

National Conference on Innovations in Educational Administration

28-29 November, 2014
New Delhi

Abstracts



**Centre for Innovations in
Public Systems**
Hyderabad



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

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National University of Educational Planning and Administration (NUEPA)
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This volume comprises Abstracts of the detailed write-ups received from the District and Block Education Officers who have been selected for the National Award for Innovations in Educational Administration [NAIEA] – 2014.

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Preface

The education system in India has witnessed phenomenal expansion during the past few years, both in terms of quantity and diversification. Management of such a system is itself a challenging task. The role of the field -level educational administration in the given situation has assumed special significance. Effective management of the system and efficient delivery of educational services require multiple strategies and multi- level interventions. Undoubtedly, there are officers at the field -level who successfully respond to the challenges and ensure efficient functioning of the public system of education. In order to ensure efficient delivery of educational services, they find new ways of functioning, often adopting many innovative ideas, developing replicable practices and setting examples for others. However, contributions of such officers and their innovative practices do not get due recognition and are not disseminated. There is hardly any mechanism to recognise the contributions of the District and Block Level Education Officers. Keeping in view the necessity to recognise such contributions of District and Block Level Education Officers, National University of Educational Planning and Administration, New Delhi, in collaboration with the Centre for Innovation in Public Systems, Hyderabad, has launched the National Award for Innovation in Educational Administration.

The present volume comprises the abstracts of select cases of innovations and innovative practices adopted by the candidates selected for National Award. A volume on select case studies of innovation will be brought out separately by NUEPA in due course.

We greatly appreciate the efforts of Prof. K. Sujatha & Prof. Kumar Suresh (NUEPA) and Ms. Parkavi Kumar (CIPS) in compiling and editing the abstracts of innovation and presenting them in its present shape. They also made field visits to validate the select cases of innovation. Their involvement in the entire process of implementation of the programme of National Award for Innovation in Educational Administration is noteworthy.



D. Chakrapani
Director
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National Award for Innovations in Educational Administration

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

The Major objectives of the Scheme

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

Areas of Innovations

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



National University of Educational Planning and Administration (NUEPA)

The National University of Educational Planning and Administration (NUEPA) is a premier institution dealing with training, research, and consultancy services in the field of educational planning and administration, both at national and international levels. In addition to its multifarious activities, the University also offers M.Phil., Ph.D., and Post-Doctoral Programmes in educational policy, planning, finance, and administration from a broader inter-disciplinary social science perspective. NUEPA offers National and International Diploma in Educational Planning and Administration.



Centre for Innovations in Public Systems (CIPS)

Government of India had set up the Centre for Innovations in Public Systems (CIPS) in 2010 as an autonomous body. The focus areas for CIPS are education, health, e-governance and urban governance. CIPS established strong linkages with State Governments, Union Territories, Govt. of India Organizations, Administrative Training Institutions (ATIs), and Not-for-Profit Organizations for promoting an innovative culture for transforming creative ideas into sustainable practices. CIPS has the mandate of Documentation, Dissemination and Replication of Innovative Practices happening across the country.

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Introduction

India has witnessed phenomenal expansion of school education in the recent past. This expansion is also a result of the active intervention of the Union government. A number of policies and programmes, particularly flagship programmes such as District Primary Education Project, Sarva Shiksha Abhiyan and Rashtriya Madhyamik Siksha Abhiyan, initiated by the Union government have been instrumental in improving access and participation during the last two decades. Despite the notable progress in elementary school education in recent years in terms of school and schooling facilities, increased enrolment and improved school participation of children across the states, regions, groups and communities, there are a number of recurring concerns and challenges of the public education system and government schools that are yet to be addressed. There are four critical areas of concerns: i) retention and transition of students belonging to disadvantaged and minority groups such as Scheduled Castes, Scheduled Tribes, girls, Muslim boys and girls, urban poor and other marginal groups; ii) teachers and teacher management, including monitoring and supervision issues iii) teaching- learning process; and iv) problems related to school and schooling facilities.

The problem of enrolment of children not merely in the school Enrolment Register but of students actually attending school across the categories is a continuing issue. Regular attendance and retention of children and finally their transition from one level of schooling to another are important indicators of effective participation of students in the entire educational process. The question remains as how and to what extent the idea of meaningful schooling of children, at least at the elementary level, is taking positive shape. Both the official reports and empirical studies indicate that we have a long way to go in realising the children's right to education. One can hardly undermine the incidence of high drop-out rate and poor quality of teachers and teaching-learning process in government schools. The problem of teachers' absenteeism, mismatch between available and required teachers, lack of motivation and commitment among the teachers, ineffective regular monitoring and supervision of schools, inadequate community participation and lack of parental commitment for education of children in rural areas and poor households, non- attractive school environment; and poor quality of school facilities such as inappropriate class-rooms, non –availability of functional toilets, drinking water are some of the recurring concerns of educational management. These factors, combined together, lead to poor trust of the public in the government school system. Parents from well- off families, who can afford to send their children to private schools, are reluctant to send their children to government schools. Many parents prefer to send their children even to low quality private schools despite the meagre resources to support their children's education on a sustainable basis.

Many of the issues and problems stated above are rooted in the overall context of the education system in India. However, there also appears to be some kind of silver lining wherein an effective management strategy can make a difference. This possibility of making a

difference emerges from the active engagement of the field-level educational administration and their innovative practices in making changes and improving the overall functioning of the public system of school. Since they constitute an essential link between system level administration and institutional level management of education, their role becomes crucial in the effective management of education and in the process of implementation of policies and programmes at the field level. Effective administration and management of the public school system can make a change in the overall educational scenario. They can play a decisive role in regaining the trust in the public school system. We are happy to note that things are not as bad as projected through popular perception about the public school system. There are encouraging signals coming from different corners of the country. The endeavour to identify, capture and disseminate innovative practices in educational administration and management through the programme of National Award for Innovation in Educational Administration has helped in making a statement that there are a number of education officers at district and block level who are trying to make a difference in the educational scenario, at their own levels, by adopting and implementing innovative ideas, strategies and practices in the administration and management of education. This observation and assertion is based on the evidence of ground reality. This is precisely the message that is being flagged in the volume of abstracts of innovations. The abstracts of innovations in this volume unambiguously affirm that the public education system and the government schools can effectively function with active intervention of the officers at district and block level. The effective administration and management of education at these levels may require creative thinking, innovative ideas and strategies to address local issues and educational needs.

The reported cases of innovations are varied and wide ranging from simple solutions to solve conventional problems to significant mobilisation of resources and creating, among public schools, a spirit of competition with private schools. Each of the innovations has its own context and implications for developing good practices in educational administration and management. Though all the innovations included in the volume relate to innovative practices in educational governance and regaining trust in the government schools in one way or the other, the first four innovations included in the volume especially deal with the issue of regaining trust through innovative practices. The innovation named *Aadhar*, operating in Muzaffarnagar district of Uttar Pradesh, attempts to address the issue with multiple interventions in different areas relating to effective administration and management of school and teaching-learning process. Teacher management, teacher-motivation, monitoring and supervision, decentralised grievance redressal mechanism, ICT use in governance, teaching-learning process, community participation and support are some of the areas of innovations. Among others, three innovations need special mention. M. Rajaiah has adopted innovations for improving participation and quality of education on par with any comparable and good private school. D. Anjaiah's contributions, among others, relate to tackling the problem of child labour and bring out-of-school children to the schools. Bhagwat Patel has attempted to link the schools to the community through a number of outreach activities. Creating awareness on various issues of community concerns and citizens' duty through various programmes and strategies are important in this regard.

Teacher Management and academic support is one of the crucial areas of educational management at the field level. The teacher is the backbone of the entire teaching-learning process. Without effective mechanism of teacher management and academic support, an effective teaching-learning process cannot be ensured. Teacher motivation is one of the crucial components in the process. Though majority of innovations recognise academic support and effective teacher management as a focal point in the teaching –learning process, the abstracts of innovations, included under the theme of academic support and teacher management, specifically touch upon this issue. Jagat Singh Rajpoot, Mamata Sarkar, Rajeev Arora, Ritu Chowdhary and Vashist Narayan Jha representing three distinct situations in three states-Uttar Pradesh, Haryana and Bihar- provide insight into the issue.

Teaching –learning process is one such concern that needs serious attention. Quality of education imparted in government schools is one of the factors responsible for declining trust in the government schools. Jainendra Kumar, Prakash Kumar Joshi, Radha Mohan Panda, Ram Pratap Singh and Sarvada Nand have attempted to address this issue through their own respective interventions of innovations. In most of the cases, teachers’ support have been ensured for making the teaching –learning process meaningful and result- oriented.

Community participation and support is crucial for and creating school infrastructure and improving school facilities and participation. Innovative interventions for garnering community participation and support by K.G Anjanappa, B.K.S. Vardhan, Mohankumar Laxmanrao Hanchate, Piyushkumar Arvindbhai Chavda, Rudra Pratap Yadav, Sultan Ahmed and Tsering Norboo are important in this regard. Aadhar Programme of Muzaffarnagar is also having community support to start English medium sections in primary schools. K.G Anjanappa, B.K.S. Vardhan and Mohankumar Laxmanrao Hanchate have succeeded in creating infrastructure and school facilities in the case of Karnataka by involving NGOs, corporate groups and the community at large. In so far as creation of infrastructure and school facilities is concerned, the contribution of K.G Anjanappa is noteworthy. In a difficult environment like Leh, Tsering Norboo has successfully built insulated school resulting in improved school participation. Similarly, Piyushkumar Arvindbhai Chavda, Rudra Pratap Yadav, Sultan Ahmed adopted innovative strategies to involve the community in school and school activities. These cases in five states, belonging to different parts of India north, east, west and south, affirm the point that community participation and support can be ensured through innovative strategies. Moreover, community can play an important role in improving schools, including their infrastructure and facilities.

Use of Information Technology in teaching-learning process and governance of schools is one of the important areas of interventions in a majority of the innovations. Use of IT for monitoring teachers’ attendance, under the *Aadhar* programme of Muzaffarnagar, is an important innovative intervention. Sharing of information relating to school activities through facebook and website of the schools, in the case of the *Aadhar* programme of Muzaffarnagar, appears to be an interesting innovation. N.M. Rathod and Hiteshkumar J. Makhecha of

Gujarat have especially focused on this dimension. Their innovative practices relating to IT intervention are noteworthy.

Improving the Schools and Performance of Students is another area of innovative intervention. Whereas A.C. Mannikeri, Hanumanayaka and Prathish P.D have ensured improvement in schools and participation and performance of students through multiple strategies, Gopal Shetty made it a focus point to improve the results. In both the cases of Mudalagi block of Belgaum district and Kundapur block of Udipi district of Karnataka, the innovative strategies have helped in improving the S.S.L.C results to a remarkable extent.

Supervision and monitoring is an essential aspect of educational administration at the field level. Majority of innovations included in the volume attempt to address this issue. However, G. R. Basavaraj, Ganesh Kust Shet, C. Indira and S.F. Koti have specifically adopted innovation for ensuring better supervision and monitoring of schools and teachers in their respective states. Though the cases covered under this theme of supervision and monitoring represent three different states and related variations, there is certain amount of commonality among them.

All the above discussed cases of innovations represent variety and different colours of innovative interventions. Though there may not be essential dimension of replicability of innovations irrespective of location and context of schools and educational management, these cases can, nevertheless, open up space and possibility for more and more innovative engagement of the field level education officers across the states of India.

We place on record our appreciation for all the candidates who submitted their write-ups on their respective area of innovation. Detailed case studies of select innovations will be brought out in the form of a volume separately. We extend our thanks to all those officers who facilitated our visits for random validation of innovations. The abstracts of innovations included in the volume have attempted to reflect the central thrust of innovations. Some of the innovations selected for the national award have been already recognised by their respective states.

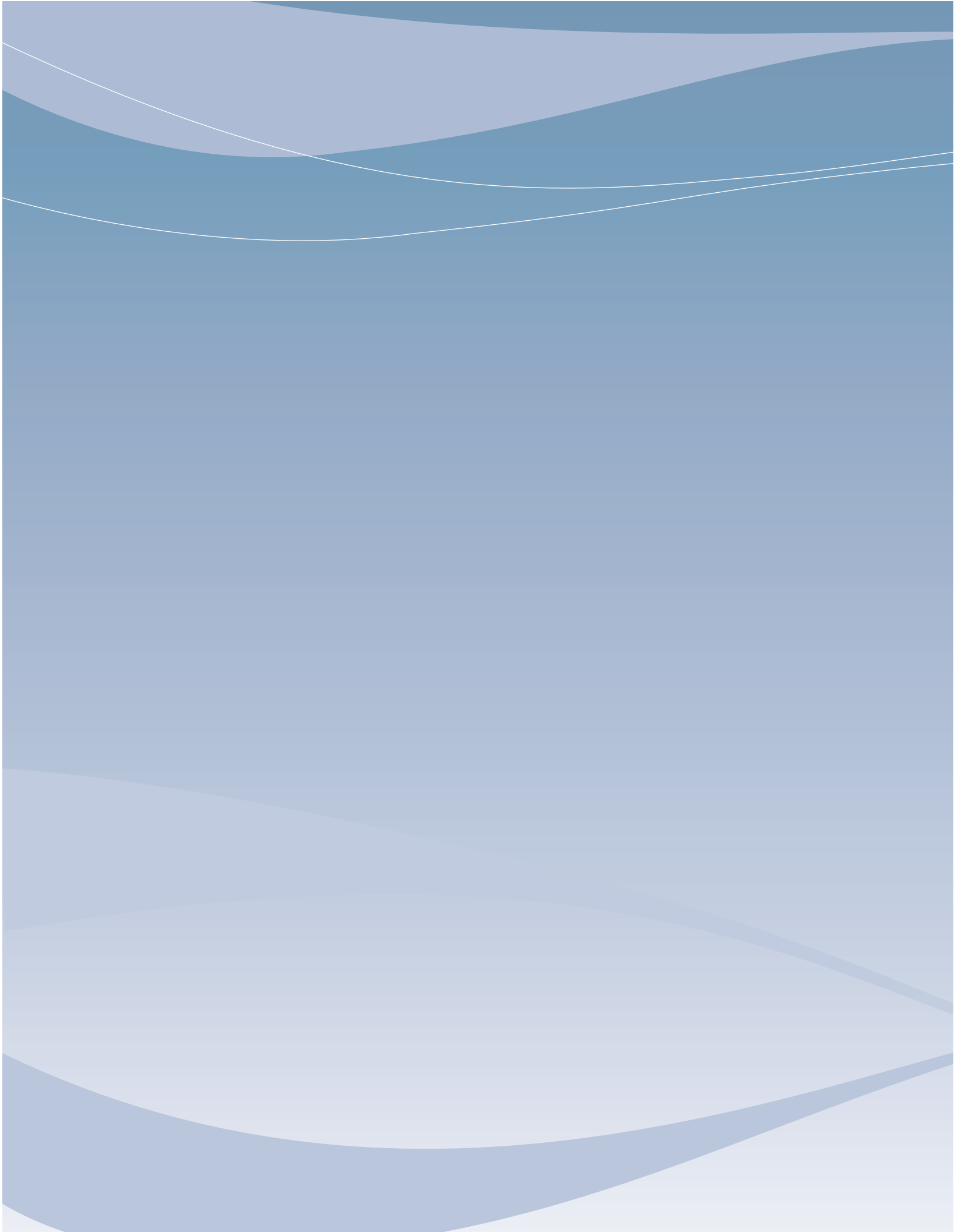
We are grateful to Professor R. Govinda, *Vice-Chancellor*, NUEPA for his unrelenting guidance and support in conceptualising and implementation of the National Award for Innovations in Educational Administration. We are also thankful to Mr. D. Chakrapani, *Director*, CIPS for his continuous support and co-operation in executing the programme. We also thank all the project staff for their able assistance.

We thank Publication Unit particularly, Mr. Pramod Rawat (DPO) and Mr. Amit Singhal (PA) for their co-operation in bringing out this publication.

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NUEPA
Parkavi Kumar
CIPS



**Innovative Practices
in Governance &
Regaining Public Trust
on Government Schools**



AADHAR: An Initiative towards Excellence in Elementary Education

Kaustubh Kumar Singh, *Basic Shiksha Aadhikari*

Shiv Kumar, *Block Education Officer*

Vishwas Kumar, *Block Education Officer*

Muzaffarnagar District, Uttar Pradesh

Duration of Innovation: Since 2012

Areas of Innovation

- Teacher motivation
- Decentralized grievance redressal mechanism
- Teacher- monitoring and supervision
- ICT use in governance
- Teaching-learning process
- Community participation and support

Abstract of the Innovation

The Aadhar programme has been implemented in the government primary and upper primary schools of the district. A sorry state of functioning of the government schools led to the launch of the Aadhar innovative programme in Muzaffarnagar district. Declining and low enrolment of students, very poor attendance of students, late arrival and frequent absence of teachers, poorly skilled teachers, their engagement in non-academic activities, low quality and poor delivery of education etc. led to very bad brand value of primary and junior high schools in the district. Parents were reluctant to send their children in these schools both for the reasons of poor quality of education and non-committed teachers. 262 schools were running with a single teacher while schools in vicinity of district headquarter were flooded with teachers. This was due to political and teachers' union interference, nepotism and corruption. There was neither incentive for performing teachers nor any punishment for non-performance. Teachers were lacking motivation to teach. In this scenario, emergent need was to take multidimensional correctional step for restoring dignity, faith and respect of government run schools, reinforce discipline, root-out malpractices and corruption, motivate



teachers and punish the culprits. In this backdrop Aadhar was launched to achieve the following:

- To bring reform in quality of education in government run schools. It aimed at maximum utilization of available resources and optimal use of hidden potential of teachers of the government schools who are much more qualified and better paid as compared to those in private schools,
- To restore faith of people in these schools for quality and satisfactory education,
- To ensure equitable distribution of teachers as per the requirement and availability of vacancy and on the basis of merit, rule etc., to secure retention of children by imparting learning with fun,
- To develop a competitive atmosphere among the teachers for teaching and students for learning,
- To enhance community participation.

Aadhar was introduced with comprehensive interventions at various level targeting difficulties and weakness existing in the system since long. Sustainable learning, creative mood, competitive attitude, quality education, effortless studies with local innovations were strategies adopted to enhance academic learning.

Following interventions formed the component of Adhar programme:

- Rationale deployment of teachers: imbalanced distribution was a major problem in the district having concentration of teachers in few schools and leaving others without any regular teacher. The skewed distribution was not due to lack of teachers but due to unfair posting of teachers involving malpractices and corruption. Schools in the vicinity of Muzaffarnagar and Meerut were flooded with teachers. Rationale deployment of teachers was done at the first level.
- *Adarsh Shikshak and Medhavi Chatra Khoj Pratiyogita*: to promote and develop competitive attitude in school atmosphere, a competition namely adarsh shikshak & medhavi chhatra pratiyogita was organized in the district. The achiever students (Medhavi Chhatra), their respective teachers (Adarsh Shikshak) and guardians were honoured with medal, certificate, prizes, books etc. to motivate them and also showcase hidden talent in students of government run primary schools & junior high school of rural area. This competition led to a strong wave of motivation, inspiration and dedication among all teachers, students, parents and guardians.



- Model schools: few schools were chosen in every *Nyay Panchayat* to be developed as model school. Certain standards were set for these schools. Teachers' enthusiasm and community support, including the support of the Gram Pradhan, have been instrumental in implementing the idea of model schools.
- English medium sections in the schools have been started with a view to attract children even from the well-off families. Considerable numbers of children are now coming to these schools.
- Aadhar Brochure: it contains all components of *Aadhar*, formats and standard practices to be implemented in detail. Publication and distribution of booklet was aimed at motivating teachers to promote new techniques of learning like maintaining parent's interaction diary, teachers' diary, learning chart etc. Meetings at block level were held with teachers and they were briefed about the "*Aadhar*" initiative.
- Community Participation: this constituted one of the most important strategies for implementing the *Aadhar* programme as it succeeded in involving Gram Pradhan.
- Teachers were honoured for their good work: teachers were identified on the basis of their achievement in educational, cultural and sports field. They were appreciated for creating good ambience in their respective schools. This motivated teachers to strive for excellence with the hope to get honoured the next time.



Special functions were organized to honour superannuating teachers. These teachers were given their legal dues and sanction letters for pension. Administration sought their cooperation in making elementary education better by providing important inputs from their lifetime experiences. They committed themselves to extend indirect but continuous support to this programme.

Improving Quality of Government Schools and Regaining Public Trust

M. Rajaiah, Mandal Education Officer

Yellareddypet Mandal, Karimnagar District, Telangana

Duration of Innovation: Since 2010

Areas of Innovation

The innovation caters to all the primary and upper primary schools of the Mandal

- Gaining public trust on government-run schools
- Effective academic support management
- Running English classes in government schools
- Reduce transfer of students from government schools to private schools
- Improving enrolment in government schools

Abstract of the Innovation

The situation of government schools in Yellareddypet Mandal became worse with the closure of government schools in Shantinagar and Kishtampalli villages. Public schools in areas such as BaosinghTanda, Babay CheruvuTanda, Loddi Tanda, B.C.Colony, Narayanapur, Vanpalli, Garjanpalli, GarjanpalliTanda, Oddera colony, Kancherla, BngireddyTanda and the Upper Primary school in Padira were at the verge of closure. Alarmed by the situation, Mr. Rajaiah consulted the parents and community to understand the reasons for shifting their wards from private schools to Government schools. The problem was mainly due to two major reasons:

- Marketing by private school owners on the benefits of English medium has created a sudden demand for English medium schools which the government schools are not able to provide; and
- Lack of pre-primary sections attached to the primary school which has resulted in admitting students in private pre-schools which led to further continuation of their education in the same private school.

Mr. Rajaiah initiated several remedial measures to reverse the situation and improve the enrolment in government schools. This started with conducting village meetings to regain public



trust on government schools. The school head master, teachers along with BEO guaranteed quality education as per the parent's demand in government schools. These village meetings resulted in passing a resolution at the village level to enrol their children in their village public schools in locations such as Padira, Bandalingampally, Veernapalli, Garjanapalli, Baakurpalli, Maddimalla, Korutlapalli and Adavipadira. This gave the school teachers and administrators a second chance to improve and cater to the public demand.

Sl. No.	School Code	Names of the School	Strength Particulars												Staff Particulars			
			I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	Male	Female	
1	014	PS. KARANAPUR	4	4	6	9	7	32	2	0	0	0	0	0	0	0	0	0
2		PS. ALAMPUR	10	22	25	40	31	124	4	0	0	0	0	0	0	0	0	0
3		PS. KARICOLLAPALLI	7	7	13	9	7	42	2	0	0	0	0	0	0	0	0	0
4		PS. KARIMNAGAR	4	6	7	9	6	36	2	0	0	0	0	0	0	0	0	0
5		PS. KARIMNAGAR	10	7	13	17	17	64	2	0	0	0	0	0	0	0	0	0
6		PS. KARIMNAGAR	5	6	12	9	6	38	2	0	0	0	0	0	0	0	0	0
7		PS. KARICOLLAPALLI	16	12	12	17	17	78	2	0	0	0	0	0	0	0	0	0
8		PS. KARICOLLAPALLI	16	6	8	7	2	39	2	0	0	0	0	0	0	0	0	0
9		PS. KARICOLLAPALLI	14	14	17	13	71	2	0	0	0	0	0	0	0	0	0	0
10		PS. KARICOLLAPALLI	25	31	29	35	36	157	4	0	0	0	0	0	0	0	0	0
11		PS. KARICOLLAPALLI	6	5	6	6	4	25	2	0	0	0	0	0	0	0	0	0
12		PS. KARICOLLAPALLI	12	14	14	13	9	66	1	1	1	1	0	0	0	0	0	0
13		PS. KARICOLLAPALLI	31	18	20	12	14	95	1	1	1	1	0	0	0	0	0	0
14		PS. KARICOLLAPALLI	11	8	3	2	4	28	2	0	0	0	0	0	0	0	0	0
15		PS. KARICOLLAPALLI	17	11	11	19	21	79	2	1	2	1	0	0	0	0	0	0
16		PS. KARICOLLAPALLI	7	9	8	6	5	35	1	1	1	1	0	0	0	0	0	0
17		PS. KARICOLLAPALLI	5	5	6	8	10	34	2	0	0	0	0	0	0	0	0	0
18		PS. KARICOLLAPALLI	72	39	33	39	47	230	4	0	0	0	0	0	0	0	0	0
19		PS. KARICOLLAPALLI	16	0	3	8	7	34	2	0	0	0	0	0	0	0	0	0
20		PS. KARICOLLAPALLI	8	5	6	6	3	28	2	0	0	0	0	0	0	0	0	0
21		PS. KARICOLLAPALLI	15	11	12	12	15	65	4	0	0	0	0	0	0	0	0	0
22		PS. KARICOLLAPALLI	11	15	12	16	14	68	1	1	1	1	0	0	0	0	0	0
23		PS. KARICOLLAPALLI	19	21	17	36	24	117	4	0	0	0	0	0	0	0	0	0
24		PS. KARICOLLAPALLI	3	6	3	5	7	34	2	0	0	0	0	0	0	0	0	0

For imparting English medium education in government schools, a proposal was made to education department and English medium of instruction was approved for higher classes at ZPHS Dumaala and ZPHS Veernavalli. Providing good English books for the students which impart English knowledge satisfied the parents about the English medium of instruction. For primary school teachers, support was given by Vidhya volunteers in improving their English. Self-learning was also motivated to improve English speaking skills among the teachers.

In order to deal with the problem of many schools with less enrolment, the village sabhas also passed a resolution to combine the schools whose strength was less and they were nearby.

As per the parents' demand, the timing of Anganwaadis was increased from 1.30 to 4.00 PM. The extended timing was convenient for the parents who were predominantly agriculture labourers and daily wage workers. Pre-primary sections were also opened in some schools with the help of Anganwaadi centre's maids and workers

Financial resources: Pooled about INR 22 lakhs through public donations and expenses towards appointing English teachers and purchase of uniforms, shoes, ties, belts and badges were met from this donation. Desks, benches and computers were purchased for schools without adequate infrastructure. Obtained grants through Rajiv Education Mission for school annual day celebrations.

Physical resources: (i) Through Rajiv Vidya Mission, additional classrooms and computer education centres were obtained.(ii) Some schools (U.P.S.Padira, U.P.S. Akkapalli, U.P.S.Rajannapet, U.P.S.Gundaram, U.P.S Maddimalla and U.P.S Korutlapeta) were upgraded from 7th class to 8th class.

Human Resource: Additional posts of teachers were sanctioned based on increase in the strength (ii) Primary schools were upgraded for the approved English medium for higher classes (especially 6 – 10 classes).

These efforts improved enrolment in several schools. The strength of the students remained consistent and parents developed confidence. This is indicated by increase in the enrolment of students in the Veernavalli Primary School. The initial strength of the school was only 32 (2011 -12), it increased to 212 (2012-13) and further to 331. The teachers have started admitting their wards in the government schools. The parents were relieved of financial burden (bus, fees) by shifting their children from private schools to government schools. The efforts were very timely in terms of meeting the demand of the parents.



naiia

Education of Out of School Children

D. Anjaiah, Mandal Education Officer

Jharasangham Mandal, Medak District, Telangana

Duration of Innovation: Since 2009

Area of Innovation

The innovation caters to 59 primary and upper primary schools of the Mandal to address issues like:

- Implementation of RTE
- Improving community participation
- Identify child labour and out-of-school children [OOSC] and enrolling them in schools
- Empower students of government schools with a grievance reporting mechanism
- Create awareness about educating children in tribal habitations

Abstract of the Innovation

With an aim to make Jharaasangam Mandal, free from child labour and admit all the children between the age of 6-14 years in schools in consonance with the national programme of eradication of illiteracy and implement Right to Education Act 2009, the Mandal Education Officer has taken several measures. He has been instrumental in reviving the government schools by improving the community support and strengthening the school management committee; has taken legal measures to free bonded child labour and ensure education for them; and also worked with tribal habitations to reduce out-of-school children by convincing the people to send their children to schools.

Driven by goal to achieve the national target of reaching 100% compliance with RTE, he started his work with an extensive counselling of villagers and gained support from Headmasters, teachers', teachers union, community, village sarpanch, local press and media, District Education officer, officers of Rajiv Vidhya Mission, District Collector, Tahsildar, police authorities jointly worked towards improving the educational status of the Mandal.

The Mandal Education Officer demonstrated timely interventions towards various problems faced by the education system in the mandal. With the help of Anganwadi workers and Sakshara





Bharathi volunteers, a survey has been conducted in all the 35 villages of the Jharasangam mandal to list the child labours who are outside the schools. Further discussion with the parents of the children and encouraging the headmasters and teachers to reduce drop-out rate and bring down the OOSCs resulted in a concrete progress towards achieving the objective. Encouragement and support from village sarpanch, village officials and village elders played a very crucial role in breaking the socio-cultural barriers towards availing educational services of the Government.

Some of the children in the mandal were given as bonded child-labour to animal farm owners. These children had been engaged in cattle rearing work for years. Realizing the need to free these bonded child labourers to reduce the OOSC, the MEO was instrumental in negotiating with the owners with support from police officer and higher authorities from the districts and brought the children back to the schools.

He has also initiated post box system in all primary schools as a school student grievance redressal mechanism. This initiative served as a means to report problems relating to child-labour and child marriage. He has also taken up efforts relating to attendance monitoring by insisting on attendance register for students in all schools. This further helped in identifying drop-outs from the school.

He has also worked with Rajiv Vidya Mission officials and got non-residential special training centre with three education volunteers for a tribal habitation, named Bojjanayak Thanda. He has further made a proposal through the District Collector and other officials to the state to sanction funding for a school in Bojjanayak Thanda.



One of the main factors for the success of his efforts is the cooperation rendered by the community and other government officials. The joint effort for the past 5 years has resulted in a marked pace in the reduction of out-of-school children. The teachers' unions became more cooperative towards the efforts and took ownership in bringing out-of-school children and retaining them in school. The students' grievance redressal mechanism by way of post box has indirectly

regularized the teachers' attendance as well. He also mobilized resources from NGOs and civil societies for proper maintenance of school premises. His efforts have created positive wave in the neighbouring mandals for replicating his efforts to tackle similar problems.

Community Participation and Effective Academic Support

Bhagwat Patel, *District Inspector of Schools*

Farrukhabad District, Uttar Pradesh

Duration of Innovation: Since 2004

Area of Innovation

The interventions were carried out over a period of time in places such as Jalaun, Lalitpur and Jhansi.

- Access to schools
- Retention of students
- Reducing out-of-school children
- Quality of education

Abstract of the Innovation

As a Basic Shiksha Adhikari in Jalaun, Mr. Bhagwat Patel with support from teachers, headmasters and NGO conducted a household survey to identify the Out-of-School Children [OOSC] and identified about 21,106 children. These children were brought under formal education or bridge course by conducting enrolment drives. One of the major factors which required several meetings with the community is the cultural, social, caste and gender-related beliefs regarding education.

Mr. Bhagwat Patel was also actively involved in collecting funds for Gujarat Earthquake from the community through the students of government Inter College, Orai. He collected about Rs. 50,000 and donated it to the Chief Minister's relief fund of UP.

As a Basic Shiksha Adhikari in Lalitpur, he worked closely with UNICEF and provided several teaching-learning materials [TLM] to be used by the teachers and students. Training programmes were also conducted for all the teachers of the district with the help of UNICEF on methods of using the TLMs inside the classrooms.

Lalitpur, being one of the backward districts in female literacy with only 30% of the female population literate, UNICEF work was focused on improving the female literacy. The first agenda was to know the family members well and accordingly teams were deployed to interact with the parents and slowly gain their support. Education as a play way was initiated at the parents' work site and the children were brought to schools.

As a District Officer of Education, Mr. Bhagwat Patel was given an additional responsibility of conducting awareness campaign for voters. Mr. Bhagwat Patel involved NGOs, Lions Club members, Inter-college Students and NSS volunteers in the drive and concentrated on the new voters in Degree Colleges and Intermediate Colleges. A door-to-door awareness campaign resulted in high voting percentage in Lalitpur as compared to other areas of UP.

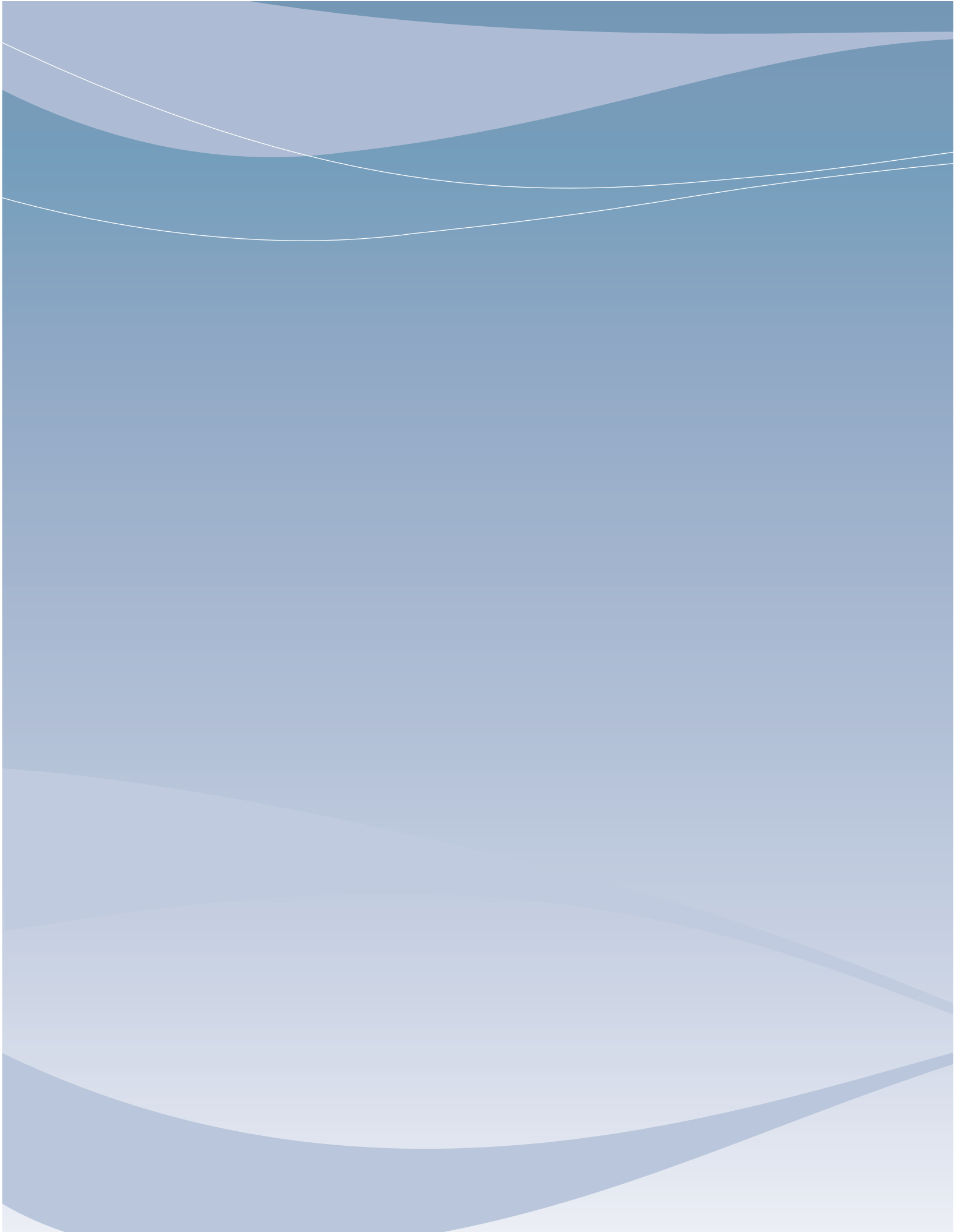
As the DIET Principal Mr. Bhagwat Patel gained support from the community to improve the infrastructure of DIET. The DIET campus was very poor with no boundary wall and gate, lack of drinking water facility, lack of adequate Electricity supply and so on. This was addressed to some extent by involving the BTC trainers in the campus for making gate and planting trees in the open areas and installation of solar lights donated by the community.



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Academic Support and Teacher Management



Strengthening Block Resource Centre

Jagat Singh Rajpoot, Block Education Officer

Talbehat Block, Lalitpur District, Uttar Pradesh

Duration of Innovation: Since 2004

Area of Innovation

- Teachers' training through distance mode
- Strengthening the Block Resource Centre (BRC)
- Education and skill development of girls
- Special training to girls

Abstract of the Innovation

Establishment of Block Resource Centre (BRC) had strengthened training of teachers for improving teaching-learning in the primary schools of Talbehat Block in Lalitpur District. Strengthening of BRC with strong training component is important for overall improvement in the teaching-learning in the area. One of the significant innovative interventions is the introduction of training in distance mode with the use of ICT. Teachers are provided training through Skype. This mode and component of training has been appreciated by the department of basic education of the state.



Skill Development Camp (Residential) for Girls

Another important intervention is towards girls education. The incidence of early marriage among girls in the area is widely prevalent. This results in drop-out of girls from the school even if they are enrolled. Special emphasis has been made to improve girls education through active outreach to the community. The effort is especially intended to prevent early marriage among girls. Besides the efforts to improve formal education among the girls in the area, innovative intervention has been made to impart training to girls in certain skills related to their life. Skill Development camps, as a residential programme, were organised in select schools (Rajawan, Myaon, Terai, Serwansh, Rajpur) of the block.

As a part of teaching-learning process Science Exhibition and Competitions are also organised. These activities are intended to generate interest among the students.

Science Exhibition and Competition

Visit of Hounrable Minister of Human Resource Development, Government of India (M.H.R.D.) and Hounrable Minister of Basic Education U.P. Government was an important indicator of recognition of the innovation.



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Effective Management of Academic Support System for Teaching–Learning Activity

Mamta Sarkar, Block Education Officer

Dharamapur Block, Jaunpur District, Uttar Pradesh

Duration of Innovation: Since 2013

Area of Innovation

- Teacher motivation through award and public recognition
- Academic support to teachers through different activities
- Motivating students through variety of competitive activities and functions

Abstract of the Innovation

This innovation is operating in 61 primary and 30 upper primary schools in Dharamapur block of Jaunpur district. When Miss Mamta Sarkar took over as BEO of the block, the situation of government primary and upper primary schools was not good. The government run primary and upper primary schools were having considerable physical infrastructure and qualified teachers. Despite this fact the schools were not attracting students, teaching-learning process was not satisfactory. There was apathy among the teachers and parents. Conspicuous absence of teachers from the school was an issue. There was lack of motivation among the teachers. In this situation Miss Sarkar decided to improve the situation with her innovative interventions. It was necessary to change the situation in respect of the following:

- Teachers to become sensitive towards students and get motivated to do something for them
- Teachers ought to develop a positive attitude and a sense of positive competition
- It is necessary to develop positive attitude among students for healthy competition
- The schools need to develop attractive environment
- Educational activities should also be interesting.
- Learning-teaching be imbued with quality
- Making a room for all-round development of children with the help of co-curricular activities and child-friendly atmosphere.



Keeping in view the nature of problems and required change the following innovative measures were introduced after due deliberation and consultation with the teachers:



In order to motivate and generate a sense of competitiveness among the teachers, it was decided to select 10 best teachers of the block every year and honour them with award/ appreciation. Selection was on the basis of the following norms: physical get up of the school, student attendance proportionate to enrolment, completion of the monthly prescribed syllabus, learning achievement of the students, contribution in successful implementation of plans prescribed

by administration, outstanding contribution in co-curricular activities and discipline. On the basis of results obtained during the course of the year, the names of ten best teachers were announced and they were suitably awarded appreciation/honour and their names were displayed at Block Resource Centre/Office of the Block Education Officer, alongwith their photographs which were further displayed at other events like science utsav etc. The impact of this innovation became visible among the teachers to compete with all the other schools in tasks like improvement of educational quality, making school environment attractive, successfully implement government plans etc. As a result of this not only healthy competition among the teachers was seen but it also resulted in the improvement in students' attendance and learning level achievement.

Organizing Ganit Utsav is another innovative measure. In order to create a congenial, simple and interesting learning environment for mathematics, a one-day fair – Ganit Utsav is organized in which all the Parishad schools, recognized and aided schools by the Parishad and CBSE are invited to present and demonstrate mathematics related teaching-learning material. Three best schools/teachers were selected and awarded letter of appreciation and prizes. Separate exhibitions were arranged by them for their respective TLM.

Organizing Yog Shivar for teachers and train them for introducing the same in their respective schools.

Annual Day Celebration of Parishad Schools has also been started in view of creating interesting environment for teaching-learning. This provides opportunity to students to participate in the annual function and demonstrate their talents.



Vigyan Utsav Celebration is yet another intervention that intends to recognize the talents of the students and teachers.

All these activities have created positive environment of teaching-learning in the government primary and upper primary schools.

Mewat as a Learning Laboratory and Monitoring System

Rajeev Kumar Arora, District Educational Officer

Faridabad, Haryana

Duration of Innovation: Since 2011

Area of the Innovation

- Teacher management, academic support system
- Community and stakeholders participation in the management of education
- Promotion of equity and equal access in education
- Institutional planning, site-based management practices
- Upgrading the monitoring mechanism

Abstract of Innovation

Over the years, many innovative initiatives have been planned and launched in the state of Haryana. In Faridabad and Mewat, a number of initiatives was planned to provide exposure to teachers and head masters to the realities in the schools and learn about the recent practices being followed for school development in Mewat. It further aimed to see the problems and deficiencies and prepare a micro plan of every school. Consolidation of data and findings were later used to innovate and evolve ideas about critical management issues.

Below mentioned are some of the programmes implemented

- Strengthening of DIETs
- School nurture policies
- Compliance of RTE Act 2009, constitution of REPA then SCPCR 2013
- Restructuring of the set-up
- Focus on various interventions of SSA & RMSA

The interventions were planned taking into account the data from ACER on the learning levels of elementary students. In Mewat and Faridabad district, the meetings were convened for sensitizing the officials and the functionaries on school-specific plans. He also focussed not only on the learning outcome of the students but also in providing infrastructure facilities, drinking water facilities, functional toilets, boundary walls, ramps and also used to conduct meetings with subordinate staff and others regarding the issues.

Professional Development of Teachers

Various trainings have been imparted through EDUSAT and EDUCOMP in the past. To make it more effective, achievers from diversified fields were invited to conduct lectures. Mr. Rajiv Kumar also convened several meetings with the officials from the academic areas along with Principal DIET to impart training in an effective way using ICT.

Workshop on Right to Education

A Workshop was conducted on clause 134 – A of Haryana School Education Rule [HSER] for all the stakeholders including NGOs, heads of private educational institutions, management committee representatives, The resource person also threw light on Right to Education Act – 2009. This sensitization of all the officials on the policies and frameworks alongwith the reporting format was very essential for providing the 10% reservation to students belonging to economically weaker section and BPL categories.

A large, light gray watermark of the NAIEA logo is centered on the page. The logo consists of the lowercase letters 'naiea' in a stylized, rounded font, with a small circle above the 'i'. The entire logo is set against a background of a white scroll with a blue shadow and a blue circular element at the bottom right corner.

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Improving Government Schools Standards

Ritu Chowdhary, Block Education Officer

Faridabad, Haryana

Duration of Innovation: Since 2010

Area of the Innovation

Interventions were carried out in 202 schools (primary, high and senior secondary schools) in Faridabad block.

- Teacher management
- Providing quality education
- Ensuring equity and excellence

Abstract of Innovation

Ritu Chowdhary's first step in Education Department, Haryana was at Government Senior Secondary School, NIT (Tikona Park) Faridabad as Math Lecturer on Dec. 1988. She had limited resources, but with her own capabilities, provided books and extra classes to students. She then got posted as principal in government senior secondary school, Sarai Khawaja, Faridabad where she worked on increasing the enrolment of students from 1300-1400 to 5400.

In March 2012, Ritu Chowdhary was promoted as BEEO Faridabad having dual charge of BEO & BEEO. She initiated an awareness campaign under "Legal Literacy Programme" to highlight the facts about alcohol and drug misuse. It was an open and constructive programme on approaches to drug and alcohol prevention.

As Block Officer, she worked for Children with special needs (CWSN) & Out-of-school children with the help of Red Cross. After having long deliberations with other functionaries of the district, Ritu Chowdhary organized a teachers training workshop in the year 2013. Dr. Bishwaroop Roy Chowdhary of Guinness World Record Fame shared with teachers the techniques to enhance the capacity of learning. Through this, there was an increase in a big pool of teachers, who became interactive and informative (motivated and updated).



L & T Moving Laboratory

She has also been instrumental in gaining corporate support for education of the disadvantaged. Larsen & Turbo has been associated with the educational activities of the block since 2004. As a part of CSR, L&T has donated moving laboratory to 25 schools in the block. This moving laboratory is focussed on science education for students of the school.

She also worked towards improving the standards in government schools through active participation and support for programmes such as Indo-UK connecting classroom programme.

**BRITISH DELEGATION VISITS TO GMSS SCHOOL
SARAI KHWAJA, FARIDABAD**



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Shiksha Mission: Improving Participation and Quality of Education

Vashishta Narayan Jha, District Education Officer

Jamui District, Bihar

Duration of Innovation: Since 2013

Area of Innovation

- Improving participation (enrolment, attendance and retention) of children
- Improvement in quality of education via the Learning Feedback Manual (LFM)
- Academic supervision and monitoring
- Administrative accountability and transparency

Abstract of the Innovation

The implementation of Shiksha Mission innovative programme in the district was a response to the prevalent situation of schools and education in the area. Jamui is an area confronted with challenges like that of the Naxalism. Frequent bandh and incidence of violence have badly affected education of the children in the area. The response of the educational administration was not very impressive in the given situation of the district. Some kind of an administrative inertia was visible. The schools seemed to lack an initiative and aspiration. Administrators seemed to be doing work without any specific aim and target. This necessitated intervention in the form of mission. The mission was named as Jamui campaign. The mission aimed at the following:



- Enrolment and regular attendance of all children
- Ensure the learning level achievement of students to their age and class.
- Develop a proficiency to understand, read, write and speak; writings in prose and poetry and competency among all students in simple arithmetic calculations
- 25% increase in language and arithmetic competency.

The mission was initiated as a pilot project in 11 Panchayats of 11 selected educational circles for a month. It was followed by second phase to extend the benefit to all the 55 Panchayats.

In the third phase, the mission was extended to all the 153 panchayats in all the ten blocks of the district.

In the mission, an area map of every school was prepared and children were identified and special residential bridge course was launched in the naxalite affected areas. To improve quality of education, children's learning level was first assessed and a baseline data was prepared. Students were grouped class-wise and taught language and arithmetic. Using the Learning Feedback Manual (LFM), stress was laid on restricting the lessons and assessing the children's learning achievement and working out further strategy based thereon. Resource groups were formed at cluster; block and district levels and school visits were arranged for educational restructuring.

Accountability and transparency was encouraged and everything was displayed at the notice board of the schools and offices. The problems were solved on telephone too. Efforts were made through different orientation programmes to ensure 100 per cent participation of all students in schools without any interruption.

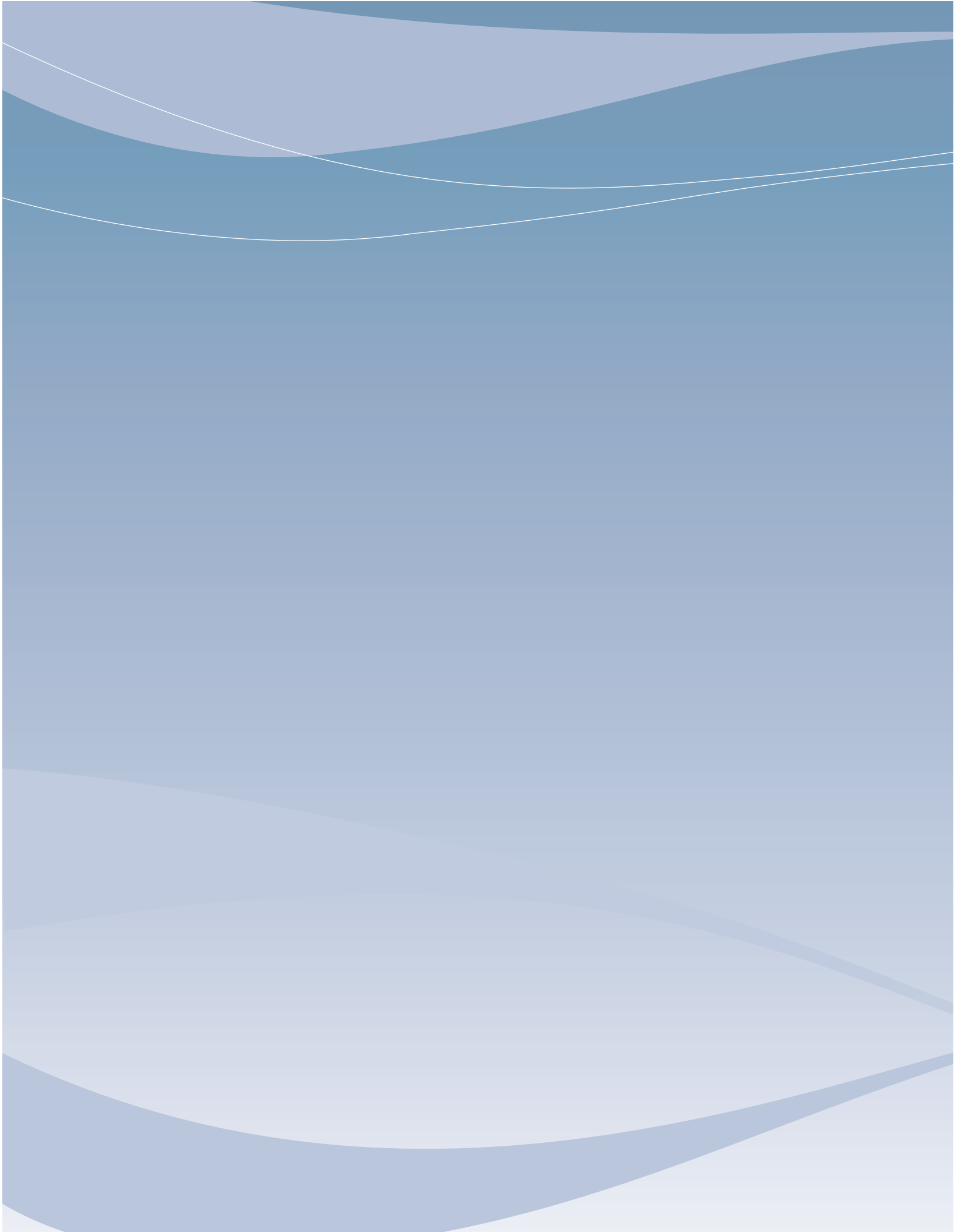


A team was formed for proper implementation of the mission and it was decided to share with the team the whole strategy and planning, making it a collective rather than an individual effort. The team consisted of education department's District and Block level officers, SarvaShikshaAbhiyan workers, resource persons of Block and Cluster Resource Centre, a few select teachers and members of teachers' organizations. A block-wise 'Gurudarshan' programme was organized to share the objectives of the mission.

The whole programme made an impressive impact. It encouraged creativity in schools and in their teaching learning environments. A learning environment was created in Naxalite affected areas and the far-off dense forest areas by organizing Residential Bridge Programmes. The State Government awarded 171 schools for excellence on the Teachers' Day, 22 of which belonged to Jamui district. The focus of the mission was to attain an institutional framework to make itself long lasting.

The background of the cover features a gradient of blue tones, transitioning from a darker blue at the top to a lighter blue at the bottom. Overlaid on this gradient are several large, flowing, curved shapes in various shades of blue, creating a sense of movement and depth. The text is centered in a bold, dark blue font.

Teaching-Learning Process



Innovation in Teaching-Learning Process

Jainendra Kumar, Block Education Officer

Unchahar Block, Rai Bareilly District, Uttar Pradesh

Duration of Innovation: Since 2012

Area of Innovation

Teaching-Learning Process (teaching aid & activity-based teaching-learning)



Abstract of the Innovation

The main objective of the innovation was to develop understanding of children in the classroom. It is necessary that teaching and the lessons taught must be understandable to the students. The process should be interesting and learning should be more acceptable. Keeping in view of this need, the innovation was conceived and implemented.

The innovation was initially started in 5 schools in Unchahar Dev Block on pilot basis for a period of 6 months from March 2013 to October 2013.

Following were some of the innovative ideas implemented:

- As a way of making teaching and learning interesting experience with the help of creative art work, sweet music or poetry, wall newspaper, learning corner, library, prayer assembly, new mode etc. were taken to impart education to children. New mode of evaluation, group activities, peer-group learning and different kinds of competitive activities are some of the areas of innovative interventions. Efforts are being made by each of the selected schools to make the best use of teaching-learning material as a regular practice in their teaching tasks to make the classrooms more interesting, enjoyable and more understandable. Teachers were provided with training to use these TLMs.



Besides interventions in teaching-learning process, efforts have also been made towards effective implementation of Right to Education Act.

- Teacher management included maintaining the appropriate pupil-teacher ratio and removing excess teachers, appointing para-teachers and taking help of retired teachers.

- Encouraging community participation through inviting parents of all the children to unanimously elect the school management committee in the general body meeting and organizing training of head and members of the committee and thus encouraging awareness among the community members.
- Beautification of the school: the classroom walls as well as boundary walls were attractively decorated with curriculum-related beautiful pictures, and teaching-learning materials, art work and attractive plantation. The verandas were decorated by wall-writing of sentences inspiring national integration, besides a notice board to display 'Today's thought' everyday to promote moral values among children. A beginning was also made to promote respect for all religions at the morning assembly, besides developing a news corner of day's major news for information of the students.
- Remedial classes
- Seating arrangements for students were made in the shape of semi-circle or in a non-traditional way to increase the attention of teachers on students.
- Development of interest in gardening, agriculture, tree plantation and cleanliness
- Introduction of games and sports, cultural and literacy contest on at least once every week was introduced as also inter-class competition at least once a month.
- Surprise school inspections to encourage punctuality
- Special efforts are made by teachers to help their students do home work, checking their notebooks and doing regular assessment.



The school management committee is kept posted with school activities by organizing the committee meeting every month. These include teaching learning activities, needs and problems of school, learning level of students, mid-day meal arrangements, uniform and scholarships and the like. This invites full support of the parents for school improvement.

- Cooperation was also sought from local people, parents, NGOs and NTPC, Unchahar, besides government support in terms of ensuring availability of teaching-learning materials, furniture etc., to make teaching in the schools effective and to enlist respect for the teachers and appreciation of their works.

The work done, especially on the TLMs, by these five schools of Unchahar was highly appreciated by the parents, public, and higher officers. Efforts are being made to extend the programme of innovative teaching-learning in all other schools of Unchahar Block.

Bridging the Learning Gaps and Improving Educational Outcomes

Prakash Kumar Joshi, District Education Officer

Balasore, Odisha

Duration of Innovation : Since 2012

Area of Innovation

The programme was implemented in 544 Secondary Schools, spread in 12 Blocks and one Municipality of the District Balasore.

- Bridge the learning gaps of students
- Improve educational outcomes
- Enhance the achievement standard of high achievers (above 85%) in class-X
- Achieve cent-percent results
- Build teacher professional network

Abstract of the Innovation

A survey undertaken by the District Education Officer, Balasore revealed that a sizable number of students failed in the Annual HSC Exam. The tabular representation of this result is given below:

Year	No. of Candidates appeared	No. of Candidates passed	% of Pass	No. of candidates failed	% of fail
2010-11	25318	19551	77 %	5767	23%
2011-12	28288	22630	80.66 %	5658	19.34%

As a first step towards improving the educational outcomes, a committee was formulated, headed by the District Education Officer, Mr. Prakash Kumar Joshi and all Block Education Officers and nodal high school headmasters of all blocks, leading guardians and SMDC members and inspired students for taking it to grass-root level where the lower standard students were to be benefited.





In order to identify learning gaps of class-VIII and IX an Entry Level Test (ELT) for class- IX students under the DEOs guidance (Through letter no.7002 Dt.-23.04.13 to all H.Ms of all types of Schools under Balasore District). This process involved setting up of a 2 day workshop for resource teachers in different subjects for preparation of questions, questions for 45,000 students were printed and distributed to all students, school wise evaluation was made, district compilation was made to identify the

learning gap and finally it was found that 42% of total enrolments of class-VIII were low learners having below 40% of total marks.

In order to achieve 100 % result in Annual HSC Examination and to enhance the achievement level of students, the innovative academic support mechanism has been developed and implemented for secondary students as well as teachers of the district. A district level orientation training for resource teachers was organised to formulate a module for low learners. The teachers in different subjects had given the advice in their respective subjects for teaching low learners. The review of subjects to be adopted was also listed. The teachers then developed remedial capsules/modules for Class-IX & X in the form of "RESOLUTE-I", "RESOLUTE-II"(Class 9th) & "RESOLUTE-III". (Class 10th)

These Modules for low achievers of Class-X, who appeared at the Annual HSC Exam-2013 proved tremendously effective and the result of AHSC Exam-2013 was raised from 80.66 % to 86.87%. In addition, with a view to expanding the horizon of knowledge, to develop scientific temperaments and to expose the students to the field of application and learning, the modules like, "ANWESHAN", "LABPERIMENT" & "EXPLORER" were developed and circulated among the students of Secondary Schools under Balasore District.

- ANWESHAN – "ANWESAN" is a compilation of synopsis of all the projects exhibited in the District Level Exhibition & Project Competition (DLEPC)-2013 held in Zilla School, Balasore and were distributed to all High Schools of the district for reference of the little scientists.
- LABPERIMENT – a handbook of science experiments for High Schools is being published in the district as per school curriculum of Class-VIII, IX & X. The book contains selected science experiments of Physics, Chemistry & Biology, which can be experimented in the classes with limited resources available in the school.
- EXPLORER – a resource book for aspirants of National Means-cum-Merit Scholarship Examination (NMMS)

In order to provide a platform for sharing good practices, inspiration and achievements of the students and the teachers on the one hand and to keep them abreast with the road map to the progress a bio-monthly magazine, "SIKSHYA CHETANA" scheduled to be released. This magazine is turned to a gateway for expression of their innovative concepts and thoughts.

Mr. Prakash Kumar Joshi has motivated the resource teachers in developing the module. Alongside, his active supervision and inspection of block level officers and nodal headmasters for getting the immediate result has resulted in the improvement in the pass percentage.

Year	No. of Candidates appeared	Candidates passed		Candidates failed	
		No of Students	% of Student	No of Students	% of Student
2011-12 (Before the intervention)	28288	22630	80.66 %	5658	19.34%
2013-14 (After the intervention)	30486	28811	94.5 %	1615	5.5%

The joint effort by the DEO, BEOs, Head masters, resource teachers in developing the module and the extra efforts by the school teachers to provide a focused classes through the modules developed for low learners has resulted greatly in reducing the failure percentage from 19.3% in 2011 – 2012 to 5% in 2013 – 2014.

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Quality Enhancement

Radha Mohan Panda, District Education Officer

Kordha District, Odisha

Duration of Innovation: Since 2012

Area of Innovation

- Shift from text book based-teaching to concept based teaching
- Provide an effective academic support management
- Improve the lesson planning capabilities of the teachers
- Improvement of low achievers in Classes VIII, IX and X
- Bring out resource materials, activity bank and question bank for low achievers
- Conduct practice tests for students to prepare them for annual examination

Abstract of the Innovation



Mr. Radha Mohan Panda has been thinking about the idea of improving the learning outcomes by making the teachers sufficiently equipped in the classrooms. One of the major problems which came to his notice was the lack of time for the teachers to cover the subjects. This further restricted the teachers to provide any focussed classes for the low achievers. This led to the idea of developing a framework on how to distribute the class periods to the concepts taking into consideration the complexity of the concepts being taught.

The idea was given shape after 2 – 3 rounds of detailed discussion with a group of subject teachers at the district level. Although there were initial reservations from the teachers part for implementation of the programme, several meetings were conducted to mobilize the teachers and convince them to adopt concept based teaching at the schools.

The resource teacher group was given the task of identification of concepts, sub-concepts and link various concepts and distribute periods based on the complexity of each concept. The resource teachers were also tasked with the responsibility of identifying the expected learning outcomes for each concept from the students.

To measure the outcomes of the initiatives, a base-line test was conducted for class VIII, IX and X before the implementation of the programme in each subject. Based on the scores (0-100%) secured by each student in the baseline test, they were grouped into 4 divisions—

0-30%, 31-50%, 51-70% and 71-100%. The activity was further expanded to develop resource materials such as developing question banks for student with different academic levels (as per the baseline test), based on the learning achievement of the students.

This has resulted in “Samadhan” - a teachers’ handbook for lesson planning. This book provides the teacher with month wise number of periods available against the concepts to be taught along with expected learning outcome, activities to be taken, TLMs and so on.



Before the implementation, the school headmasters and teachers were given training at the block level on various activities to be taken up in the classrooms. The teachers were also made aware of the expected learning outcomes in each concept. The annual examination papers were assessed to identify weak areas in each subject and accordingly teacher development programmes and coaching students was implemented.

To reach the 100% pass percentage, the idea of conducting 3 practice tests before the half yearly and annual examination was encouraged. Accordingly to this, in 2013 – 2014 the tests were conducted. This has yielded better results for the district. The activity was expanded to 187 schools in Kordha district.

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Jeevant Pathshala (Lively School): An Effort for Improving Participation and Quality in Government Primary and Upper Primary Schools

Ram Pratap Singh, Block Education Officer

Banki Block, Barabanki District; Uttar Pradesh

Duration of Innovation: Since 2012

Area of Innovation

Innovation covers 151 primary and 57 upper primary schools of the block

- Improvement in enrolment, attendance and retention in government primary and upper primary schools
- Quality improvement in government schools through overall development of students
- Creating a sense of competition and ownership among teachers and students
- Attracting parents towards government schools and involving them in different school activities

Abstract of the Innovation



This innovation was a response to the prevailing situation in the government run primary and upper primary schools. It was observed that government schools in the area were not able to attract students and many of the students were migrating to the private schools. Among others, lack of an attractive and enabling school environment, lack of motivation among the teachers, non-competitive environment among

the teachers and students including the teaching-learning process were some of the factors responsible for this kind of situation. Parents were not only indifferent but also reluctant to send their children to the government schools. Making any change in the prevailing situation was not possible without an active intervention with strong supporting strategies. It was in this background that an innovative programme called Jeevant Pathshala (Lively School) was started by Mr. R. P. Singh in December 2012. This innovation aimed at improving enrolment, attendance, retention and quality in government primary and upper primary schools by making school environment attractive to the students, parents and community at large. This required interventions at various levels including creation of a sense of competition and ownership

among the teachers and students, and attracting parents towards the government schools through various programmes in the schools and involving them in different school activities.

As a part of Jeevant Pathshala Programme, various activities were introduced. Most of the activities are group-based and competitive in nature involving both the teachers and students. The activities are intended to create an active environment within the schools and attract the students and parents. These are designed to generate interest and a sense of competition and ownership among the students besides including in them leadership qualities and values of group. Each of the children is provided opportunity to participate in different group-based activities. Some of the activities include the following:

- Inter-house daily games and sports activities in the school
- Inter-house cultural activities competitions are also organised
- Inter-house academic contests are organised on daily, weekly, monthly basis including quiz, essay, writing, question-answer sessions etc.
- Attendance is recorded daily house-wise and the housemaster provides regular feedback to the parents about their wards
- The achievement level of students is assessed to evaluate the group performance
- Weekly Bal Sabha is organised every Saturday to conduct cultural and academic activities and art related competitions on pre-set topics.
- Monthly contests are held every last Saturday of the month for block level games and sports, cultural and academic activities as pre set a month in advance. Nyaya Panchayat level team also participates in these contests.
- Annual games and cultural activities competitions are organised in November-December in cooperation with the community, first at Nyaya Panchayat level and then at block level in a quite a big way, despite non-availability of funds from government, with the active contribution of teachers and the community. All the activities involved teachers also. Community is also involved in various ways.



The introduction of Jeevant Pathshala innovative programme has brought about many positive changes. Some of them are as follows:

- The enrolment of students in the block was 23108 in primary classes in 2011-12 and that of upper primary 7302 which increased to 25161 and 8673 respectively in 2013-14 indicating in turn increase of 9% and 17% respectively over this period.
- As per IBRS, mid-day meal was provided to 1613879 children at primary stage during 2011-12 and at pre-madhyamik level to 526422 which respectively increased to 1624087

and 580782 during 2013-14 showing an increase of 1% and 12% respectively. Notably, there were 242 working days in 2011-12 against only 219 working days in 2013-14 indicating enormous increase in students' attendance.

- Similarly, class V results improved considerably from 52% children scoring above 60% marks in 2011-12 to 61% in 2013-14, indicating a rise of 9% in their achievement scores during this period.
- The results of class VIII also improved very considerably with student obtaining above 60% marks by 57% in 2011-12 and by 71% in 2013-14 indicating an increase of 14% achievement scores during this period.



Despite the problems of indifference and reluctance at the initial stage and non-availability of resources, the programme is resulting into creating an active environment in government schools.

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Education for Differently-Able Girls

Sarvada Nand, Basic Shiksha Adhikari

Lucknow District, Uttar Pradesh

Duration of Innovation: Since 2011

Area of Innovation

- Inclusive education
- Special lesson plan and TLMs

Abstract of the Innovation

Education of differently-able children is a challenge that requires not only commitment for the cause but also different strategies. The task is even more challenging for the girl students that too from the deprived families. The special focus component for inclusive education for the children with special needs under the SSA is important. The KGBV residential schools for girls is another important intervention under the SSA. Despite the shared concern the two components of SSA are rarely harmonized. Keeping in view of providing education to the differently-able girls intervention was done. An effort was made to harmonise the two in the first case and then introduce changes in the academic support strategy and teaching-learning process.

An innovative strategy was explored to provide education to such girls through the Kasturba Gandhi Vidyalayas. First of all, such girls were identified and their parents were encouraged to send them to school. A 'plus' curriculum was prepared for all such girls identified. Priority was given to all such hearing and visually impaired girls who did go to school but dropped out in between due to some reason. The special teachers associated with the programme were to play the following roles in the KGBV Schools:

- Counselling of Kasturba School teachers and girls in general
- Cooperate with the girls in classroom teaching.
- Arrange essential materials, supplementary equipments etc. for these girls.
- Prepare a joint inclusive lesson plan
- Carry out need-based changes in lesson plans for sight-disabled girls.



- Discuss about topic-related essential teaching-learning materials in consultation meeting between regular teacher and special teachers.
- Prepare TLM like charts and natural items for the hearing-disabled girls and thick and thin threads, gum, velvet, grains, buttons etc for sight-impaired girls.
- Seek regular teachers help in how to use the above stated TLM for special needs children and if something is not clear to the hearing or visually impaired children, they sit together after the class to do individual remedial teaching.
- Session, half-yearly and annual examinations of disabled girls were conducted with the normal girls and their answer sheets were examined by special education teachers.



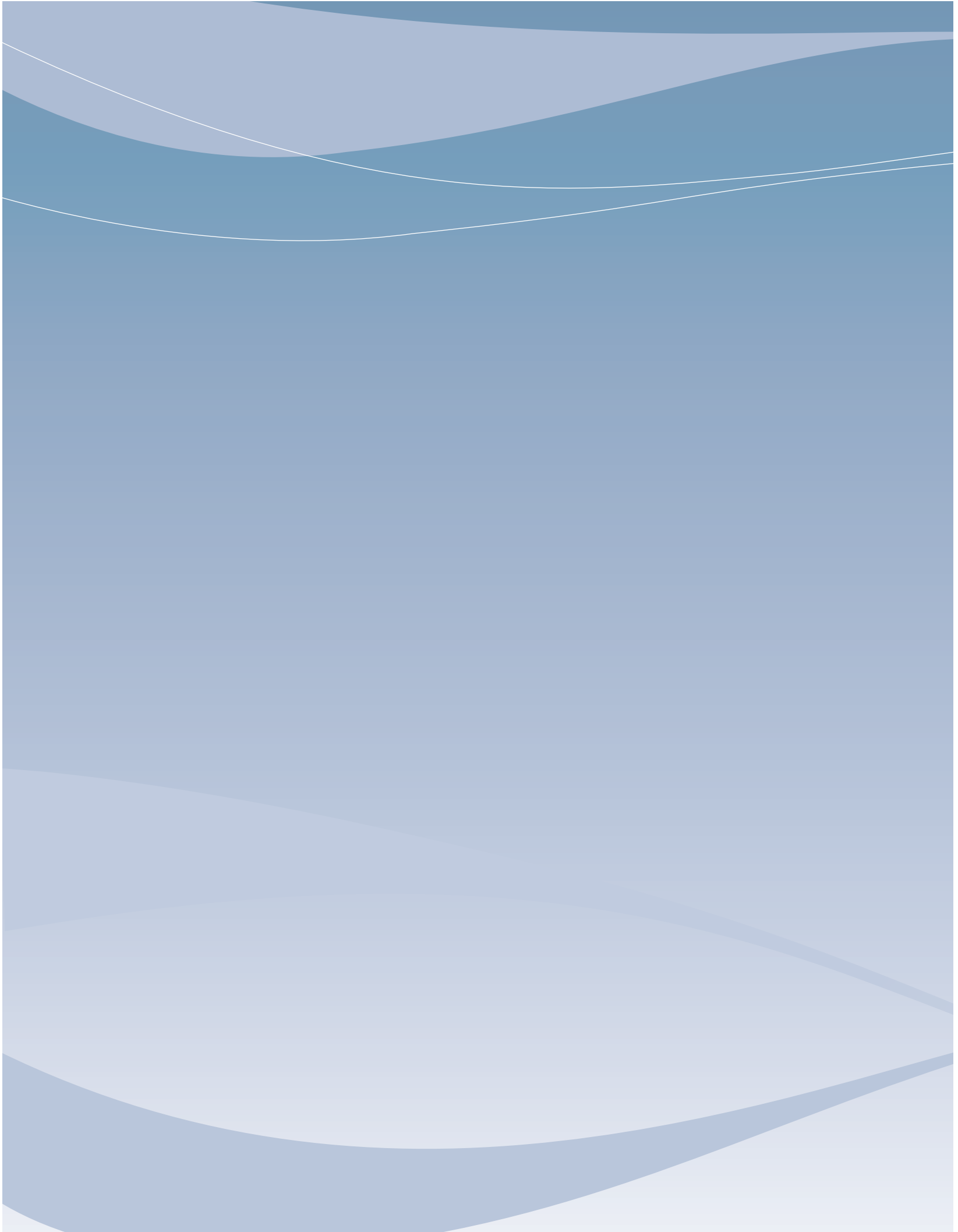
These girls also participated in co-curricular activities such as games and sports, cultural programmes etc. These girls were also found to be very fond of stories telecast by Radio; and a special teacher explained the stories to the hearing impaired girls through gestures etc.

The girls identified were from all 6 Tehsils and 191 Blocks, thus the attempt was to include the entire Janpad. The collaborators in this work, that is, District Officers as well as departmental officers not only extended cooperation to make the programme successful but also appreciated it and requested all Janpads to replicate it in their areas.

This experiment was successful and the differently-able girls showed excellent results which got reflected in the performance of the students. This also indicates that educating these special children in common schools along with normal children is not only viable but can also improve the quality of their education. As of today, inclusive education classes are operating in 10 Kasturba Vidyalyayas in Gorakhpur under District Coordinator, Inclusive Education and District Basic Education Officer, Gorakhpur. 167 special-needs girls from the district have been enrolled.

The background of the page features a series of overlapping, wavy lines in various shades of blue and white, creating a sense of movement and depth. The lines are smooth and fluid, with some appearing as thin white lines and others as broader, semi-transparent blue bands. The overall effect is a modern, abstract design that complements the text.

Community Support and Infrastructure Development



Involving Community in Education

B. K. S. Vardhan, Deputy Director Public Instruction

Dharwad District, Karnataka

Duration of Innovation: Since 2012

Area of Innovation

- Community and civil society involvement
- Improving educational participation and ensuring facilities

Abstract of the Innovation

Community participation and support is a crucial factor for improving educational participation and ensuring facilities in schools. Mr. Vardhan had taken initiative to mobilize resources, involve the NGOs in different educational and school related programmes. Some of his initiatives included: (1) Collaboration with Karnataka Education Network to improve reading habits of teachers; (2) Imparting science education with Agastya Foundation; (3) Prathibha Karanjiprathiba Karanji – a platform to discover talents among primary and secondary school children; (4) RTE awareness programme with NGOs; (5) Effective implementation of programmes such as SPIC MACAY – society for promotion of Indian classical music and culture amongst youth, Chinara Kreedha Abhiyan – sports training programme for higher primary students, Chinara Krushi Darshan, - exposing students to agriculture and horticulture, Minchinasanchar – awareness creation among teachers and students to reduce absenteeism to zero, Suvarna Aarogya Chitanya - medical check up camps in all schools, School Leadership Development Programme with NGOs such as Vidhyaposhak and Azim Premji Foundation, Shalegagi Naavu Neevu – special enrolment drives, Kalikotsava – presenting children’s talents in front of the community, Ksheerabhagya – a scheme by NGOs such as ISKON to provide milk to school students, Makkala Habba – Children cultural festival with coordination with Balavikasa Academy, orientation begging children to school, Support from Manavikas Hubli to provide assistance to CWSN, science exhibition by Agastya Foundation, debate competition by Shikshan Foundation and 100 days action plan for improving SSLC results.





Though some of the programmes and schemes are in operation in most of the government schools in Karnataka, bringing them in the schools of this district; and meaningfully link the NGOs in various school - related activities are important interventions of Mr. Vardhan. Addressing the problem of Out-of- School Children is important. Enrolment of these children in schools and ensuring their retention through creating facility of hostel appears to be a good initiative. With the help of SSA, many of OOS orphan children, are residing

in the hostel in a clean and healthy environment of teaching-learning.

All the activities have ensured effective functioning of the government schools with enabling teaching-learning environment.

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Improving Government Schools' Infrastructure through Community Participation

K .G. Anjanappa, Block Education Officer

Block-2, Bangalore North District, Karnataka

Duration of Innovation: Since 2001

Area of Innovation

- Improving Community participation
- Mobilizing funds for infrastructural development in schools

Abstract of the Innovation

Empowering government schools through improving facilities and promoting close interaction between schools and the community was considered as a strategy to reduce the wide gap between private institutions and state government run schools. The problems of individual schools were identified through periodic discussions, consultations, meetings and interactive sessions with individual school headmasters and other stakeholders by Mr. K G Anjanappa.



Upon brief investigation, it was found that in Block 2 North Bangalore district parents and students mainly get attracted to private schools due to better infrastructural facilities. In most of the government schools infrastructures and school facilities were not matching to the private school. This prompted the idea of improving infrastructural facilities in government schools as way to improve admission rate and control the drop out rate in government schools, besides improving quality of teaching-learning.

Towards this, Mr. K. G Anjanappa adopted strategies to equip the schools with infrastructure and resources and thereby reduce disparity between the private and state-run schools. As a part of this effort, he established advanced e-learning infrastructure and better environment in the schools. He also strengthened the community involvement in schools' development. A committee with different stakeholders, NGOs and





elected representatives in the constituency identified immediate requirements of schools. A series of meetings with local elected leaders, corporate sector and NGOs helped in mobilizing resources and creating facilities at the school level. While local elected leaders contributed in construction of toilets and repairing the classrooms, the corporate sector companies and some NGOs provided computers. The construction of additional classrooms, science labs, large auditorium and installation of RO water purifiers with support of community, corporate groups and NGOs are some of the interventions towards creating schools' infrastructure matching with any good private school. Smart class has become an integral part of the school infrastructure in some schools. Poor children are provided with stationery and scholarships

while widowed mothers were given financial support. An effective bonding between schools, parents and community had been established through continuous meetings and allowing local people to use water filter for household purpose. There is visible change in physical environment of schools. Parents and community participation in school-related activities has improved. There has been a gradual change in attitude of parents towards government schools.

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Improving Quality of Teaching-Learning

Mohan Kumar L. Hanchate, Block Education Officer

Hubli Block (Rural), Dharwad District, Karnataka

Duration of Innovation: Since 2012

Area of Innovation

- Improving infrastructure
- Use of computers for teaching-learning

Abstract of the Innovation

Improving quality of teaching-learning, improving infrastructure, popularizing science education in rural areas, regain the public faith on government schools were the main aims for adopting several innovative strategies. Providing required infrastructural facilities including teaching-learning materials, using technology to improve quality of teaching-learning, supply of science equipment and offering scholarships to needy children are some of the initiatives that were adopted. Involving different industries, private firms, civil society organisations, community and parents had been the main approach. With help of a team of cluster resource persons and teachers focussed and need-based academic support was provided to the teachers to improve classroom teaching. Needy children were provided stationery and essential materials through sponsorship by several organisations and industries. Parental awareness and their involvement in different school activities led to improve public appreciation of government schools and their functioning. Teachers and functionaries extended support to improve teaching using appropriate teaching aids including computers. Improved school environment encouraged both parents and teachers to be responsible and evince interest in the functioning of school.



Improving Community Ownership in Schools

Piyushkumar Arvindbhai Chavda, Block Education Officer & BRC Coordinator

Khambhat Block, Anand District, Gujarat

Duration of Innovation: Since 2010

Area of Innovation

- School development
- Health awareness through community contact
- Community participation
- Implementation of mid-day meal
- Reducing students' irregular attendance
- Promoting education of girl child
- Encouraging preparation of TLMs

Abstract of the Innovation

Inspired by the teachings of Swami Vivekananda, Mr. Piyushkumar set in motion several processes to reduce the irregularities in school functioning and make the system more efficient. He started his work in Taluka Khambhat, Anand district of Gujarat. Primarily his focus was on improving the community participation, for he strongly believed that by improve the awareness among the community and improve their participation in school management, the processes can be strengthened and institutionalized in a systematic manner.

He gained the support from community, school headmasters and teachers to prepare a school-wise development plan. The plan for each school takes into account the gaps relating to functioning of schools, infrastructure-related issues and the human resource available to take remedial actions. The plans were implemented with extensive cooperation from the community.



The interventions encompassed seven action points

- Increasing the ownership and participation from all the stakeholders in each school
- Improving awareness about child health and nutrition among the community
- Reducing student irregular – attendance, drop-outs, academic achievement
- Promoting education of girl children
- Providing adequate infrastructure for schools
- Improving the quality of mid-day meal by encouraging monitoring by the community
- Proper implementation of state and central government schemes

This seven action points resulted in collaborative efforts at each school level to address the problems faced. Parents became more enthusiastic about their ward's academic achievement. This intervention reversed the situation where the problems were dealt at an individual level to a situation where the problems were discussed in stakeholders meeting and a solution was sought as a collective effort.



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Effective Academic Support and Community Participation

Rudra Pratap Yadav, Block Education Officer

Shahganj Block, Jaunpur District, Uttar Pradesh

Duration of Innovation: Since 2012

Area of Innovation

- Rational deployment of teachers
- Teacher attendance monitoring
- Teacher motivation and support for effective and quality teaching-learning
- Girls' education
- Community participation

Abstract of the Innovation

The innovative intervention spread over 127 primary and 47 upper primary parshadiya schools of the Uttar Pradesh Government catering to about 25000 students in the block. The innovation specifically intended to enhance students' attendance and retention, quality teaching in the government schools, rational deployment of subject teachers especially in single teacher schools. These interventions were conceived in the context of location of the schools, socio-economic situation of the area and the background of the parents. Since the children of these schools mainly came from poor families, there was lack of required family support and attention at home. Most of the children are engaged in their domestic chores resulting in their absence from schools. This is moreso in case of girl students. Though the children were technically enrolled in these schools, they did not attend the schools regularly. There was complete mismatch between enrolment, attendance and retention of the students. It is interesting to note that the component of community participation was an essential component of the government strategy to intervene in this area. Though school management committee, parents-teacher association, mother teachers' association, village education committees, etc have been in place. Community participation remained a major problem. Parents and guardians of the children hardly took interest in schools. Even the parents used to avoid coming to school on the pretext of having no time. It was a very challenging task to



motivate the guardians to come to the school and to send their wards to school without any excuse. In this background Mr. R.P. Yadav started his intervention with the support of teachers, parents and community.

Some of the innovative interventions included the following:

- First thing done was to motivate the parents in the PTM. In order to ensure their attendance in the PTM, the parents were informed with the help of information sent to them on piece of paper with common stamped message. Mr. Yadav mentions that this innovation not only resulted in increase in attendance of parents in the PTM but also enhanced community participation and awareness of the parents. This also generated interest among teachers.

In the meetings with the parents and guardians, the top performer students in the categories best sulekh (hand writing) best aalekh (dictation) best home work, best hygienic students, best attendance, best quiz, best co-curricular activity students of each class of the month are announced. This practice helped in creating good academic environment at the homes of children also. The mother guardians also took part in the meeting with great zeal. There is also a practice of selecting best guardians of the month on the basis of overall performance of his or her child in the school in the respective month. Gradually it has turned out to be a sustainable activity in the school. Now the teachers are ready to take this innovation forward irrespective of any administrative change either in their school or the block level officer.

GLIMPSES OF-"FUN-LEARNING & CREATIVITY CAMP-2014"

1- Group photo of "little architects"-



- Deployment of Associate Block Resources Centre (ABRCs) coordinators as subject teacher, in single teacher upper primary schools was another intervention done. Since ABRC'S are master trainer in specialized subjects eg. Science, Maths, English, Hindi & Social Science attached at Block Resource Centre for training purpose of teachers & SikshaMitras, a decision was taken by Mr. Yadav to use these ABRC coordinators to teach their subjects in single teacher UPS schools while training was not being conducted on BRC. The single teacher schools were allotted to them for regular teaching of Science, Maths and English. The allotment is made in such a manner that each ABRC could cover at least 4 schools daily for subject teaching. And consequently Science, Maths and English teaching is being done at least twice in a week in every upper primary school. Needless to mention, this is also the best method to use our human resources (Teachers) present in the office at BRC. This innovation brought a splendid change in teaching-learning of special subjects in the upper primary schools.
- To further create awareness and trust on the government schools a Fun-Learning & Creativity Camp was held on 28-05-2014 in which students participated in Science Exhibition 2014 with very attractive and remarkable science models/projects. This innovation is continuing till now. Among all the impacts, the most remarkable impact made on society

was that the community began to think that we the educators have now become serious about the education of their children. This was just bringing back the faith of society on the teachers. The other good thing was that the students began to participate in school with great curiosity ready-to-learn approach.

- Teacher monitoring through mobile attendance was another innovation made in order to ensure regularity and attendance of the teachers. To receive valuable suggestions and complaints about educational programmes, a control room at BRC has been established and a computer operator has been appointed there to note the complaints and suggestions. Suggestions and complaints are monitored regularly. The regular attendance of teachers is also checked from time-to-time by calling at random any school. Due to this practice, every teacher remains punctual and gives full time to the students in the school.
- Annual function & annual magazine in Parishadiya Schools is another important innovative activity which was initiated in the block.



All these activities have resulted in overall development of teaching-learning process in the government primary and upper primary schools.

Samadhan: Quality Education School Improvement through Community Participation

Sultan Ahmed, District Education Officer

Supaul District, Bihar

Duration of Innovation: Since 2012

Area of Innovation

- Participation and involvement of the community members in various school activities
- Motivate the teachers
- Increased parent-teacher interaction
- Strengthening the School Management Committee

Abstract of Innovation

Innovative intervention was required for overall improvement of school and education of the children in Supaul district of Bihar. The lack of community support and involvement in school activities as well as non-motivated teachers were one of the main factors impeding educational improvement in the district both in terms of quantity and quality. The innovation was started with the objective of giving a positive direction to educational scenario, especially its quality in schools of the district.

The innovation, Samadhan was initiated in the Sankul (Cluster) resource centre and then extended to various other blocks and finally to the entire Supaul district. It was implemented to address the issue of declining standard of teaching and learning in the Supaul district. It also aimed at involving the community members in various areas of the functioning of the school, including financial management. It aimed at motivating the teachers to increase their participation in



the school activities and having an increased parent-teacher interaction. It further aimed at motivating the teachers to help weak students to improve their learning capacities by adopting various techniques, feedback, training, and support from the community members. One of the strategies was strengthening the School Management Committee. It also aimed at washing out the impression from the minds of the community members that school is just a bundle of govt. schemes but to inculcate in them the belief that school, in fact, is an institution

that can cause all-round development of children. The innovation, in turn, intended to bring all the children to schools and create an amicable learning environment for them.

Samadhan innovation was initiated for the first time in Triveniganj Block of District Supaul under Leharniya Cluster. It formed the basis of a baseline test for all schools in the cluster as well as for all the other Block clusters. A school education committee is to be immediately set up in all the schools of the cluster. In this team only those persons who are really interested in improving teaching-learning through the contributions made by PTA, school and community etc were included.



A preliminary meeting of all the cluster officials and heads of Cluster Resource Centres of the Block was organized to take stock of the problems that they face. A plan of action was prepared on the basis of suggestions made at this meeting. It included nomination of one person in each chosen school of cluster to look after its basic functioning. Every school was to prepare a profile of each student, based on a base-line test of the student's learning level, and updating it continuously to keep a track of their evaluation scores over time for their parents and the community.

The Samadhan innovative intervention has brought about positive changes at the site of its implementation. Since the impact was visible at the cluster level, it could be extended further to Block level. However, that would require more enriched human resources such as teachers from all over the block and district, TLMs, parents, coordinators and stakeholders who participate in school improvement tasks and teaching learning initiatives of the school.

Enhancing Community Participation in Education

Tsering Norboo, Zonal Education Officer

Khalsi Block, Leh District, Jammu & Kashmir

Duration of Innovation: Since 2012

Area of Innovation

- Improving the Access to Schools
- Gaining Public Trust
- Strengthening Community Participation
- Monitoring of Construction Works in Schools

Abstract of the Innovation

Mr. Tsering Norbo after taking charge as the Zonal Educational Officer worked extensively on the improvement in education. Khalsi block with 51 schools scattered over a large area with several remote villages such as Lingshet and Fotoksar.

Mr. Tsering Norboo took several efforts towards community mobilization and succeeded in motivating the counsellor and the VEC members of the area for effective participation in school activities, resulting in the completion of all construction works with high quality school buildings and other construction work under SSA.

Improving the public trust on government school was also accomplished by actively motivating the parents and public by field workers of education department. This has increased the enrolment of students in government schools.

Through a joint effort of the education department and the counsellor, an existing Middle School has been converted into a residential school with completely boarding and lodging facilities for 56 children with the contribution of counsellor and villagers towards the expenses for these students and made the residential school functional.

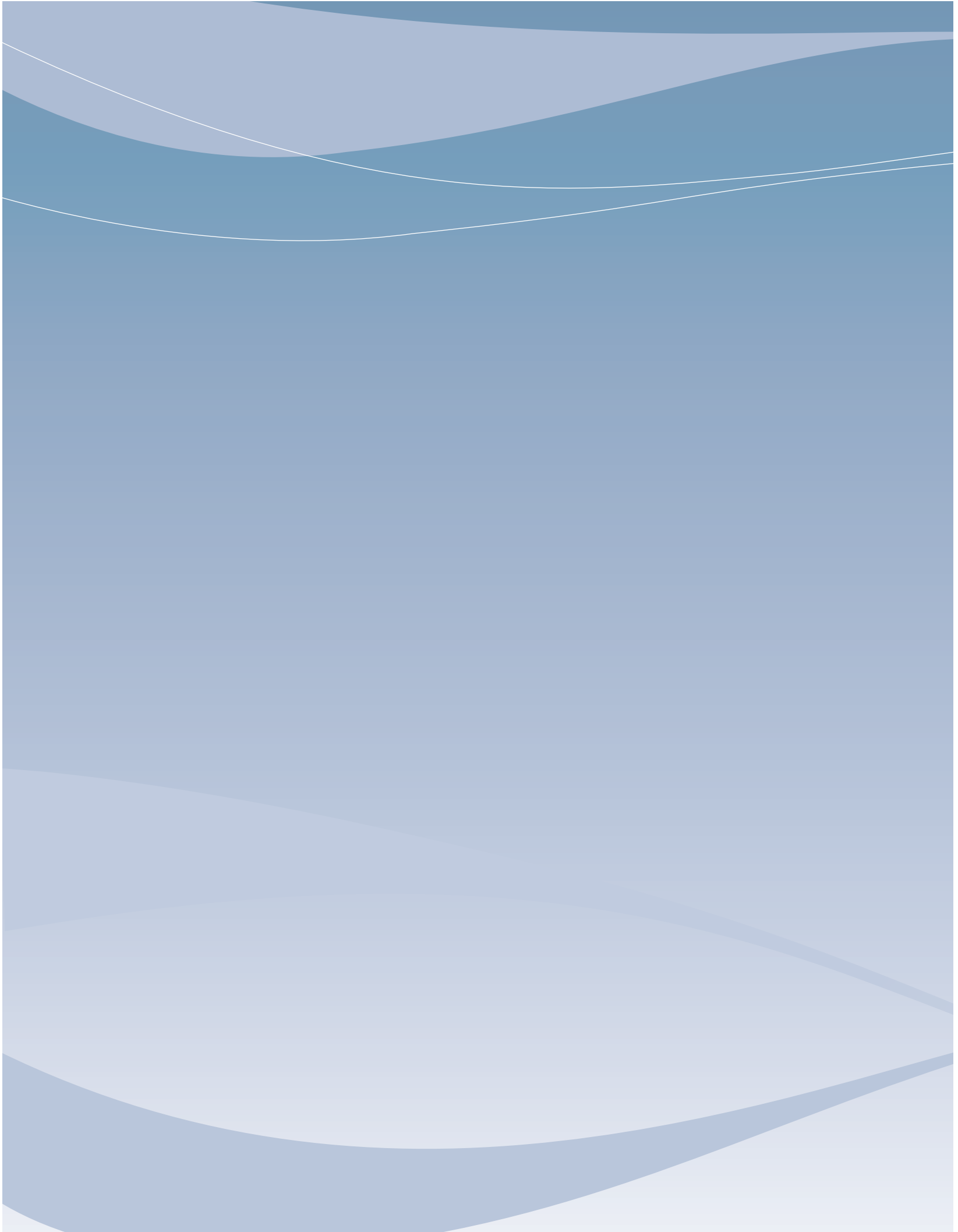
This has resulted in the improvement of educational scenario even in remote areas like Fotoksar in Khalse Block.







**IT Interventions/
E-Governance**



Effective Academic and Administrative Support to Education System through Website

Hiteshkumar J. Makhecha, *Block Educational Officer*

Surat District, Gujarat

Duration of Innovation: Since 2012

Area of Innovation

The interventions were carried out over a period of time in places such as Jalaun, Lalitpur and Jhansi.

- Compliance with RTI
- IT intervention for education
- Effective academic support management

Abstract of the Innovation

With a vision of having an online portal for disseminating information upto the teacher level, Mr. Hiteshkumar J. Makhecha started a dedicated website for the Headmasters, Teachers and Students. Data relating to school education were fetched from the reliable sources and presented through the website. Information relating to teaching language, Maths and science and technology were gathered and provided through the website. Other similar areas which can cover all educational aspects were also provided.

Through www.kenigujarat.com, Mr. Hiteshkumar J. Makhecha has been sharing inspirational stories, news relating to pedagogy, learning-teaching methods, education-related facts with his peers and colleagues. Various types of information such as official annexure, forms, latest update released by SSA, state government etc. are also communicated through the website. Educational corners are helpful for students and teachers knowledge on English, Science, Maths, Social Science are served and updated from time-to-time. Head teacher can also visit this site. Just they have to visit this site minimum one time a day. As far as problem of internet is concerned Government of Gujarat provided facilities through BSNL broadband services. It is very easy and effective as well.

www.kenigujarat.com website has made a considerable impact at the block level. Teachers can use this site and update themselves with innovative techniques and information, uploaded from the administration. It has reduced any lapse in information flow within the block.

Students are also using the website actively for information relating to study materials such as Question Bank, information relating to updation in the curriculum, lessons for English Grammar. As far as parents are concerned, they visit the site and get information about state-level and central level schemes and scholarships available for their wards.



This website was started initially to cater to the students and teachers of primary education level but later on it expanded the activities. To give a formal shape to the initiative, a new website - www.municipalschoolboardsurat.org was launched. This website included webpages relating to the various activities in schools including competitions. The website has been visited by 7.3 lakh visitors as on Oct 2014.

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My School: E-School Project

N. M Rathod, District Primary Education Officer

Kutch District, Gujarat

Duration of Innovation: Since 2012

Area of Innovation

This initiative caters to about 70,000 students and 1800 teachers of 224 government primary schools in Kutch

- Compliance with RTI
- ICT in education
- Effective academic support management
- Build teachers' professional networks using IT

Abstract of the Innovation

Kutch, the second largest district of India located in the state of Gujarat, has problems relating to quality of primary education in the government schools mainly due to the remoteness. Mr. N M Rathod has started the My School E School Project, an integrated ICT solution to improve both educational and administrative work of government primary schools. Under this project, internet connectivity is given to 224 schools in PPP mode and the schools use internet to log attendance daily, send reports of educational activities, track absenteeism and arrest drop-out rate etc.

The following administrative work has also been digitized under this project:

- Service books
- Salary
- Leaves
- Pay bills and so on

This has eased the supervision and monitoring at the district level, block level and at the school level.

The web portal - <http://www.eschoolkutch.in> – also provided links to other state level portals for the reference of the users.

This portal has brought in the following advantages:

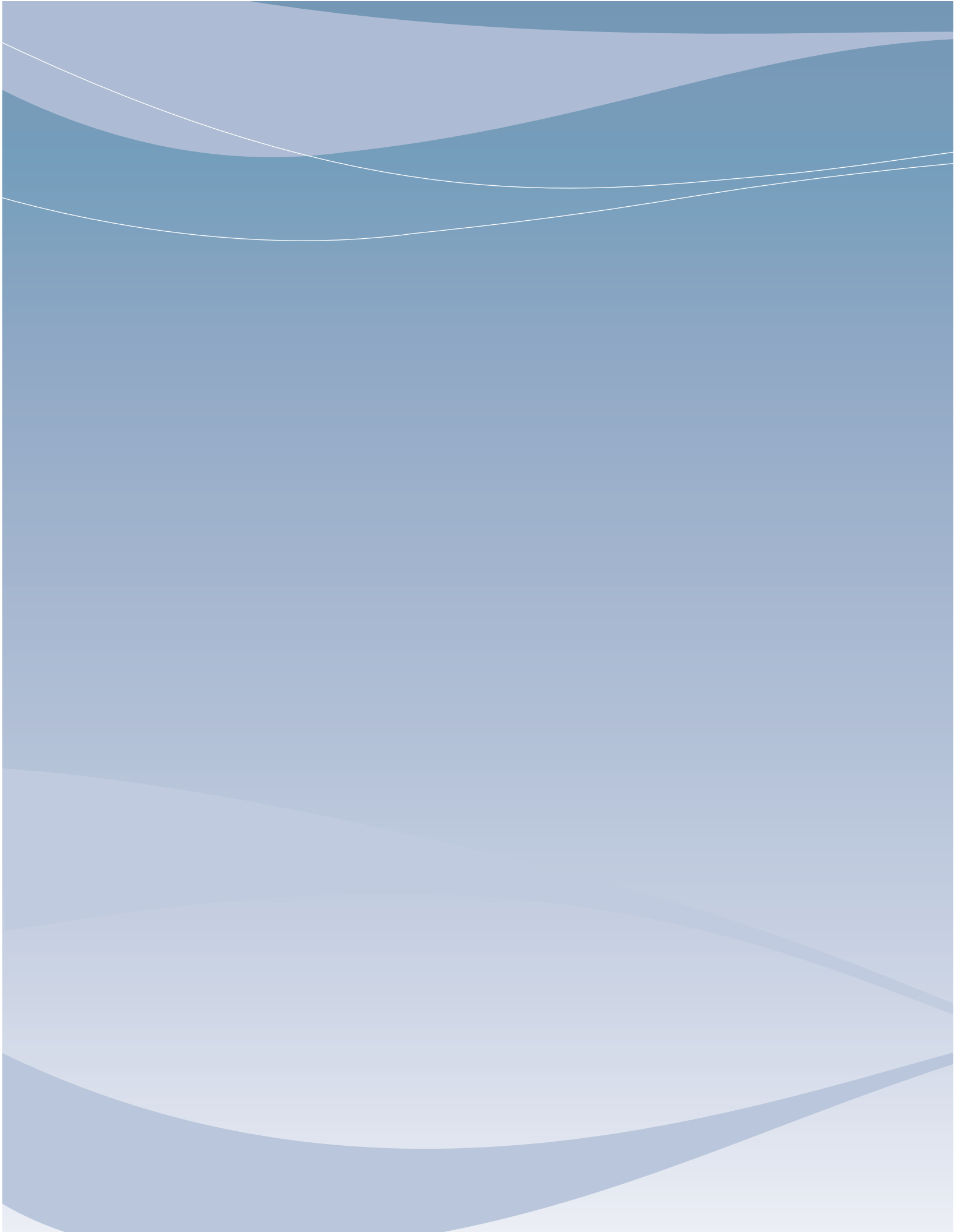
- Administrative work was made efficient
- More time available for core educational work
- Students and teachers are getting familiarized with IT
- Real time supervision and monitoring
- Reduction in absenteeism and drop-out



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Improving Schools and Performance of Students



Implementation of RTE and Improving Quality of School Education in Mudalagi Block

A. C. Mannikeri, Block Education Officer

Mudalagi Block, Belgaum District, Karnataka

Duration of Innovation: Since 2012

Area of Innovation

- Effective implementation of RTE
- Effective functioning of schools including participation
- Improving teaching-learning and public examination results
- Efficient academic supervision
- Creating new and improving existing infrastructure facilities with the support of community

Abstract of the Innovation

Effective implementation of RTE was one of the priority areas of intervention. Enrolment, retention, and providing equitable quality education to the children were some of the challenges which required appropriate strategy. As a first step, Mr. A C Mannikeri organized orientation programmes for parents, community members, SDMC, NGO, private school management authorities and local elected bodies. This resulted in greater mobilisation and support of the community members for implementing various provisions of RTE. In order to respond to the emergent need of effective implementation of RTE, training programmes for headmasters and teachers were conducted. Initiatives and strategic innovation were properly worked out resulting in translating the spirit of RTE into action.



In secondary education, the area of innovation related to quantitative and qualitative improvement of public examination results of class 10 (SSC), which they also targeted through organizing motivational camps for teachers, parents and students at school and block levels.

Effective academic support to Government Primary and Secondary Schools has been provided to attract the public towards government schools. For this, adequate infrastructure and

facilities were created. Required number of teachers and teaching aids etc. were mobilized from local elected leaders, private industries, NGOs, Civil Societies, Charitable Trusts and Bodies in the district.



He also encouraged a competitive spirit among teachers and heads of schools. The strategy was worked out for the same. In the first case, teacher's contribution was recognised and photos of good-performing teachers were displayed on the board in the BEOs office. On Teachers Day, teachers are awarded for different achievements. Different music and cultural activities are also organised. Exhibitions and science fairs are organized at Block level to encourage creativity and talent among students and teachers.

To recognize the contribution of land donors, retired teachers and headmasters who raised donations above Rs. 50,000/-, a function is organized every year on Teachers Day at the

block level in which they are invited on the stage and honoured. Similarly, schools having more numbers of trees, students who participated in national sports, government school having above 400 students, students who participated in the State level PratibhaKaranji and Olympiad, 3 top class X students, schools scoring 100% result in class X, students who participate in Scouts, Guides, N.C.C are also honoured.

Block Education Officer also mobilized funds from the local industries, politicians and Local MLA. Ex-Minister provided 14 lakh rupees towards honorary salary to appoint 179 qualified local D.Ed. and B.Ed. teachers to meet the teachers' scarcity in the needy schools. Local MLA provided 40 lakh rupees from MLA fund towards educational needs. One of the Nationalised Banks in the Block has funded for construction of science laboratory in a high school, while Dharmastala Manjunath Rural Development society has provided students' Desks, TLM's and Teachers on honorarium base. Mangala Chemical fertilizers selected 4 schools (HPS Koravanji Naganur, HPS Aranyasiddeshwar, Naganur, KBS and KGS Kalloli and HPS Tukkanatti). ZillaParishad, Talukapanchyat and GramaPanchayat local elected members also gave funds to various schools for betterment.

Because of the active community support and participation for the development of schools, the teachers in Block are highly motivated and show immense interest in school activities. Resource mobilization has helped to overcome teacher shortage and infrastructure inadequacy. In SSLC examination March 2014, Mudalagi Education block successfully attained first rank in the district and second rank at the State-level.

Making Schools Successful in Attaining Better Results in Public Examinations: An Effort to Improve S.S.L.C. Results

Gopal Shetty, Block Educational Officer

Kundapura Block, Udupi District, Karnataka

Duration of Innovation: Since 2007

Area of Innovation

Secondary Schools in the Block

- Improving the S.S.L.C. examination results
- Promote co-ordination among parents, teachers and the society for better results.

Abstract of the Innovation

There are 21 Government, 7 Government-aided private and 13 private unaided high schools functioning in Kundapura Block in Udupi district. Despite qualified teachers available in these schools, public examination result of class X in this block and particularly in rural schools was very low compared to other blocks in the district.

Some of the reasons for poor examination results were found to be because of inapt methods of teaching and assessment of students, lack of academic support, low guidance to teachers and lack of motivation among parents and students. To overcome these hurdles, innovative strategies were adopted covering headmasters, teachers, students, subject experts, resource persons, parents, media and civil society covering all high schools in the Block.

Headmasters, teachers, students and parents were engaged in thorough analysis and discussion of problems related to poor performance of students in public examinations. Based on suggestions by all the stakeholders, innovative strategies were evolved to improve teaching, learning and student assessment methods. Suitable materials and appropriate mechanisms were devised, involving subject experts, resource persons and teachers. The



innovation included capacity building of teachers, appropriate material support to teachers and students, changes in student assessment methods, use of print media, motivating parents and students; and developing leadership of school heads. The impact of the programme

included increased awareness and motivation among parents, students and teachers. This has led to improvement in class X public examination results in all the schools of the block. Since this is success case, this innovation has been adopted in other blocks in the district.



Quality Enrichment with Equal Opportunity

Hanumanayaka, Block Education Officer

Nelamangala Block, Bangalore Rural District Karnataka

Duration of Innovation: Since 2012

Area of Innovation

- Increase enrolment by reinstating faith in government schools
- Improving infrastructure and physical environment of schools
- Develop positive attitude among teachers and students through yoga

Abstract of the Innovation

The physical facilities of elementary schools have been improved with the support of BHEL and Jindal Industries. Drinking water has been supplied to schools by RO set up companies. Enrolment in government school has increased due to persistent efforts in motivating parents, successful in filling 25% seats in private unaided schools by socially-economically weaker sections. Large number of yoga training camps were organized for teachers and students. He took initiative to develop kitchen gardens in majority of schools to supplement with mid-day meals.



Effective Implementation of RTE and its Various Provisions Relating to Equity and Quality

P. D. Prathish, Assistant Education Officer

Chavakkad Block, Thrissur District, Kerala

Duration of Innovation: Since 2012

Area of Innovation

- Improving language skills of students
- Ensure minimum learning levels in mother tongue
- Mobilization of funds for IT infrastructure at Schools

Abstract of the Innovation

P.D. Prathish, Assistant Educational Officer Chavakkad has started a long-term project called 'Kunjumalayalam' in his educational sub-district. One of the major aims of the project is to equip the government and private aided schools for proper implementation of RTE Act, especially to ensure quality education for all primary school students. According to the ASER study of 2012, 42% of 4th class and 35% of 5th class students are not able to read Malayalam of class. 'English medium' schools (more with CBSE syllabus) started in the last decade, attracted more and more students and as a result many of the state schools turned "uneconomic". This situation, being a threat to the public schooling system and to the jobs of the existing public school teachers, efforts were attempted to reverse the situation.

Under the guidance of Mr. Prathish, a team of headmasters visited Govt. Lower Primary School, Kodaly (a good performing school for a benchmark) and this encouraged the team to improve Chavakkad schools. A long-term project was prepared by the headmasters with the following objectives targeting the improvements of primary schools: (1) Improve the mother tongue skills; (2) Create English speaking skills; (3) Empower all schools for the better use of Information and communication technology; (4) improve the infrastructure facilities with the help of Society; and (5) Ensure the rights in RTE Act (especially quality education for all).



Various programmes were formulated, but as a strategy, one most important programme was selected for implementation for the year 2013-14. Its name is 'Kunjumalayalam' and it

was targeted to ensure minimum Malayalam language skills to class three and class four students. An academic team is formed from among the headmasters. One



coordinator each is selected from all L.P schools. They together discussed the details of the programme. A pre-test is conducted for all class 3 and 4 students (total 3638). 860 students were found below the benchmark. A '60 hour' module was prepared. Coordinators became mentors while implementing the programme. One post-test each was conducted at 20, 40, 60 hour stage. On final test, 71.3% of the students selected for the programme were found successful.

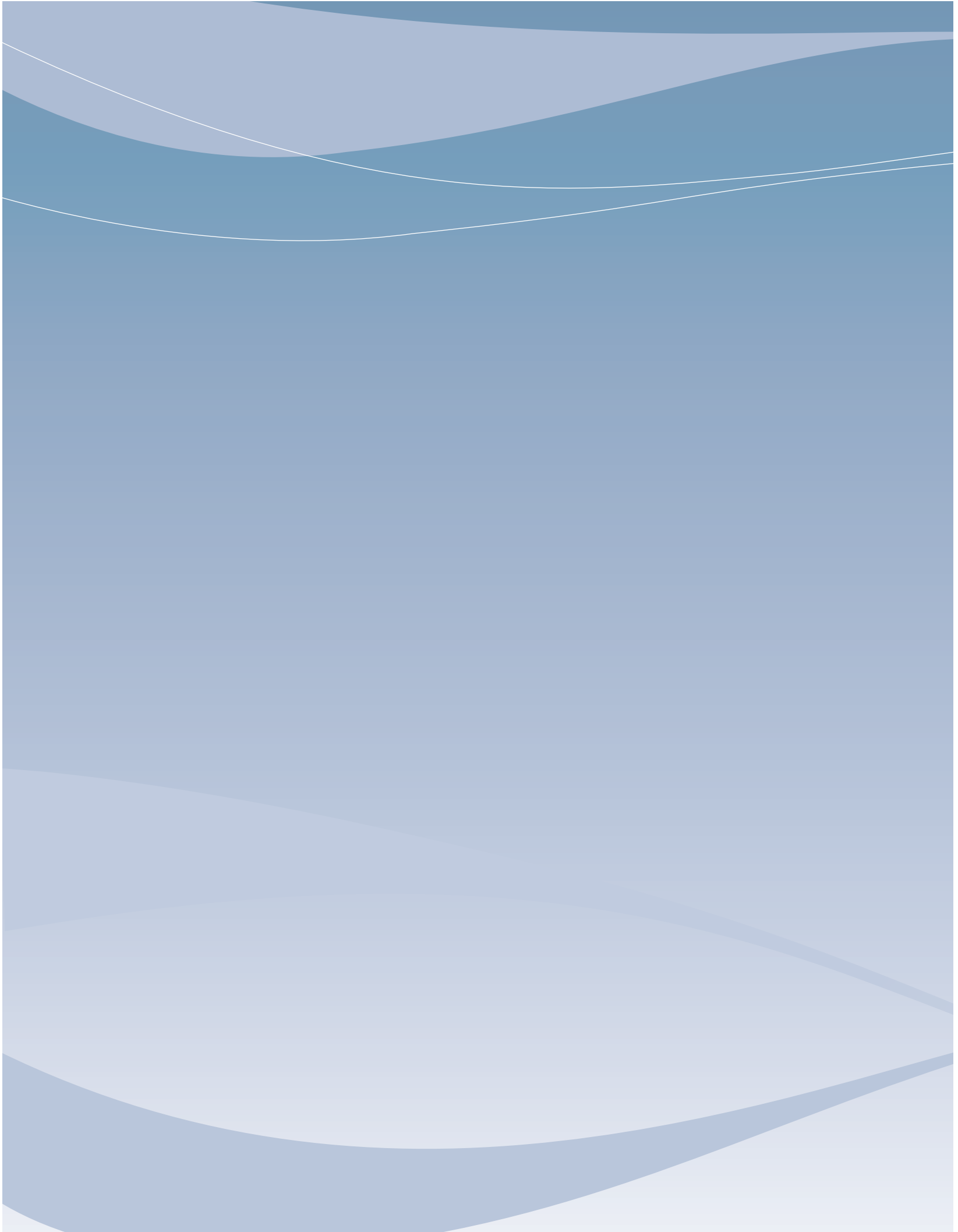
For thorough evaluation of the programme, an advocacy campaign of the long-term project and a seminar was conducted with the participation of local MLA and eight village panchayat presidents coming under Chavakkad educational sub-district. This led to a meeting between MLA and headmasters who decided to use MLA fund for giving broadband internet connection and LCD projector to all schools. Guruvayur municipality decided to create an interactive multimedia programme based on the 'Kunjumalayalam module' to distribute among schools.

After the successful launch of the first programme and with the confidence built on that, the second year programmes were launched. The long-term project was renamed as 'Kunjumalayalam'. The programmes for 2014-15 are: (1) Kunjumalayalam-pradhamikam; (2) Kunjumalayalam-dwitheeyam (better use of mother tongue by UP students); (3) Kunjumalayalam-Angaleyam (English speaking skill for primary students); (4) Kunjumalayalam-sankethikam (empower schools in ICT use); and (5) Kunjumalayalam-janakeeyam (better infrastructure facilities with the help of old students, LSGs and the society).





Suppervision and Monitoring



Regular Monitoring of Mid-Day Meal Programme

Ganesh Kust Shet, Assistant District Education Inspector

Canacona Block, South Goa District, Goa

Duration of Innovation: Since 2012

Area of the Innovation

- Supervision and monitoring of Mid-day Meal Scheme (MDM)
- Improving the quality of MDM

Abstract of the Innovation

Each block has one Municipality and six Village Panchayats. There are in total 86 Government Aided Primary Schools and 22 Government and Government Aided Upper Primary Schools, which are availing Mid-day Meal Scheme. These Schools are equally divided into four Clusters. Each Cluster is distributed among the four Self-Help Groups/Mahila Mandals who supply hot cooked food items to the schools as per enrolment of each school regularly as per the Guidelines issued by Directorate of Education, Porvorim, and Goa.

After taking charge as the Mid-Day Meal In-Charge of Canacona Taluka, Mr. Ganesh Kust Shet initiated a systematic process for monitoring and improvement of Mid-Day Meal. Under his supervision and guidance, ADEIs started making surprise visits to the schools and noted down the shortfalls. They checked the quality and quantity of food against the norms laid out by Government of Goa and made remarks against the school register.

To improve the transparency in the whole process, the Head of each educational institution were asked to display the information relating to the MDM every day as per the following format:

- Time of distribution
- Details of the food (Menu)
- Name of the committee members who tasted the food
- Name of the agency/Group which supplied the food
- Address of the Kitchen where the food was cooked
- Xerox copy of the DFDA license for the supplier's kitchen

This has allowed social audit and cross-checking by the School Development and Management Committee.

To reduce any time lag in submission of bills and claiming the funds, all the Self-Help Groups/Mahila Mandals/P.T.A.s and heads of the institutions were instructed to submit the monthly annexure showing number of days and number of Mid-Day Meals supplied for the month on or before 5th day of each month. As soon as the district office receives the monthly bills of Mid-day meal from Self-Help Groups/Mahila Mandals/P.T.A.s, the bills were verified and updated in MIS. This resulted in improved nutritional standard of the schools and reduced drop-out rate of students from weaker sections of the society.



Effective Monitoring of Schools to Improve Quality of Education

G. R. Basavaraj, Deputy Director of Public Instruction

Hassan District, Karnataka

Duration of Innovation: Since 2005

Area of Innovation

- Monitoring and supervision
- Community participation and support

Abstract of the Innovation

Quality of education, particularly teaching-learning in government schools, has become a common concern. Despite having qualified and trained teachers in government schools, the schools carry a poor image. Quality teaching-learning is not matching with the expectation of the people due to lack of motivation on the part of teachers and poor teaching-learning environment. Inadequate academic support and monitoring of teachers and teaching-learning process are important lacunae in the government school system. This adversely affects learning and performance of students. Appropriate monitoring and academic support are considered as important strategies to improve quality of teaching-learning in government schools. Based on his frequent visits to schools and assessment of students, Mr. G R Basavaraj noted the critical areas that required intervention by involving field level functionaries, teachers and school heads. In order to improve teaching-learning process innovative strategy was adopted which included continuous engagement with schools and teachers, academic support by subject experts, organization of workshops and orientation programmes. SDMCs were closely involved in school activities resulting in improvement of facilities through donations and supervising teachers' regularity and effective management of school hours.



Continuous Supervision and Monitoring System

C. Indira, Assistant Educational Officer

Thalasseri Block, Kannur District, Kerala

Duration of Innovation: Since 2012

Area of Innovation

This programme was implemented at the level of Primary and Upper Primary schools at the Sub-District level and block level in 2013 and carried forward to High Schools at the Educational District.

- Ensuring punctuality and professional competence of teachers
- Functioning of Parent-Teacher Association,
- Improving the standard of mid-day meals
- Encouraging co-curricular activities
- Maintenance of discipline and cleanliness in schools

Abstract of the Innovation



Ms. Indira, while she was posted as an Assistant Educational Officer, observed that intended curricular objectives were not reaching the students in the desired level during her field visits to various schools. To tackle this situation, she conceptualized a well-laid down supervision and monitoring system for schools on a regular basis

In order to achieve the objectives, she started visiting the schools frequently to ensure punctuality and professional competence of teachers. Functioning of the PTA, standard of mid-day meals given, cordiality of relation with the public, inculcation of extra-curricular activities among the students were the other areas which required close supervision. Necessary guidance and advice were given to teachers for ensuring quality in teaching and for development of children to be disciplined, active, self-reliant and committed to society. She also monitored the PTA functioning and required amenities to the schools such as drinking water, hygienic and healthy mid-day meal, infrastructural development and overall discipline in the schools.



In order to monitor a school, the school is visited along with a team of BRC trainers, DIET faculties, and an office clerk. Every factor in the school such as environment, curricular programmes of teaching, learning and evaluation process, co-curricular activities, link with community, school management, office records and mid-day meal scheme were monitored.

The following are some of the items which were brought under the monitoring and supervision

Functioning of schools	Infrastructure	Accounts
<ul style="list-style-type: none"> • The teaching manual register (lesson plans) of the teachers, • Minutes of subject council meetings • Minutes of school resource group meetings • Minutes of club activity meetings • Supervision diary of headmasters • Minutes of noon-meal committee • School management committee • School support group committee • Attendance registers of the staff and students 	<ul style="list-style-type: none"> • Classrooms • Library • Laboratory • Kitchen-shed from where noon-meal is prepared • Storage rooms for vegetables and food grains • Dining rooms • Drainage systems, toilets and urinals • Playground • Garden 	<ul style="list-style-type: none"> • Cash books • Fee receipts • Admission registers of students • Register of transfer certificates • Service books of staff • Various stock registers

School Complexes for Better Monitoring and Management

S. F. Koti, Deputy Education Officer

Central Zone, Panaji, Goa

Duration of Innovation: Since 2009

Area of the Innovation

- Supervision and monitoring of school functioning
- Academic Support Management
- Improving the educational outcomes
- Improving the quality of education
- Supervision, monitoring and motivating teachers in Government Primary Schools

Abstract of the Innovation

Mr. S. F. Koti implemented two schemes: one scheme aimed at better monitoring and management of primary schools and the second scheme focussed on improving the SSC results in government high schools.

Improving the Educational Outcomes

As there are no aided schools in some of the rural areas due to lack of infrastructure facilities, shortage of human resource and lack of adequate transport facilities, government schools are run with great difficulty. In spite of all the difficulties, the government schools are performing well and achieving good results. Some of the efforts encouraged by Mr. S. F. Koti have been taken up in central zone for improving the educational outcomes are as follows:

- Remedial classes for weaker students
- Monitoring of students' study time table by teachers
- Adoption of students by all teachers to provide a close supervision on their education
- Encouraging practice exams with previous year question papers
- Encouraging constant interaction of teachers with the parents
- Conducting parents meet after every exam
- Supervising after school study hours

- Organize positive and motivational speech for students
- Understanding and helping students in personal difficulties and problems

Organization of School Complexes

Under School Complex, 4-5 primary schools and one high school were grouped together under the supervision of the Headmaster of the High School. Zonal Level and Taluka level school complexes were monitored by BEOs and DEOs. For improving the academic standards, some funds were allocated at the disposal of Headmasters, Principals, BEOs and DEOs for conducting orientation programme for teachers, inter-school competitions, organizing study tours, conducting sports meet and preparing teaching aids. At present, sanctions of CL for the primary school teachers were done by the headmasters of the school complex who also sends substitute teachers from the school complex for smooth functioning of single teacher primary schools. This has simplified the leave sanctioning process which otherwise is a time-consuming process.

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