*Special Mid Day Meal Week*” is observed in the district with active participation of the District Magistrate, Additional District Magistrate, Sub Divisional Officer, District Inspector of Schools, Sub Inspector of Schools, other government officials and also the President of District Panchayat, PRI Functionaries, Chairman District Primary Council.

Intended objectives of the innovation were:

- a. To generate awareness among the school authority so that all mandatory provisions like displaying Weekly Menu Board, MDM Logo, Contingent Health Plan are followed strictly and also regular food tasting is ensured before serving it to the children.
- b. To ensure financial discipline at school level so that Proper Register for Food Grain (Rice) and Cash Book are maintained regularly.
- c. To ensure that supply of quality Rice is ensured at school level.

The initiatives were implemented in the entire North 24 Parganas district of West Bengal from February 2017 to September 2017 for students from pre primary to class VIII.

Where was this innovation implemented: In 1183 number of Upper Primary Schools; 3636 number of Primary; 928 number of SSK; 116 number of MSK; and 40 NCLP STC of the District.

“Observation of Special Mid Day Meal Week” itself was one of the very important tools to generate awareness. All possible methods were adopted for awareness generation. IEC materials containing different information on Mid Day Meal Scheme like Posters, Hoardings, and Flexes were developed. Processions, meetings, training were arranged. The BDO, Jt. BDO, Extension Officers, MDM Staff, E O – Municipality, SIS, AIS, ADIS, DIS, SDO, Deputy Magistrates and other Officials inspected schools and collected format report. Reports were analyzed.



The District Project Office of MDM framed an outline of the programme describing role of different stakeholders, objectives, procedures to be followed, timeline of implementation, selection of target group, and identification of officials and convincing them. The matter was discussed with the District Magistrate and Collector, Additional District Magistrate, Sub Divisional Officers, Block Development Officer, District Inspector of Schools, and others in several occasions. With active participation of everybody MDM Week was very successful to disseminate information on MDM among the masses. Finally the outcomes were considered thoroughly and innovative measures were developed to remove the bottlenecks.

Accordingly, some innovative measures were introduced:

- A system of internal Audit and regular monitoring of MDM fund.
- Incorporation of joint sampling, maintaining of register for MDM Food Grain in rice delivery system.

Another follow up school inspections were also taken place with the help of officials and Staff of MDM/ SSM and reports were collected in same formats.

Awareness generation: All possible methods were adopted for awareness generation. IEC materials containing different information on Mid Day Meal Scheme like Posters, Hoardings, and Flexes were developed. Posters were pasted on the wall of each and every school; Hoarding was affixed at each and every SDO office, BDO office, Municipality, and DM office. Flexes were hung up at prominent places. Tableau was arranged for every Subdivision which ran all over the district. Beside IEC, some other interactive tools like different level meetings, talking with students, cooks, parents were used to generate awareness. Colorful processions were organized by the students at village level, block level, municipality level to aware the masses about the benefit of MDM.



Sampling of Food grain by FCI during lifting of rice by distributor.



To know the present scenario (before and at the beginning of the innovation) of Mid Day Meal Scheme at school level; 154 schools were selected randomly. Inspection reports (in Form of Questionnaire) against those schools were collected. All the data were entered in computer in Excel and then the same were analyzed to find out the:

- a. Level of Awareness on the mandatory provisions of MDM among the School Authorities and status of implementation of those provisions at school level. Level of Awareness was measured through following parameters – i) Displaying Weekly Menu Board ii) Display of MDM Logo iii) Displaying Contingent Health Plan and, iv) Arrangement of regular Food Tasting by school management and Teachers.
- b. Level of Financial Management of MDM. This was measured through following parameters – i) Maintaining of Proper Registers for Food Grain (Rice) ii) Maintaining of Cash Book properly.
- c. Quality of Food Grain (Rice) supplied to Schools. There was no direct question related to Food Grain in our Questionnaire. However in our questionnaire we asked “where improvement is required for smooth functioning of MDM”. Visiting officials recorded their suggestions / complaints. Numbers of suggestions and complaints related to improving quality of Food Grain have been considered to measure the Rice Quality.

As a result of this innovation, there was about 19.04%; 25.54%; 44.3% increase in displaying of Weekly Menu Board, MDM Logo and Contingent Health Plan respectively. Food tasting activity is increased by 17.2%. It also shows 26.18% and 32.17% increase in maintaining of proper food grain register and cash book properly respectively. In case of food quality, result shows 34.19% decline in complain related to rice quality.

Impact:

1. Awareness level increased too many fold among stakeholders including the School Authorities. The sample survey report clearly shows 19.04%; 25.54%; 44.3% increase in displaying of Weekly Menu Board, MDM Logo and Contingent Health Plan respectively. Food tasting activity was increased by 17.2%.
2. Financial discipline was established at every level especially at schools. Our sample survey report shows 26.18% and 32.17% increase in Maintaining of Proper Food Grain Register and Cash Book.
3. After the innovation only 10.03% schools / visiting officials complained that quality of rice should be improved.

Huge man powers were required to inspect schools. The district was very diverse in terms of social, cultural and financial points of view. Different types of districts had different requirement. It was very difficult to bring them all functionaries like the General Administration, Education Department, Panchayati Raj Institution under a single umbrella. However all stakeholders/offices cooperated and provided their best efforts to make it happen under able leadership of the District Magistrate and Additional District Magistrate (G) and close monitoring by the Officer-in-Charge and District Project Officer Sarva Siksha Mission.

The stakeholder and public in general were aware of MDM scheme to great extent. Quality of MDM rice which was always a question mark was ensured at school level. Proper Books of Accounts were put in place. Accountability was fixed up upon the stakeholders. Both the students and their parents were convinced that MDM is safe.

Observing the success of the innovation and acceptance of this programme among the stakeholders i.e. the schools, students (as well as their parents), Block/ Municipality level functionaries it is obvious that the same innovation can be replicable in other areas for MDM.



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