

National Conference on Innovations in Educational Administration

9-10 December, 2015
New Delhi

Abstracts



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

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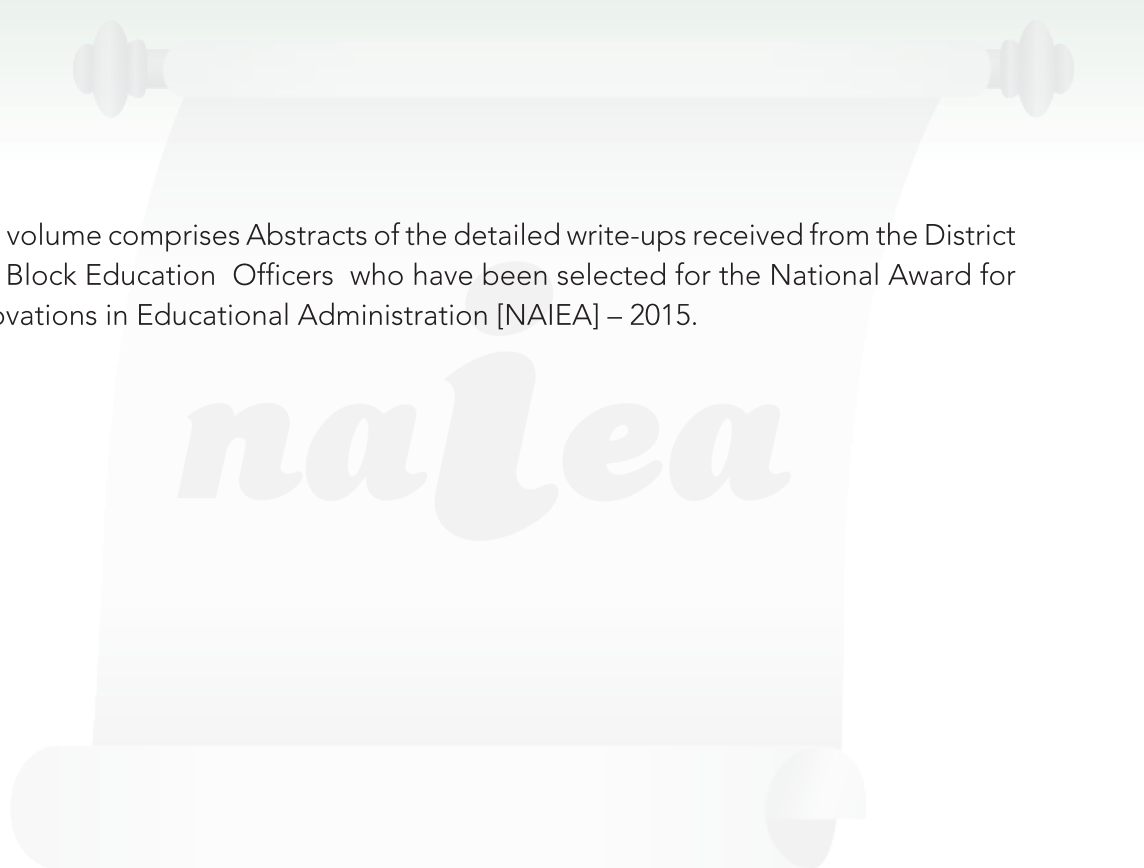
Compiled and Edited by
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New Delhi

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] – 2015.

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Foreword

The education system in India has witnessed phenomenal expansion during the past few years, both in terms of quantity and diversification. Management of such a system is itself a challenging task. The role of the 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 execution, often adopting many innovative ideas, develop replicable practices and set examples for others. However, contributions of such officers and their innovative practices do not always get due recognition and dissemination. There is hardly any mechanism to recognise the contributions of the District and Block Level Education Officers in our system. Keeping in view of the necessity to recognise such contributions of District and Block Level Education Officers, the National University of Educational Planning and Administration (NUEPA), New Delhi has launched a programme of National Awards for Innovation in Educational Administration.

This year from a large number of nominations received from various state governments, 62 have been chosen after a careful scrutiny by a specially constituted jury. We are grateful to the jury members for their valuable efforts in identifying the major 'innovators' in educational administration for the award.

The present volume comprises the abstracts of select cases of innovations and innovative practices adopted by the candidates selected for National Awards. Hope these cases of innovations would inspire other administrators in their endeavours to improve education system in the country.

The efforts and engagement of Professors K. Sujatha and Kumar Suresh of the Department of Educational Administration at NUEPA in bringing out the volume of abstracts of innovations and presenting them in its present shape are gratefully acknowledged.

9 December 2015
NUEPA, New Delhi

Jandhyala B. G. Tilak
Vice-Chancellor (I/C)
NUEPA, New Delhi

Acknowledgment

We place on record our appreciation for all the candidates who have taken innovative initiatives in their respective context of working, and have submitted the write-ups on their respective area of innovation. 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 appreciate and acknowledge with thanks State Governments for their cooperation for sending nominations of Block Education Officers for the National Award.

We are grateful to Professor R. Govinda, former Vice-Chancellor, NUEPA for his unremitting guidance and support in conceptualising and implementation of the National Award for Innovations in Educational Administration. We are also thankful to Professor J.B.G Tilak, Vice – Chancellor (I/c) for his continuous support and co-operation in implementing the programme. This year a large number of nominations were received from various state governments.

All the nominations were evaluated by the specially constituted expert committees. We are grateful to the members of the expert committee for their valuable efforts and time in identifying the important innovations in educational administration for the award.

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

9 December 2015
NUEPA, New Delhi

**K. Sujatha
Kumar Suresh**

National Award for Innovations in Educational Administration

The National University of Educational Planning and Administration (NUEPA) 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.

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Introduction

The education system in India has witnessed phenomenal expansion during the past few years both in terms of quantity and diversification. Management of such system is itself a challenging task. Over the years numerous changes have been experienced in different levels of the educational administration and management. Some changes are brought about by the dynamics and logic of administration itself. Others are being shaped under the impact of liberal economic reforms and policy changes. The shift in discourse from administration to governance is one such change. The new administrative principles and practices expressed and articulated in variety of forms are announcing departure from the traditional mode of administration. In the midst of such changes numerous challenges are emerging before educational administration. How these challenges are being addressed by the principle and practices of educational administration and management is one area that needs to be captured both at the macro and micro level.

Access and participation of children are noteworthy so far as the aggregated number of students, schools, teachers and support system is concerned. However, quality aspect remains as a major concern. Indeed, qualitative delivery of education in government schools is still a recurring issue. The inadequate and poor quality of facilities in government schools, ineffective teaching-learning, poor performance of students, rural-urban and social disparities and gaps are continuing problems which lead to dwindling faith on the public system of education. The students migrate from government schools to private schools on the grounds of above mentioned problems. This context of education necessitates a well functioning and efficient system of educational delivery as there could be hardly any alternative to public system of education in an unequal and diverse society in a meaningful sense. Unless the public education system addresses to the crucial issues of educational delivery, there will be possibility of creating unequal educational access in the sense of hierarchy of access in education- improved quality education for some and inferior quality of education to others. It is in this context that the role of public education system becomes important. Educational administration can play crucial role in strengthening the public education system.

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, develop replicable practices and set examples for others. However, contributions of such officers and their innovative practices do not get due recognition and dissemination. There is hardly any mechanism to recognize the contributions of the District and Block Level Education Officers. Keeping in view of the necessity to recognize such contributions of District and Block Level Education Officers, National University of Educational Planning and Administration, New Delhi has instituted the National Award for Innovation in Educational Administration.

The field level educational administration assumes additional significance as all the policies and programmes in education are translated into action at these levels. Good policies and programmes alone are not enough for making change at the ground level. What is rather more important is effective governance and efficient delivery mechanism. Obviously, the successful implementation of policies and programmes lies in efficiency and effectiveness of administration at district and block level. Moreover, the district and sub-district educational administration is a crucial link between the system level administration and the schools, community and other stakeholders. The administration at this level is loaded with responsibilities of implementing the policies and programmes in a manner that lead to desired results. The task of doing it at times becomes difficult given the rules, regulations, guidelines and framework on the one hand, and operational reality of implementing them, on the other. This kind of situation poses challenges of multiple kinds before the field level officers. They are placed in such a position that requires skills and abilities to negotiate between the expectation of the system level administration and the working context of institutions. In the midst of such a situation, some of the officers working at district and sub-district levels choose unique ways and means of negotiating with the problems. They convert the problems and challenges into opportunities, by means of their innovative thinking, innovative methods of doing and going beyond regular way with new ideas. In this case, they succeed in bringing in positive results in terms of improving the system and working efficiency of delivery mechanisms at field level as well as educational outcomes. Innovation in the case of educational administration is, thus, not akin to innovation in industries or in the field of science and technology. It is more concerned with the method of doing things in a manner which does not undermine the rules and broad framework of administrative boundary, but making change in terms of input and outcome of educational delivery through the mechanism of the public institutional system. The cases represented here broadly follow the same logic of innovation in the field of educational administration.

The selected cases of innovations represent a variety of context and areas ranging from community and resource mobilisation to various dimensions of teaching-learning process in the government schools, besides the cases relating to transparency and efficiency of educational administration and educational delivery mechanisms. In terms of geographical spread, there are cases from the states of north-east India such as Mizoram, Meghalaya, Nagaland, Sikkim and Tripura; from the states of southern part of India - Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Telangana; from the western part of India - Gujarat and Maharashtra; states from eastern and northern parts of India such as Bihar, Orissa, Haryana, Punjab, Uttar Pradesh and Uttarakhand. Despite the variations of geographical, social, political and administrative contexts, the cases of innovations underline a common thread of commitment towards improving the system, mechanisms or delivery of education in diverse and challenging context.

The cases of innovations included in the volume have been grouped under 10 thematic areas. The genesis of many of these innovations were to tackle some conventional problems such

teacher absenteeism, poor performance of students, trust deficit among parents on public schools, inadequate facilities and system level administrative problems. A few of them were directed towards harnessing modern technological benefits like use of ICT. Mobile phones, Whatapps, email etc., have been used in many cases. Some of the innovations were to win over the community faith in public system. There are many overlapping activities undertaken in the cases of innovations. Grouping the innovations in different thematic areas has been done for the convenience of representing the cases as per their central focus.

Improving infrastructures and school facilities with the support of community and other sponsoring agencies is one common thread that can be easily discerned across the geographical variations of states. It is important to note that officers have been successful in improving infrastructures and facilities in government schools. Some of the cases are especially important in this regard which may also serve as points of learning for others. The cases of innovations of P. Kumar and A. Anbu from Tamil Nadu, Manoj Kumar Bose and Avinash Kumar Singh from Uttar Pradesh, Sonam Lepcha from Sikkim, Darmender Singh and Raj Kumar from Haryana are especially important. P. Kumar, for instance, has made it possible to improve the facilities and outlook of government schools with initiative of fixing colourful vitrified tiles, modifying the toilets with tiles, water supply, RO systems, solar power supply to schools to generate electricity for uninterrupted power supply etc. Similarly, A. Anbu has modified toilets in large number of schools wherein cartoon characters have been drawn on the walls along with tiles flooring to make the toilets child friendly and attractive. Certain quotations related to good habits have also been written on the walls for the children to follow. These initiatives have resulted in improvement in enrolment and retention of children in the government schools. In fact, infrastructure development and school facilities improvements are not the ends in themselves, but they are the means to improving educational participation and outcomes.

Community support is a crucial factor in improving facilities and infrastructure. This is evident from most of the cases of innovations. With the support of community, Manoj Kumar Bose and Avinash Singh from Uttar Pradesh, for instance, have been able to construct building and boundary walls of the school buildings. Use of waste materials were also used for constructing the boundary walls. The community has generously contributed lands for the play grounds and schools. In one of the cases, the BEO mobilised community and local leaders to advance finances to complete school buildings and reimbursed after government sanctioned the amount. These cases are instructive of the fact that lots can be done with the support of the community including infrastructure development for the school.

Quality of teaching-learning is at the heart of the entire educational process. The select cases of innovations have taken care of this concern. In most of the cases, efforts have been made to improve teaching-learning process through different innovative methods. The cases of innovations of B.N Jha, Akash Saraswat, and most of cases from Maharashtra and Uttar Pradesh address these issues. Academic support is interlinked with the entire process of teaching-

learning. The innovative initiatives by B. A. Chaudhri, Mukesh Kumar Singh, Rajesh Kumar, Kiran Jaiprakash Kuwar, Jyoti Narayan Parihar, A. Asha, Kadar Shaikh, P. Usha, P. Lyngdoh, Z. Hnamte, C. Lalthanzira, Satya Prakash Yadav, V. Mallayya, Neena Kumari, Renu Sharma in the direction of academic support and teaching-learning process are important. Teachers are crucial component of the academic activities as well as teaching-learning. Improving school monitoring system to control teacher absenteeism through several methods like group visits, use of ICT, teacher rewards are important initiatives taken in different states. Teacher motivation is notable component in all the innovations.

The idea of community teachers for bridging the gap of teachers and utilizing the locally available human resources by Mr. Bose is an important initiative which can be replicated in many other cases also. Similarly the Academic and Human Resource Development Bank in Uttarakhand is of very interesting strategy to share and deposit the individual capabilities and knowledge and share among the teachers.

It is important to mention that that most of the cases of innovations attempt to restore the faith in the public education system and government schools in different ways. This is not possible without improving schools and its activities, including a core concern of developing a sense of competition among the teachers and students. The selected innovations attempt to address this concern. Jyoti Narayan Parihar has gone to the extent of ISO certification for the schools which is a new and important initiative for the government schools. Oath taking by parents and teachers is another important innovative initiative.

Inculcating reading habits among the students is very important. The library movement to improve reading skills among students and generate interest among teachers in Odisha and Maharashtra are of very appreciable endeavours. Library activation programme is notable initiative by Sanatan Panda and Suchita Anand Patekar which can be done in other areas also. The innovation cases of Gopinathan and K. P. Krishnadas are important in respect of developing writing skills among the students.

Use of ICT in governance and performance tracking of students in particular, and assessment improving of students' performance in general are another area of innovations which have specifically been addressed by K.V. Srinivasulu Reddy, Prakash K. Trivedi, A. V. D. Seetharaman, Konda Ravindranadh Reddy, Prabhakar Rao Paruvelly, Umedsinh N. Rathod, Trupti Vikram Andhare, Rajesh Kumar Pradhan etc. Most of the innovations also relate to effective monitoring and supervision. The specific cases of Madhusudhana Rao and Narasimha Rao, Anurag Kumar Mishra and Kuldeep Gairola are important in this regard.

A considerable number of innovative initiatives relate to bring Out Of School children to schools. The initiatives by Ramesh Chandra Purohit, Bh. Sankaranadh Babu, A.V. Rama Raju, Diptimayee Subhadarshini and M. Rangaraju are important in this regard.

All the above discussed cases of innovations represent a variety and different colours of innovative interventions. Though there may not be essential dimension of replicability of innovations irrespective of in cases of difference in 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 different states of India.


From the different initiatives and innovative strategies, it is clear that to tackle contextual problems, administrators at local level have to go an extra mile. However, most of these field level administrators conceived and implemented the new strategies and initiatives though they did not have any training specifically in managing innovations or change.

We place on record our appreciation for all the candidates who have taken innovative initiatives in their respective context of working, and have submitted the write-ups on their respective area of innovation. 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 appreciate and acknowledge with thanks State Governments for their cooperation for sending nominations of Block Education Officers for the National Award.

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**K. Sujatha
Kumar Suresh**



The background features a gradient of green shades, transitioning from a darker green at the top to a lighter green at the bottom. Overlaid on this gradient are several soft, wavy, horizontal bands in various shades of green, creating a sense of movement and depth. The overall aesthetic is clean, modern, and nature-inspired.

**Infrastructure
Improvement through
Community Support**



Improving Infrastructure and Quality of Education

P. Kumar, Additional Chief Education Officer

Krishnagiri District, Tamilnadu

Areas of Innovation

- Improvement of school infrastructure
- Increase in access
- Quality education through SLAS

Abstract of the Innovation

The idea of innovation in the district started with initiative of making classrooms attractive and stimulating place for children. This was done through maintenance and school grant with participation of SMC and donors. As a result 1361 schools out of 1428 primary and middle schools are today clean and entrenched with colourful vitrified tiles. To reduce the dropouts, over 803 schools' toilets were modified with tiles, water supply, dual flush and automatic operation. RO systems were also installed in 1246 schools to ensure clean and safe drinking water funded by SSA. Solar power supply was installed in 46 schools to generate electricity for uninterrupted power supply.

Surveys were also conducted yearly to identify school dropouts, awareness camps were organized and a separate register was maintained to verify the same. A few primary schools were also upgraded as middle schools to decrease the dropouts. The children who were migrated from Hindi speaking states were provided N.C.E.R.T Hindi books and were trained in life skills, scouts and guides by NRSTC (Non Residential Special Training Centre).

In the year 2013-14, 134 schools less habitation were identified through school mapping exercise and field verification for transport facility and due to Mr. Kumar's intervention; Krishnagiri District was given transport/Escort facility to 662 children in AWP 2015-16.

With the support of SSA, English medium sections were established for which 25815 students got benefitted and resulted in enrolment to these sections increased. The related teachers were trained during weekends by SODEWS NGOs in communicative skills, grammar, rhymes etc .and were provided English text books and SABL cards.



Monthly baseline survey was conducted to assess the achievement of the students by BRTes, DIET faculties and special teachers. Special classes were also conducted in weekends for extra coaching by the BRTes teachers.

Labs and libraries were also set up in a few schools so that the children get persuaded to read and learn effectively. The District administration and the UNICEF implemented Hand washing units in some schools too to develop a habit of hand washing regularly with soap before meals and after using toilets to prevent 80% infections.

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Improving Schools and Infrastructures Through Community Support

Manoj Kumar Bose, *Block Education Officer, Bhawal Khera,*
Shahjahanpur, Uttar Pradesh

Areas of Innovation

- Community participation and support
- Resource mobilization
- Improving schools and infrastructures

Abstract of the Innovation

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

Initiative was made for Community Teachers in dozens of either closed or single teacher schools of Block Development Area Banda, Mirzapur, and Shahjahanpur Municipal Area. Organised consultation with the educated people of the locality and convinced with them to teach as community teachers.

With the help of voluntary teaching and monetary contribution from community, reusing of the rubble of dilapidated buildings, boundary walls measuring more than 3000 meters were constructed in more than 50 schools in Banda, Singholi, Shahjahanpur and Bhawal Khera.

Arrangement of land, worth crores of rupees, was done in Shahjahanpur municipal area for 14 schools running in open or rented accommodation. Out of 61 primary schools in the area, six were closed, 22 were running in open and 13 were running in rented accommodation. Four schools were running in a rented veranda of 15x25 square feet. With the help of priests, maulavis and philanthropists of the locality land was made available for 14 schools.

With the help of community, arrangements were also made for



the free and residential coaching for the preparation of entrance test for Vidya Gyan and Jawahar Navodaya schools at BRC, Bhawal Khera. Due to this initiative of the free coaching students got selected in Vidya Gyan schools from the extremely backward and notorious Mirjapur block development area.



More than 100 schools gardens have been developed in Bhawal Khera with the help of students, teachers and community.

To do away with the problem of low attendance in primary schools, teachers and block education officer have been conducting regular door to door contact programme with the people. As a result of their continuous effort



attendance of students has increased above 80 percent in more than 30 schools in the block. Due to the engagement of students carpet knitting industry in some areas of the block attendance of students used to be 10 to 15 percent in some of the schools such as primary school Katia Rajjab which is now almost 60 percent.

On the initiative of the BEO, a faculty development programme and Quality Improvement Workshop was organized for the teachers of the block by the Education Department of S. S. Degree College of the district and Sun Institute of Management and Technology, and the entire cost of the programme was born by the organising institutes.

Some other initiatives undertaken are making the availability of bench-desk for more than 30 schools, encouraging the participation of teachers and SMC members for improving the attendance of students honouring the teachers, Shiksha Mitra, and coordinators who have well performed with the help of community, construction of labs for science education, and starting of various competitions and awards for meritorious students.



Enhancing Community Participation and Effective Use of ICT

K. Anbu, *District Elementary Education Officer*

Thiruvannamalai District, Tamilnadu

Areas of Innovation

- Enhancement of community participation
- Child friendly toilets.
- Promoting self learning through ICT

Abstract of the Innovation

With an aim to make Thiruvannammalai schools' washrooms clean and safe, Dr. Anbu decided to repair the same with the help from the related SMCs, Headmasters, teachers and parents. Various cartoon characters were drawn on the walls along with tiles flooring to make the toilets child friendly and attractive. Certain quotations related to good habits were also made written on the walls for the children to follow. Thus 1100 toilets were modified in all the blocks of Thiruvannammalai district which resulted in the boost of enrolment, achievement and attendance rate as per the report of State Level Achievement Survey (SLAS), 2015. The personal hygiene and the retention of girl students were improved due to the accessibility of sanitary napkins.

For ensuring regularity and teachers' deployment, Dr. Anbu introduced ICT in the schools; if a



PUPS Ranthm - (Before)



PUPS Ranthm - (After)

teacher is on leave in a particular school that class will be connected through Skype to nearby school which as a result benefitted approximately 46 middle schools in the area. Classes were also conducted by the resource persons to promote innovative ideas and constructivism among the students.

Since primary education is the first and foremost part of education, Dr. Anbu initiated an innovative method in the West Arni Block to attract the young minds by painting pictures of various types of fruits, vegetables, flowers, birds, insects, vehicles, human body parts etc. This method encouraged the students to observe and learn the concepts joyfully. More than 20 schools started practicing this process with the help of community participation.



Improving School Infrastructures and Academic Support

Avinash Singh, Block Education Officer

Kaushambi, Uttar Pradesh

Areas of Innovation

- Development of school infrastructure through community support
- Academic support to teachers through training activities in school

Abstract of the Innovation

During the inspection of schools it was found that in many of them P.E.T or sports activities are not organized. The underlying reason was either lack of play ground or ignorance among teachers about the rules of sports. After consultation with Basic Shiksha Adhikari, Kaushambi it was decided to organise training programmes for teachers in sports activities. First step was to prepare master-trainers. For this purpose it was decided to organize a three day workshop at block level for the master-trainers who in turn will be given the responsibility to train teachers, Shiksha Mitra and instructors at 11 Nyaya Panchayat Resource Centres. After getting approval from Basic Shiksha Adhikari a three-day training workshop was organized in the playground of Pre-middle School Amawan. In this workshop 28 teachers having degree of Bachelor in Physical Education, or interested in sports events were trained as master-trainers. These master trainers in turn divided the teachers, instructors, and Shiksha Mitra in two groups and imparted them training at Nyaya Panchayat level in three day training programme. As a result, physical education training and sports activities are running in all the schools of the block smoothly.



During inspection the level of knowledge and learning outcome of student was found low. After investigation it was found that teachers were experiencing difficulty in teaching as per new syllabus. Though there are arrangements in place for refresher courses of teachers, need was felt for follow-up support. Therefore, as per requirement at the block level subject-wise resource-persons were identified who, apart from the regular teaching in their own school, were deputed to other schools on fixed dates in the month to train the teachers and teach the students. To assist the resource persons in remedial teaching a draft monitoring format was also prepared.



Improving Infrastructure and Facilities in Government Schools

Rajwant Kaur, Block Primary Education Officer

Bholath Block, Kapurthala District

Areas of Innovation

- Improving infrastructure and facilities in government schools
- Monitoring and Supervision

Abstract of the Innovation

The main focus of the programme is on improving infrastructure and facilities in the government primary schools in the Education Block Bholath. This is being considered as an important step towards improving the education quality in the primary schools. The methodology involved was visiting school to school to encourage teachers and students in the field of education and by giving emphasis to increase the enrolment of the students in the schools.



Before the implementation of the project, there was lack of infrastructure, staff and lack of quality in the education. After the implementation of innovation a lot of improvement has taken place both in academic and non academic aspects of schooling in the block. With active intervention school facilities are now adequately available in government schools. This has led to instilling a sense of confidence on government schools.



Infrastructure Development

Dharmender Singh, Block Education Officer

Sohna, Haryana

Areas of Innovation

— Infrastructure Development

Abstract of the Innovation

Infrastructure development in school is one of the key area of intervention for changing the scenario of government schools. Many government schools lack basic infrastructure and facilities. The schools in this case do not appear as a site of attraction for the children as compared to private schools. This situation motivated the BEO, Sohna to address the issue of infrastructure of the schools. He paid special attention towards construction and civil works in the schools in the area. Some of the works undertaken are as follows:

- Construction of internal pathways in school campus which was done for the first time in government schools in the area.
- Large scale land filling in several schools to prevent water logging in school campus
- Construction of classrooms, kitchens, toilets, (more than 30 in 10 to 15 schools) during a ten days tour programme of the local MLA and minister with Janta Darbar in schools for redressal of grievances in the field of education and issue related to students, teachers, infrastructure etc.
- Removal of high tension electricity wires from over the school campus and building which would have been otherwise a major cause of any tragedy or mishappening.



All the above mentioned milestones were achieved with the help and cooperation of the school heads, teachers, community and elected local body leaders (Sarpanches and Gram Panchyats), SMC/SMDC, Local Administration (BDPO, Tehsildar, XEN'S, JE'S, Panchyat Secretary, and with the cooperation of SDM Sohna) and full support from local MLA and Minister, Panchyats & Development Departments and now the same is being done with the help of Member of Parliament.



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The background features a gradient of green shades from light to dark, overlaid with several thin, white, wavy lines that create a sense of movement and depth. The overall aesthetic is clean and modern.

Academic Support and Improving Teaching- Learning Process



Learning Assessment of Students in Kasturba Gandhi Balika Vidyalaya

B.A. Chaudhri, *District Primary Education Officer*

Banaskantha District, Gujarat

Areas of Innovation

- Improving quality of teaching-learning and students' academic achievement in KGBVs

Abstract of the Innovation

The innovative activities in Banaskantha district were mainly focused on improving quality of teaching-learning and students' academic achievement in Kasturba Gandhi Balika Vidyalayas (KGBV). Since KGBVs have special focus on education of girls belonging to disadvantaged groups, it is necessary to impart quality education resulting in positive outcomes in terms of learning achievements of the girls studying in these schools. In view of this initiative was taken to improve learning outcomes of girl studying studding in KGBVs in the district;

- Model 1; with 100 Students with both residence and school facility - 4
- Model 2; with 50 Students with both residence and school facility - 4
- Model 3; with 50 Students with residence facility only – 4

The programme was started with the following specific components:

- Understand the overall education status of students in the KGBVs
- Focus on the class wise progress of students
- Check the subject wise progress of students
- Track class wise and subject wise education status of each girl



- Plan strategies for education progress of the students.

The learning assessment is core component of the innovative programme which was carried out in coordination with the Gujarat Council of Educational Research and Training, Industrial Extension Bureau, popularly known as iNDEXTb.



All the stakeholders were acquainted on the learning assessment and the specific guidelines. The team constituted with 1 DIET lecturer, 1 BRC, 3 CRCCs and other personal in KGBVs for onsite support and monitoring during the assessment. A tool for monitoring was developed. The tool focused on;

- Class wise number of Students appearing for the assessment
- Class wise sitting arrangement of the Students
- Presence of BRCC as State representative appointed in another district during both assessments
- Presence of CRCC as supervisors in each class of Std.6,7 & 8
- Opening and closing of papers in presence of KMC members
- Other district level SSA officials present during the time of assessment
- Role of teachers during assessment

Mentoring and Monitoring on Field

Another district BRCC as a an external invigilator besides BRCCs, CRCCs and other officials, the team of girl's education unit from state level also visited selected KGBVs for onsite support and monitoring.

Output

The class wise and subject wise findings of assessment baseline are obtained by iNDEXTb. Strategies were planned for education progress of the Students.

Strategies plan after baseline assessment:

- Identifying hard spots of the subjects by KGBV teachers and submitted at district Coordinator-Girls Education
- Academic training to teachers through subject wise experts from DRG member of DIET.
- Extra coaching of D & E Grade KGBV students in group work
- Continuous school based evaluations by teachers
- Practicing OMR sheets by students
- Development of bridge course material on Maths & Science subjects



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Improvement in Teaching-Learning Environment in Government Primary Schools

Mukesh Kumar Singh, *Basic Shiksha Adhikari*

Unnao, Uttar Pradesh

Areas of Innovation

- Improvement in teaching-learning environment
- Teacher management
- Monitoring and supervision
- Community support in infrastructure development

Abstract of the Innovation

There were many government schools in rural areas without teacher and many schools were single-teacher schools, while in the schools of urban areas surplus number of teachers were working. New initiatives with different strategies were adopted in the district to rationalise teacher postings, ensure timely attendance, improve students' attendance rate, identify good performing teachers and ensure minimum learning levels among students.



Teacher rationalisation was adopted through counseling method. Currently there is no school without teacher in the district and in none of the schools teachers are in excess in the district. Innovative initiative was also taken for quality improvement through community participation and continuous guidance to teachers. A guide book with 101 point booklet was prepared and supplied to all the head teachers of schools in the district. Introduced change in monitoring system. A process of casual selection of a block for group monitoring on the same day and same time was adopted. It was also decided for a plan of secret and last minute shifting of Block Education Officers for monitoring of schools in blocks other than their own service block. At each block level hundred ideal teachers were identified and rewarded.

Mobile phone was used as a tool to manage teachers' leave which has ameliorated the unofficial absence of teachers. Different strategies were adopted to involve community, local elected bodies in improving facilities and physical environment of schools. Teaching English

in primary classes was also introduced in order to suffice parental aspiration. There has been reversal of children leaving private schools and joining government school. Teachers and teacher unions are supporting several interventions to improve teaching-learning.



*nai*ea

Improving Learning Levels of Students in Government Schools

Rajesh Kumar, Block Education Officer, Sirkoni

Jaunpur, Uttar Pradesh

Areas of Innovation

- Teaching- learning and assessment process
- Improving performance of students
- Involvement of parents in learning process of students

Abstract of the Innovation

Usually during class inspection it is found that educational attainment of students is not given due attention. It is a usual practice to assess the learning level of entire school on the basis of asking one or two general knowledge question to one or two students of a class despite the fact that one or two students may not essentially reflect the learning level of the students in a class. Such



traditional method of assessment is unable to objectively assess the work of a teacher in the class. To do away with this problem a different strategy was adopted in the schools of the block. In order to assess the class-wise learning achievement of each student in the class first of all class wise minimum learning achievement level was determined and a draft assessment tool was developed in the subjects of Math and Hindi. The assessment questions in this tool were based on the syllabus of previous year class. All the co-coordinators were instructed to use this tool for appraisal of students' learning. Through this tool representation of each student of the class in the assessment was made possible.

After an appraisal of learning achievement of students, it was found that most of the students do not have the learning achievement as per their class level. Therefore, class-wise goal of minimum learning level achievements was set and plan was prepared to achieve it in a time bound manner. As per the plan, after evaluation of the learning achievement of each student, Head Master and other teachers were instructed to take remedial classes for those lagging behind. This process was to be repeated three times at the maximum interval of 15 days

so that within 45 days the goal of the minimum learning achievement of the educationally weaker students could be insured. It was also found during inspection that students were unable to pronounce some of the words used in various text-books so it was decided to prepare a list of all such words and make students practice them during classes. It improved the ability of students for fluent Hindi reading. To develop their interest in learning by doing is included at the end of each chapter as project work in the text-books but students are not encouraged to practice the same. Keeping this in mind a list of subject- wise projects was prepared at the upper primary level and teachers were instructed to help the students in completing them time-table wise. Project works were also displayed in the monthly meetings of teachers at Block Resource Centre and teachers were appreciated. It inspired the other teachers for hard work.

To ameliorate the problem of psychological stress such as depression, lack of confidence, introvertness and lack of concentration among students, orientation workshops for parents were organized through Lok Shiksha Kendra and parents were counseled on good parenting practices. The Practice of pre-test after nomination (except for those enrolled



in class one) was started to judge whether the student carries the necessary knowledge to be promoted in the next class and afterwards monthly tests were conducted in the same notebook to evaluate learning achievement and parents were made aware of the same. A practice was also started to purchase magazines for the children on low price. The magazines which were one two months old (which are almost 40 percent cheaper than newer ones) were bought to enrich the library experience of children in low budget. A control room at the Block Resource Centre has been established to contact with the parents of such students whose attendance is less than sixty percent. Block level competitions are also organised to inculcate the spirit of competitiveness among the students.

Improving Teaching-Learning and Quality of Governance

Kiran Jaiprakash Kuwar, Deputy Education Officer, Panchavati,
Nasik, Maharashtra

Areas of Innovation

- Improving teaching-learning process
- Girls education
- Transparency in educational administration

Abstract of the Innovation

Programmes such as “ekach dhyas 18tas abhyas” (one determination to study for 18 hours) and “Pradhyanj” examination on the lives of various freedom fighters or renowned people and “Shaishanik Gunavatta Vikas Kruti Karyakram” have been initiated to improve learning of children.

To promote innovations in teaching learning process “Shikshak Sahvichar Manch” was formed which organized workshop for introduction of new technology and methods. Teachers who have innovated/worked on their school level were asked to present the work and felicitated.

Extensive resource mobilization was done through partnership with private/ corporate sector/ NGOs. Mahendra Education Trust sponsored “Nanhi Kali” programme focusing on education of girls, girls were given sanitary napkins, school bags, computer labs and undertaking cleaning of municipal schools under “Swachh Bharat Abhiyan” programme. With the help of an NGO “Intervida- awakening jagruti” street children are taught in railway stations, Godavari Ghat and prostitution prone areas.

For transparent administration in educational management and to reduce mistakes and wrong practices innovative strategy was adopted through email, Whatsapp and Google drive to keep proper



digital form data and record. A website for more information and proper work is being developed. All the procedures of transfer and promotions of teachers are done online which reduces malpractice to a minimum level. All types of scholarships are given to the student via online transfer or net banking.



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School Improvement and ISO Certification of Schools

Jyoti Narayan Parihar, Block Education Officer

Purandar Block, Pune

Areas of Innovation

- Capacity building of teachers
- Improving infrastructure facilities to schools
- Certification of Schools (ISO)

Abstract of the Innovation

The innovative initiatives have been implemented for the last three years in Purandar taluk in Pune district. Implementation of many new programmes brought a different identity to this taluka Purandar on the map of Maharashtra in the field of education. The initiatives include improving infrastructure, quality of education, strengthening teachers etc. Forty schools in this taluka received



ISO certifications. Some of the programmes started in the taluka as a part of the innovative initiatives included the programme of personality development, environmental visits, various teaching-learning workshops, medical check-up camp, increased membership of Jivan Kshishan Magazine, enhancing and upgrading the depth of latest knowledge, new trends in education, syllabus, ICT, cultural and sports activity, women day for lady teachers, expert lectures were arranged for the teachers etc which helped in increasing the results of students and increase positive change in teachers toward Zilla Parishad School.

Programmes for Quality Improvement- Chavadi Vachan, Scholarship guidance, Discipline workshop, Shyamchi Aie Book reading, Essay Writing, Elocution, Hand Writing Competition, Training for admission to Novodaya Vidyalaya to all students, increased number of semi English school, surprise visits, etc.

Activity based learning- According to RTE students are enrolled by their age this method helped as 4000 types of cards helped students learn activity based. It was noted that class 2 student read English of Class 7.

ISO Schools: This developed healthy competition among schools in teaching learning activities and also infrastructural changes. Ultimately resulting with improved school environment and better examination results.



E-learning- As villages are left out from e-learning special emphasis was given on this with the help of Shesh Foundation. This facility was provided to 156 schools, which helped students to learn through computers, surf internet and make themselves enriched with teh knowledge.

Scholarship programme- Special emphasis is given on standard 4 and standard 7 students to prepare for scholarship examination by inviting national award winning teachers to guide students. This helped in increasing number of students passing scholarship examination results.

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Motivation for Teaching- Learning Process

A. Asha, Assistant Elementary Education Officer

Madurai South, Tamilnadu

Area of Innovation

- Professional development and motivation of teachers
- Ensuring regularity and punctuality among teachers
- Motivating students through competitive activities
- Continuous and comprehensive evaluation in schools.

Abstract of the Innovation

This innovation is operating in 15 aided schools which were identified as weak in the adoption of SABL (Simplified Activity Based Learning Methodology) properly. Special attention has been paid to reading and writing of students in Tamil and English by maintaining a "Reading Skill Development Register". Dictation tests were conducted to identify the students and thus relevant remedial measures were arranged accordingly. Teachers were taught to use the



textbook for effective learning of reading and writing. In the State Level Achievement Survey Report 2015, this block is the only one in the district to have more than 80% of achievement level in all the three subjects i.e. Tamil, English and Maths in classes 3 and 5.

Conducting science exhibitions every year at school and block level is another innovative measure adopted and selected winners are then sent for district level exhibitions. In upper primary schools, students after the exhibition are recommended for INSPIRE award by the Dept of Science and Technology, Govt of India. 8 young scientists were selected from this block with a grant of INR 5000/- each to undertake research.

Listen Keenly and Write Joyfully

Kadar Shaikh, Block Education Officer

Washi, Osmanabad, Maharashtra

Area of Innovation

— Improving teaching- learning process

Abstract of the Innovation

Teaching- learning is key to educational process. The innovative activity revolves around this central concern. The programme is implemented in 74 primary schools of the block. It aimed to achieve following objectives- to develop the language competencies of the students, to remove the fear of the students about mathematics, to develop the skill of basic math skills with daily routing process, to create interest for English language, to create interest in the dictation and mathematical functions, to improve the hand writing of the students, and to develop and increase the co ordination and co operative nature among the students.



Listen keenly and write joyfully innovation was prepared to inculcate interest among students of class I to VII in main subjects of Marathi, Mathematics and English. This innovation was prepared to develop the basic skills of students. This programme is operating in schools from 10.30 am to 11.00 am after completion of 'Paripath'. This is being regularly implemented for the last two years-resulting.

Improving Participation and Quality of Education

P. Usha , Additional Chief Education Officer

Salem, Tamilnadu

Area of Innovation

- Effective management of academic support mechanism
- Promoting innovation in teaching- learning process
- Supervision and monitoring system
- Education of SC and ST children
- Creating public trust in Government schools.

Abstract of the Innovation

To improve the performance, teachers were trained at BRC and CRC level with inspirational videos and pre-test to check the entry level of teachers. Workshops and training were also conducted for the special teachers on the learning disability by convergence with NGOs and educational colleges. Apart from this, stress management training was organised for the Head Masters, AEEOs, BRTEs, District Coordinators, SSA staff etc.



Walls were painted to create awareness on the Right to Education among children in all the Government schools of Salem district. Various competitions were organised on maintaining the environment, cleanliness, clean drinking water, toilets etc.

A Feedback Food Register and suggestion box were kept in all the schools to know about the problems encountered by student. Vocational courses were also offered to the students during their summer holidays. About one thousand students got registered in the District Library so that they can read books by lending the same from the library. Mobile counseling was organised to visit schools to solve problems and also to suggest strategies for school development.

Block Resource Teacher Educators (BRTEs) were utilized for the assessment of the students and to conduct test in reading, dictation and the basic operations in mathematics. As a

result of these regular assessments, there was spectacular improvement among the students. The two modules namely "Thulirin Thodakkam" in Tamil and "Step into English" were distributed in the schools for the teachers to make the students practice in phonetics.



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Inclusive Education: An Instrument of Change for Massar's Children

P. Lyngdoh, *District School Education Officer*

East Khasi Hills District, Shilong, Meghalaya

Area of Innovation

— Inclusive Education

Abstract of the Innovation

The innovative activity was started in Massar Village, approximately 45kilometres away from Shillong, in Pynursla block, East Khasi Hills District, Meghalaya. The Nongsteng clan has been living in Massar Village since time immemorial, but the clan also suffers from a very peculiar disorder which might be genetically linked. The peculiarity of this clan is that for the last four generations, most of the female children have hearing impairment. In some cases, the children are born with both hearing and speech impairment, and in some cases, they are also born with mental disorder. However, boys do not encounter this disorder.



The Special drive for addressing hearing impairment in Massar was conducted as part of assessment camp programme; and children with hearing impairment were admitted in two schools in Massar and teachers were trained in inclusive education. Parents were also trained from time to time. Home based education has also been organised.

The Sordar, who looks after the welfare of the village, is very happy to see that there is a great change in the lives of the children in the village. He appreciates the good work done by the office for the children of the village. He has also provided a letter to the office to show the success stories.

Improving Teaching-Learning and Academic Support

Z. Hnamte, *District Project Coordinator*

Aizwal, Mizoram

Area of Innovation

- Teaching – Learning process
- Academic support and monitoring
- Community participation and ownership

Abstract of the Innovation

Different initiatives have been adopted for improving educational scenarios in the district starting from the teaching-learning process to academic support and monitoring. Community participation was a key strategy to implement the idea. To improve the teaching-learning process, alternative teaching methodologies were imparted to teachers. Motivational programmes for teachers have been organised in addition to resolving teachers' problems. To control the decline in enrollment, a house-to-house contact programme was undertaken through teachers ensuring to put extra efforts in teaching.

A monitoring format was designed which was utilized by the BRCCs and the CRCCs. The officer along with the BRCC, keeps a constant watch on the academic and administrative aspects of the school. Various awareness camps had been conducted in many villages for effective implementation of the RTE. Meetings were conducted with the local area parents to make them aware of their responsibility and ownership of the school. They were given special exposure on how to best manage the schools. With the support of the community, the work of repair and improving the infrastructure of the school was also undertaken. These activities helped in improving schools and schooling in the area.

Improving Teaching-Learning Process

C. Lalthanzira, *District Project Officer*

Serchhip, Mizoram

Area of Innovation

- Teaching – Learning process
- Monitoring, supervision and academic support
- Community participation and infrastructure development
- Mizoram School Education Handbook

Abstract of the Innovation

In order to bring about changes in the teaching and learning process teachers were provided academic support and motivation. As a part of this endeavour, the issues relating to continuous and comprehensive evaluation (CCE) meetings and discussions with teachers were organised. Also, during teachers training session the role of teachers in bringing out the potential of a child and their role in the social transformation was highlighted. To further enhance the teaching-learning process, Computer Aided Learning (CAL) and Computer Aided Teacher (CAT) were introduced in Upper Primary Schools. To inculcate and encourage the spirit of learning on their own beyond the normal school hour, children are provided with materials and opportunity to improve the quality of their learning. Majority of parents send their children to private English medium schools as they are not satisfied with the existing Government schools. Initiatives were taken to strengthen English teaching in government schools. To strengthen the monitoring system several measures such team- building and technology enabled monitoring etc were adopted.

Improving Teaching- Learning Environment in Government Primary Schools

Satya Prakash Yadav, *Block Education Officer*

Jagdishpur, Ameti, Uttar Pradesh

Area of Innovation

- Improving teaching- learning environment
- nculcating competitive spirit among the children
- Preparing students for entrance examination

Abstract of the Innovation

Teacher motivation is important part of innovation. The teachers working in Block were motivaed. Three ideal teachers were selected from the block and they were directed to make presentation at the Nyaya Panchayat level. It helped in development of academic environment in the block. Initiative was also taken to organize a district level essay competition in Jagdispur block. Since then each year such essay competition is being held on 2nd October. Special programme for differently-abled students was also organized.

A practice of adopting lagging behind schools was started. Under this scheme each year coordinators and co-coordinators (shah-samanvayak) of Nyaya Panchayat and the Block Development Officer himself adopt one school each and work on a set goal of improving the learning level in these schools.

Starting from 2014, the annual magazine “Udgar” is being published each year through which an effort has been made to get the society acquainted with the views of students and teachers. Morning prayers in the schools have been made more comprehensive by incorporating, general knowledge, logical reasoning, and information about the surrounding. Emphasis is given to parent-teacher contact by maintaining their mobile numbers in schools. In case of those wards who are irregular in the schools, guardians are contacted to know the reason behind thin attendance.

As an initiative towards water conservation water, recharge pit has been constructed in the BRC campus. This model of water conservation can be replicated in all the schools of the block. Certain other innovations presently running in various schools are following-celebration of birthday of the students, full utilization of student profile, use of TLM, effective engagement



with SMC, establishing of library, and organizing various programmes in ideal model schools to encourage other schools to follow. Block level child educational exhibition has also been organized at the Jagdishpur block. Free coaching classes for the preparation of entrance examinations of Navodaya Vidyalaya, Vidya Gyan and TET were organized. Programme such as "School Chalo Abhiyan and "Kaun Banega Vijeta" were organized. Help of the NGO 'Prajyatna' was taken in implementation of these innovations.

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Improving Quality and Performance of Government Schools in Tribal Areas

Vallabha Mallaiah, Deputy Educational Officer

ITDA, Seethampeta, Srikakulam District, Andhra Pradesh

Area of innovation

- Improvement of SSC results in schools in predominantly tribal areas
- Effective academic support to the schools
- Providing infrastructure and facilities to the Government Tribal Welfare Schools for quality education

Abstract of Innovation

Secondary schools in predominantly tribal areas in Srikakulam district were in poor state due to lack of subject teachers and professional support, quality facilities, proper monitoring system and parental involvement. Several initiatives were taken to improve the functioning of secondary schools. Special efforts have been made to improve the performance of tribal students in SSC public examination results. For effective academic support to high schools, a detailed action plan was prepared and implemented with the cooperation of Head Masters of high schools. Career & guidance information has been given to pass out students for their future education. For this purpose, a system of tracking students was introduced to track all class X passed students who join in higher secondary, ITI, Paramedical, Polytechnic etc.

Those teachers who are working for quality education of the tribal children are honoured. Parents' meeting is organised in a grand way as a festival (Badi Pandaga) and students' academic progress is shared with parents. Good performing students are recognised. This has acted as motivation for the students and parents. Attendance incentives and academic track of each student are received at District level on online daily. This is used as a tool to monitor the schools and to minimize the gaps for better quality of Education. Schools have been supplied study materials to class X from Hindustan Petroleum Corporation, Visakhapatnam under CSR (Corporate Social Responsibility). Multipronged strategy has



helped in improving results in both academic and non academic areas, achieving 97% pass percentage in SSC Board exam and 100% pass percentage in 22 Schools out of 33 Schools in predominantly tribal areas.



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Introduction of Demand Driven Subjects in Schools

Neena Kumari, Deputy Director of Education

North West District, Delhi

Area of Innovation

- Teaching of career oriented subjects
- Improvement in school facilities
- Strengthened institutional planning

Abstract of Innovation

A number of subjects were introduced in various schools so as to save the students from migrating to other schools and reduce their travelling time. For the upliftment of the rural and the children from JJ cluster slum, new subjects were introduced in 34 schools on the basis of their demand in career market. The students have now more option to pick subjects of their interest. In order to cater the needs of the community and on the popular demand, new academic streams were opened in several schools to capture the talents of the students in diverse fields. These efforts have popularized the government schools in the district. At least one school from each constituency is given Science and Commerce stream to facilitate the students. An annual calendar is prepared and if intervention is required from any agency, NGO or department efforts are made to seek the support at the earliest. Special arrangements are done for supporting the schools in providing clean drinking water, toilets, and in the place of dilapidated rooms, new rooms have been constructed. District-North West has up-graded the schools from middle level to secondary and secondary level to senior secondary level and bifurcated some of the schools as per the strength of the students.

An annual calendar of the various activities and holidays in the school was prepared much in advance. Compliance with the RTE was displayed in all the meetings of the heads of department. Up-gradation of schools from middle level to secondary level, and secondary level to senior secondary level has been done.



Improving Learning Abilities of Children

Renu Sharma, Deputy Director of Education

South District, Delhi

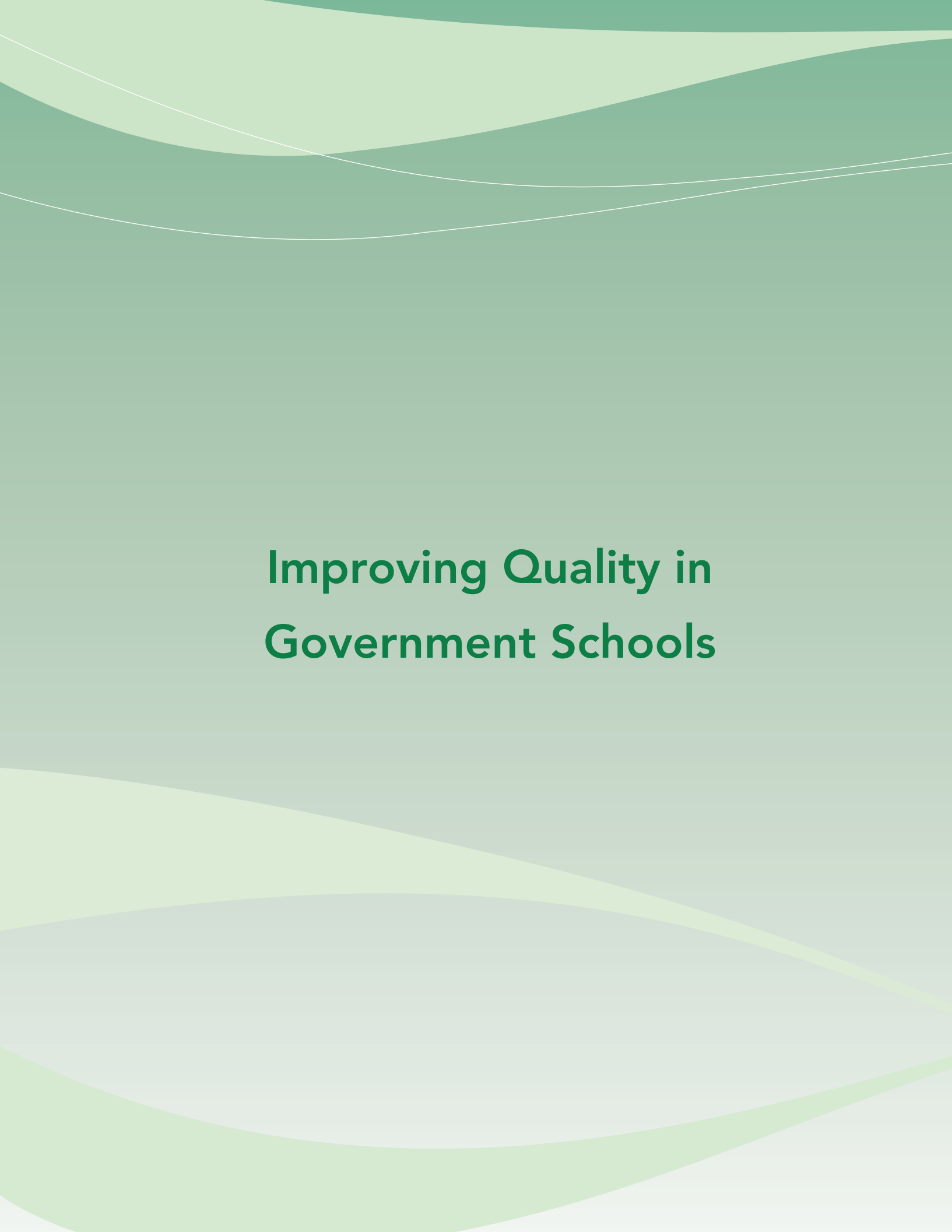
Area of Innovation

- Improvement of skills and abilities of children
- Improvement in teaching learning process

Abstract of Innovation

With the help of the Department of Education and some NGOs, efforts were made to improve the abilities and the skills of the students in various fields like mathematics, languages, computers and financial literacy. These programmes were successfully implemented during the last two years in the selected schools of the District-South. Five NGOs and one public school were engaged in different fields of this innovation. Various programmes have been undertaken by these 5 NGOs for the academic improvement in the South district. Workshops have been conducted. The entire cost has been borne by the NGOs. The target group is the students of classes 1 to 6 and students of senior secondary classes.

Due to the shortage of regular teachers, the students were facing problems in English and Mathematics in primary and middle sections and were not having sound knowledge of other subjects also. With the induction of right process by the above mentioned NGOs, a remarkable development has been noted by the school principals in Mathematics and languages at the primary level and English and financial literacy in senior secondary classes.

The background features a gradient of green shades, from light at the bottom to darker at the top. Several white, wavy lines flow across the page, creating a sense of movement and depth. The text is centered in a bold, dark green font.

Improving Quality in Government Schools



Padho Purbi Champaran: Special Innovative Programme for Improving Basic Reading

Binodanand Jha, *District Education Officer*

Purbi Champaran District, Bihar

Area of Innovation:

- Improving quality of teaching-learning and students' academic achievement in government school.
- Promoting innovations in teaching-learning process.

Abstract of Innovation:

During his tenure as District Education officer in East Champaran from June 2012 to July 2014 Dr. Jha conceived and implemented the innovative project named Padho Purbi Champaran for improving quality of teaching-learning and student's academic achievement in government schools of the district.

Though, almost all children in the age group 6 to 14 are enrolled in school, due to multiple reasons, many children do not make adequate progress and begin to fall behind academically. Children who have fallen behind need focused help to strengthen their ability to read and write.

Perceiving these ground realities, the district education administration in East Champaran decided to try a large scale model of accelerated learning using the existing resources but with reorganized teaching-learning activities. The district administration, along with an NGO-Pratham, developed a special teaching-learning package for children in Standard 3, 4 and 5. The Initiative was called Padho Purbi Champaran. The entire effort was organized around five core principles:

1. Children who have "fallen behind" need immediate and focused help to build basic skills like reading.
2. Learning goals need to be clearly articulated and understood.
3. Assessment was an integral part of the effort.



4. The most effective way to help these children is to group them by their reading level rather than by grade, and teach them using appropriate activities and materials.
5. The most sustainable way to improve children's learning is to ensure that these efforts are led by people from within the system like the Cluster Resource Centre Coordinators (CRCCs). The special learning package was also conducted within school hours.

In the preparatory phase of the programme, all the CRCCs were trained by Pratham NGO members for 3 days, following which, the CRCCs conducted their own 15 day "practice classes". Then, the CRCCs trained the teachers in their charge. District Education Officer Dr. Jha provided strong leadership throughout the programme.

Initially the programme was implemented in 5 blocks, where about 50,000 children in 681 schools, participated in the pilot project. Children in standard 3, 4 and 5 were assessed. Then, they were grouped by reading level for instruction rather than by standard (or grade). Special teaching-learning materials like barakhadi chart were given to children and teachers. Every day "special class" was held for about an hour and half during school hours at the end of the day.

Achievements were evident within four months of programme implementation:

- Improvements in reading were noticeable among children. Before the programme initiation, only 23% children could read even a single paragraph. Four months after the programme was rolled out, 56% children were able to read at least a paragraph.
- Daily attendance of children in school increased.
- Individual attention was being paid to the progress of children.

Padho Purbi Champaran has served as a demonstration model for what is possible even with existing resources and within the existing government school system.



Improving Government Schools

K Padmavathi, Deputy Director of Public Instructions

Bangalore, Karnataka

Area of Innovation

- Improving teaching- learning in government school
- OOSC (Out of School Children)
- Health, sports , in-service programmes
- Infrastructure development

Abstract of Innovation

To improve the overall teaching- learning scenario of the government schools various innovative activities were undertaken by the officer catering to the needs of the students, teachers, school heads and the communities at large.

Project-Based Learning for the Students was undertaken as a part of teaching –learning process. The emphasis was given on learning beyond the text book, and to study complex topics based on real-world issues. The officer had given emphasis on cooperative learning i.e. working together on project teams and guided by trained teachers as this develops social and emotional skills, providing a valuable foundation for their lives as workers, family members, and citizens. She holds the view that there should be an expansion of comprehensive assessment, with an expanded system beyond a simple test scores. A continued maintenance of profile of student strengths and weaknesses has been seen as important instrument of improving students' performance. Teaching as apprenticeship was fostered. The officer also encouraged the teachers to continually sharpen their teaching skills. She suggested the school heads to adopt technology in the teaching system which can transform and improve almost every aspect of school, modernize the nature of curriculum, student assignments, parental connections, and administration. With online connections, students can share their work and communicate more productively and creatively. Teachers can maintain records and assessments using software tools and stay in close touch with students and families via email etc.



The officer wanted to include community partners with a wide range of community organizations including business, higher education etc.

OOSC (Out of School Children): attention has been paid towards the education of girls. For this, the programme of free distribution of bicycles was started in the year 2006-07, which has helped the rural boys and girls to reach their school on time. It has also boosted self confidence and self help among girls.

She has also organized the Inspire Award Programme at various levels. She has also organized health camps to promote wellness among students. In order to inculcate the spirit of sports, she organized sports events. Different people who have succeeded in different activities were invited to motivate students. She has also conducted various in-service programmes and workshops for the professional development of teachers. She has also worked towards developing the infrastructure of the school by improving the water facilities, classroom conditions etc.

The Prathibha Karanji, a cultural programme to discover talents among primary and secondary school children was organized. It helps in developing the students' talents and in due course it provides a stage to showcase the hidden talents of the students.



Improving Academic Environment in Zilla Parishad Schools

Ganpati Banda Kamalkar, Block Education Officer,
Panchayat Samiti Gadhinglaj, Kolhapur District, Maharashtra

Area of Innovation

- Girls education
- Enriching school library
- School improvement
- Teacher motivation

Abstract of Innovation

Gadhinglaj is a block in Kolhapur district of Maharashtra situated at the south of the district. Working as a Block Education Officer of this block, Mr. Ganpati Banda Kamalkar made efforts to achieve the aims of universal and quality education. The main barrier was that in near about 25% villages there were more than 75% people with Kannada language as their mother tongue. Educating the children was a challenge.

Administrating 128 Zilla Parishad Primary schools which are educating 11986 pupils in the block with help of 525 qualified and trained teachers, Mr. Ganpati Banda Kamalkar was not satisfied with the routine activities. Many of the schools were graded low in self assessment programme. Local elected representatives were not satisfied with the educational progress of the block. To motivate the teachers and to achieve the aim of quality education, Mr. Ganpati Banda Kamalkar implemented many innovative programmes in the block.

Equal opportunities of education to girl child

While working as BEO in Shahuwadi since 5th July 2011, Mr. Ganpati Banda Kamalkar visited many remote schools in the hilly block such as Dhanagar wada. During the visit he was perplexed with the name of many girls as 'Nakoshi'. He became curious and enquired about it. He came to know that the parents who have many daughters used to name





their elder girl child as NAKOSHI, a Marathi word as unwanted. He was shocked and decided to stop this gender-discriminating tradition. Objectives

of the programme were to stop the evil practice promoting gender-discrimination, to give equal opportunity of education to all irrespective of gender, and to inculcate self-confidence in the girls to lead a dignified place in society.

With help of NGO V.T.Patil foundation, Rotary club of Kolhapur he found out the girls with the name of Nakoshi in the Block. All these girls were given an opportunity to choose a good name for them. Naming ceremony was organized in the presence of their parents and teachers. Now they are living with a name they want instead of Nakoshi.

Enriching school library

During school inspection in Shahuwadi it was noticed that the school libraries have out dated books and reference material. The teachers hardly use these books. It was also noticed that the centre-libraries are also ill-equipped. There was a dearth of educational, reference books, encyclopaedia etc.

He held discussion with the teachers during teacher meetings and explained them the importance of reading and referring books. A list of useful books was prepared. Some books and furniture were bought through public participation and donations. A block library was established at BRC level. An education extension officer was appointed as in charge of the programme. About 500 books have been collected in this library so far. Peoples, teachers and students are encouraged to donate books on their birthdays and anniversaries.

Other innovative initiatives include teacher motivation, making the schools attractive to students etc.

Improving Teaching-Learning, Monitoring and Community Participation

Lalrambuatsaiha, *Sub-Divisional Education Officer*

Kolasib, Mizoram

Area of Innovation

- Teaching – Learning process
- Monitoring, supervision and academic support
- Community participation and ownership

Abstract of Innovation

Innovative activities in the area started with an initiative to motivate teachers. During interaction with the teachers the quality of honesty needed in the teaching profession and as to how teachers should give importance to their jobs and move ahead of others was emphasised. He stood with the teachers and made it a point to interact with the teachers, in times of both sadness and happiness. Head Masters and teachers were asked to come up with new teaching aids. It was noted that a number of teachers had improvised by using locally available materials like stones, leaves etc. Enrolment has decreased because parents prefer English medium schools. Thus, he persuaded the schools to convert their schools to English medium. He took special note on the action taken by schools to improve the slow learners. He also arranged remedial teaching for them. The officer encouraged the use of various teaching aids in classrooms, field trips, study of community etc to increase interaction between teachers and students. Revamping of the existing system by pooling the latent resources was done to improve quality of education. In the initial stage of the RTE implementation, he was instrumental in the effective implementation of the RTE Act. Awareness programmes were organised for the teachers, NGOs, parents and stakeholders. He also compiled important provisions of the RTE Act in the local languages for the use in the awareness programmes, which paved the way for effective implementation of RTE Act relating with equity and quality.

In order to aid to the health concerns of the students, he appointed nodal teachers for WIFS to give IFA tablets to students every Monday after the MDMs. He even gave feedback on the same. The officer personally monitored the entire system and gave personal feedback on the same.

He also worked towards the inspection and supervision of the schools. He had held meetings with the Head Masters and teachers to help them voice their concerns. He visited classrooms and interacted with students. This helped to ascertain whether the schools complied with the orders etc. He also conducted training of the head Masters for the same. The Officer aimed at taking special care of MDM-menus etc and its cleanliness. Also checked whether children washed hands, and were immunized.

To inculcate a sense of ownership in government schools which can I ensure better management, he discussed issues with the presidents and members of village councils, parents and local NGOs. Through community ownership, a good fencing has been put up for Government Venglai Middle School, Kolasib, under the officers' jurisdiction. He encouraged community participation by involving the village council to help clean the school and save it during a landslide. Also, many schools conducted parents' day. He also advised the HMs to organize more programmes to increase the parent-teacher interaction.

The logo for 'naiea' is displayed in a light grey, lowercase, sans-serif font. The letters are bold and rounded. The 'i' has a distinct dot above it. The logo is centered on a white background that is part of a larger graphic element resembling a rolled-up scroll.

Improving School Management

Thiru. P. Anbalagan, Assistant Elementary Education Officer

Veerapandi, Tamilnadu

Areas of Innovation

- Improving access and participation
- Teacher management and motivation
- Execution of government schemes

Abstract of the Innovation

After taking charge as the AEEO Mr. Anbalagan worked extensively on the enrolment of children by conducting several meetings with the local authorities, parents etc. He has also started a center home for drop-outs with the support of BRC. Due to his initiatives, 13 primary schools were upgraded to high schools in the interest of the students.

As a visiting officer to all the schools, he instructed the teachers to be regular and punctual. The schools which exceptionally performed well were selected by him for district award of "Best Schools". The teachers were regularly trained at BRC and CRC levels to implement ABL and ALM effectively in schools. An initiative teachers in uniform them was also taken for effective motivation for students as well as teachers and celebration of Annual Day was also made mandatory. SC/ST children were also motivated and encouraged by giving awards in Kanakkampatti and Namakkal.

An elementary education register was also maintained. Efforts were made to enhance enrolment rate, and migrant children were provided special bridge courses in the areas they lived.

He visited regularly to the schools for monitoring the preparation and supply of Mid Day Meals and conducted meeting with the Block Development officer, Municipal Chairman and cooks to ensure the quality in every aspect. An initiative to build Rain Water Harvesting in schools was also taken by the AEEO of Veerapandi District.

Improving Teacher Attendance and Participation of Students

Lakshman Chandra Das, *District Education Officer,*
Gomati District, Tripura

Area of Innovation

- Enhancing of teachers' attendance and motivation level
- Inspiring students for attendance.
- Academic (Quality) support during school visit
- Use of Kitchen-Garden

Abstract of Innovation

After taking the charge of District Education Officer Mr. Lakshman Chandra Das noticed that the attendance of the teachers in government schools in district was not satisfactory. There was a tendency among the teachers to take leave whenever they felt the pressure of regular class work in the schools. The situation was worse in the schools of remote tribal areas. Mr. Lakshman Chandra Das took following steps to increase attendance of the teachers in the district.

- A number of programmes were organised at district and block levels where teachers were encouraged to improve their attendance to enhance quality of education in the schools.
- The importance of teachers' attendance in the schools in training programmes at all the Block Resource Centres and Cluster Resource Centres is emphasised.
- He also regularly attended the meetings of the local bodies and encouraged them to visit schools regularly and extend support to the school heads to increase the attendance of the teachers.
- The frequency of school visit was increased and all Deputy Inspectors of Schools, Inspectors of Schools, and Officer on Special Duty were involved in school inspection. A number of steps like issuing show- cause notices, Dies Non, and pay held-up, were taken against the absentee teachers All these steps contributed to improve the attendance of the teachers in the district. Since April 2014 the attendance of the teachers has increased from 83% to 94%.

A declining trend was also registered in attendance rate of the students in the government schools in the district. To arrest this trend following initiative were taken:



Motivation programme of HMs, AHMs & Teachers



Motivation programme of HMs, AHMs & Teachers

- Teachers were trained at BRC and CRC level to make the classroom teaching joyful and attractive by using TLMs. On every visit of the school the observes the classes room teaching and give them feedback and suggestions to improve teaching.
- The schools were encouraged to identify the cause of absenteeism of the students and to make plan to increase attendance. This worked quite effectively and some schools came up with steps like making phone calls to the parents of the irregular students, issuing letters to the parents, visiting the homes of the irregular students, involving the SMC and making regular parent-teacher meetings.
- Training programmes were arranged for the SMC members at district and CRC levels and encouraged them to involve themselves in increasing the attendance of the students.

The introduction and implementation of the innovative intervention has helped in increasing the attendance rate of learners in the educational institutions to a considerable extent. Earlier the school visits made by the various officers of the district, were focused mainly on administrative issues. After taking the charge of the DEO, Mr Lakshman Chandra Das thought of changing the nature of school visits and encouraged all the officers to take classes in the schools during their visits if there was any absentee teacher. Initiative was taken to improve the quality of mid-day meal without any government help. The idea mooted was that of growing kitchen-garden in the school complex. In 2014, proper planning was chalked out by the School Education Department, Gomati; for growing and operating Kitchen-garden in the School complex of selected Schools in Gomati district, Tripura. The programme is running successfully in the district with the help of Head Masters, SMC and PRI members.

Nayi Pahal (New Initiative)

Virendra Kumar Kanaujia, Block Education Officer

Rahi Raebareli, UP

Area of Innovation:

- Enhancing enrolment, attendance and retention of children
- Parents involvement and community participation

Abstract of Innovation

In the government primary schools enrolment, attendance and retention of children are major problems. To address of this problem an innovation Nayi Pahal was started in the primary school, Akona in the Rahi Block Development area of the Raebareli district. Under the programme extensive meetings with villagers with the help of Gram Pradhan were conducted. People were informed about various schemes relating to education as well as about the importance of education. Following were the key points of innovation-



Under the instruction of BEO, the head-master of the school organized meeting in each ward of the village Akona and pamphlets regarding annual agenda of the school were distributed in each household of the village. Through continuous counselling parents were motivated to send their children regularly in schools.

SMC was made active. SMC members got the people acquainted with their role under the RTE Act. On the first day of the new academic session, SMC members greeted the students with flowers and offered a warm welcome.

Head-master in collaboration with Gram Pradhan, parents and SMC members organized oath-taking ceremony for all the parents in the village. Government employees were also made acquainted with their responsibilities under the RTE.

In the starting of the academic session an assessment of educational level of the primary students was made and as per requirement they were imparted remedial education till the month of September so that they could cover up to the mainstream of syllabus.



Under Nayi Pahal competitive examinations were convened and based on results meritorious students and their parents were awarded by higher officials and distinguished personalities of the society.

On the occasion of the starting of new academic session teachers visited parents door to door and apprised them about the facilities such as free school uniform, mid-day meal, scholarship, free reading books etc. it resulted in an increase in student's enrolment, retention and attendance. The students came first in various block level educational competitions.

Keeping in view the success of this programme, it was replicated in the Nyaya Panchayat Bhav. Under the innovation Nayi Pahal in the Rahi Block Development Area in each Nyaya Panchayat at least one model primary school is being developed.

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The background features a gradient of green shades, from light at the bottom to darker at the top. It is decorated with several wavy, overlapping bands of different green tones and thin white lines that create a sense of movement and depth.

Improving School and School Facilities



Improving Schools Facilities

Sonam Lepcha, *Joint Director*

North Sikkim District, Sikkim

Area of Innovation

- Resource mobilisation and support for schools
- Education of disadvantaged
- Infrastructures and facilities

There are many areas in which initiatives were taken to improve schools and schooling facilities, especially for the disadvantaged children. Some of the initiatives include imparting modern education to all children attending monastic schools having all educational facilities in these schools at par with existing educational institutions under state government, education of girl child, education of other disadvantaged children, improving the infrastructure in the schools with the support of sponsoring agencies etc.

Improving the Infrastructure in the Schools with the support of sponsoring agencies

Successfully pursued the Teesta Urja Pvt. Ltd to supply 300 sets of furniture to Mangan senior secondary school in 2013 and also secured yearly scholarship to 50 students belonging to the project affected areas through the infrastructure developer. A hostel facility is coming up at Singhik secondary school which is undertaken by the developer besides numerous school buildings renovation work in the district. They have also supplied computers and renovated girl's hostel at Hee-Gyathang senior secondary school. NHPC has been given the task of extending school play ground in number of schools in the district. Union Bank of India has supplied 25 sets of computers and a zerox machine to Mangan senior secondary school and also has promised for more in the future.

To spread education among the disadvantaged groups in the society

Mr. Lepcha came in contact with the officials of Sikkim Kalyan Ashram with their base in Vanasthali. After thorough discussion with the officials of the Ashram he managed to mobilize the support of his fellow office staff and with their help, he selected 50 students belonging to very poor background from the entire North District and admitted them to the Ashram. At present more than 80% of them are pursuing their higher studies in different parts of the country and few of them have earned their place as post graduate teacher in Hindi language and are posted in schools under north district itself.



Single Window System

To speed up the office work single window system was introduced in the HRDD office from 2014 session for the smooth functioning of the department. File work of teachers and other non teaching staff under the department is processed on time so that they are not deprived of any benefits of the government.

Some other initiatives undertaken include use of technology for smooth communication between schools and the department, to raise the qualification of pre-primary teachers, felicitation to the retiring staff of the department, and removing encroachment in the landed property of the department.

Community Participation and Quality Enhancement

Ashok Kumar Singh, *Basic Shiksha Adhikari*

Kaushambi District, Uttar Pradesh

Area of innovation:

- Teacher management and improvement in teaching-learning process
- Community participation
- Infrastructural development

Abstract of Innovation

Kaushambi is one of the economically and educationally backward districts of the state. In course of inspection of schools in the district it was found that learning achievement of students was not up to the mark. Irregularity of teachers, lack of awareness among parents, and absence of institutional planning were some of the identifiable reasons responsible for this situation.

To ameliorate the problem of irregularity among teachers, it was decided good performing teachers will be rewarded twice in a year so that other teachers can also be encouraged to work hard. Head Masters were made to prepare the fixed monthly targets as per syllabus for each class and remedial classes were organised to achieve the targets.

Celebration of birthday of students, tree plantation, honouring the regular and performing students, compulsory to prepare student profile, use of time table and teacher's diary, use of TLM, was also started. Mentoring of trainee Shikshaks- by coordinators of Block Resource Centre has been introduced. At the end of each month list of absentee students was made



available to Gram Pradhan, members of SMC, members of parent-teacher committee, and guardians so that concerned parents can be encouraged to send their wards to school. At the start of the academic session schools were instructed to maintain the record of the learning achievement of each student so that at the end of the session the change can be mapped.

At the level of Nyaya Panchayat, after selecting an able teacher for each subject through the coordinator of Nyaya Panchayat Sansadhan Kendra, a cluster resource group (CRG) has been constituted. They have been given the responsibility to resolve the problems of teaching. To encourage the sports activities the last 30 minutes of the final class has been dedicated to physical training, poetry reading etc. All the officers of Education department have adopted one school each and these schools are being developed as model schools under pilot project.



Making Zilla Parishad Schools Attractive

Smita Bandusing Gaud, *Education Officer (Primary),*

Zilla Parishad, Kolhapur, Maharashtra

Area of Innovation

- Improving school facilities
- Initiating activities for making school attractive
- Increasing enrolment

Abstract of Innovation

The Zilla Parishad, Kolhapur runs 2005 primary schools covering 1, 93, 247 students appointed 8,985 qualified and trained teachers in these schools.

Over the time, it was seen that the strength of primary schools was reducing year by year. The extent of reducing number of students reached near about 6000 a year. The decline in enrolment has raised some serious problems. The number of excess teachers has been increasing. The valuable infrastructure of school buildings has become useless. The expenditure to run the remote area schools has become higher. To tackle this, a survey was carried out and following reasons were found behind the decreasing enrolment.

- Attraction of private schools.
- Attraction of fancy uniforms, school bus facilities, glittering activities and environment.



- Parent's desire for fast and early outcomes.
- Individual attention to the students in private schools.
- Changing attitude of the society towards school run by local bodies.

Keeping in view the reasons for declining enrollement and to overcome issues related to local body schools various innovative programmes have been started. Some of the innovative programmes include- school advertisement, fun school class, increase enrolment programme, changing school buildings in to new, hygienic, student friendly buildings, registration of 100% students of the 4th & 7th class for scholarship examination (a competitive examination run by Govt. of Maharashtra), free guidance for these students, providing colourful, executive school uniform, provision of ample playground for each school, strengthening school management committee, providing adequate desks, sports material to the schools, e-learning facility in schools, smart class rooms, well-equipped computer and science labs etc. These innovative programmes have resulted in reversing the decreasing number of students in 1st standard. Some of the students who have been enrolled in private schools have now returned to government schools.

School Advertisement

Every Z.P. school in the district prepared a pamphlet as an advertisement. It consisted of information about various government schemes for free educational facilities and list of schools' staff along with their qualification and specialty among other things. The idea was to make parents aware of several provisions made for education of their children. The pamphlets displaying all these things were distributed to each and every doorstep to fulfil the aim of 100% enrollment in the Zilla Parishad schools. Consequently, extent of enrolment in 1st standard increased in the following year.

Gudi Padawa- Shalapravesh Vadhava (Increase-enrollment programme)

The teachers and other staffs of private schools reach out to the door steps of eligible child for enrollment at the end of April itself, while the Zilla Parishad schools take up enrolment in the month of June when academic year begins. By the time Zilla Parishad schools open the eligible children have already had admission in private schools. To tackle this issue and to be the first



to reach to the eligible children it was decided to admit the children before private schools do. On the very first day of New Year of Maharashtra which starts in March-April a campaign named Gudi Padawa – Shalapravesh Vadhava (Increase enrollment programme) was initiated. For this all the Zilla Parishad schools were advised to keep the campus of the school clean and

neat, decorate with colourful rangoli, garlands, etc. Parents' meeting along with 6+ children were organized in each and every school of the district. In this meeting various activities in the school are explained. All the children were given a warm welcome with flowers, sweets and colourful pictures. The pamphlets about several free provisions were distributed achievements of the school in last year were explained. At last all the admission forms of present 6+ children were filled up. Results were encouraging. This programme succeeded in enrolling 60 percent of the total children in Zilla Parishad schools.

Fun School Class rooms 1st standard

The main reason behind parents' attraction of private school is glittering decorated classrooms and school campus as the walls of Zilla Parishad were mostly painted with non attractive calcium carbonate. It was decided to paint some of 1st standard classes with colourful pictures. With the help of creative students of Dalavi's art institute 25 different graphical models of attractive classes were prepared and sent to the Block Education Officers of all the 12 blocks to exhibit them in classrooms. Accordingly 1st standard classrooms were painted.

Other initiatives undertaken were activity based learning, day care centre for CWSN, self gradation system for every school, and starting a sports school with residential facility. Due to all these improvements and initiatives, Zilla Parishad, Kolhapur got first prize in Maharashtra Rajya Yashwant Panchayatraj Abhiyan 2014-15. Zilla Parishad, Kolhapur was also selected the best of all the Panchayats throughout India in Rajiv Gandhi Panchayat Sashaktikaran Abhiyan 2014-15.

Sabke Liye Shiksha-Sabke Liye Khel

Ajay Vikram Singh, Block Education Officer

Sirauli Gauspur, Barabanki, Uttar Pradesh

Area of Innovation

- Creating lively atmosphere in government schools
- Promoting sports and cultural activities
- Enhancing community participation in school activities

Abstract of Innovation

The innovation by Mr. Ajay Vikram Singh primarily revolves around the idea of making government schools attractive and lively for the children. For this purpose he took initiatives of promoting sports activities in government primary schools. After the promulgation of RTE Act in 2009, collection of sports fee from students has been ceased. Due to the lack of funding sports activities in government primary schools came to a halt. Earlier at the behest of Basic Education Department annual sports events were being organized. These events used to start in July-August at school level and proceed to Nyaya Panchayat, block level (September), district level (September-October), mandal level, state and national level.

Monotonous routine education is unable to bring good relationship between community and schools. In a county which is known for the festivity usually government schools are lacking in any event of function. In the name of festival the only events organized are School Chalo Abhiyan rally or the reception ceremony of senior officers. Even in these events the participation of students is limited to four or five students. The village folk and parents are rarely associated. There is no platform available to students to show their talent. During his service of 10-15 years in rural areas Mr. Ajay Vikram Singh realized the reason behind parents sending their children to private schools is their lively atmosphere despite all other shortcomings. The idea behind the innovation was to remove the apathy of people towards government schools and to establish the organic relationship between community and schools. Organizing of sports events with the help of community has been successful to achieve multiple objectives with single effort. It was an endeavor in giving children their due entitlement, creating a festive atmosphere in schools, deployment of human and economic resources of community to the cause of education and re-establishing the lost dignity of government basic education system and the overall physical and mental development of children. Activities in the schools in the



block were started with the following focus objectives:

- To create lively and pleasing atmosphere in schools for the students in the age group of 6 to 14 years.
- To attract parents and students for better enrolment.
- To develop the physical and mental stamina of the children.
- To enhance the hidden skills and competitive ability of the children.
- To develop communication and leadership skills among students

The key constraint in organizing sports meet was the issue of raising funds and ensuring cooperation from other departments. With the help of 164 in-charge head-masters, 4 block coordinators, 8 Nyaya Panchayat in-charges, 105 assistant teachers, 195 Shiksha Mitra, 353 cooks, 25 peons, 33 instructors, and 22 physical education instructors, physical education teachers from 10 block development areas, 59 Gram Pradhan, 20 sanitation staff this innovation continued for four months. The sequence of the sports meet ran from school to Nyaya Panchayat to block level. The sports competition at block level raised the stature of schools and in schools a conducive environment for sports was created.

Improving Schools and Facilities through Community Support

Akash Saraswat, *Block Education Officer,*
Garur, Bageshwar District, Uttarakhand

Area of Innovation

- Resource mobilization with the support of elected representatives
- Starting of English medium schools
- Promoting inclusion in schooling process
- Creating academic and human resource development bank

Abstract of Innovation

After taking the charge, the Block Development Officer of Garur started many innovative activities. The major innovations include continuous and regular monitoring, establishment of Human Resource Development Bank, start of education through English medium in government primary schools, prayer empowerment programme, and publication of magazines Bhramarika and Deewar.

Student complaint and suggestion box in each school under Garur Block development area was used as a tool to resolve the complaints of students and create a fearless environment in the school. This innovation has been implemented since the academic session 2011-12 in the entire of Uttarakhand under SSA. It was also included in serving teachers' training module Sandarbh-4 as a first chapter. Starting from academic session 2011-12 celebration of annual function in each government school was initiated. The local MLA and other people's representatives were requested to contribute computer, books, LCD Projector, furniture etc out of their respective allocation of funds on this occasion. So far local MLA and other people's representatives have contributed more than 50 lakhs for improving the facilities and support resources of schools. Due to continued support and contribution by peoples' representatives there has been an exponential growth in the resources of government schools.

In addition, so far Mr. Saraswat has done the inspection of more than 300 government primary, upper primary, high school and intermediate colleges. He was instrumental in establishing a Human Resource Development Bank in Garur development block in which along with the subject experts, eminent citizens of the area were also associated. Along with the subject experts of language, mathematics and science, the retired teachers, journalists, literary figures, and peoples' representatives were made part of this bank. Through this human resource bank the gap between community and school was bridged.



He also started education through English medium in government primary schools. In academic session 2013-14 with the help of community participation in 38 government primary schools education in English medium was started. Books for the same were made available by local MLA from the local area development fund. In academic session 2014-15 thirty four more schools were made English medium. Presently in 72 primary schools of Garur block English medium schools are being run with the help of community. Because of the introduction of English medium schools even children from disadvantaged groups of society are able to get affordable English medium education. Efforts were also made to make the optimum utilization of prayer time in schools. General knowledge, inspirational stories and preamble of Indian constitution were made integral part of daily prayer. In addition, one day in a week prayer is done in local Kumauni language and on the rest of the days it is performed in English and Hindi. Multi-lingual prayer has helped in reducing the banality of it.

With the help of legislature area development fund two educational magazines Bhramarika and Deewar are being published. In academic year 2014-15 almost 75 percent government primary schools published the Deewar magazine which is a mouthpiece of the creativity of children.

The testimony of the success of innovation is increase in the number of students who appeared in screening test for admission in Jawahar Navodaya Vidyalaya from 200 to 670 in 2015. Similarly, in 2010, the number of students appearing for Rashtriya Pratibha Khoj and Nirdhanata cum Medhawi Scholarship was merely 42 while number of such students currently is more than 568.

Improving School Activities

Rajkumar, Block Education Officer

Uchana, Jind, Haryana

Area of Innovation

- ICT in governance
- Teachers motivation
- Community participation

Abstract of Innovation

Different initiatives and activities started in the schools of the block formed the part of the innovation project. Use of ICT for governance is one of the activities. With the use of ICT it has been made possible to communicate with the schools and teachers in the area. The block is spread over 30 kms having a total number of 120 government schools. Given the spread of the area it appeared a great challenge to send the message and collect the required information from all the schools on time. In the beginning oral messages were communicated through phone of the office. Realising the difficulty of communication it was thought to adopt the use of ICT for governance. It showed good results. A great challenge turned into a great victory.

Encouragement and motivation of heads of schools and teachers for improvement of school activities was another area of intervention. Emphasis was also given on participation of community for improvement of school infrastructure and facilities. The school heads were motivated to involve SMC members and communities in school improvement. It showed good results in Uchana as well as in Narwana. In Badanpur village three acres land was doneted to school



for play-ground. Villagers collected Rs. 9,000,00 for ground levelling and earth filling. In other villages also community donated water coolers, water tanks, fans and winter wears for students. In Government Girls Senior Secondary School, Uchana Kalan, SMC has managed two school buses for girls on the pattern of private schools. The support of the community has been instrumental in improving infrastructure and other facilities in schools.



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Improving School Facilities through Resource Mobilization

Tsupon Murry, *Sub-Divisional Education Officer*

Wokha, Nagaland

Area of Innovation

- Infrastructure development in government schools
- Mobilization of the community resources.

Abstract of the Innovation

The aim of the project was to improve school facilities especially infrastructure development with the support of the community. The first thing that was done by the officer was to create a sense of ownership in the community about the government schools in the area. He started mobilizing the community by motivating them and involving them to work for the development and management of schools in the area. With the support of the community considerable change has been brought about in the government schools especially in terms of infrastructure development. Before the implementation of this project, the State Government Schools were lacking facilities and in a fact these were structurally unfit for children. However, after the initiatives there has been visible development. As a part of the innovations the following issues were particularly given due consideration:

- Reduction of travelling expenses by using multimedia services.
- Direct Supervision of works by the concerned VEC.
- Extensive use of locally available material.
- Free labour and financial inputs from the local communities.

The result was that the classrooms are much safer and child friendly. The dropout rate has reduced. Also, the CSS schools built post 2013 are much better.

Improving Facilities and Academic Environment in Zilla Parishad Schools

Mali Namdeo Shankar, *Block Education Officer*

Panchayat Samiti, Miraj, Sangli District, Maharashtra

Area of Innovation

- Development of infrastructure and school facilities
- Support to teachers and students through different activities and programmes

Abstract of Innovation

Innovations in the Zilla Parishad schools of the block have been initiated with a view of ensuring their effective functioning on all the parameters of good schools. These schools do not command the same credibility and respect as they used to have in the past. There are many reasons including lack of proper teaching-learning of the children and the overall environment prevailing in these schools. This was the context in which the BEO took initiative to make these schools attractive both in terms of academic environment and school facilities. In this context, it was necessary to change the attitude of society towards Zilla Parishad Schools. Towards this different initiatives have been taken by the Block Education Officer relating to infrastructure development and improvement of school facilities along with variety of programmes and activities for the students and teachers.



The BEO successfully mobilised the community to contribute for bridging the prevailing gap in these schools relating to infrastructure and school facilities. With the support of community a total fund of Rs.96,59,762 was raised for improving the facilities. Out of this fund L.C.D., L.E.D. computers were provided to the schools. Construction works were also undertaken which included raising of platforms and poles for flag hoisting, and construction of classrooms, floors etc.

To make teaching-learning process easier, Children with Special Needs (CWSN) were provided hearing aids, Braille kit with Braille books. additional. Educational materials, uniform, notebooks and educational aids were also distributed to the students and schools which were provided with the support of public fund.

Along with infrastructural development and improvements in school facilities, steps were also taken to improve the academic environment of schools.

Various seminars, conferences and workshops were organized for the teachers and students at taluka level. A workshop on Geetmanch was conducted at taluka level in which CDs of the songs were recorded and distributed to all the schools in the block. Besides these, a number of other programmes were also organised such as E-learning workshop, Diwali Sanskar seminar wherein 100 students participated and received training on Yoga, aerobics, outdoor games, mehendi designing. Though these may be considered as a part of regular duty of the education officers, they were used especially as tools for generating awareness and conducive academic environment in the schools of the Zila Parishad.

A Zilla Parishad "Primary Teachers WhatsApp Group" was formed with an aim to communicate new educational programmes and receive the feedback. Schools in the taluka have developed a gardening project. and vegetables produced are being used in mid-day-meals.

Taluka level sports competitions are held in the months of November and December for the teachers and students. A programme of teachers training on emotional development mapping of children was also held.

CWSN students prepared various materials such as candles, chinks, etc. Other students prepared brooms, greeting cards, chinks, key-chains, and different kinds of bamboo articles. Woollen handkerchiefs and showpieces were made and kept for exhibition and were sold. All these activities have resulted in creating a positive and lively environment in Zilla Parishad schools which acts as point of attraction to the parents and students in the area.

Child - Centred Holistic Development of Schools

Kamla Nimbhal, *Education Officer*

West District, Delhi

Area of Innovation

- Improving learning and performance level of children
- Improving school infrastructure
- Use of technology

Abstract of Innovation

The work was started with the objective of child centred holistic development in schools. In this regard, effort was made to improve both school and schooling facilities along with teaching-learning process. A number of initiatives were taken to achieve the objective of improving teaching-learning environment in the schools.

In order to inculcate a sense of competitiveness and motivation among the students and teachers special visits were arranged for them to various programmes. These visits served as catalyst for the schools to improve their performance. As a result of this kind of initiative, the schools which were lagging behind in various activities have shown tremendous improvement.

Innovative methods have also been adopted to improve the quality of education. Infrastructure facilities have been improved in schools. Recycling unit for recycling of the waste papers has been set up as a part of the institutional planning. Use of technology for improving results is another notable initiative. Series of school visits programmes have been used as opportunity to motivate the teachers.



Khaiba, Padhiba, Badhiba, Desa Seva Kariba

Snigdha Mishra, Block Education Officer

Bhubaneswar, Odisha

Area of Innovation

- Implementation of Mid-Day Meal Programme
- Inculcating the habit of cleanliness and hygiene

Abstract of Innovation

With an aim to maintain quality, nutrition and hygiene of MDM, and developing socialization skill among children through MDM. The BEO paid attention towards strengthening the MDM with the support of community.



The activities of the programme included preparation of a model kitchen compound consisting of kitchen shed with smokeless chullah, store room, serving area, dining hall, wash basin. Students are encouraged to wash hands properly before eating MDM. Kitchen garden being grown in school campuses. With special permission from commissioner cum Secretary dining sheds are being built in various schools. Because of these innovations MDM Programme has been strengthened in the block.

Moreover students learn and practice good habits of hygiene and cleanliness through MDM in schools.

Hamara School -Hamare Bachche

Mohammad Rashid, *Block Education Officer*

Bahjoi, Sambhal, Uttar Pradesh

Area of Innovation:

- Making the government schools attractive for students and parents
- Parents involvement in school activities

Abstract of Innovation

During 17 years of experience in working with schools Mohammad Rashid realising that the key reason behind the low retention in government primary schools is students' engagement in household work, disconnect between parents and schools, apathy of mothers toward the school activities, unattractive environment of the government schools and lack of encouragement to performing teachers. In this backdrop many activities were started to tackle the problems of government primary schools. Special programmes were initiated to increase retention of students in the schools.



Making the schools attractive to students was mooted as effective solution to the problem of retention. In order to increase the attraction of Parishadiya Vidyalayas for students and parents in Bahajoi Block of Sambhal District a novel innovation named- Hamara School-Hamare Bachche was started in October 2014. Under this programme birthday of all of the students which fall in that particular month are jointly celebrated on behalf of school on the last working day of the month. This is intended to encourage the students to be regular in the school. In addition, in each class at the end of each month the student with highest attendance is awarded along with his or her mother. To encourage the participation of parents each day mid-day meal is served after getting it tasted by the parent of one or two students. After prayer and singing of national anthem, a practice of telling today's thought, today's news, and 25 question-answers of general knowledge, and inspirational anecdotes was started. It was decided to dedicate the last period for sports, folksongs, dance, and theatre every day. The second half of every Saturday is dedicated to various competitions such as debating, painting,

essay writing, children parliament etc. Each school is instructed to maintain a guardian-contact register along with mobile numbers. In case of students being absent parents will be contacted on their mobile numbers.

Due to the implementation of these innovations a drastic increase in the student attendance was recorded in the primary schools of Bahjoi block. As compared to July-September 2014 when attendance was merely 54.27 percent in the primary schools of the block, in January-March 2015, 68.73 percent attendance was recorded. Similarly in upper primary schools as compared to 53.34 percent for the July-September 2014, in January-March 2015 66.08 percent attendance was recorded.

First this programme was started in a pilot mode in the schools of Bahjoi block. After receiving encouraging results it is being extended to all schools of the Sambhal district.



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Bringing Out of School Children to School



Schooling Children of Forest Dwellers'

Ramesh Chandra Purohit, *District Education Officer (Elementary Education)*

Nainital, Uttarakhand

Area of Innovation

- Enrolment of out of school children
- Arranging schools in the forest areas

Abstract of Innovation

The children from forest-dwelling communities in Uttaranchal have usually been out of formal education system due to their shifting habitation. Lack of schools in forest land and illiterate background of the parents add further difficulty in enrolling the children from this background in the formal schooling system. Confronting with this challenge Mr. Ramesh Chandra Purohit took initiative to bring these out of school children from forest dwellers community into the formal schooling system. This task was accomplished with the support of community members and trained volunteers. With the help of trained volunteers and community members he succeeded in enrolling these children in formal education system.

These children are now regularly attending the school and their parents are also satisfied with the quality of service provided to them. There was no implementing partnering agency involved. However, this project was implemented with the help of School Management Committee and trained volunteers. Starting from 15.9.2012 this innovation is running successfully till date. The average cost of implementation is approximately Rs. 2678 per student for six months.

The key challenge in implementing this innovation was lack of regular schools and medical facilities and school building residence in the forest land. Since construction is not allowed in the forest land these students are studying in temporary shelters.



Enhancing Community Participation and Enrollment of Out of School Children

Bh. Sankaranadh Babu, *Mandal Educational Officer,*
Pamarru Mandal, Krishna District, Andhra Pradesh

Area of Innovation

- The innovation caters to 60 primary and upper primary schools of the moude
- Identify child labour and Out of School Children(OSC) and enrolling them in schools
- Improving community participation
- Empower students of government Schools with a grievance reporting mechanism
- Awareness about education in tribal habitations.

Abstract of Innovation

With an aim to make Pamarru 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 literacy and the Right to Education Act 2009, the Mandal Education Officer has taken several measures. He has been instrumental in reviving the government schools with the community support and strengthening the school management committees. He has also actively worked with SC and ST habitations to reduce out of school children by convincing the parents and people to send their children to schools.



Among others, the Mandal Educational Officer actively worked to bring the Out of School Children in schools including the children working as child labour. He has also initiated to active participation of School Management Committees (SMCs) cell 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 Sarva Siksha Abiyan officials motivation campaign to enrol the SC habitation children, in JP Gudem. He has further made a proposal through the District Collector and other officials to the state to sanction funding for a School in SC habitation children, in JP Gudem One of the main factor for the success of

this efforts is the co-operation rendered by the community and other government officials. The joint effort for the past 4 years has resulted in a marked place in the reduction of out of school children. The teachers unions became more co-operative 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 SMC members Cell has indirectly regularized the teachers attendance as well. He also mobilized resources from NGOs and civil societies for proper maintenance of School premises. His effort have created positive wave in the neighbouring mandals for replicating his efforts to tackle similar problems.

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Improving Enrolment in Government Schools

A.V. Rama Raju, Mandal Education Officer,

Ganapavaram, West Godavari District, Andhra Pradesh

Area of Innovation-

- Enrolment of Out Of School children
- Improving facilities in schools
- Attracting children through cultural activities in schools

Abstract of Innovation

In order to improve the functioning of government schools the MEO has taken up number of initiative. Started a special drive for the drop out children and never enrolled children in all the villages of the Mandal. Bringing all the children in the school in the age group of 6-14. The special drive help the officer to increase the enrolment of the children in government schools of the Mandal. Mobilisation community and dialogue with the parents helped to get their children enrolled in the schools.



Into schools: Conducted special drive along with school's HMs and identified all the disabled children in all the villages of the Mandal and initiated efforts to bring them to the schools

Conduct Mandal level Science Fair and gives awards to talented Teachers for best presentation of models and Exhibition. SC Students examination preparation is undertaken for 100% results

Development of school facilities with the help of donors which included purchasing of school furniture for the schools

Conduceted cultural activities to develop competitive spirit among the schools in the mandal by celebrating National festival with the presentation of awards to talented children in elocution, essay writing and other competitions.



Bringing Children of Brick Factories Workers to School

Diptimayee Subhadarshini, *Block Education Officer*

Barang, Cuttack, Odisha

Area of innovation:

- Enrolment of out of school children in government schools

Abstract of Innovation

The Block Education Officer started innovative activities in the area of the block with specific focus of Out Of school children of the workers of brick factories. 'Enrolment of Children of the parents working in the Brick Factories was a difficult task given the nature of the work force in these factories. There are 3-4 Brick Factories in the Barang Block of Cuttack district of Odisha. The BEO found that every year migrant families with their children come to work at brick factories from other states like Jharkhand and Bihar. The children stay in the migrant habitation located in the complex of brick factories, where they take care of siblings and cook food for the family, while their parents go for the work. It was found, that about 200 of such children of 6-14 age group come with the families every year. In this situation it was thought that in view of the 100 per cent enrolment of 6-14 children, it was necessary to bring all the children to school and provide elementary education by admitting them in the age appropriate class after providing them some initial teaching.



Gathering information from her first CRCC meeting, she identified the areas where there was concentration of brick factories and habitation of migrant labourer families. In the beginning of the process she visited the brick factories and located the nearby schools where these children can be enrolled. After several visits to owners and workers of the factories she was able to motivate the parents. However, parents of these children had their own problem

such as absence of any member in the family during factory hours to drop these students in schools, language problem for children coming from Jharkhand, and for children having “Kui” as their mother tongue, engagement of children in household work as parents have to leave home very early in morning.

Due to her continuous motivation children from the families of migrant labour families got enrolled in primary schools. These children were offered by provided school bags, dry food such as biscuits, mixture, chuda, chhatua etc. available in school. Concerned teachers were convinced to accompany these children to come to school and back to home. She convinced the owners of brick factories to give some relaxation of time to these parents so that the burden of cooking food will be shifted from child to their parents. Regular visit by the C.R.C.C. to these schools was instructed so as to know the timely need of these children. BEO and BRCC were in continuous touch with these children. These efforts have brought positive results

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Improving Government Schools and Enrolment of Out of School Children

M.Rangaraju, Mandal Educational Officer

Elamanchili, West Godavari District

Area of Innovation

- Identification of Out Of School children and bringing them in to schools
- Improving participation of community and School Management Committee

Abstract of the Innovation

The innovative activity revolves around the central concern of reducing the number of Out Of School children to the possible minimum. The focus of the activity was mainly on children from disadvantaged groups. With an aim to make Elamanchili mandal free from Out Of School children and admit all the children in the age group of 6-14 years in schools as per the mandate of Right to Education Act, 2009, the Mandal Educational Officer has conducted Balika Chetana Programme to encourage girl child education.



He started the work with an extensive counselling of villagers. In this endeavour, he gained support from different stakeholders and actors involved in the educational process. He successfully mobilised the media, NGO, officers working at different levels in the district and community at large for achieving the goal. He proactively worked towards motivating the headmasters, teachers, teachers union, community, village youths etc. The efforts have resulted in improving schooling of the children and reducing the number of out of school children.



ZPTC, MPP and MEO are organising counselling to the OSC parents to join their children in the school.

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Improving Skills and Performance of Students



Aksharathelicham: Innovative Method of Improving Reading and Writing Skills of Children

Gopinathan K.P, District Education Officer

Kannur, Kerela

Area of Innovation

- Reading and writing skills of students
- Enhancing creativity and skills among the students

Abstract of Innovation

It had been noticed that the children of class II and III in Kannur district were not able to read and write properly at the expected level. In order to improve the reading and writing skills, launched a project with specially prepared innovative work book and time bound activity package named Aksharathelicham. This project aimed at targeting a large number of students and teachers of class II and III.

It was launched in 2013-14 in class III. In the light of good achievement the programme was continued in class II also with the support of an innovative work book named Mazhavillu in 2014-15. It included activities for reading comprehension, writing sentences, finding out apt words and creative writing.

Achievement study, pre test, teacher training, LSG Members orientation, activity package implementation, parents' regular meetings, post test, analysis, programme evaluation and



dissemination. The main challenge faced was the development of the innovative work book, which was specially designed for this purpose.

Prior to the project, 20% of the students of classes II and III couldn't properly read and write, however post the project, the number drastically increased to 97%.



Improving Reading and Writing Skills in Mother Tongue “Malayalam”

K P Krishnadas, Assistant Education Officer

Ambalapuzha, Kerala

Area of innovation

- Improving reading and writing skills of children
- Community support in improving skills of the children

Abstract of the Innovation

During visit to lower primary and upper primary schools in the Sub District it was noticed that the level of Malayalam language skills of students in general was very poor. The aim of innovation was to enable children to attain a minimum level of standard in reading and writing Malayalam language. This project was targeted at mostly backward students belonging to rural areas who were unable to comprehend Malayalam.



In order to devise an effective remedy to this problem a meeting of the 47 heads of schools in the sub-district was convened and their sincere efforts and cooperation was sought. A scheme in this regard was charted out. First step was to locate such students from classes II to VII who are not able to read and write Malayalam properly and short listing them. Each such student was brought under the supervision of the class teacher of the concerned class division. The students were provided with language study materials for right comprehension and communication of the language. Periodic meetings with the parents' were convened to elicit their interest on the progress of their children. The school libraries were strengthened with the addition of several books with the assistance of local bodies and PTA's. The students were given guidance of use school libraries to the maximum use. They were prompted and encouraged to read maximum number of books to prepare reading notes and participate in group discussion and quiz programmes. They were encouraged to imbibe the habit of reading one or two news papers daily and acquiring a fair

amount of general knowledge. Malayalam newspaper was provided in school through sponsorship.

Besides school libraries, in most schools, class libraries have also been started with the assistance of local bodies and school supporting groups. On the birthday of their children a good number of parents are now prompted to supply books to the class libraries as birthday presents. There are frequent interactions between the study groups of students and their teachers resulting in wonderful progress in the general standard of students.



The main challenge faced was that the children coming from rural and coastal areas are traditionally lagging behind in their studies as their poor parents hardly get enough time to attend to the studies of their children after their work.

Before the implementation of this project, there were about 30% children who were at the bottom level in reading and writing Malayalam language. After the implementation of project, by incessant and conscious efforts on the part of the teachers, there has been a notable-change as almost 70% of the backward children in each school could be brought up to the higher level. The interaction between students and teachers and between parents and teachers yielded tremendous result. It could create good awareness in the community as a whole for the welfare of the institution. The local bodies as well as parents and citizen of the locality have extended their helping hand in solving the infrastructure needs of the schools. As a result of the improvement in the condition of the schools and the improved in the learning standards of the students, parents have become enthusiastic in admitting their children in these schools.

The resource mobilization for the project was done with the help of PTA, school supporting groups, local bodies, and peoples' representatives. this enrolment of children in government and aided schools has grown considerably during the academic year 2015-16.

Improving Schools and Students' Performance

R. Amongla Jamir, District Education Officer

Dimapur, Nagaland

Area of Innovation

- Improving school facilities with the support of community
- Improving performance of students
- Monitoring and supervision

Abstract of the Innovation

The idea of working government schools both in academic and non academic aspects is the core of innovative activity. Started the innovatives when the officer was Principal of GHSS, Dimapur from 2005-2012. Which had no adequate facilities and enrolment was very low because the public looked down on the Govt. schools due to the poor performance of students, irregularity of teachers and staffs. A meeting of the parents- teachers was convened and the outcome of the meeting was very fruitful. All the teachers and staff agreed to deduct one days' salary and parents decided to donate Rs. 100 each per year toward the school development. The innovative activity resulted with multi-pronged development in the school. The performance of the school improved in all the public examinations. A girl student from the school secured the highest mark in Sumi language in HSSLC examination. For the first time for student stood in 7th position out of 20 toppers in HSSLC-2010. State Government declared the school as model higher secondary school and the officer was awarded the State Merit



Students participating in Talents competition

Teacher Award 2009. The enrolment of the has increased significantly Co-curricular activities like games & Sports, talents competition, art competition etc were given more importance and the school used to organize annul event.

After taking the charge of Depty DEO and Acting DEO of Dimapur the first thing which was done was to check and avoid proxy teachers and the irregularity of teachers and staffs. Schools were instructed to submit their daily attendance registers on the last working day of every month which improves the school performance and functioning.



Students participating in the cleaning the school compound

Review meeting is being conducted from time to time with the heads of schools.



Implementation of SSA and RMSA flagship programme becomes a setback due to non-release of fund on time which affects the smooth running of the school. In order to complete the construction works mobilization of community participation and contribution was initiated. As a result many school buildings could be constructed by utilizing the community fund to be refunded as and when the remaining amount for the construction is received.

students. Children who obtained C,D & E Grade was adopted by all the teachers and they should keenly watch performance and if needed they have to apprise performance of the students to parents. Head Master inturn conducted meetings with the parents of Class X students at least once in a month to discuss the progress of their children. Teacher Union Leaders were made to motivate the subject teachers to handle the classes before and after school hours.



Improving Performance of the Students

Prabhakar Rao Paruvelly, *Mandal Education Officer*

Adilabad , Telangana

Area of Innovation

- Teaching-learning and evaluation
- Improving performance of the students.
- Improving results in examinations

Abstract of the Innovation

To improve the quality of teaching – learning and students academic achievement in government and private recognized schools innovative programmes (for the age group of 6 to 14 years) named “Prathibhaku Pattabhishekam” was adopted. Notification in this regard was released within the block 3 months before the date of the talent search exam.

Weightage was given to the marks obtained to the subjects Telugu, English, maths and Environmental science and in addition to this marks were allotted for logical thinking, arithmetic, reasoning and creative writing. (All the teachers were given a training class on the preparation of their students for the examinations).

Examination was conducted and evaluated by the subject experts from other Mandals. Selected student, one from each class, was awarded prize with the District Officials.

The students who got first rank dressed with a long coat and long caps and called on to the stage to present the certificates and medals by the District Officials. The teachers who taught the students were also given certificate of appreciation. The students felt very happy as if they





got doctorate in convocation. So it gave them a lot of motivation to achieve the higher goals in their lives. It was the first talent search examination conducted in District. It brought a lot of changes from rote memory to the creative expression, it developed a competitive spirit among students and as well as teachers.

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Mission Pahchan: Bachhe ka Gyan, Bachhe ki Pahchan

O. P. Tripathi, *Basic Shiksha Adhikari*

Fatehpur, Uttar Pradesh

Area of Innovation

- Improving learning level of children
- Inculcating competitive spirit among the children
- Improving retention of children in government schools

Abstract of Innovation

To create interest among children to retain in schools and learn effectively different kinds of initiatives were started.

Writing names in English

A separate register will be placed at every primary school in which children from class I to V will practice to write their name in English every day.



Thought of the Day

It was decided that thought of child will be written on general notice board of school every day with their name and class and opportunity be given to every children. This programme was added in October 2014 and implemented in every primary and upper primary school. This programme provided a platform to children to think and express their thoughts.

Birthday Celebration

In rural or slum areas mostly parents do not celebrate birthday of their ward because they do not remember exact date of birth, whereas in school register date of birth of every child is maintained. To enhance the interest of children in schools decided to celebrate birthday of every child in schools. Under this programme, teacher announces date of birth of child a day before in school assembly and relaxation is given to child to come in their choice of dress to

school on birthday. Birthday is celebrated with title of birthday boy/birthday girl with clapping in assembly. By this activity child feels a sense of self-recognition and connects with school and teachers.

Mission Pahchan

To achieve the objectives of innovation it was decided to implement all the aforesaid three activities as a mission and it was named **Mission Pahchan: Bachhe ka Gyan, Bachhe ki Pahchan**. The motto of **Mission Pahchan** is to achieve minimum learning level of students in government schools as per class level. After implementing this result-oriented **Mission Pahchan**, along with district coordinator organized Educational Enhancement Meet at all block resource center covering. All head teachers of primary and upper primary schools.

Mission Pahchan Competition was also organized to identify meritorious students form class I to VIII at school, BRCs and district levels. One student from each class was selected through screening test that would finally represent his class at district level.

Mission Pahchan was able to increase the retention rate along with reinstating the faith of community in government schools. Keeping in view results of mission Pahchan competition and feedback of community and teacher all government schools were covered under this programme from new academic year 2015-16.

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Improving Skills and Performance of Students

Baljit Singh Seharawat, *District Education Officer*

Hisar, Haryana

Area of innovation

- Improving communication skills of students
- Promotion of healthy competition among the teachers
- Involvement of parents and SMC members in school activities

Abstract of the innovation

With the help of teachers involvement, SMC's contribution, district resource groups help and with the dedicated efforts of block elementary education officers, success was recorded in increasing learning levels of students, provided an environment for the exposure and involvement of students in stage activities from the school level. Quiz, compiliation in painting, poem, drawing was held.

The results were beyond expectation, when found that the students, who feel shy to speak even in their class, could perform very well, when provided opportunity. Not only the students, but the teachers also got benefitted to improve their teaching.

The project not only enhanced the learning level of students but it also motivated the teachers to develop their teaching methods in a rational way and to make the learning process student friendly way.

The project initiatives helped teachers to develop competitive feeling, mutual understanding between the members of team, quality of leadership and enabled them to foresee the things or to make them visionary. The programme also brought parents and SMC's closer to school when they saw performance of their children in competitions. The innovation also provided opportunity to the students to know the world outside their school boundaries, when they participated at block level and district level Competitions.

It also provided the opportunity to other organizations to participate for the noble cause and nation building as Punjab National Bank took the responsibility to bearing the entire expenditure for the district level competitions in the year 2012-2013. The project succeeded its aim of providing academic support to the students, enhancing teacher-taught relationship and bringing community closer to the school;

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Monitoring and Supervision



SANKALPAM - Innovative Monitoring System

R. Narasimha Rao & Dukkipati Madhusudhana Rao, *District Education Officers*

West Godavari, Andhra Pradesh

Area of Innovation

- Enrolment of children in schools through special programme
- Monitoring Mechanism for Schools
- Quality improvement of education
- Skill development among the children

Abstract of Innovation

“SANKALPAM”, a comprehensive monitoring system to evaluate a school in the aspects of academic, administrative and socio- conscious development and to increase the average attendance, quality of education and also achieve not only to improve learning achievement but potentiality to equate the IQ of children relevant to their mental ages.

The programme is developed for effective monitoring and identifying the best schools and practices in schools. It is a unique programme designed by Sri R. Narasimha Rao, the then District Educational Officer, West Godavari presently working in the same capacity in the East Godavari district, in the academic year 2013-14. The innovative activity is being implemented by Dukkipati Madhusudhana Rao presently working as District Educational Officer in the district.

The programme also aimed to transform the normal schools to the best schools with self determination and self motivation of the teachers. Under this programme, a particular school is to be assessed not only with the performance of the students but also in the other aspects like performance of teachers, utilization of grants, school infrastructure, maintenance of registers, innovative activities, adaptation of best practices by pupils and teachers, innate skills of the students, curricular, co-curricular and extra- curricular activities going on in the schools.



The programme mainly helped the schools which are not par with excellent and best schools,

by guiding them to overcome their gaps to become at their best.

The programme not only developed the accountability but reminded their responsibility and awakened the innate professional skills of the teachers.

The success of the programme has penetrated into the notice of the then State Project Director, Sarva Shiksha Abhiyan, and she has issued orders were issued to implement the same programme in the remaining 12 districts of the Andhra Pradesh State, and accordingly several districts are implementing the program.



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Padhe Bijua--Badhe Bijua

Anurag Kumar Mishra, Block Education Officer

Bijua, Lakhimpur- Kheeri, Uttar Pradesh

Area of Innovation:

- Inspection and monitoring
- Community participation
- Grievance redressal and attendance of teachers

Abstract of Innovation

In the Block Development Area of Bijua for the improvement in the quality of education a programme titled **Padhe Bijua-Badhe Bijua** was started on 10 July 2014. Goal of this programme was to bring transparency in the attendance of teachers in schools, enhancement in overall quality of education, to bring out change in the nature of inspection of schools from punitive to that of cooperative monitoring, ensure maximum participation of the community, to bring the number of complaints received at the district level to zero, to empower the role of **Sankul Prabhari**, to ensure economic assistance to meritorious students.

In order to ensure timely attendance of teachers, Shiksha Mitra, and instructors and to bring transparency in availing of casual leave, pre-signed leave application form in prescribed numbers was made available to everyone. It improved the presence of teachers in schools.

In academic session 2013-14 none of the teachers had taken casual leave, after introduction of the innovation in the next academic session almost 20 teachers availed casual leave for the same month. It also did away the corrupt practice of applying for leave on plain paper and if unnoticed destroying it next day and signing for the previous day.

In Sankul Prabhari inspection has been done with prior information. At least



one month so that schools have ample time to make the necessary improvements so that no excuse can be given for shortcomings. It helped in creating a fearless environment in schools.

In order to cultivate interest for general knowledge in children from the very beginning, the headmasters of each of the schools were made to prepare 40 questions of GK in their personal diary and make the students acquainted with them. Schools where students were extremely lagging behind in the general knowledge, the posters related to general knowledge were prepared and pasted on walls of the class room so that students could read understand themselves. It has improved the level of the general knowledge of students substantially.

Maximum community participation was encouraged and succeeded to get help from different organisations to provide dining halls, electric fan, lights and toilets etc.

Teachers' grievances were received through Sankul Prabhari and the quick disposing of their complaints was led to drastic reduction in complaints received at the block and district headquarters.

Good performance schools were made as model schools of the block. One school in each Sankul has been developed as a model school.

Students were also taken to eco-trips. Students were distributed writing materials with the help of community participation. There has been a tremendous improvement in the handwriting of students.

For the coverage of various programmes organized at Block level print and electronic media was invited. It helped in dissemination of information to teachers and public while reducing their hassle to travel to the block office.

How is your School? (Technology Enabled Monitoring)

Kuldeep Gairola, *Chief Education Officer*

Pauri Garhwal, Uttarakhnd

Area of Innovation

- Supervision and Monitoring
- Improving school performance

Abstract of Innovation

Due to topographical constraints it is not possible to monitor or support a large number of schools on a particular day. In view of this constraint decided to make use of technology for monitoring purpose by mooted the idea of one to one talk with principals/head masters through phone calls. He instructed his supportive officers to call at least five schools daily. The randomness of the calls ensured psychological pressure on the system. The title of this innovation



is **“How is your School: Daily 5 know how phone calls by officers”**. Under the innovation the Chief Education Officer and two supportive officer at district namely DEO Basic & DEO Secondary randomly speak to five principals/ head masters of senior secondary (Intermediate College, High schools, Upper Primary and primary Govt./Aided Schools) schools. This activity serves following purposes:

- helps in ensuring Principals’ and teachers’ attendance.
- gives feedback on school process and activities.
- provides feedback on teaching-learning process and evaluation.

- helps in resolving pending issues of teachers or schools.
- creates confidence among teacher that system is focused on objectives of the organization and at the same time care about them
- Sometimes the feedback of SMC is also taken.

This strategy has been mentioned in the SSA Mission/RMSA AWPEB document as a best practice. Presently this innovation is being implemented by five CEOs, five DEOs (basis) and five DEOs (Secondary). In future this practice will be implemented at block level and at a time it will be possible to talk to the 90 schools per day. Media has also highlighted this innovation. The teachers and students are happy to know that the district officers are Interacting with the schools. The innovation “How is Your School- Daily 5 know how phone calls by officers” is helping to reduce teacher absenteeism and increasing quality time in the classroom process.

Another innovation initiated is Sixteen Point Management Check list for schools Principal/ Head Masters. A fifteen point managerial check list has been developed and it is being used for reminding the head of institution about key performance areas which will lead to effective organizational management.

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The background features a gradient of green shades, from a light mint green at the bottom to a darker forest green at the top. Several thin, white, wavy lines curve across the upper portion of the image, creating a sense of movement and depth. The overall aesthetic is clean, modern, and professional.

Use of ICT and Transparency in Governance



Mental Health Programme and Improving Governance through the Use of ICT

Umedsinh N. Rathod, *District Education Officer*

Surat District, Gujarat

Area of Innovation

- Mental health awareness among students with the help of parents and teachers
- Use of ICT in educational administration and management
- Transparency and accountability in educational administration
- Effective management of academic support mechanism

Abstract of Innovation

Among others, four areas as listed above were identified for effective intervention by the DEO in the district. The interventions were intended to address key issues relating to the students and educational administration and management of education in the district. More specifically the programme aimed to address the following:

- To take preventive measures in suicidal incidents committed by the school children and to identify the mental health problems among them; and create an atmosphere to promote mental health at the school level as well as in the society.
- To have fast and transparent communication through the help of website, e-run software and mobile application.
- To have speedy administrative output and to create a faith among peer group in the government administrative process.
- To enhance the academic excellence and to promote the co-curricular activities for the all round development of the students.

The target group included students, parents, teachers (teaching and non teaching staff of the school) and Principals.

In the first case the officer attempted to address the incidents of suicide among the school children. Surat witnessed many incidents of suicides incidents committed by the school children in the past years. This is a major problem area. In order to tackle this problem a book named "Mental Health and Problems of Children" was published by the DEO office with

the help of renowned psychiatrists, psychologists and child psychologists of Surat city. The book was distributed free of cost with a view of using it for preventive purpose. A one day seminar was also held on the said subject so that preventive measures can be taken at school level. After attending the seminar, many of the schools arranged orientation programmes for parents and teachers in different schools. Many schools willingly accepted that such awareness programme would also be held in their schools in the coming years on the basis of the book.

Use of ICT in educational administration and management is another important area. A website www.deosurat.gov.in has been launched with some specially designed specific features which include uploading of the circulars, resolutions, rules published by the state Govt. They are available department-wise and date-wise by clicking the icon – “Circulars”. Schools can upload their data, photographs, videos, reports etc by using the password. Extraordinary work done by the schools, teachers or students can be shared to other people through the icons like – “School Achievement”, “Teacher Achievement” or “Student Achievement” given in the homepage of the website. Special Instructions or important information can be shared among the schools, teachers or students through the icons like “School Corner”. Special Blogs can be created whenever it is needed for special drives like – “Swachata Abhiyan”, “Environment Awareness Programme”, “World Yoga Day Celebration” etc. In the respective blogs, created especially for such special drives, schools and other educational institutions can upload their photographs, videos, reports in the said blogs. Documentation of such drives can be created automatically through such blogs, and can be sent to the higher authority in time.

E-Run Software

An innovative E-run software is available only on www.deosurat.gov.in website. With the help of User Id and Password, the principal can insert the related information to the concerned school in a specified format available on E-Run Software Icon on the home page. Icon “School Information” is given on the home page where anyone can find the details regarding registered secondary and higher secondary schools and the details regarding principal of the School. Important Link, Gallery etc. are also there on home page where one can get important information. Features & functions of DEO’s website can be accessed on mobile through “DEO Surat” android mobile application. Data can be accessed, uploaded and downloaded through mobile application. One can keep oneself connected with DEO office from anywhere, anytime and share the information with the help of smartphone.

With the help of these initiatives administration and management has been made more transparent in the district.

School Improvement and Use of E-governance

Trupti Vikram Andhare, Block Education Officer Bhoom

District- Osmanabad

Area of Innovation

- Use of ICT in governance
- Transparency in governance
- Girls social security

Abstract of Innovation

In beed district there were 48,293 students in 230 schools. The majalgaon block is inaccessible and relatively backward on social parameters. In this situation, she had a number of hurdles to gallop over. To start with, addressed the problem of regular working of schools with cooperation. Teachers were taught and inspired towards utilization of E-learning technological advancement. The block achieved the pride of being the first to host the website and took first and most important step towards paperless office.



Honourable Chief Minister, Maharashtra State honoured Mrs Trupti Vikram Andhare with E-Governance ' Best Web Portal ' award for the innovative work. Continuing the work initiatives were made to tap hidden qualities and talents of students. by collecting number of poems writing by students on various topics. This gave opportunity of expression to students. This piece of work was published under the title 'Daptaratil Kavita'. Students' creativity has erased the negative attitude of society towards Zilla Parishad schools.

With a view to save time and avoid administrative delays, decided to make good use of technology viz. mobile phone, skype, facebook, whatsapp, email, and various Apps under

E-governance project. This helped to, the teachers Zero pendency, complete transparency in administration, surprise school visit, and quality education have been the motto of her work.

In order to increase the enrolment of girls, programme called Kanya Suraksha Kavach. was started with on aim of social security for girl students. As a positive fallout, girl's attendance level crossed 95% in her block. This programme has been extended all over the state.



Some of the major achievements of her innovative work are 100% enrolment, minimum 95% attendance, joyful education, E-school with the help of community, transparent administration, all round development of students, paperless office, office without complaints, and quality education in schools.

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Transparency and Accountability in Educational Administration at Rasgobindpur Block

Rajesh Kumar Pradhan, *Block Education Officer*

Mayurbhanj, Odisha

Area of Innovations

- Transparency and accountability in educational administration

Abstract of Innovations

The administration in Rasgobindpur block was not organized. As a result many teachers and headmasters had to often visit the office of the Block for submitting various concerns like monthly absentee statement, GPF application, periodical increment, arrear salary bill etc. These concerns largely affected the academic work at almost all the schools in the block and the administration of schools. Some reports raised the allegation of immoral practice by the staff at the BEO's office, which raised a question on both the transparency and the work efficiency.

In view of these problems, various steps were taken to implement transparency & accountability in educational administration at block level

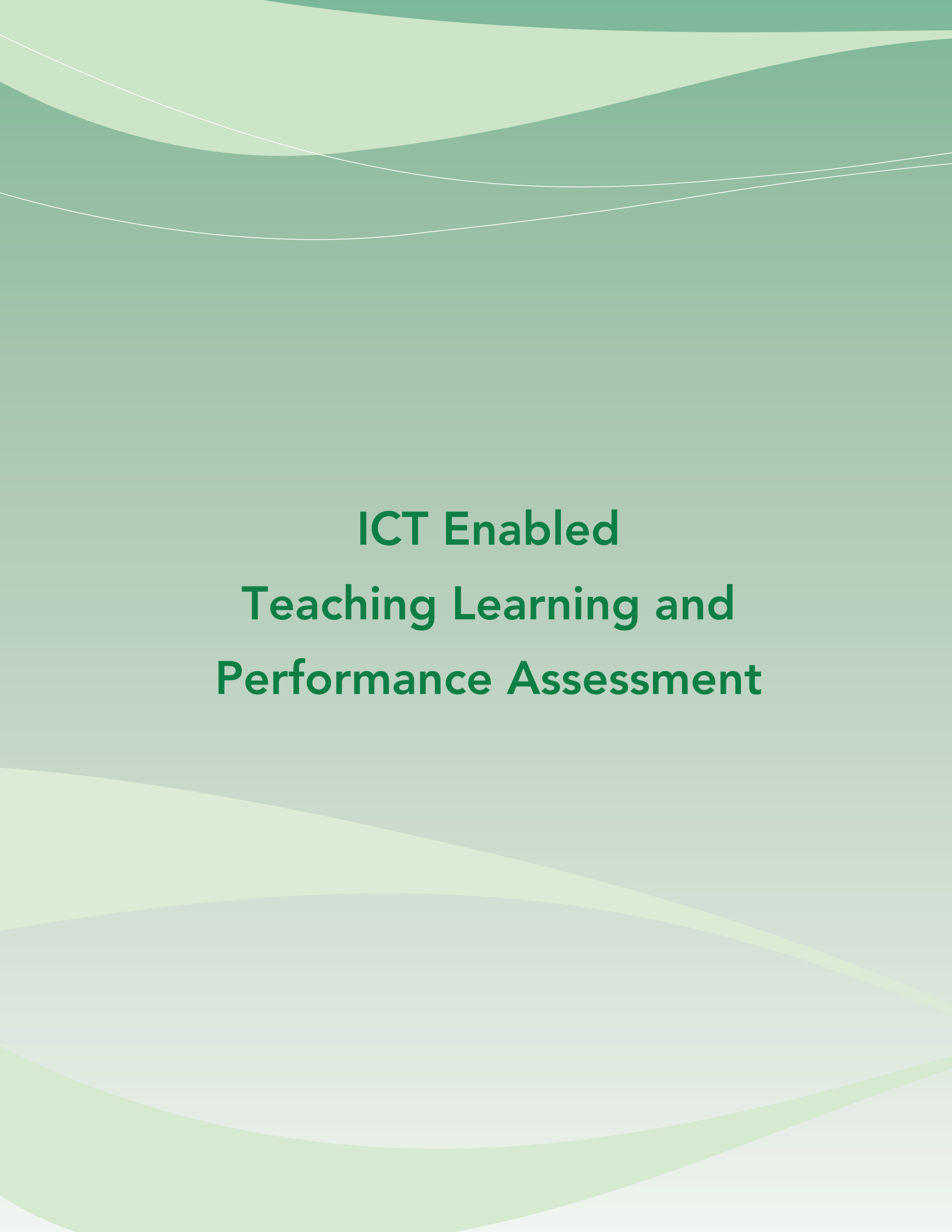
The CCTV cameras got installed inside all the rooms of Block Education Office. This enabled monitoring of all activities of all the staff of the office from the room of the BEO. The CRCC is directed to collect the absentee statements and submit it in due time to the officer. It was ensured that increment of teachers is sanctioned in due time. The Headmasters and Headmistresses were instructed to send SMS prior to taking a leave in addition to the normal leave procedure. The teacher/headmasters etc are instructed to hand over their GPF application forms to the CRCCs instead of submitting them at the BEO's office. The CRCCs collect all such applications and submit them at the BEO's office.

The Officer has a Grievance Day for the teachers to listen and redress their grievances. Supervision visits were also made to increase teacher efficiency. Scholarship amount is disbursed to all beneficiaries of this block in due time to develop competitive spirit among students.



These innovations have resulted in various positive outcomes. It was observed that a huge amount of working hours of the teachers and headmasters is spared for teaching. Teachers are seen to be more punctual and committed to their work. Transparent atmosphere is seen in the block office, which also influences the morality of the teachers. The community has developed a positive view about this office and the administration as a whole.

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**ICT Enabled
Teaching Learning and
Performance Assessment**



Performance Tracking System of Schools

K.V. Srinivasulu Reddy, District Education Officer

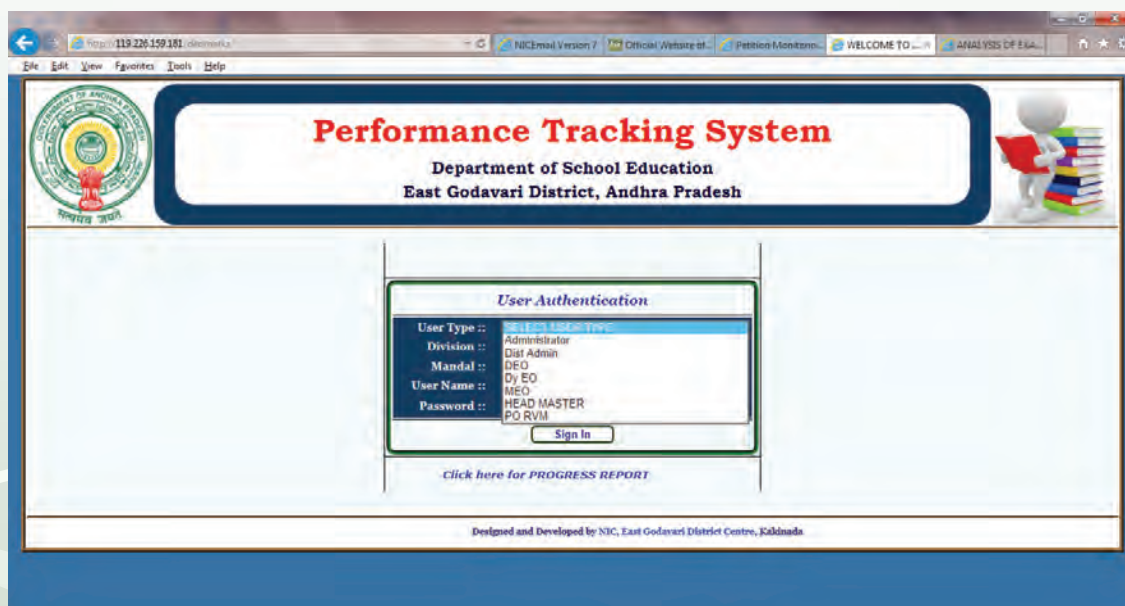
East Godavari District, Andhra Pradesh

Area of Innovation

- Supervision and Monitoring
- Performance tracking of students
- Improving examination and evaluation system
- Transparency in the system

Abstract of the Innovation

In East Godavari District of Andhra Pradesh the Department of School Education in coordination with the National Informatics Centre (NIC) has developed a mechanism for improving the performance of Government schools and analyse the results for each test/examination for each student in 2013-2014. The District Educational Officer developed software titled as "Performance Tracking System". In this system marks secured by the students of 6th to 10th classes of Government schools in different examinations are tracked.. The analysis of examination is used as a tool to monitor the results which are utmost useful in identifying the gaps and increasing the pass percentage.



The software has analytical features for District Collector, DEO, Dy. E.O and MEO. It generates the reports necessary for the subject teachers, Headmasters and all inspecting authorities, which are very useful in monitoring and administration. It gives analysis for both models of Continuous Comprehensive Evaluation and conventional marks pattern. It also captures attendance at school level. District wise analytical reports are helpful to monitor the performance at mandal level and division level schools. The Software also generates online progress card of each student which can be accessed online free of cost without any credentials. Special colour coding pattern is used to make the parents aware about the results of their children.

This performance tracking system is Aadhaar enabled. The new version supports the Aadhaar entries and each student identified with Aadhaar for the purposes of scholarships, uniforms, free text books, mid-day-meal and other benefits. The application supported with the analogy with caste particulars also. This can be utilized for the special schemes implemented for SC/ST/BC/PHC/Minorities so that the weaker sections can get benefit out of it. The data can be easily accessed without any hassles and errors.

The Social Welfare Department, Tribal Welfare Department, B.C. Welfare and the Minority Welfare departments are being informed with the performance particulars of the concerned section of students so that they can extend their schemes and benefits to the students of that particulars social group.

The District Educational Officer (Agency), Academic Monitoring Officer, ITDA and the Deputy Director, Tribal Welfare is the responsible authorities for the development of education in the Agency Area and they are using this tool for their academic activities in achieving their task.

The utility provides an option of selecting the students having the disabilities and category of disability they have. The utility provides an opportunity to deploy the specially trained IED teachers to the extent of requirement for imparting special education for these differently-abled children.

The data obtained through this can be analysed for the health aspect of all the children to whom the deworming should be done etc. The data of the girls will be forwarded to the Medical & Health Department so that they can supply the Folic Acid, Calcium and Vitamin 'A' dosages for the needy girls.

According to the Grades generated by the software, the number of students in the 'C' Grade and 'B' will be taken for the purpose of remedial teaching.

The tool provides the attendance particulars and analysis of attendance of each and every secondary and upper primary school. These particulars of attendance are very much useful in planning the mid-day-meal scheme and for the counter checking of the MDM beneficiaries. The student's attendance will be entered in the tool to get the cumulative percentages up to that month. The user manual for the application was prepared and sent to all the users for

effective and optimum utilization of the tool. The software got the appreciations from the different sectors of the society. Generally, the school issues the progress card for the students studying in their school immediately after evaluation of the answer scripts. The marks will be entered in the software and immediately the progress card will be generated. The school can print the progress cards generated by the software.

For the sake of the illiterate parents and for a view at a glance the subject marks which comes under 'C' grade will be filled with red colour for easy understanding. Through the tool one can get the grade-wise lists and customized lists. The students under the 'A+' grade will be given special coaching for the National Means & Merit Scholarship. Thus the students shall be easily identified with the help of this software.



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E-shikshak Website (Teacher Knowledge Centre)

Prakash K. Trivedi, *District Primary Education Officer*

Sabarkantha District, Gujarat

Area of Innovation

— Use of ICT in teaching-learning process

Abstract of the Innovation

During an exposure visit to the National Collage of Notingham, United Kingdom in January 2013, it was observed that the Principals, teachers and education experts were connected with a web based network. They were sharing their educational issues and problems, educational information as well as educational innovations. Taking cue from the web based network over there, it was thought to create the same kind of network for the teachers of Sabarkantha district. With this in view **E-shikshak Website** (Teacher Knowledge Centre) was started. The website was launched and inaugurated on 13 January 2014 by the Honourable Education Minister of Gujarat. **E-shikshak** on online network platform for teachers to share the ideas, education content, teaching method, etc. In this network, the teachers ask for various solutions of the problems; and the group members try to solve their questions. Educational materials are uploaded by the group. Android based application had also been helping in connecting the teachers:

Teachers can solve his/her classroom difficulties

- Exchange of innovative ideas through modern technology
- Teachers can use resource (Text based, audio based, video based, animated)
- Teachers can exchange educational methodologies, techniques and activities.
- Sharing of audio, video clipping of the ideal lesson
- Use of e-version of textbooks and reference literature



- To provide platform to teachers in ICT

On this website 6963 photographs and 673 videos are uploaded. It contains 98 blogs and 71 songs as well as 179 pages which have been uploaded. At the initial stage, 500 (five hundred) employees of Sabarkantha district including BRC Coordinator, CRC Coordinator, Principals, teachers and BRPs were connected to this network. The target group of the innovation included teachers, CRC, BRC and BRP. This programme is helping the teachers to get awareness about newly innovative system which can in turn help to improve in educational quality of children.

This innovation has invited attention of the media. A number of teachers have shown willingness to join this network. Now, the data centre in the District Panchayat, Sabarkantha has been arranged so that the capacity of server is increased and more and more teachers of the state and the district can join. In this way, the officer has been planning an educational hub for this websites.



Use of ICT and Infrastructural Development

A V D Seetharaman, *District Elementary Education Officer*

Villuppuram, Masilamanipet, Tamilnadu

Area of Innovation

- Using ICT to improve quality of teaching-learning
- Implementing strategies to increase student enrolment and achievement.
- Improving infrastructure and sanitation

Abstract of the Innovation

The main objective of the innovation was to improve the quality and quantity of education in the 22 blocks of Villuppuram using ICT. The use of computer, projector and photocopying machines to generate interest among the students.

Training is given through ICT corner in the fluency of English language among the students. Initiated to conduct annual day functions in every school so that the students could get opportunities to show their talents and creativities.

Special English medium classes were introduced in schools to increase the enrolment rate. School infrastructure and environment were improved. Classrooms and toilet facilities were improved in the tribal and hilly areas for reducing dropouts.



Initiatives of constructing classrooms with ICT corners, toilets with water and sanitation facilities, well designed phonetic training programmes brought quality in education and strengthen the admission rates in Villuppuram district.

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Inculcating Reading Habit through Active Library



Library Movement for Quality Education

Sanatan Panda, District Education Officer

Ganjan, Odisha

Area of Innovation

- Improving school libraries
- Inculcating reading habits among students and teachers

Abstract of Innovation

The innovation named “Library movement” was started by the DEO in district in a mission mode which focused on activation of school library with the objective of attaining quality education. The project aims at creating vibrant centre of learning i.e. creating learning sites to strengthen the idea of reading for pleasure. The innovative Library Movement aims at creating love for books, refreshing mind through wise use of free time, supplementing textual knowledge, enabling students to participate in different competitions, project work, enhancing creative writing and reading skills.



To achieve the above mentioned objective following steps were undertaken:

Colour coding of books

Library attracts the children if the books are available as per their need viz. age and class appropriate, easily accessible and a combination of old and new books. As first initiative of the movement grade-wise colour coding of the books was done with the involvement of students. The stock of books were arranged under four categories- early, primary, upper primary, high schools and above. Books under each category were labeled with a colour code.



Library Corner in Classrooms

A library corner was created in each classroom in elementary schools and grade appropriate books /magazines were displayed with the help of rope with colour coding as there are multi-grade classrooms. The children are asked to pick up the books of their choice in their free time and put it in its proper place after reading and they are encouraged to speak the stories they have read in prayer class.

Drop Everything and Read (DEAR)

7th period of Wednesday has been dedicated for reading for all students of all classes of all schools throughout the district. During this period there shall be pin-drop silence everywhere and leaving everything aside everybody will read once the bell rings for 7th period. Students, teachers and even non-teaching staff are encouraged to read something other than the textbooks. Students as well as both teaching and non-teaching staff are encouraged to bring books from their home to read during this period. The monitoring personnel like CRCC, BRCC, ABEO, and BEO if present in any school during the reading period shall also join reading. They are expected to ensure that reading is adhered in letter and spirit.

Integration with Sahaja Programme

“Sahaja” is a remedial programme undertaken for different category of learners to address their need for grade appropriate competencies in language and Mathematics.

Some other initiative undertaken are starting class magazines and giving space to each student in wall magazine. This programme is gradually reaching the target group and has gradually become a source of adding to quality education.

Mission Reading – Enriching Libraries in the District

Suchita Anand Patekar, Education Officer (Primay)

Yavatmal, Maharashtra

Area of Innovation

- Reviving school library with community support
- Inculcating reading habits among the students

Abstract of Innovation

While visiting schools came across various school libraries which were almost closed and whatever books available, they were of old edition. Children were also not interested in visiting libraries. She took up the task of reviving these libraries with the help of community.

The first step in this direction was Book Exhibition Project in which effort was made towards classification of books available in library and exhibiting them in a classroom for all medium from classes I to X under Zilla Parishad Yavatmal. School Administrative Committee member, village Panchayat members, Panchayat committee members, district committee members distinguished civil society members, and parents were invited to visit the exhibition. The head of the Continuous Education Centre and Head Master of the schools were responsible for organizing exhibition and they were supposed to pre-inform higher authorities about this. The head of the centre was supposed to submit his report about the book exhibition along with the photographs to the Education Officer, Zila Parishad, Yavatmal within eight days. Book exhibition was given wide publicity through advertisement in media. An opinion book was also kept in exhibition to receive the feedback. These exhibitions were quite helpful in bringing the books out of the closet of library and inculcating a habit of reading among teachers and students.

Impelled by the health and environmental hazard posed by fire crackers Dr. Suchita Anand Patekar started the unique initiative “no crackers only books”. The idea was to enhance environmental awareness among students and encourage them to buy book with the saved money. Initially a pamphlet was prepared detailing the tragedy of Vijay Pawar, a fire cracker accident victim. Simultaneously a message was circulated through this pamphlet that instead

of purchasing crackers in the coming Deepwali, children should buy books. These pamphlets were handed over to BEOs of all Tahsils through extension officers, Kendra Pramukh (block in-charge), assistant teachers, and finally to students in a chain system. It was unanimously decided to implement this project from 15.08.2014 to 25.12.2015 for continuous four months. A meeting of all 16 BEOs was convened to make them understand the importance of this project. In some of the schools, for example Nimbha village, Dr. Suchita Anand Patekar herself had a dialogue with students. This project was a huge success and it spread like a movement throughout the district.

The women in rural areas do not have sufficient funds to purchase any costly items at a time. In such circumstances they form a group and make monthly/weekly collection. For that they contribute equal amount, and at a particular date of the month the lucky draw is held. The women whose name is drawn, gets the bulk amount. This innovative idea was used in the project "Book Basic Collection Project."

While working on collection of U-DISE information in the district it was noticed that the schools in the district have shortage of books and the libraries in the district are ill-equipped. There are not sufficient books and it is the one major reason that students as well as teachers are less interested in reading. Therefore in order to increase the interest of students in reading the project of purchasing new books every month was started in Yavatmal district. The idea was to make useful books available to students with the active participation of Kendra Pramukh and teachers without using any government fund.

In the project, every month the contribution of 100 rupees from each school in the cluster is collected. All the teachers, including Head Masters of the school, contribute 100 rupees in all to which Kendra Pramukh (cluster head) makes an addition of 100 rupees. Thus the total amount of 1100 is collected per month. After the process of collection is complete a lucky draw is done on a particular date and the lucky school is paid the entire amount. The process of lucky draw is continued till the months equal to the number of schools.

The amount of Rs. 23, 36,000 was collected at the end of the year. Thus the Book Basic Collection project played a vital role in enriching the libraries of the district without any government help. Also with the help of donation from villagers village libraries were set up.





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