

Compendium of Innovations and Good Practices in Educational Administration

2018-19



Department of Educational Administration
National Institute of Educational Planning and Administration (NIEPA)
(Deemed to be University)
17-B, Sri Aurobindo Marg, New Delhi – 110016 (INDIA)

National Award for Innovations & Good Practices in Educational Administration

(For District & Block Education Officers)

NIEPA has instituted National Award for Innovations & Good Practices in Educational Administration for District and Block Level Education Officers. The Scheme was launched in 2014 with an aim to encourage innovations and good practices in educational administration at grassroots level for improving the functioning of the public system of education. The overall aim of National Awards for Innovations & Good Practices in Educational Administration is to create a culture and ecosystem of innovations and good practices in educational administration at the field level of educational administration.

Objectives

- To identify innovations and good practices in educational administration at district and block level through the process of nominations and applications by the education officers at the district and block levels;
- To recognize the innovative initiatives through giving award or certificate of appreciation to those officers who conceived and implemented innovations; and
- To document and disseminate innovations and good practices in educational administration at district and block levels.

Target Groups

District and Block Level Education Officers are the main target groups of the Awards. The selected district and block level education officers are presented award/ certificate of appreciation in the national award presentation function conceding with a two-day national conference on innovations and good practices in educational administration, organised by NIEPA in New Delhi. The candidates are invited to participate and present their innovations in the conference.

Eligibility of Applicants

- Serving district and block level education officers (District Education Officers/DDPI/DDSE/ Deputy Directors posted in district, Deputy Education Officers/ Block Education Officers/ Assistant Education Officers/ Mandal Education officers/ Deputy BEO's or other such officers working at district or block levels designated differently in different states and UTs).
- Recipients of award during a particular year are not eligible to receive the same again for the next three years. However, they may send the details of innovative works done in subsequent year of receiving award along with evidence. Based on the merit of innovative work done, they may be given chance to participate and present their work with other participants in the National Conference on Innovations and Good Practices in educational administration which is organised as a prelude to National Awards Presentation Function.

Compendium of Innovations and Good Practices in Educational Administration 2018-19

Compiled and Edited by

Kumar Suresh

V. Sucharita



Department of Educational Administration

National Institute of Educational Planning and Administration (NIEPA)

(Deemed to be University)

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

EPABX Nos. : 91-011-26565600, 26544800 Fax: 91-011-26853041, 26865180

Website: www.niepa.ac.in

National Institute of Educational Planning and Administration (NIEPA)
(Deemed to be University)

© NIEPA, February, 2022(3H)

This volume comprises of a Compendium of Innovations and Good Practices in Educational Administration based on write-ups received from District and Block level Education Officers shortlisted for Awards or Certificate of Appreciation for Innovations in Educational Administration, 2018-19

Foreword

The scheme of National Awards for Innovations and Good Practices in Educational Administration was instituted by NIEPA in 2013-2014 with its defined objectives of recognising the contributions of the field level educational administration in improving the functioning of public system of education and ensuring efficient delivery of educational services. This is one of the important initiatives of NIEPA to reach out to the field level education officers. The National Awards for Innovations and Good Practices in Educational Administration are given to selected District and Block Level Education Officers in a special awards presentation function coinciding with a two-day National Conference on Innovations in Educational Administration for the District and Block Level Education Officers. Due to the outbreak of Corona-19 pandemic and also as a precautionary measure, the Awards Function for the years 2018-19 and 2019-20 is being organised in online mode. The Conference will be organised once the situation comes to normal across the states.

It is important to mention here that since the launch of the Awards Scheme in 2014, a large number of cases of innovations and good practices have been shared during the last four rounds of conferences and awards functions organised by NIEPA. More than 500 District and Block Level Education Officers from different states and UTs have participated in the function in previous years, besides a good number of resource persons and education experts. On all the occasions the Honourable Minister for Human Resource Development (Now Ministry of Education), Govt. of India, have graced the occasion and distributed the awards to selected officers.

Like previous years, a large number of nominations were received from School Education departments of various state/UT governments for the consideration of awards for the year 2018-2019 & 2019-2020. After a careful scrutiny and multi-stage screening of cases by expert committees, 43 cases of innovation and good practices have been shortlisted for the Awards or Certificate of Appreciation for the year 2018-2019. Similarly, 67 cases of innovations and good practices in educational administration have been selected for awards or certificate of appreciation for the year 2019-2020. Since the announcement of inviting applications for the consideration of awards for the year 2019-2020 was made after March 2020, a number of applicants have also reported their innovative initiatives for reducing the adverse impact of Covid-19 on educational processes, which are reflected in the write-ups included in the Compendium of Innovations and Good Practices in Educational Administration for the year 2019-2020.

All the shortlisted candidates have been invited to participate in the virtual Award Function being organised by NIEPA on 10 February 2022.

This compendium of the cases is based on the write-ups of the nominees for the innovation awards. All the cases reported by the nominees, and included in the compendium may not technically qualify as innovations or as good practices, but all these reflect a common major

concern of improving the system of educational governance and the schooling process in government schools. Hope all the officers selected for awards or certificate of appreciation will continue with zeal of improving the government school system.

We hope that the cases included in the compendium would inspire other administrators in their endeavour towards improvement of the education system in the country.

We gratefully acknowledge the contributions of several experts for their valuable efforts and inputs in identifying the major 'innovators' in educational administration. I also sincerely thank the faculty members of NIEPA who have contributed in their own respects at various stages of identification of innovations and good practices in educational administration.

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

N.V. Varghese
Vice-Chancellor
National Institute of Educational
Planning & Administration, New Delhi

10 February 2022

Preface

The *Compendium of Innovations and Good Practices* in Educational Administration is based on the write-ups submitted by the district and block level education officers for the consideration of National Awards for Innovations and Good Practices in Educational Administration. The volume consists of briefs of the cases from different states and UTs. The write-ups on the cases of innovations and good practices included in the volume reflect the central thrust of innovative initiatives taken by the district and block level education officers covering wide range of areas of educational administration. The most important and common denominator of all the cases included in the volumes is a concern for improving the functioning of public system of education both in terms of its efficiency and outcomes. The government school system in India during the past few decades has experienced paradoxical developments. The government school system has expanded phenomenally in size and proportion also leading to expansion in access and participation. The education system of India stands as one of the largest systems in the world having more than 1,53,5,610 schools, 8,90,5,811 teachers, 25,31,08,405 students (UDISE 2019, MoE). But quality of education in government schools remains a major concern indicating a huge gap between quantitative expansion and qualitative outcomes. In such a situation affirming and regaining the trust on government schools is a major challenge for the district and block level education officers. Since district and block education officers are the key functionaries of the system at field level, their role in improving the functioning of public system of education as well as government schools is of utmost importance. Their innovative initiatives can play important role in improving the functioning of the education system at grassroots level and quality education in government schools which can result in affirming the faith of parents and different stakeholders in the government school system. The cases of innovations and good practices aim at addressing this concern in variety of ways touching upon different areas of educational administration and schooling process in government schools. Some of the areas of innovative initiatives include improving teaching- learning process and quality of education in government schools; improving schools and school facilities; improving access and participation, especially of the children in disadvantaged situation; bringing transparency and accountability in the system of educational administration etc. Towards this end, variety of strategies are being adopted by district and block level education officers. Some of them include the use of ICT to the extent of digital class room, use of Facebook and WhatsApp; mobilisation of physical, human and financial resources; community mobilisation and support; skill building, especially language skills. Since performance of students in public examination is one of the key indicators of performance of schools and measure evaluating quality of teaching-learning in schools in the perception of parents and community at large, variety of initiatives are taken by the district and block level education officers, besides the initiatives taken by their respective states. A large number of cases have been reported during the past four years of documenting the cases of innovations and good practices.

On behalf of NIEPA and its Department of Educational Administration, and also on my own behalf, I express my sincere gratitude to all who have been guiding force in conceiving and shaping the idea of initiating the Scheme of National Awards for Innovations in Educational Administration for District and Block Level Education Officers. Since its inception, Vice-Chancellors of the institution have been very forthcoming in extending their support in implementing the programme during their respective tenure.

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

The Advisory Committee of the Programme has been important source of guidance in improving various aspects of the programme, including the criteria and process of selection. Their insightful comments, suggestions and advice over the years have helped in fine-tuning the programme. We are grateful to all the members of the Advisory Committee; especially to the members of the Advisory- Expert Committee of the current innovation programme- Professor R. Govinda, former Vice-Chancellor, NIEPA, Professor H. Ramachandran, former Director General of the Institute of Applied Manpower Research, Shri Abhimanyu Singh, former IAS officer who has been closely associated with and worked for the education sector development; Professor Sudhanshu Bhushan, NIEPA; and the Chairman of the Committee, Professor N V Varghese, for their valuable inputs.

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

All the applications received for the consideration of awards for innovations and good practices in educational administration have gone through a multi- stage process of evaluation. The Screening and Evaluation Committee consisted of large number of experts who have supported in the process at different stages. The external members of the Committee consisted of Prof. Poonam Batra, Prof. S. Srinivasa Rao, Prof. Uma Meduri, Prof. Harjeet Kaur Bhatia, Prof. S. V. S. Chaudhary, Prof. Illyas Hussain, Prof. S. K. Yadav, Prof. N. K. Das, Prof. Saroj Pandey, Prof. Y Srikanth and Prof. R. C. Patel. The former and current faculty members of NIEPA-Prof. Nalini Juneja, Prof. A. K. Singh, Prof. Pranati Panda, Prof. Y. Josephine, Prof. B.K. Panda, Prof. Rashmi Diwan, Prof. K. Biswal, Prof. K. Srinivas, Prof. Madhumita Bandyopadhyay, Prof. Aarti Srivastava, Prof. Manisha Priyam, Prof. Sunita Chugh, Prof. Neeru Snehi, Prof. A Mathew, Dr. Sangeeta Angom, Dr. VPS Raju, Dr. S.K Malik, Dr. N.K. Mohanthy, Mr. A.N. Reddy and Dr. Mona Sedwal supported the evaluation process at different stages.

Professor Vineeta Sirohi and Dr. V. Sucharita coordinated the entire process of evaluation as convenors of the Committees at various stages.

I am thankful to all the members of Screening and Evaluation Committee who accepted our request and meticulously evaluated all the applications. Their valuable inputs have helped us in identifying the cases of innovations and good practices in educational administration.

Contribution of my colleagues in the Department, Professor Vineeta Sirohi and Dr. V. Sucharita, is gratefully acknowledged in implementing the programme. Dr. Anshu Srivatava a new member in NIEPA and colleague in our Department of Educational Administration has provided her inputs and support in organising the virtual award function of Innovations and Good Practices in Educational Administration.

Dr. V. Sucharita has been associated with the programme as coordinator. I would like to place on record her contribution in implementing the scheme as well as in the preparation of the draft of the Compendium of Innovations and Good Practices in Educational Administration.

Support of our Project Staff, Dr. Bishnu P. Mishra, Mr. Prince Verma, Ms. Monika, Ms Ekta Chopra, Mr. Mrinmoy Deb at different stages of implementation of the programme is thankfully acknowledged. All the project staff helped in preparing the briefs of the cases of innovations and good practices. Thanks are also due to Dr. Bishnu P. Mishra, Project Consultant in the Department, for his support in proof reading and suggesting necessary correction in the draft of the Compendium.

The assistance of Ms. Rita Stenographer Grade-1 and my P.A. in the department, is thankfully acknowledged.

The support of NIEPA's administration; led by Dr. Sandeep Chatterjee, Registrar, and his team Dr. D.S Thakur, Administrative Officer (Ic), Mr. Nishant Sinha, Finance Officer, Mr. Chander Prakash, S.O. (G) and Training Officer(I/c), Mr. Kamal Gupta, of the finance section; and the entire team of administration is thankfully acknowledged.

The team of ICT, especially Mr. Chandra Kumar MJ, System Analyst and Mr. Omendra Kumar, has been instrumental in facilitating all the events of online meetings and evaluation processes of the cases of innovation and good practices during the period of Covid-19 pandemic.

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

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

Contents

<i>Foreword</i>	iii
<i>Preface</i>	v
Theme 1: Improving Equity and Participation of Children	
1. Bharosha (Trust) <i>Arup Dutta</i>	2
2. Improving Access and Participation of Migrant Children in Schools <i>Dhanya P Vasu</i>	5
3. Kootukoodan Pusthakachangathi and Changaathikkoottam (Home Library for CWSN) <i>Abdul Hakkim A K</i>	10
4. Kishori Shiksha Samadhan Yojana <i>Bhagwat Patel</i>	13
5. My School, My Responsibility <i>Gopal Singh Baghel</i>	15
6. Former Students' Meet <i>Sanjay Vasantrao Dorlikar</i>	17
7. Child Identification and Enrolment Campaign (CIEC) <i>Shiv Prasad Semwal</i>	20
8. Reduction of Dropouts and Improvement of Education Quality <i>Rajesh Kumar Shahi</i>	23
Theme 2: Initiating Administrative Reforms and Strengthening Governance	
9. Gift deeds for School Lands <i>Lourembam Nabakumar Singh</i>	26
10. Improvement in Quality Education through Inspecting Officers <i>Habul Lodh</i>	29
11. Uniform Dress Code for Team Education Revolution <i>Ramanuj Sharan Sharma</i>	32

Theme 3: Use of IT for ease of governance

- | | |
|---|----|
| 12. VIDYA GODAVARI: Flow of Education through Unique Apps
<i>C.V. Renuka</i> | 36 |
| 13. EPEN- Mobile Application for Effective Education Administration
<i>Babubhai Dharjibhai Baria</i> | 38 |
| 14. Casual Leave Apply SMS System (CLASS) Online System
<i>Buddha Priya Singh</i> | 41 |
| 15. Shikshak Mitan App
<i>Mamta Singh</i> | 43 |
| 16. Enhancing the Real Time Data Management about Infrastructure, Enrolment and Teachers
<i>Gorakhnath Patel</i> | 45 |

Theme 4: Improving Learning Competencies and Academic Performance of the Children

- | | |
|---|----|
| 17. Chitti Chetulu – Chakkani Rathalu - Tender Hands and Good Learning
<i>Doddavula Devananda Reddy</i> | 48 |
| 18. Srujana - A Programme for Colourful Class Room
<i>A. Sarveswara Rao</i> | 50 |
| 19. Improving Quality of Education in Government Schools through E-Learning
<i>G. Gunasekaran</i> | 53 |
| 20. Art Integrated Learning
<i>Pushpalatha</i> | 55 |
| 21. Innovative Teaching Methodology through Training Modules
<i>Hilal Ahmad Gilkar</i> | 57 |
| 22. Improving Academic Performance and Overall Functioning of Schools
<i>Deenabandhu Panda</i> | 60 |
| 23. Enhancing Quality of Education through Innovative Educational Literature
<i>Smitaben Dwarkadas Patel</i> | 62 |
| 24. Mission Motivation and Competition
<i>Bhaskara Nand Pandey</i> | 65 |
| 25. Creating Fearless and Enjoyable Environment for Quality Learning
<i>Shoeb Khan, Vinod Lalwani and Nirmal Rathore</i> | 67 |
| 26. TLM (Teaching – Learning Material) Fair
<i>Kamal Kumar Nagar</i> | 69 |
| 27. Quality Improvement in Teaching
<i>Rama Shankar Tiwari</i> | 71 |
| 28. A Library at Every Student's Home (ILLANTHORUM NOOLAGAM)
<i>Jeyakumar. V</i> | 72 |

29. Creating Conducive Learning Environment <i>Praveen Chandra Upadhyay</i>	74
30. Good Teachers, Good Students, Good School, and Good Society <i>Sanjay Kumar Shukla</i>	76
Theme 5: Improving Community Participation and Community Mobilization	
31. Community Mobilization and Community Participation in School Management <i>R. Manikrishnan</i>	80
32. Renovation of School Building through Community Mobilization <i>Jongge Yirang</i>	82
33. Vidyalaya Jansabha <i>M.G. Belraj</i>	85
Theme 6: Reinstating Faith in Government School System	
34. Mana Badi for the Bright future of our Children <i>Tungala Vijaya Maruthi Ramadas</i>	88
35. Holistic Development of Government Schools through “Academic Audit” <i>Sanjay Chaturvedi</i>	91
36. Bridging gap between Schools and Community through Quality Education <i>Kirit Kumar Jayantilal Patel</i>	93
37. Improving the Functioning of Government Schools <i>Bal Mukund Prasad</i>	95
Theme 7: Strengthening Infrastructural Facilities in the Schools	
38. Strengthening the Infrastructure of Government Sector Schools <i>Manikala Venkata Satya Durga Prasad</i>	98
39. Improving the Aspirational District on Eight Indicators <i>R. Swaminathan</i>	100
40. Infrastructure Improvement in Secondary Schools <i>Sh. Ravinder Kumar</i>	104
Theme 8: Effective Implementation of Government Schemes and Programmes	
41. Automated Reporting and Monitoring System (ARMS) Under Mid-Day Meal Scheme <i>Md. Fazlur Rahman Laskar</i>	108
42. Improving the Learning Outcomes of Students through Government Schemes <i>Malkit Singh</i>	111
43. Quality Enhancement through Gunotsav <i>Patel Sanjaykumar Baldevbhai</i>	113

**IMPROVING EQUITY
AND
PARTICIPATION OF CHILDREN**

BHAROSHA (TRUST)

Arup Dutta

District Education Officer, SSM

Chinsurah, Hooghly District, West Bengal

Summary of the Innovation

Awareness about child rights and safety is extremely important as children are the greatest wealth of the nation. However, it was observed that there was limited awareness amongst the children and the parents. In order to address this issue, the district education officer of Hooghly (West Bengal) played a proactive and responsible role and initiated a programme called 'Bharosha (Trust)'. The goal behind launching this programme is to make children and their teachers and parents aware about child rights and safety measures.



The major objectives of this initiative were:

- Spreading awareness regarding child rights and child safety among all stakeholders – Children, Parents and Teacher.
- Building confidence among the children to stand against any wrong doing with the help of administration.
- Spreading awareness about “Good Touch” and “Bad Touch” by a known person or unknown person.
- Providing guidance to all stakeholders regarding the pathways to deal with the victim students after any unwanted incident.
- Counseling the children through experts.

The focal point of this innovation are the students, especially those who were enrolled in the government and government aided schools. While conceptualizing about the implementation of the program, it has been observed that the teachers in government schools and respective parents were mostly unaware of the different facets of child safety and child protection. Therefore, the programme was designed in

such a manner so that it is not only beneficial for the students rather teachers and parents should also get oriented and will play a vital role for dissemination of awareness to the society at large in achieving larger objectives of the programme. The resources and the steps followed during the period of implementation are as follows:



- As a part of the community, the parents of every student are involved in this process. Along with the self help groups, the elected Panchayat members also actively participated to build a strong network to address this issue in a comprehensive way.
- The necessary advertisements were done using different local media to make aware of all people regarding the dedicated email and phone number under the supervision of District Education Officer, SSM for giving information and feedbacks. The name of the agency involved in the implementation process is named as Sarva Siksha Mission, Hooghly.
- The district level orientation workshop was conducted with D.I. of Schools, ADI of schools, and S.I. of Schools, Police Administration officials, health administration and Social Welfare Department.
- In addition to the District Resource Persons (DRPs) for orientation program, the other participant members were school teachers of 4177 schools of Hooghly district.
- Organization of orientation session for Headmaster of 835 High schools in 4 (Four) venues in 4 (Four) sub-divisions as per phases with the help of DRP. This orientation session was conducted simultaneously with the teacher training under RMSA.
- CLRC wise workshop for Primary teachers with the help of DRP, in the presence of BDOs, local O/c of the police station, BMOH and local PRI (Panchayat Raj Institution) members has been done in all 47 CLRCs in Hooghly. The completion process took around 2 (Two) months.
- Organization of Schools level workshop for the students has been done in the second half of Saturday without hampering the teaching and the learning process.
- Special Parent Teachers Meeting (PTM) have been organized for the orientation of the parents and question and answer session also held in the presence of DRPs. The help of local level PRI members has been sought for maximum presence of parents in the special PTM.
- Constituted dedicated team at the SSM Head quarter, Hooghly to deal with the complaints and guidance to the complainant and referring the case to the appropriate authority, if needed.
- An official email has been created, which is bharosa.hooghly@gmail.com for any communication from the schools or S.I of schools or parent or any other source.
- The program has also been monitored by Vidyalaya Bandhab-Friend of School (another

initiative running in Hooghly District for last 2 years where government employees have adopted schools as mentors for their overall development.)

Impact of the Innovation

Before this initiative, the children were unaware of their rights and safety measures supposed to be taken for their physical and mental health. Parents and teachers were mostly unaware of the process to be taken or authorities to be approached after any unwanted incident against any child. Many children did not open up due to social stigma or social rejection after any incident.



The objective of this program was to create awareness among the children of their rights and to support them to stand against any wrong doing against them. After launching the program in July 2017, it has been observed that there has been lots of awareness among different stakeholders and children gained courage and confidence to reveal the incidents they faced. Necessary actions were also taken. The number of cases has been reported through child helpline and dedicated

phone number for this program which shows more than 132.94% enhancement in reporting in totality and necessary action was taken by the appropriate authority.

No. of cases		
	June 16 - June 17	July 17 - June 18
Prevention of child marriage	93	293
Sexual Abuse of Children	6	17
Physical Abuse of children at home	53	54
Physical punishment of schools	02	10
Emotionally neglected and tortured children	16	22

Through this initiative, there is a hope that children will not only protect their own right, but also raise their voice against any wrongdoings surrounding them. If this programme can be replicated in other districts also, then all children of the society at large will be benefitted.

IMPROVING ACCESS AND PARTICIPATION OF MIGRANT CHILDREN IN SCHOOLS

Dhanya P Vasu

District Programme Officer

Ernakulam and Idukki District, Kerala

Summary of the Innovation

In the recent years due to many large-scale development projects, especially in the construction sector and information technology, substantial employment opportunities were generated in Kochi and



witnessed increasing migrants in the district. These migrating groups took temporary shelters in the nook and corner of bus stands and railway stations. Both men and women go in search of jobs and children of these migrating groups are deprived of education and other basic amenities that any other child enjoys. Some of these children are indulged in child labour and anti-social activities and some others are misused and exploited.

With due consideration for coverage and bringing the urban deprived children, such as street and working children, domestic girl child, children of construction sites and migrated children, etc. into the mainstream, special strategies were developed under various innovative programs. Though SSA has been designed to provide elementary education to children in the age group of 6-14 years, there still exist a large number out of school children within this age group. Taking into account the above facts, effective initiatives were planned to make the deprived children a part of the general education system.

Objectives of the Innovation

- To provide the opportunity for education to children belonging to the most marginalized group.
- To provide safe and secure educational opportunities to children and thereby, increasing their confidence.

- To provide bridge course so that they can be integrated into the classroom and retention can be ensured.
- To provide the academic support in tune with their culture and language being adapted.
- To mainstream a community through proper, adequate and adapted educational situations.
- To make the children confident enough to socialize effectively.
- To initiate mass awareness campaign, community mobilization and providing the support of other government agencies under single roof.
- To identify drop outs, street children and never enrolled children

No children in the age group of 6 -14 should be left out without receiving education. Some children were found leaving for work early morning 4 o' clock and reaching their dwelling places late in the



night. Many reported that they found communication with the migrant children very difficult, especially in Perumbavoor, Koovapady and Fort Kochi Beach. Some have reported that the Plywood Company and Quarry owners hesitated to reveal the actual details, fearing that this survey was based on child labour. Some informed that since there is no evidence regarding the dwelling places of the migrants, it was very difficult to trace them. Some were not ready to reveal the details of their children.

The main focus of the innovation was about enrolling and ensuring retention of children belonging to the most marginalized group, including migrant laborers, street vendors, beggars, tribal hamlets, sex workers and wandering groups. Through the intervention, it was intended to provide safe and secure surroundings, healthy food, education and through that, the all-round development of the target group children could happen.

Types of Migrants residing in Ernakulam:

- In Ernakulam, the migrants were from Uttar Pradesh, who come here every year during the month of August and stay here till March. These are seasonal migrants. Festivals like Onam, Christmas and Sabarimala season are their target. The men are engaged in making “Dolaks” (Drums). Some women also assist them in making these drums. Most of the women are seen collecting plastic bottles from the city roads and pack them in large numbers and seems to have earned a small income. The children of these migrants wander here and there and are also seen begging nearby Masjids in the city. SSA was able to render their service in educating these migrant children. Basic education was provided in their mother tongue. An Educational volunteer, taught the children in Hindi. The happiness of the children sitting in a classroom under a fan was a great thing for them who were residing in tents in the streets. The team could also provide them mid day meals and snacks. With the cooperation of Child Line and various other like-minded people, clothes, shoes, bags, slates etc. were provided to the children.

- There are also migrants who permanently reside in Cochin. They come from Tamil Nadu and they are living in Vathuruthy colony. They are engaged in construction work. Some are accompanied by their children while some are left with their grandparents.

The majority of out of school children identified have come from Tamil Nadu, West Bengal, Bihar, Assam, Orissa, Rajasthan and a few from Andhra Pradesh and Karnataka. The dwelling places of these children were found to be very unhygienic. Large groups of people residing in a small tent are prone to affect contagious diseases. These conditions badly affect the child's behavior and attitude. Safety of girl children residing in these places alone while their parents have gone to work is a big issue to resolve.



Migrants from different states face lot of problems such as education of their children, health, shelter etc. Above all, they are treated as a marginalized group in the society. Addressing these problems in enrolling the children in ordinary classrooms, special training centers were initiated. Trainings for newly appointed teachers and volunteers were also given. Learning cards were prepared for these children for the easy transaction of curriculum objectives. By conducting these programmes we wish to bring these children into the mainstream and help them live in healthy conditions.

Types of migrants seen in Idukki:

1. Migrant workers in tea and cardamom Estates
Migrant families from Assam, Chattisgarh and West Bengal reside in the settlement colonies near the estates
2. Migrant workers engaged in manual labours
Single migrant labours and migrant families from West Bengal, Assam and small traces from other Northern States.

Major issues faced during the implementation:

- Lack of availability of qualified educational volunteers from their native states;
- Lack of availability of teaching learning materials for multi lingual children;
- Lack of training for teachers in multi linguals schools;
- Hesitation from parents to send their wards to schools;
- Elder child nurturing the younger ones and managing household affairs, thereby denying educational opportunities;
- Lack of breakfast facilities for children;

- Lack of travel facilities for children from remote places;
- Seasonal migration of families;
- Insecurities due to difference in mother tongue, culture and other aspects;
- Child labour;
- The irresponsibility of parents, resulting in negative learning conditions.

The resources used by SSA Volunteers, Sarva Shiksha Abhiyan Integration various departments include:

- Saksharatha Mission
- District Administration wings.
- Child protection unit.
- Child line
- Police Department
- Social justice Department and Various estate managements

From 2011 onwards, the intervention started at Ernakulam district. First intervention was started at SRV GLPS Ernakulam and GUPS Kandanthara at perumbavooron April 2011. A group of 23 children was enrolled at SRV GLPS Ernakulam from beggar colony and on April 2011, where more than 200 migrant labourers participated and agreed to enrol their children to nearby government school GUPS Kandanthara. After two weeks of house to house survey, a graduate from West Bengal was appointed as the very first educational volunteer in Kerala from a northern state. Enrolment of children and retention of them were ensured by the help of this volunteer. The bridge course material was transacted to the

target group by the educational volunteer.



After the success strategy in GUPS Kandanthara and SRVGLPS Ernakulam, seventeen more awareness camps were organized at different target colonies and sixteen special training centers with 15 more educational volunteers from northern states were appointed. The intervention was extended to Idukki district, one of the most backward districts in Kerala. Thorough direct mass awareness, house to house visit, street visits, migrant colony visits, and campaigns, tribe hamlet visit and

campaigns were conducted.

A survey was conducted using the functionaries with the following objectives:

- Formation of block level out of school squads
- Organizing mass awareness
- Enrolment and appointment of educational volunteers.
- Ensuring retention.
- Attending special focused cases.
- Teacher empowerment programme.

Functionaries of SSA, RMSA, Saksharatha Mission, SC, ST Department, DIET, Department of general education, Various managements, Labour departments, NGO's, Child line, District child protection units, various orphanages social justice departments and concerned managements, provided physical and human resources. Financial support was granted under SSA.

The intervention can only be fully achieved when Kerala reports 100% enrolment, including all the marginalized groups and Zero Drop out. After the intervention, continuous enrolment and continuous retention of children belonging to the marginalized groups and migrants was reported and the intervention was well-received by all the stakeholders.

- To make books available as per the interest of the children.
- To foster friendships among these children and to remove loneliness through the energy of friendship.
- To empower the parents of CWSN.

The ultimate focus of this innovative idea was on children who were unable to attend the school or even not able to spend time with their friends and are completely bedridden. The primary aim of the project is to provide library books for all Children with Special Needs in Kozhikode district. The resources included during the program were 36000 Books, 360 shelves, 1500 students within the friends' group, electronic reading devices like monitor, iPad, record player, etc. The community also played a prominent role where participation of general public, Committees in District and Block Level, Local level committees of educational volunteers were witnessed. Support from authors, publishers and media persons was sought.

In the first step, SSA Kozhikode was successful in setting up a library of 100 books to 360 bedridden children of the district. In the coming years, SSA Kozhikode aims to provide 11,000 home libraries for CWSN. Along with, the target also includes to make the parents of CWSN accustomed to the world of literature. Till date, SSA Kozhikode is successful in the Distribution of 36000 books, 360 book shelves, iPod for those who can't read, Tablets, DVD Players etc.



The virtual classroom facility is also provided in some schools of the district. The virtual classroom offers the bedridden children to attend the classes through the electronic devices. While planning the program, it felt like a Herculean task, but it came out with flying colors. It is notable that the project was zero budgeted one. The program was organized with the co-operation of society alone. The design was developed by the District Program Officer in charge of inclusive education of SSA Kozhikode. The movement was operated through BRC level committees, Block Program Officers, BRC Personnels, LSG Members, Resource Teachers etc., who were supported by School Teachers, Students, Book Publishers, Media, Community Police (Janamaithry) etc.

Another vibrant achievement of this programme is that SSA Kozhikode was successful in setting up of "*Changathikkoottam*" – a group of friends who spare their time with the bedridden during holidays. About 1450 children are thus engaged in serving their companion. Every team of Changathikkoottam consists of 2 to 3 members, who visits the bedridden in holidays and make their companion. The noble project "*Koottukudan Pusthakachangathi*" designed by giving importance to three main concepts. i.e., the rights of children, the responsibility of society and the importance of reading.

Due to the complexity of the reasons the bedridden children were reluctant to go to school, which included physical illness as well as the problem of mobility. Apart from these conditions, some children faced mental stress caused by their physical disabilities. The example of this was Hanna Fathima. 'Hanna Fathima' a girl child was reluctant to go to school, due to her physical disabilities (not having two hands).

The 'Changaathikkoottam' proved as a driving force to make Hanna enter the school premises. Now she is an active participant in the classroom at GMUP School Chennamangallur of Kunnamangalam BRC. Many children like Hanna are the living examples of the success of the Noble project "Koottukoodaan Pusthakachangaathi" and "Changaathikkoottam".

Achievements related to the Innovation

The bed-ridden children were ensured with their right for equity in education. Social empowerment of the bedridden children who were isolated in their homes made it possible.

The attention of the representatives of the people, LSG agencies and educational officials has been brought back with regards to the bedridden children. Additionally, the confidence of the bedridden children and their parents has raised to a better level.

Koottukoodan Pusthakachangathi was well-recognised by the State authorities and executed as a statewide program. SSA Kerala decided to extend this program from Class One to XII this year onwards. Henceforth, the District Programme Officer was also being honoured by the University of Calicut for his leadership in the field of IEDC, especially with the implementation of the project *Koottukoodan Pusthakachangathi*.



KISHORI SHIKSHA SAMADHAN YOJANA

Bhagwat Patel

District Inspector of School

Jalaun District, Uttar Pradesh

Areas of the innovation

- Encouraging girls' education;
- Ensuring participation and retention of girls in schools

Summary of the Innovation

For encouraging girls' education under 'Beti Bachao Beti Padhao'/ Women Safety and Women Empowerment, Bhagwat Patel, District Inspector of Schools, Jalaun district initiated 'Kishori Shiksha Samadhan Yojana' in the district. As a first step, the Jalaun Education Trust was established, which has taken four main initiatives, namely:

1. Kishori Shiksha Samadhan Yojana
2. Jalaun career Programme and Science Foundation course,
3. Kaun Banega Nanhe Kalaam, and
4. Establishment of Alumni Council



Under 'Kishori Shiksha Samadhan Yojana', an initiative was taken to provide educational and financial support to girl students of *Kasturba Gandhi Aawashiye Vidhyalaya*, for continuing their secondary education. Students, who had already passed the 8th standard, were provided residential accommodation for continuing their secondary education. Students were provided bicycles as well for better commutation. Additionally, students coming from remote areas were provided a shared four-wheelers facility to reach the school regularly.

Moreover, a 15 day summer camp was organised at *Kasturba Gandhi Aawashiye Balika Vidhyalaya, Konch*. A total of 88 students participated in this summer camp. These students were divided into various interest groups. The summer camp focused on paintings and wall paintings, beauty-parlour training as a life-skill, craft training, gardening, small scale production and packaging, dancing and singing, health and nutrition, and women safety and empowerment. This summer camp culminated on 03.06.2019.

Apart from it, an innovation was started titled '*Kaun Banega Nanhe Kalaam – 2018*' during the workshop for exhibition of models and was held in *Gandhi Inter College Orai*. A workshop was organised in Aldrich Public School Orai by District Science Club for promoting the scientific temperament and attitude among the students of the Jalaun district in the Bundelkhand region. Under this programme, a quiz test based on activities related to scientific concepts and ideas for the Standard 6th to 10th was planned. Further, evaluation and facilitating the winner of the quiz and coronation of the winner as '*Nanhe Kalaam*' was planned as well. Under '*Main Bhi Nanhe Kalaam*' programme, 80,000 students are registered online. The first phase examination of this competition started on 22.12.2020.



Furthermore, the District Inspector of Schools, Jalaun established the '*Alumni Council*' for connecting older students of various government schools in the Jalaun district. These students are now engaged in different professions and jobs. It was planned to communicate and keeping touch with old students online as well. This alumni council is aimed at improving infrastructural and educational improvements of government schools in the Jalaun district.

These educational innovations and good practices are manifestations of continuous efforts made in addressing equity issues in education and for increasing participation of students in different activities.

MY SCHOOL, MY RESPONSIBILITY

Gopal Singh Baghel

District Education Officer

Seoni District, Madhya Pradesh

Summary of the Innovation

The aim of cleanliness in schools is to provide a healthy and safe environment for students. Teachers and students spend most of their time at school, so maintaining cleanliness in school is vital for many reasons. It also provides a better environment for learning and promotes academic success.

The main objective of this innovation was to generate the sense of responsibility among the students about their school and its related attributes like cleanliness of the school premise, the way to care about the furniture available in the classroom, to start with the model library etc. In various meetings and seminars, the importance of cleanliness in schools was explained to the teachers and students. Thus, motivated teachers started cleaning the school with students. Now most of the government schools are in good hygienic conditions.



A Documentary Film on the theme “Meri Shala Meri Zimmedari” was presented by the education department on 26th January, Republic Day Celebration which was awarded the second position by the committee. To provide LED TVs for the conduct of smart class in government schools under “Meri Shala Meri Zimmedari”, teachers of the government schools were motivated. The teachers themselves contributed and also started door to door campaigning to get community participation. With teacher’s contribution and community participation now 1800 schools have the facility of smart class. Smart class is an effective technology in the education system. Students get opportunities in achieving their academic excellence.

In addition to these, Dakshta Unnayan has been organized at district level TLM Fair-2019. Under this Dakshta Unnayan Program a district level ‘Teaching, Learning Material’ (TLM) fair was organized to explain and clarify the difficult concepts to the children in the simplest way. Those self-prepared TLM’s by 130 teachers of



the district were displayed at the fair. About 500 teachers of the district observed the TLM's and got motivated. The teachers were motivated to use TLM's more in the interest of the students.



The availability of infrastructure facilities has considerable impact on the school environment, keeping in mind, all these points. It was decided to provide the furniture and other materials in government schools, the teachers of government schools were motivated to purchase. They also got contributions from the community.

The self-motivated teachers with community participation started purchasing materials like seating mattresses, furniture, school decor, sweaters for children and other materials for the schools. Furniture was purchased in 263 schools. Sweaters were distributed to 15003 children. Seating mattresses were purchased in 210 schools and other materials were purchased in 268 schools with the amount received from the teachers and the community.

Impact of the Innovation

- School Cleanliness Program: Development of hygienic habits in students and more attraction towards government school and increased enrolment
- Smart Class: Increased learning amongst students; 1800 schools started smart classes, change in teaching methods. Attraction towards government schools with students, increased trust among parents towards government schools.
- Furniture and other Materials: Development of learning corners in various schools through educational theme-based wall painting, availability of furniture, mattress and sweaters for children.

FORMER STUDENTS' MEET

Sanjay Vasantrao Dorlikar
Education Officer, (Secondary)
Chandrapur District, Maharashtra

Areas of the innovation

- Guiding the present students about the nature, scope and challenges of various competitive exams through the former students.
- Enabling the present students to understand the required skills, proficiency and the ever-changing nature of the industry related to their jobs and creation of jobs.

Brief about the Innovation

The significance of alumni meets in the schools is widely recognized, but not practiced in all the schools. The District Education Officer, Sanjay Kumar Dorlikar, wanted to initiate this practice in the schools in his district and named it as *Former Student's Meet*.



Objectives of the Innovation

- 1) To motivate the present students by making them aware of the former students' success and their achievements.
- 2) To inspire the present students to achieve success in school activities and in their lives by presenting the former students as their role-models and ideals.
- 3) To benefit the present students by bringing the former students range of knowledge and experience to the school premises in the form of former students' meets.
- 4) To make the present students aware of the opportunities, requirements as well as challenges in the fields of industries in which the former students of the school are presently involved in varied capacities.



- 5) To promote balanced development of current students' personality by the way of their senior friends of the school.
- 6) To motivate and encourage the former students of the school to contribute to the development of their school for the benefit of current students.
- 7) To create chances in order to widen the horizons of current students' knowledge, experience and, overall personality.

The priority status of the innovation shows that almost in every Taluka, the school administration doesn't organize the former students meet. Moreover, there was a complete lack of coordination. Very few schools were aware of the benefits of organizing their former students' meet. It was quite clear that the schools had not realized that their former students would usher a positive change in their day-to-day activities, as well as in the attitude of their present students. Hence, there was an immediate need to change the scenario as early as possible. Therefore, the officer consulted the heads of those schools who had been organizing such students' meets and interacted with like-minded headmasters and teachers in this regard. With the help of such schools, all the headmasters and senior innovative teachers upheld the idea of former students' meets. The officer also interacted with some of the experienced and innovative teachers and sought their co-operation to make the initiative successful. With their help, the nature and objectives of former students' meet was planned.

Planning for the Implementation

A detailed plan of action and measures to assess its usefulness and success had to be put in place. A district level meeting of the headmasters was called to discuss the modalities and ways to make the meets effective, need-based and objective oriented. The first formal meeting about organizing students' meet



was convened. Experienced people from different talukas were invited to guide the students. Experts were cordially invited to interact with the headmasters and teachers. They highlighted the importance, benefits and modalities of organizing students meet. At the same meeting, the headmasters were asked to collect information about their former students. They were also instructed to invite such former students who would inspire and

motivate the present students by their characteristic traits, resilience and their will power and success stories. Such students would not only impart knowledge but also motivate the current students.

It was decided that the schools would print invitation card and send them to their former students, distinguished people, villagers, schools, members of the school committee, zilla parishad members, panchayat samiti members (education dept.), former headmasters and teachers. Meanwhile, some secondary schools and junior colleges of the district had organized such meets and shared their experiences with other schools.

A few weeks later, a meeting convened for the headmasters and a few new points were added to the list of the HM's report. Former students' views, HM's views and their schools' efforts of the students, former students' contributions, visit to former students' place of work etc. were added. The teachers were told to start WhatsApp groups of their former students to keep them updated about the activities and future plans of the schools. Links for the social media purpose were created and shared.

During the meets, a detailed proforma was prepared to collect the data. The expenditure on such events was to be borne by the respective school and teachers. The management bodies, Headmasters and teachers came up with ideas to raise funds for the former students' meets.

Follow-up

After every alumni meet, the Headmasters were asked to submit a detailed report of their school's former students' meets in order to evaluate the effectiveness of their students' meets. The reports which were received were analysed and conclusions were drawn. If some outstanding observations were found, their validity was established by meticulous study of their reports; and on finding their reports valid, special efforts were made to felicitate the headmasters and teachers involved in such effective and objective oriented meets. The former students' meets gave wonderful outcomes. It was a matter of great satisfaction and pride when Gramdarshan Vidyalaya, Khadsangi, Taluka Chimur collected a sum of Rs. 1,00,000/- (One lakh rupees) in a day.



The need, scope and usefulness of such innovations was clear to all. The reports published in the local dailies and the news bulletins broadcast on the local television channels, audio-visual clippings shared with the social media made the spirit of co-operation and awareness reach every household in the vicinity of the schools. Because of all such well-planned strategies, the outlook for such events was positively set and very welcoming.

CHILD IDENTIFICATION AND ENROLMENT CAMPAIGN (CIEC)

Shiv Prasad Semwal
District Educational Officer
Tehri Garhwal District, Uttarakhand

Areas of the innovation

- Increasing participation of students through active campaigning
- Reducing the dropout rate of children in secondary schools

Summary of the Innovation

The district of Tehri Garhwal has been identified as educationally backward district and women's literacy rate was less than the national average. The picture was even gloomy at the level of secondary education where the majority of children dropped out without completing the secondary level. To address this chronic problem in the Tehri Garhwal district, the concern district education officer has tried to implement an innovative idea named as child tracking and enrolment campaign.



Objectives of the Innovation

To ensure 100% enrolment of children completing their elementary and secondary education.

Methodology

To achieve this objective of access a concrete strategy was devised at district level. During 2012-13, a letter was circulated by SPD, RMSA to ensure 100% enrolment in secondary education and an innovative action plan was designed in the border district of Uttarkashi, which was termed as Child Identification and Enrolment Campaign in Secondary Education, CIEC-SE.



Moreover, an action plan was prepared as follows: each secondary school was designed as a nodal center and its principal as convener of the CIEC committee with-

- a) At least 03 members of SMDC.
- b) 03 members of PTA.
- c) All HMs of UPS in serving area.
- d) RMSA I/C teacher.

After constituting the working group/committee mentioned above, all school level committees collected the information as below:

Format 1: The details of all the children completing their elementary education, all the head masters of UPS in serving the area of the nodal center provided the details of all children to prepare format.

Format 2: The children enrolled in secondary education verified by above mentioned working group.

Format 3: For the children still not enrolled in secondary education, working group contacted the parents to encourage the enrolment of their children to secondary schools and also tried to understand the constraints or unwillingness towards the education of their ward.

Format 4: It was instructed/advised to the convener of this nodal center that they should also gather the information of enrolment of children claimed by their parents/guardian that they have been enrolled out of district or state.

The campaign was carried for consecutive academic session 2017-18 and 2018-19 in the secondary schools of district Tehri Garhwal. During 2017-18, the campaign was initiated in July-August, 2017. So, it couldn't gather momentum. In the subsequent year, the nodal centers initiated the CIEC at a better level.

It was felt that without the collective effort of both school and community together coming ahead, it was not easy to achieve the objective, so every secondary school was assigned as a nodal center for CIEC-SE. School Management Committees (SMCs) of upper primary schools of serving area and NGOs were taken together at these nodal centers. The data of all the students related to the secondary and senior secondary schools who passed class 8th was put before the nodal center committee and the admission of these students in class 9th was monitored. The large section of marginalized classes, socially and economically weaker sections of society, were more reluctant to come forward for the enrolment of their children in secondary schools, especially the girl child were excluded by the parents.



Also, the parents who withdrew the transfer certificates of their children and send them to other districts, cities, states were contacted to ensure that the child is enrolled in any schools in the district or state.

The data were collected on the basis of certificates issued by certain schools about the enrolment of children in their school.

The massive household contact campaign was carried to convince the parents to enrol their children in neighbourhood schools, especially girls and CWSN.

Impact of the Innovation

This campaign was continuously implemented in district Tehri Garhwal. It proved to be a long leap in the direction of universal secondary education, especially for girls.

REDUCTION OF DROPOUTS AND IMPROVEMENT OF EDUCATION QUALITY

Rajesh Kumar Shahi

Basic Shiksha Adhikari

Jalaun District, Uttar Pradesh

Areas of the innovation

- Reducing the dropout rate of the students;
- Improvement in overall functioning of schools

Summary of the Innovation

District Jalaun is a backward area of western Bundelkhand Region where almost 75% population is involved in farming. Children are often engaged in household activities and cannot devote much time in their educational activities. Even teachers in these schools are highly demotivated. These circumstances led the officer to introduce some initiatives to improve the situation.

Some of the initiatives are:

1. Providing an environment for reducing dropouts from the school,
2. Making arrangements for children by which they can spend full time at school,
3. Providing facilities for teachers and school infrastructure for improving the quality of education,
4. Involvement of parents for increasing interest towards their child's education.

The initiatives were implemented in the 9 blocks/rural areas (Dakore, Konch, Nadigaon, Madhogarh, Jalaun, Kuthond, Rampura, Mahewa and Kadaura) and 4 urban areas (Orai, Konch, Kalpi and Jalaun) of 553 Upper Primary School and 1250 Primary Schools class for 1st to class 8th students.

For successfully implementing this programme, firstly areas of high dropout of students were identified. Simultaneously, all the non-affiliated schools were closed and transferred students of closed students in government schools. After that with the help of teachers developed DRG (District Resource Group), and created tools for



students to take interest in learning or reading. A YouTube channel was created for this purpose so that lesson plans can be communicated to the teachers. A monitoring system was created to collect students' progressive achievement according to their marks. This helped to identify the non-performing students. For these students, focussed attention was provided so that they can excel.



Physical infrastructure was also provided for efficient and effective pedagogy at government schools such as a projector. Libraries and laboratories were renovated and made functional. At the same time, trainings and workshops were organised for quality teaching in the government schools.

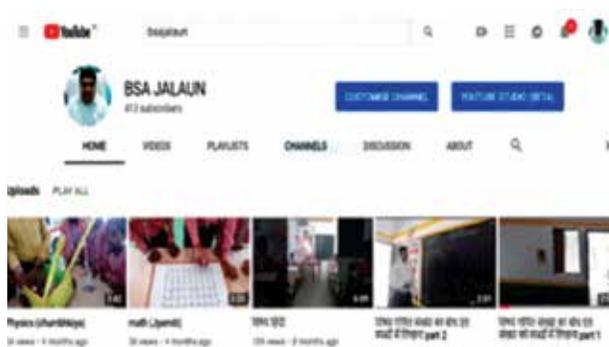
Impact of the initiatives

The impact of these practices resulted in increased enrolment from last year 1,18,259 to the current year 1,25,966. In the Bundelkhand region, the Jalaun district got the highest rank for increasing student enrolment. The punctuality of teachers increased by an android app (Geo-tagging system). As an impact of this reform, the quality of education in children comparatively increased from the half-yearly exam result 40% to the annual exam result 60%. The impact of the Smart classes and the English Medium Schools also played a vital role in developing the interest of students and their parents.

Documentation of student's examination data proved very useful to examine their progress. It helped to improve children's performance by comparing previous examination data.

In the success of these initiatives, District Magistrate and local body administrative officers played a positive and progressive role. Electronic Media (Facebook, Twitter, Whatsapp, You tube channel 'BSA Jalaun' etc.) and National Information Centre, Jalaun provided electronic and IT related needs. This initiative also involved active participation of parents and teachers.

For the first time, this type of innovation was started at the district level by the District Education authorities. This difference resulted in improved efficiency of the public schooling system, quality of service delivery and regaining trust in the public system of schooling.



**INITIATING ADMINISTRATIVE
REFORMS AND STRENGTHENING
GOVERNANCE**

GIFT DEEDS FOR SCHOOL LANDS

Lourebam Nabakumar Singh

Zonal Education Officer

Chandel District, Manipur

Summary of the Innovation

The educational indicators in the chandel district of Manipur were not encouraging, due to which it was difficult to bring the desired changes in the education sector. Therefore, to critically address this issue the concerned education officer initiated this innovation and termed it as 'Gift Deeds for School lands'. In this innovation, he has concentrated primarily on the idea of conversion of school land into the full-fledged government asset that has been materialized from the 11th June 2018 in Manipur. The land offered by the Chiefs of the villages, the Chiefs themselves, the other government representatives and the minimal fees for School land registration is the important resources for this whole phenomenon.

Sl. No.	Name of School	Area	Name of Village	Name of Village Chief Secretary	Date of Registration	Block	District
1	Anal Khunou PS	10000 Acre	Anal Khunou	Prabir Pabel	11-06-2018	Chakpikarong	Chandel
2	New Songang PS	10000 Acre	New Songang	Thangmeing Hakey	24-08-2018	Chakpikarong	Chandel
3	Karnobing PS	10000 Acre	Karnobing	Thoun	24-08-2018	Chandel	Chandel
4	S. Thanglangla PS	10000 Acre	S. Thanglangla	Jong Njanthoupa Bate	24-08-2018	Chakpikarong	Chandel
5	S. Bongan PS	10000 Acre	S. Bongan	Njanthoupa Hakey	24-08-2018	Chakpikarong	Chandel
6	B. Bongan PS	10000 Acre	B. Bongan	Njanthoupa Bate	24-08-2018	Tripura	Chandel
7	S. Mijel PS	10000 Acre	S. Mijel	Lokhoun Hakey	24-08-2018	Tripura	Chandel
8	Chikon PS	10000 Acre	Chikon	Th. Jankhoun Hakey	24-08-2018	Tripura	Chandel
9	Gowang PS	10000 Acre	Gowang	Njanthoupa Kopyn	24-08-2018	Tripura	Chandel
10	New Sijang PS	10000 Acre	New Sijang	Hakthoung Lorkang	24-08-2018	Tripura	Chandel
11	Piem Lalan PS	10000 Acre	Piem Lalan Village	St. Wangthel Anal	09-11-2020	Chandel	Chandel
12	Tungkin PS	10000 Acre	Tungkin Village	Bende	09-11-2020	Chandel	Chandel
13	Chandel Khoun PS	10000 Acre	Chandel Khoun Village	Janeh	09-11-2020	Chandel	Chandel
14	Pheurching PS	10000 Acre	Pheurching Village	Dibang Pim	09-11-2020	Chandel	Chandel
15	Lokong PS	10000 Acre	Lokong Village	Lokhoun Hakey	09-11-2020	Kangra	Chandel
16	Wakhou PS	10000 Acre	Wakhou Village	W. Thangkhal Anal	09-11-2020	Kangra	Chandel
17	Dangho PS	10000 Acre	Dangho Village	H. Angthel Anal	09-11-2020	Chakpikarong	Chandel
18	Walon PS	10000 Acre	Walon Village	Thangmeing Hakey	09-11-2020	Chakpikarong	Chandel
19	Zonlong PS	10000 Acre	Zonlong Village	Rangon Yonhou Omba	28-12-2020	Chandel	Chandel

The major objectives of this initiative were:

- Conversion of all School lands in the Un-survey land/ Hill areas of Manipur in the name of government school through registration.
- Assets including land should be enrolled as government property.
- To enable to prevent any controversy or litigations related to the school assets between the community members/villagers and state government.

Areas Involved in the Innovative programme:

- The first operation was initiated at Anal Khunou Government H/S Chakpikarong of Chandel district on 11th June 2018 and again 9 other schools on 29th August 2018.
- Additionally, the remaining other 8 school lands were registered on 9th November 2020 and another school on 28th December 2020.
- The primary target of this innovation is to make it operationalize in maximum districts of the state of Manipur in the near future.

Essence of the Innovation

- Preventing obstacles in the better planning of schools and its related developments.
- Official letters have been sent to the heads of the respective schools to provide details about the land records of schools.
- This innovation began during the process of the construction of new P/S and additional room extension process.

Details about the process involved in resource mobilization

This idea has been formulated especially because officers have noticed that to create awareness about the importance of the education within the community and to materialize it, this arrangement would be favorable to mobilize the community in the Chandel district.

The cooperation and support has been received from the village chiefs and community and enable the process of transferring of school acquired land into a common property of the government. An awareness program has also been conducted to mobilize the community members and clarify them about the process of overall transformation and its related benefits. The Gift Deeds for the land under the purview of concerned Government Schools and the Registration fees of the Gift Deeds are the main resources involved in implementing the whole idea of innovation.

At District level, a workshop on Community Mobilization was conducted for three days from 21st to 23rd June 2018, at the Indoor Stadium, Japhou Bazar, Chandel, so as to make the community members extend their support for the innovative steps adopted by the education officer. Public talks were also organized and village chief and the SMC/SMDC members along with other different resource persons were being invited. The sufficient area for school as donated by the Landlord enabled the Department/School for better plans and other development programmes. In this regard, the agreement between the Chief/Landlord and the government representative provided a suitable platform for the officials to actively participate in the overall phenomenon. On the other hand, the local community also played a prominent role in the development of the school related matters. Therefore, workshops for School Management Committee/School Management and Development Committee (SMC/SMDC) were also organized at District Level so that the members extend their cooperation and support to bring about rapid progress in the schools.



Impact of the Innovation

The Innovation gives a special security in terms of the school land which has a public property document in the Government Registration Office.

Innovation has brought mutual respect and better cooperation between the Public and the Employees of Education Department as a whole. Along with, the administrative mechanism in the schooling system also becomes effective and thereby enabling the schools function smoothly and effectively. Hopefully, the innovation in Chandel district Manipur will be replicable in other 9 hilly districts of Manpur in the nearest future.

The innovation is sustainable inspite of the transfer of the officer. Similarly, in case of the reliability of innovation, it has been observed that this idea of innovation is implemented well in the Chandel district of Manipur. Hence, this can be replicated in other districts and states as well.

IMPROVEMENT IN QUALITY EDUCATION THROUGH INSPECTING OFFICERS

Habul Lodh

District Education Officer
Sepahijala District, Tripura

Areas of the Innovation

- Increased efficiency in inspection and supervision
- Improvement in overall functioning of schools
- Utilization of available resources to achieve the desired goal

Summary of the Innovation

The schools in Sepahijala district lacked basic infrastructure, amenities and maintenance of office records was very poor. There are total 5 inspecting officers to visit Rangamura Tribal High Schools and also 5 inspecting officers for Jampuijala Girls High Schools but they could not identify such irregularities during their regular visit.



In this grim situation, the officer thought of temporary replacement of Inspecting Officers for 7 days so that they can visit schools in other districts with the overall goal of developing the educational scenario. It was implemented throughout the District; 11 Educational Inspectorate, including 3 of Tripura Tribal Areas Autonomous District Councils. All inspecting officers were given opportunity to visit new workplace, new schools to gather knowledge and implement such better knowledge of their actual work places.

The Inspecting Officers rendered services in a new environment, meet with new teachers, HMs, students, SMCs, guardians; gathered knowledge regarding teaching learning process, implementation of CCE, RTE in all schools within district and also help to update school functioning, increase in appreciation and enthusiasm, detect drawback(s) and helped to eradicate problems to attain desired level of achievement

From January 2018 to June, 2018 first fortnight, only 6(Six) show cause notices were issued, but when place of posting of inspecting officers changed only for the visit of first spell total, 65 (sixty-five) show cause letter issued. In the same way during the visit of second spell, 52 (Fifty-Two) show cause letters were issued.

Impact of the innovation

Attitude behind such mass surprise visit is rectification and acceleration in the teaching learning process.



Inspecting officers, teachers are more serious regarding maintaining of cleanliness, lesson plan, teacher's diary, maintaining of records, identification of slow learners, remedial classes etc. Now BEOs are bound to think- "if I report to the higher authority that everything is going smoothly within the schools located in my jurisdiction, but another inspecting officer detects basic drawbacks then it may lead to action against me".

Director of School Education Department appreciated the process and different newspapers also covered this innovative visit idea by changing of place of posting for the effective purpose of visit. Newspapers also informed that educational system developed a lot after such visits.

The officer is of the view that if there is deputation of all 8 DEOs of Tripura along with their group of inspecting officers to other district rotationally, then 800 schools throughout the state may visit in a single day and all schools of Tripura within 7 spells.

Other initiatives by the officer

Improvement of Reading, Writing Skills and attendance of Slow learners utilizing the services of High Achiever Class mates as Student Teacher:

On the eve of Teachers Day, every year students act as teachers and conduct classes to honour their teachers. It was observed that students and students' teachers are also eager or enthusiastic on such classes. So, this was utilized on a regular basis to develop the reading - writing skills of slow learners through high achiever students. Moreover, this initiative also helped the slow learners to remain motivated. Before implementing this innovative idea, class teachers identified class-wise very slow learners (named as Aspirational Students in place of Slow Learner) and students with poor attendance who were unable to read and write properly specially students from Class VI-X. Through proper enquiry, teachers detected



the root reason behind their poor attendance and recorded their type of drawback(s). They created the pair of one slow learner and one high achiever student (Student Teacher), whose residences are near to each other. As a result, aspiring students got the opportunity of a regular process of improvement, enhanced interest in studies, improved reading writing skills and attendance rate in the class.

Inauguration of school programmes through plantation of saplings for creating self sufficient Kitchen Garden for MDM:

Creation of self-sufficient organic kitchen garden with healthy and disease free vegetable seedling for MDM in every school was undertaken throughout the year on a regular basis. Plantation of 4650 different vegetable seedlings involving Chairman and Members of SMC, Parents, PRIs, Social workers, Teachers, Educationist, Students throughout the year in at

least 31 public educational programmes like 2 (Two) Parents, Teachers Conference and 12 (twelve) SMC meetings, observance of birthday of the National- Religious Persons etc. It resulted in organic-pure vegetables with sufficient quantity from the schools own Kitchen Garden and regular participation of local people in school functionaries in a friendly atmosphere.



UNIFORM DRESS CODE FOR TEAM EDUCATION REVOLUTION

Ramanuj Sharan Sharma

Block Education Officer

Sondwa Block, Alirajpur District, Madhya Pradesh

Summary of the Initiatives

From 17th of March, 2017 to 21st of November 2018, Ramanuj Sharma, BEO/BRCC, Sondwa block, Alirajpur district, Madhya Pradesh initiated many educational innovations and Good Practices. These practices were meant to address some specific issues. At the same time, some were innovative in nature directed to bring desirable changes in the overall educational administrative framework of the Sondwa block. These educational innovations and Good Practices are–

1. Uniform Dress Code for Team Education Revolution
2. To certify BRCC/BEO office ISO 9001/2015
3. Read Sondwa Learn Sondwa Programme
4. School ODF or Clean School innovation
5. Workshop for teaching Hindi and Mathematics in Bhilali language with the help of local songs, phrases, idioms, and riddles. And,
6. Workshop for scientific experiments



Ramanuj Sharma started the 'Uniform Dress Code for Team Education Revolution' programme to ensure uniformity and discipline among teachers. It was meant to introduce a dress code for the teaching professionals. Firstly, the BRCC/BEO office adopted the dress code and Jana Shiksha Kendra followed. At present, every teacher of the block follows the dress code. Moreover, School Education Department, Madhya Pradesh directed to introduce the dress code for the whole state. It was self-initiated by the BRCC/BEO office and followed by the teachers.



For improving infrastructure, easy administrative structure, making the BRCC / BEO office an ideal place for teachers, and for bringing confidence of communities in educational, administrative structure, the BRCC / BEO office took initiative to get ISO 9001/2015 certification. For that, a great effort was made at the structural and functional level of the BRCC/BEO office, Sondwa. On the 8th of March 2018, six institutions got an ISO Certification in which two were upper primary schools as well.

BRCC/BEO office, Sondwa started the 'Read Sondwa Learn Sondwa' programme to address the standard and quality of learning of students, develop a self-study culture among teachers, provide holistic training to teachers, make a fear-free school environment, and create a learning atmosphere among teachers. This programme was supported by the Pratham Foundation, Bhopal. The Pratham Foundation organised a training workshop for teachers. This programme was implemented in 220 schools. As a result, the percentage of the non-reader category among students fell to 37 percent from 60 percent and rose from 40 percent to 60 percent among the reader student category. It was remarkable in mathematics, in which the percentage of students comfortable with numeracy rose to 99 percent. The success of this programme is self-evident and manifold which is reflected through the results of the students. With the support of 'Room to Read', Samavesh, Eklavya, and retired officials of educational administration, Sondwa BRCC/BEO started a programme for teaching Hindi and Mathematics in the Bhilali language. Sondwa is a tribal block and students are comfortable in expressing their knowledge in the native language. Keeping it in mind, this programme was launched in which local knowledge in the form of songs, phrases, idioms, and riddles was used to make concepts comprehensible and easy to understand. For it, the curriculum of primary education was designed and translated into the Bhilali language.



These are some of the educational innovations and good practices started by the BRCC/BEO, Sondwa. These initiatives are an example of a systematic and sensitised way of change brought by educational administration in the respective areas of concern.

USE OF IT FOR EASE OF GOVERNANCE

VIDYA GODAVARI: FLOW OF EDUCATION THROUGH UNIQUE APPS

C.V. Renuka

District Educational Officer

West Godavari District, Andhra Pradesh

Areas of the Innovation

- Introducing changes in the functioning of the system
- Use of IT in enhancing efficiency in administration

Summary of the Innovation

The development process through unique apps in the government school administration system in West Godavari district began with an initial analysis of various administrative flaws. To address these, the then District Collector Sri. Katamneni Bhaskar, IAS suggested some ideas to make administration easier. Hence, with the help of IT team, apps were developed as per the department and its essential needs.



Launch of apps under the tagline “Vidya Godavari”, (flow of education through unique apps) were initiated to cater to the needs of the department. With the help of IT wing, these unique apps were developed so as to get right, valid information from all schools at the right time. Altogether, eight apps were developed, viz. E-Manabadi, Manabadhyatha App, Student Attendance monitoring App, online time table app, TLM Mela app, SMC app etc.

The major aims of the innovation are:

- To receive quick and correct information about all schools within the stipulated time period.
- To develop or enhance the academic and administrative standards.
- Helpful for the monitoring team to remain updated and get unique results.
- To make each individual tech savvy in the Education Department.

To have a categorical and step wise implementation of this innovation, meetings were conducted with the HM's, class teachers and departmental administrative heads so that before creating awareness the problems need to be evaluated by the concerned team on priority. To make the officials know about the app development process, self explanatory instructions to operate the 'App' were circulated and

communicated through DyEOs / MEOs / CRPs. To make the process more efficient, tabs were distributed by SSA to all Headmasters of Primary, Upper Primary and High Schools. The Commissioner of School Education provided tabs to all Inspecting Officers. At present, since all the teachers are using Android mobiles, it became more helpful for the teachers, especially to track and estimate the overall situation in the schools.

The special or unique aspect about this innovation under the tagline of 'Vidya Godavari' is that the overall system will be more transparent. Along with it, the overall academic and administrative needs will be fulfilled and remain under transparent tracking mechanism.

Considering the impact of this innovation in the West Godavari district, nearly 2, 78,000 students and around 13,400 teachers were benefitted. Teachers felt comfortable since it has reduced their record work and especially, student attendance has improved. The main reason behind a massive response among teachers is that through this mechanism, they take less time in finishing their routine works. In case of community mobilization for instance, SMC App, Members of School Management Committee were habituated to come to school on that particular day every month and for the operation of other apps the teachers/parents etc., extended their cooperation and appreciated the effort for getting accurate information. Hence, almost 100 percent teachers in majority of the government schools were using these apps.

It is a sustainable technological innovation. There is no complexity and apps are very user-friendly.



This can be continued forever as the monitoring team always needs it. Since the current times are demanding technologically sound ambience, all the people became well acquainted with the technology. It is worth noting that most of the Apps have been adopted by the state as a whole. Since it is IT based innovation, the applicability of all these Apps is also very high and hence it can be implemented in any district or in any State. In addition to that, they are economical and do not incur much expenditure.

EPEN- MOBILE APPLICATION FOR EFFECTIVE EDUCATION ADMINISTRATION

Babubhai Dharjibhai Baria

District Primary Education Officer

Narmada District, Gujarat

Areas of the Innovation

- Establishing a platform for effective Education Administration.
- Strengthening Monitoring and Supervision for Regular School Functioning.

Summary of the Innovation

It was in the year 2017 that the district Narmada was selected as an aspirational district among 115 districts of the country by the NITI Aayog Government of India. The factors included in the development framework were education, nutrition, agricultural, basic infrastructure, skill development and among them the education was having a more important role to play in the development process of the district and the humankind as well. The primary education has almost all the sectors attributing in the aspirational factors.



The Narmada district is mostly populated with the tribal people. There were 690 schools run by the District Education Committee Narmada and around 250 schools are located in areas where there was no mobile coverage or no internet. Also, it is always difficult to reach all the schools personally to monitor.

Due to less number of monitoring staff, including AEIs and CRCs, it was extremely difficult to trace out whether all schools open at the right time every day or every teacher is present in the school premise. Amidst so many problems, an initiative was taken by the District Education Officer and adopted a plan to get a mobile application which can have functions like official board messaging, receiving complaints, reports exchanging good ideas, knowledge, best practices from the field and of course the teacher attendance. Teacher attendance is only effective when it is done from the school and it was so decided to have the Jio location-based Android mobile application which can be used for the recording attendance from the school, based on the geo location of the school only. Another issue was that of connectivity and it was also necessary that the mobile app should work on offline mode. This aspect was also taken under consideration while designing the app with the help of C-DAC Hyderabad.

After the preliminary decision to have the mobile app for the district, several meetings and conversation were held by the C-DAC officials from Hyderabad through various emails and other social media mode. Discussions began with them about the demands, difficulties, concerned areas which essentially need to consider while designing the app. Finally, the mobile app was launched by the District Development Officer, Narmada.



After launching the mobile app, all the 690 head teachers of primary schools of the Narmada district were registered. They were registered with their mobile number and given the access to the mobile app using their mobile number with degenerated OTP and login into the mobile app and got their teachers registered and they started using the mobile application.

With this mobile application, one can thoroughly plan to supervise and monitor the school attendance in the Narmada district. Every day at 10:30am, receiving of the attendance begins by the attendance-in-charge and within 15 minutes, all the attendance is recorded and afterwards it is taken as the latecomers or the absentees. All the Block Education Officer has also given the login of their block so that they are able to supervise and monitor the attendance and other things of their block also.

The App consists of school login, DPEO Desk, Knowledge Corner, Download and Feedback menus on the homepage of the mobile application. Except school login, the rest four menus are accessible for any user from anywhere having downloaded the app from the Google Play Store as it is open for all; only school login menu is for the registered users. DPEO Desk is the menu which is directly handled by the District Primary Education Officer, as and when there is a need of communicating any kind of information or official instructions. With the help of this mobile app, every user can be given a message or information within no time and it is ensured that such instruction is reached in the mobile app. The download menu is made from the official letters, resolution, circulars to be downloaded by all users and regularly the letters are being uploaded by the district office.

Knowledge Corner is a menu where every user can share their good ideas or best practices from the field and they can submit their valuable comments, reports of the happenings with the school–students–teachers with the help of feedback menu. The message from the feedback menu is emailed directly to the District Primary Education Officer and it is accessed only by the DPEO.

When logged in as DPEO, there is the district dashboard where there is an office board, total School, total staff, total present, totally absent, today on leave, total on duty and total no status data of that day. The menu of office board has the access with the Block in Charge and the district office so that they can also communicate



the official instructions which all schools can see. On clicking the total number of the Present, Absent, On Leave, On Duty icons, one is redirected to the list of Teachers. On clicking on the total schools, one can go to the concerned school and find the Google location map of the school and total staff and their present-absent status of that school.

Geo Location Based Attendance

The ePEN mobile application has a special provision of location-based attendance recording which shows the presence of the teachers in the school only. The location is identified by the latitude and longitude of that very particular school and the same is shared by the Attendance In charge while being in the school campus or office. The Attendance In charge or the Teachers have to be on the school campus only to record the attendance. With the help of this location mapping of the school and teachers while recording attendance, it is ensured that the schools being opened at the regular time every day at 10:30.

Offline Mode of Attendance Recording

More than 250 schools are in no coverage-no connectivity area of the Narmada so it was not proper to implement if the app does not work in the no coverage area. Hence, the App was designed in such a way that the attendance of the teachers is recorded even when there is no connection - no connectivity - no coverage and the same is recorded in the application during the school opening time. This is very much helpful to ensure the presence of the teachers even in the schools which are in no connectivity or coverage in the Narmada district.



Impact of the Innovation

With the help of this app, the officer is able to receive the daily data like attendance of the teachers at present, absent, on duty, on leave form, able to trace them and verify with the facts. Teachers were issued show-cause notice on coming late regularly.

Success stories of the ePEN

The officer was able to ensure–

- Exact data of teacher's attendance with time and location.
- Official letters, circulars, resolutions etc. can be downloaded.
- Absentee and On Duty teachers calling via app to verify their status.
- Data of the On Leave teachers cannot be altered or amended in any case.
- Regular schools' opening every day at 10:30 in the morning to be ensured.

CASUAL LEAVE APPLY SMS SYSTEM (CLASS) ONLINE SYSTEM

Buddha Priya Singh

Basic Shiksha Adhikari

Lakhimpur Khiri District, Uttar Pradesh

Areas of the Innovation

- Ensuring a paperless administration
- Use of IT for ease of procedures

Summary of the Innovation

The present educational innovation titled 'CLASS – Casual Leave Apply (with) SMS System' was started by Budhapriya Singh, District Basic Shiksha Adhikari, Lakhimpur Khiri district, Uttar Pradesh. The purpose of the above mentioned educational innovation is to facilitate the teachers regarding issues of leave, monitoring, maintaining the balance of casual leave, and encouraging a paperless administrative system.



Lakhimpur Khiri has a huge geographical area. Due to this, sometimes, teachers miss submitting their casual leave application at the concerned schools in due time. In this regard, the officers started Casual Leave Apply with SMS System, which has the potential to address this challenge successfully.

Implementation and Impact

Under this initiative, the details of all teachers like the name of the teacher, school's name, mobile number of all 16 blocks of the district are fed in the software. Now, any teacher can apply for leave one day before just by sending an SMS namely CLASS on providing a mobile number from 12 p.m. to 8 a.m. The SMS System is very much helpful in emergency. The message can only be sent through the registered mobile number of the teacher.



The purpose and impact of this educational innovation are quite evident. It was analysed that from January, when this portal started, it is easy to track the details of casual leave of teachers. Earlier, it could be known only in July-August month. It also helps the teacher to track their available leave. At the same time, Block Education Officers remain aware of the availability of the teacher at their respective school. This portal also helps to facilitate the Leave report to the BEOs on the 21st of every month.

This simple and easy educational innovation is an example of efficient use of technology in administration for monitoring of the services and facilitating the available resources for smooth functioning of the administrative system.

SHIKSHAK MITAN APP

Mamta Singh

Block Education Officer

Abhanpur Block, Raipur District, Chhattisgarh

Areas of the Innovation

- Use of IT for ease of governance
- Increasing transparency within the system

Summary of the Innovation

With regard to the maintaining of service books of teachers, it was used to be done manually and quite often, entries were either missing or not updated. Teachers were also unaware of how entries were being made in their service books. The concerned block officer wanted to change this situation and came up with the idea of app-based entries.

Thus, this educational innovation titled 'Shikshak Mitan App' was initiated by Mamta Singh, Block Education Officer, Abhanpur, district Raipur, Chhattisgarh. The 'Shikshak Mitan App' was developed to ensure all up-to-date entries in the service books of teachers. This app was developed with the technical support of the NIC.

For developing 'Shikshak Mitan App', a team of computer-trained clerks were formed. All entries in service books were updated, scanned, and converted into soft copies. Then, the data of every teacher on the block was uploaded to the server and linked to the app. All teachers working in Abhanpur block could get benefitted from this app.

Impact of the Innovation

The benefits of this app are apparent and manifold. Before this app, teachers were not fully aware of entries in their service books. Teachers did not know about important entries in their service books like increment date and leave balance in their service book. But now, with the help of this app, teachers can access information and status of not only entries in their service books but can take printouts of pages as well. This app is meant to bring transparency within the system. For a successful running of this app,



there is a need for computer-trained manpower and the availability of computers and scanners in an adequate number.

The best thing about this educational innovation is that it is sustainable and replicable. The transfer of the innovator to other places will not cause many difficulties in running this app successfully. It is apparent that 'Shikshak Mitan App' as an educational innovation can contribute vastly in bringing transparency in the system, and job satisfaction among the teachers.



ENHANCING THE REAL TIME DATA MANAGEMENT ABOUT INFRASTRUCTURE, ENROLMENT AND TEACHERS

Gorakhnath Patel

Basic Shiksha Adhikari

Sonbhadra District, Uttar Pradesh

Areas of the Innovation

- Use of IT for maintaining an updated database
- Increasing learning competencies of students

Summary of the Innovation

In Sonbhadra District of Uttar Pradesh, there was insufficient staff and lack of data regarding the student's enrolment, teachers appointed, infrastructural update etc. Moreover, there were delays and variations in the data due to the lack of a systematic mechanism. In order to rectify this situation and to main correct and updated database, the concerned officer tried to revamp the system. Thus, this innovation is about enhancing the Real Time Data Management about Infrastructure, Enrolment and Teachers from blocks to district of Sonbhadra with less manpower.



Process and procedure followed while implementing the Innovation

- Online Google sheet structure for all blocks was created.
- The link was shared to each block resource center, which could be only opened and edited from BEOs E-mail ID.
- A master sheet was created at an SSA / BSA level for monitoring and analyzing data quality and comparative study.
- On requirement of new data only a new column has to be attached.

Impact of the Innovation

- Problematic areas were identified and addressed.

- The paper work was reduced.
- Real Time Data on fortnightly basis or on demand was possible.
- School wise Data was available at every level.
- Data analysis and its conclusion could be observed by district and block.
- It is also helping a lot to compile and complete NITI Indicators of Education.
- It has helped us to implement "Operation School Kayakalp".

In addition to this, the officer also introduced initiatives to enhance the minimum learning levels of the students in Sonbhadra. The overall learning and teaching process were running in a very poor condition. Furthermore, there was no centralized and systemic method to observe or monitor the overall process. A uniform task achievement and proper monitoring along with feedback was undertaken. The



beneficiary of this implementation involves the students and teachers of primary and junior schools. The SMC, PTA and MTA were called and encouraged to ensure every child to be the part of the evaluation process. Problem areas were identified and addressed. All teachers and students are now engaged in task to improve their academic goal. Through concerted efforts of the officer and co-operation of teachers and parents, the learning levels of the students were greatly enhanced.

**IMPROVING LEARNING
COMPETENCIES AND ACADEMIC
PERFORMANCE OF THE CHILDREN**

CHITTI CHETULU – CHAKKANI RATHALU - TENDER HANDS AND GOOD LEARNING

Doddavula Devananda Reddy
District Education Officer
Kakinanda District, Andhra Pradesh

Areas of the Innovation

- Attaining the minimum level of learning skills of primary school children
- Encouraging the meritorious students to reach to the level of excellence

Summary of the Innovation

In Government Primary (1 to 5 classes) schools in Kakinada district of Andhra Pradesh, students were not having the required learning competencies in different subjects. The officer realized this inadequacy and wanted to see improvement in this particular area. In order to improve the competency levels amongst the primary school children, the officer initiated a change titled *Chitti Chetulu – Chakkani Rathalu* (tender hands and good learning).



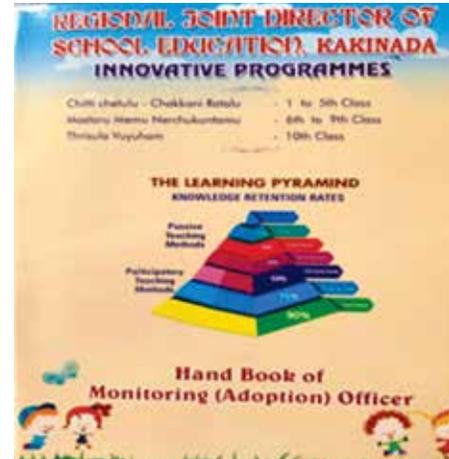
The major objectives of this initiative were:

- To bring improvement in the writing, reading and communication skills among children
- To make the teachers aware about the competencies of every student in the class by closely monitoring and facilitating them
- To make students express their views and ideas without any fear.
- To improve the handwriting of the students.
- To recognize the meritorious students at the primary stage and to encourage them.

The main focus of this innovation was to improve the academic standards at primary level, i.e. from first standard to fifth standard in Telugu, Hindi, English and Mathematics subjects. The whole exercise of this innovation aims at equipping every primary child with minimum levels of learning and from there on, raising to the excellence. This initiative was taken up in 2017-18 and continued thereon. The following resources were used in the programme:

- Physical: Classroom, Blackboard, white papers for the students, notebooks, pencils, etc.
- Human: School teachers, CRPs, Complex HMs, MEOs, Eminent Educationists and District level Officers.
- IT: Computerization of data

In the first week of every month, the District Educational Officer arranged a meeting with divisional, Mandal and cluster level officers. Every officer in the Mandal and the cluster was asked to adopt 4 to 5 schools for intensive implementation of the initiative. In 2696 Primary and Upper Primary schools in the district, there are 1,10,000 students studying in 1st class to 5 class. There are 50 Mandal Educational Officers (MEOs), 298 School Complex Headmasters and 298 Complex resource persons (CRPs), and in total 646 different level officers at different levels. The services of these 646 officers were utilized for implementation of the programme.



He explained to them about the present status of children's learning competencies, need of the programme to bring out the class level competencies, how to motivate the school children and teachers in implementing the programme. In turn, in the next two days these officers visited the schools, motivated the students and teachers to initiate the programme. Guidelines were provided to the teachers. The officers also attended the Parent Teachers Association meetings, local body meetings and explained about the initiative and took suggestions for implementing the programme. A lot of emphasis was given to reading and writing and regular practice was undertaken. Teachers closely monitored each and every child and gave appropriate guidance wherever required.

In the last week of the month, the officers conducted a review of the competencies attained, evaluating the standards of students in the range >80%, between 60%-80%, between 40%-60%, <40%. Additional emphasis was again given to those who could not attain the desired competency levels. Motivational classes for the teachers at the end of the month were also held and targets were fixed in the next month.



This programme helped in the improvement of the learning competencies in the primary students. By the end of October, 2017, it is observed that about 27,000 (25%) students improved in classroom learning competencies. By the end of February, 2018, it is observed that about 53,000 (50%) students improved in classroom learning competencies. Their handwriting as well as concentration of listening, reading and writing were improved.

Students were also able to participate actively in the school assembly and there was marked improvement in school attendance. Students participating in co-curricular and extra cultural activities also enhanced and they were able to express their views without fear. The headmasters and teachers of the respective schools, along with CRPs, Complex HMs are trained for this programme. Therefore, the innovation can be continued even if the officer is transferred.

On the whole, these desired changes brought a positive image about the Government schools. The teachers, different level officers actively participated and motivated the students in such a way that the programme now extends to Secondary level classes in the district.

SRUJANA - A PROGRAMME FOR COLOURFUL CLASS ROOM

A. Sarveswara Rao

Mandal Education Officer

Eluru Rural Mandal,

West Godavari District, Andhra Pradesh

Areas of the Innovation

- To develop competencies of students in all the subjects.
- Improving the overall quality of teaching and learning process.

Summary of the Innovation

In the traditional classroom teaching, there is hardly any scope for the children to interact with the teacher and the teaching learning material is rarely used. Teaching becomes very monotonous and students have to regularly rely on rote learning. Most often, classroom teaching is dominated by the lecture method with the use of any essential aids like chalk, duster, blackboard. Overall TLM (Teaching-Learning Material) is hardly used in the classroom and when used, it may not be context-specific.



The education administration of the West Godavari district in Andhra Pradesh has been monitoring about the issues related to the transaction process in the classrooms. During regular monitoring, some problems were identified in the teaching-learning process in which the main drawback was teaching without any TLM.

In this context, certain observations were made by the Pedagogy wing, SSA, West Godavari District and some lapses were identified at the ground level of teaching:

- Teachers are explaining concepts without using any TLM.
- Some teachers are unable to prepare TLM/ILM while some are efficient in preparing TLM but lack interest to prepare and use it.
- Students are not showing interest in the teaching-learning process.
- Decrease in enrolment of government schools in the Mandal/Block.
- Irregularity and dropout rate increasing steadily.

In order to overcome these issues and to attract the children/parents towards Government schools, it was felt necessary to support and strengthen the academic performance of students with the use of TLM in all subjects.

Objectives of the Programme

- To enrich the lesson planning and in-class experiences of teachers.
- To engage students by making learning fun.
- To enhance students' classroom experience by diversifying learning activities.
- To improve student learning outcomes, both subject specific and in a broader context.

In order to do this, there is a need to orient teachers and develop appropriate context specific teaching-learning materials useful to enhance the quality of the teaching - learning process. Usage of TLM is mandatory in CCE method to develop competencies that were prescribed in all subjects. The idea of activity-based learning is rooted in the common notion that 'children are active learners'. In view of this, it was thought that there will be strong impact on students when the concepts are demonstrated through Teaching-Learning Materials. Accordingly, the idea of *SRUJANA TLM HAND BOOK* germinated. The *SRUJANA TLM HAND BOOK* has been prepared for giving guidance to 7300 teachers in preparing TLM in their respective schools.



As the first step, teachers were being identified who were technically equipped. Similarly, Sarva Siksha Abhiyan West Godavari conducted a workshop from 21.12.2015 to 23.03.2015 with 25 DRG's of each subject and totalling 100 DRG's to plan and prepare TLM/ILM for 1st to 5th Classes so that teachers can receive more versatile ideas that are essential while preparing the TLMs. After completion of the workshop, DRG's from each subject prepared nearly 250 models (TLM) from I to V class in 4 subjects of all concepts. The TLM was exhibited in all mandals through "*SRUJANA MOBILE TLM VAN*" by conducting Mandal level TLM exhibitions, which guided 7300 Primary teachers towards preparation of certain items. All teachers were instructed to come and visit the exhibits and to prepare TLM basing on the model TLMs.

The District Collector has also instructed, supported and encouraged to print a *SRUJANA TLM HAND BOOK* with TLM photos, dimensions, manufacturing materials and nature of work and which includes the individual and collaborative work of the students, the project works etc. All the Primary Teachers were happy with that book and expressed their willingness to prepare TLM models. This book was supplied to each and every school in West Godavari and motivated the teachers to prepare 100 to 150 models in their own way and conduct the teaching learning process with TLM and make classrooms more colourful. The District Collector and Chairman, SSA made preparation of TLM mandatory with the help of the grants released by the SSA or from the donors.

Impact of the Innovation

The impact of this unique, innovative idea was remarkable as it gave a new direction to the overall teaching learning process. The practice of this idea in the classroom by the teachers made students enthusiastic and helped in retaining their interest in learning. Moreover, teachers became more responsible and received fresh ideas to transact in the classrooms. Among the 7,300 teachers, 30 models were prepared by each teacher. Around 2,50,000 students immensely benefitted through this programme.



IMPROVING QUALITY OF EDUCATION IN GOVERNMENT SCHOOLS THROUGH E LEARNING

G. Gunasekaran

Block Education Officer

Peranamallur Block, Tiruvannamalai District, Tamil Nadu

Areas of the Innovation

- Improving Quality of Education in Government Schools
- Enhanced Community Participation

Summary of the Innovation

In the Peranamallur Block, it has been observed that the online education mechanism was essentially weak in the government schools. Therefore, to revive the existing status, the then block educational officer tried to address this issue and set the goal to improve the quality of education with the availability of supportive e-learning materials in government schools of the district.

Tiruvannamalai district Peranamallur block is the rural block in the district.

In Peranamallur block we started Online Digital Class with the support of SWADD and e Vidyaloka with established New Technology for the following Six Schools.



Objectives of the Innovation

- To build the capacities of rural children to reach the global level by using online education
- Integrate volunteer teachers through e-learning
- Promoting innovations in teaching and learning process using Skype platform
- Effective monitoring of online digital classes
- Village level students' efficiency will improve at global level
- Awards and rewards for various academic activities of children.

During this program, government officials, e -vidyaloka, SWADD, Land T InfoTech and the teachers, students have worked relentlessly for making this project success as a whole. In Pernamallur block, facilities like Computer, Laptops with a proper internet connection and other support devices were made available with the support of L and T infotech, SWADD, and e- vidyaloka. The teachers were aligning

the latest technology in teaching process and students were gradually becoming well versed in using the latest technology like using computers, laptops etc.

Impact of the Innovation

- Effective Monitoring helped students to win the Award of Techno Club in the District Level Competition, which was held at Thiruvannamalai District.
- The e-vidyaloka is a national level program functioning in 9 states. Students from Peranamallur block secured first place and won the *GOLDMEDAL*.
- The students in the SMART class have participated and submitted a report titled *ZERO HUNGER 2030*, and received First Prize among the Four States.
- Peranamallur students participated in the *WORLD RECORD EVENT* and got an Appreciation Certificate from 7 World Record Agencies (Limca book of records, India Records Academy, Record Setter, Tamilian book of Records, Unique World Records, Asian Record Academy and ELITE World Records). These developments reduced the dropout rates as well.



It generated interest among the students in reading and communication skills. Children showed interest in participating in many cultural activities too. Parents and SMC (School Management Committee) members effectively participated in school related activities like admission and the achievements of the students also showed improvement. The initiatives are not only sustainable, but can be replicated in other districts as well.

ART INTEGRATED LEARNING

Pushpalatha

Block Education Officer

Davanagere South Block, Davanagere District, Karnataka

Areas of the Innovation

- Strengthen the quality of education in government schools
- To enhance the competencies of the students

Summary of the Innovation

As per the National Achievement Survey (NAS), performance of the students studying in government schools was not satisfactory. Gradually some children were moving towards private schools and enrolment in government schools was decreasing. It was thought that an innovative approach may be adopted to reduce absenteeism, enhance enrolment and enthusiasm among students and make learning more interesting and effective.



Therefore, in the Davanagere district, Art-Integrated Learning initiative has been adopted by the Block Education Officer and the main goal behind this unique innovation is to include the aspect of quality in the school education system.

Objectives of the Innovation

- To plan the activities for art integrated learning
- Implement the activities for learning and teaching.
- To study the effect of Art Integrated learning on children.

Before the implementation of this innovative program, students were lacking interest in studies and also lacked involvement in co-curricular activities. The officer chose to work on the learning of 6th standard students in Kannada language. She conducted an experimental study and a total of four were selected: 02 schools from rural and 02 schools from urban areas. To improve the situation, multiple interventions were made which included art integrated teaching and learning method; songs, storytelling, act, play,



worksheet, etc. and planned approaches related to the syllabus. In follow up meetings, officer collected the feedback and shared the suggestions to strengthen the program. The supporting materials supplied by the officer like story books, songs CD, creative awareness game chart, helped to motivate the students. Teachers encouraged the students to involve in the activities and students expressed their talent voluntarily. The other factors which were involved were:

- Introduce the creative awareness game sheet.
- Provide the opportunity to apply teachers own mind to think in which lesson, what activity can be introduced.

The officer gave guidance to teachers on how a teacher can cover the concepts in the classroom. Along with it, the officer, visited the schools to supervise the progress and difficulties or healthy development after the implementation. Some of the materials used for the activities include:

- 'Motivational Stories from mother' – Story book
- 'Meena Srujana' (Motivate and awareness songs CD)
- 'Meena creativity games chart'

In all the four schools, it was found that there is progress in the performance in reading, writing, increased participation amongst the students.

Impact of the Innovation

After implementation of the innovation, some of the noticeable changes are as follows:

- It has enhanced enrolment among primary classes
- It has increased achievement levels of 6th standard students.
- This approach has led to burden less and joyful learning.
- It is the way to an innovative teaching process.
- It has increased the attractiveness in learning among students.
- Students are involved in learning with interest
- This innovative method developed different skills like; listing communicative, acting and expression.
- Developed understanding, mutual respect, adjustment, self- confidence and memory.

Thus, this initiative helped teachers to include arts-based learning to make their teaching more effective and enhanced students' competencies in different parameters.

INNOVATIVE TEACHING METHODOLOGY THROUGH TRAINING MODULES

Hilal Ahmad Gilkar

Zonal Education Officer

Ganderbal District, Jammu & Kashmir

Areas of the Innovation

- Improving academic performance of the students
- Increasing teacher accountability

Summary of the Innovation

In the Ganderbal zone, it was observed that the academic performance of the students was extremely poor as the teachers were not accountable to what they were taught in the class and whether this has been comprehended by the student at the end of the lesson. The teachers were reluctant to change their traditional way of teaching related to chalk and talk, in which the teacher was acting as dedicator and a student was silent spectator. In this grim scenario, the officer thought of introducing innovative teaching methodology through implementing a training module and imparting training to the teachers.



Objectives of the Innovation

- 1) Innovative methodology of teaching in schools by Implementation of Training Module prepared by Simple Education Foundation at School Level.
- 2) Strengthening of administrative setup and accountability of the Head of the Institutions.
- 3) Ensuring that Head of the Institution should take a leading role (Leader) in school to bring academic climate of the school on track.

The innovation was operated in the entire state in general, but particularly in Rainawari and Ganderbal zones where training was provided to teachers at district level.

Key areas of the module

- i. How to frame five-point lesson plan in different subjects for different classes.
- ii. How to keep academic track of students as per the devised plan.
- iii. How to make necessary corrections of children to enhance their learning.
- iv. How to make use of different teaching, learning aids (TLM) as per need of the topic.
- v. How to help the children to work in groups to encourage peer tutoring among the students?
- vi. How to evaluate individual student at the end of the topic.
- vii. Accountability of Head of Institutions.
- viii. Head of the Institutions acts as leader in their respective institutions to bring desired changes to the school for upliftment of curricular and co-curricular activities in the school.



The methodology applied during the innovative program was very rigorous where teachers involved intensively in the training program during the winter vacation. All the teachers appreciated the module as it was a workable model for the enhancement of learning among children in schools up to elementary level. Excessive time also spent during the training by providing live training sessions, apart from the hard and soft copy of the material given to each teacher. The practical part of this training was

that teachers have to develop a five-point lesson plan along with methodology for each subject for each class with the necessary teaching aids as per topic and subject.

The five-point lesson plan involves five steps of teaching learning process which are as under:

- a) **Introducing the topic:-** The teacher will motivate the students towards the current topic with relevant information about the topic taking help from the knowledge beyond the classroom and connecting it with the book, so that the students get attracted towards the topic to learn more about the topic from the book vis-à-vis their personal experience/ knowledge about the topic.
- b) **I Do:-** It means what teachers can teach taking help from the books and making the concepts clear to the students by reading the content of present topic and also frame activity related to present topic which will make the things clear to the students.
- c) **We Do:-** It means that the teacher will divide the students into groups and give each group an activity to be completed by the group within a specific period of time regarding current topic. The teacher should ensure that each group is represented by an average, below average, above average students so that each child will get a chance to learn from his Peer group. While students are busy with group activity, the teacher will act as facilitator for each group and help them where ever necessary.

- d) **You Do:-** It means that each student will be given an activity so that teacher will understand that each student is able to do the activity as per present topic. This exercise will help the teacher to know which student has not learned properly and help him by providing individual attention to solve the activity which has been assigned to the student. This stage will help the teacher, which student needs more attention while teaching in the class.
- e) **Closing:-** At the end of the lesson, the teacher will put a series of question to the students and ascertain answers from the students one by one by which he will be able to know how many students have understood the topic and are in a position to answer these questions. He will also keep certain questions to the students which they will complete at their home (Home Assignment).

Since the teachers were trained well before the academic session, they were aware how to draft the lesson plans, thus its implementation at the grass root level was of immense importance. The department had already constituted the teams at zonal level, district level and divisional level to monitor the implementation part of training in schools.

Impact of the Innovation

The implementation yielded good results and enrolment of both the zones increased tremendously. Five private schools of zone Rainwari were closed and enrolment increased from 1050 to 1508, similarly in zone Ganderbal the enrolment increased from 3118 to 4145. This innovation made the teacher accountable before students, Head of Institution, other officers of the department as and when they visited to the schools, as the teacher has to prepare five-point lesson plans for each subject in each class with a day and time mentioned in the lesson plan.



IMPROVING ACADEMIC PERFORMANCE AND OVERALL FUNCTIONING OF SCHOOLS

Deenabandhu Panda
District Education Officer
Kiphire District, Nagaland

Areas of the Innovation

- Improving the performance of the students
- Providing better infrastructural facilities in the schools

Summary of the Innovation

Nagaland is a Tribal state comprising of various tribes. Kiphire is one of the remotest and backward districts in Nagaland. Kiphire (Aspirational District declared by MHRD Delhi) is the 1 (one) of the district where various tribes live together. Kiphire District was created in 2004 but DEO office was created in 2011. Even after its creation, it could not function due to various reasons like non availability of office building, ministerial staff, furniture etc. It started functioning in 2012 with only two rooms. Furthermore, the academic performance of the students was extremely poor. Hence, to address these issues in a comprehensive manner, the District Education Officer of Kiphire (Nagaland) tried to introduce many initiatives and good practices.



The officer met Deputy Commissioner and discussed the problem of the DEO office and the Department. He initially allotted 4 (four) rooms in the basement of the DC office complex. There, the functioning of the office was started. However, this office space was still short to function with SSA, RMSA and General establishment. Again, the officer approached the DC to allot another 2 (two) incomplete rooms which were later repaired.

To check absentees of teachers and proxy teachers, the officer visited the schools very frequently. In order to improve quality teaching, monthly progress report of each school was introduced in which it has No. of working days, No. of days teachers attended, No. of students and drop out etc. The officer analyzed these and visited those schools which had more problems.

GMS Yangphi was upgraded to GHS Yangphi in 2011 and there was a shortage of classrooms. The officer personally had a meeting with the community members and got a temporary building constructed.

Apart from these, utmost emphasis was given to enhance the academic performance of the students along with the feasible infrastructural development. This program was implemented in the GHSS Tuensang and

the overall Kiphire district. In the year 2016, there was a tribal clash and the whole district was affected. Hence, till date there are 2 (two) major tribes, who do not work in each other's areas. This affected the schools tremendously. In this tribal clash 1(one) school was most affected, i.e., GHS Kiusam which is in one of the remotest locations. Security forces occupied the school building during those periods. The officer took the initiative and the school building was vacated. The school started late and vacation was converted to working days. Rationalization of teachers was done, but still some existing problems were prevailing and there is a hope that it will also eradicate accordingly with time.



After the communal clash, the performance of schools dropped. In Nagaland HSLC and HSSLC exams are conducted in February every year. Selection examinations are conducted in the last part of October. After selection test, few days classes are conducted and winter vacation starts from the December 1st week and continues till February 1st week. Students appear for the final examination in February 2nd week immediately after vacation. During vacation, students do not study hard and

indulge in festive activities like Christmas and marriage etc. So, on an experimental basis the officer conducted coaching classes during vacation in 2 (two) centre's in GHSS Pungro and GHSS Kiphire.

Impact of the Initiatives

The results have shown good improvement. The statistics are given below:

HSLC – 2017 (Coaching Not Conducted)						
Name of School	No of students appeared	Passed	1st Position	2nd Position	3rd Position	Pass Percentage
GHSS Pungro	39	18	0	3	15	38.46 %
HSSLC – 2018 (Coaching Conducted)						
GHSS Pungro	50	36	3	21	12	72 %
HSLC – 2017 (Coaching was Imparted)						
Name of School	No of students appeared	Passed	1st Position	2nd Position	3rd Position	Pass Percentage
GHSS Kiphire	22	22	5	9	8	100 %
HSSLC – 2017 (Coaching was not Imparted)						
GHSS Kiphire	26	21	1	4	16	61.54

On 4th July, 2018, the District Planning Development Board, Kiphire which is the apex body in the district had given an award for the 100 % attendance and good efforts for improving the schools (Education) in the DPDB meeting in the presence of the Deputy Commissioner and the General Manager, SBI North East (Guwahati).

ENHANCING QUALITY OF EDUCATION THROUGH INNOVATIVE EDUCATIONAL LITERATURE

Smitaben Dwarkadas Patel

District Primary Education Officer

Mehsana District, Gujarat

Summary of the Innovation

In the district of Mehsana in Gujarat, the unsatisfactory quality of education provided to the students was a serious concern. To address this issue, the concerned District Primary Education Officer planned to implement initiatives for the revival of educational standards within the district. With the support of teachers' collaboration and donors, prepared NCERT based innovative educational literature from the district level and provided to all elementary schools in the district. The objectives and steps followed were as follows:



- To improve educational quality of the district.
- To help teachers evaluate the children in Mathematics in standard 3 to 5.
- To help teachers in continuous evaluation of children in standard 6 to 8.
- To help teachers in continuous evaluation of children from standard 6 to 8.
- To provide the necessary material for the course of the subject in the NCERT based course of Mathematics and Science in standard 6to8.
- In standard 3 to 5, NCERT-based literature is prepared by giving literature to teachers and helping them academically.
- Participation in the continuous evaluation of children in schools by preparing MCQ base literature in standard 6 to 8 Mathematics and standard 3 to 5 Maths.
- Getting the necessary support of donors for educational literature creation.
- Preparation of literature that provides students with standard 3 to 5 and standard 6 to 8 preparations for various competitive exams, making learning success.
- Understanding textbook based evaluation system for teachers through MCQ Basics of standard 3 to 5 Mathematics and standard 6 to 8 Science subjects.

- Creating a question bank that will develop the proper development of knowledge, understanding, preparation and skill among the students.
- Use of ICT in the continuous evaluation of children.
- Prepare e-materials that are useful to the students and teachers, and provide to all elementary schools of the district.

Methodology

NCERT has framed a new curriculum for Std. 3 to 5 and for Std. 6 to 8. These books are framed on the basis of objectives, methods and learning outcomes laid down in the new curriculum. New learning outcomes are restructured and offered in new patterns and in the updated version. A district level workshop was organized four times with 27 Math teachers and 11 Science teachers. They worked before and after the school time and composed the work. The Math's books of Std. 3 to 5 were prepared separately and titled it



as 'GANITSAJJATA', Standard 5 to 8 as 'GANITSAJJATA' and 6 to 8 as 'VIGYANSAJJATA'. After these stipulated and well-designed stages from DIET to GCERT, these books were reviewed by esteemed experts who reviewed the books that were not only innovative but also objective oriented. In order to make it widely available, it was launched on E- portal so that students of entire state can access it. After the effective implementation of books in first semester, Hon. Ex. Chairman of District Education Committee, Mahesana donated for the book's compilation of second semester. The best inspiring part is that for the preparation of materials for implementation, no penny was spent from governmental sources. Teachers offered their honorary service and donors did the remaining so that the project smoothly moved on. The district team comprising of DPEO, DIET staff, TPEO, BRC, CRC, BRP all worked in channel to encourage the teachers with these materials as well as to inspire them to explore innovatively. It was decided to honor all the contributors whose contribution was very promising and inspiring.

Impact of the Innovation

An effective evaluation program has been conducted under 'MARISAJJATA' title. It was found that at the district level, such type of literature is helpful for teachers in students' comprehensive evaluation. These books, Mathematics Preparedness (Ganit Sajjata) and Science preparedness (vigyaan Sajjata) facilitate the teachers and students with varied ways. Teachers of Mahesana District utilized this material as a supplement literature during their teaching. Then these books are launched as an E-book so the teachers of other districts also assess it and implement in their



classroom teaching. It also provides the opportunity for peer students to have self-learning as well to attend the HOT (Higher Order Thinking) questions. Teachers also view the question patterns and its samples of this material that has developed a skill of question formation as they intuited the material. Students 'skills are assessed and evaluated by offering them varied exercises from this book. It offers ready material for the teachers to prepare the evaluating sheet or questionnaire.

It is proving a one time investment of concepts, deliberation and exploration which has so far yielded the effective outcomes. This kind of educational material can be used by another state school too.

MISSION MOTIVATION AND COMPETITION

Bhaskara Nand Pandey

Block Education Officer

Kotabagh Block, Nainital District, Uttarakhand

Summary of the Innovation

This innovation is all about creating competition amongst the schools, thereby, improving the quality of education. The quality of board exam result is being focused on this initiative. The more the quality of the result is, the more the points to earn, to make their school at the very top. Through this innovation, schools were motivated to participate in every co-curricular activity and sports event to earn more points.



The project is based on a small and simple premise - on the basis of performance, participation in different activities and board examination results, the schools are provided quality points. The given points are summed and henceforth, the best performer was awarded.

Objectives of the Innovation

- To create a competitive environment among secondary schools of this block and to improve the quality of education.
- To make the atmosphere of every classroom, clean and beautiful for reading lessons in schools.
- Ensuring the participation of each school in various co-curricular activities.
- Encourage each school to organize the annual function.
- Encourage each school to prepare a school magazine.
- The maximum registration for different exams like NTSE/NMMSS etc. from each school.
- Ensuring maximum usage of school library.
- Setting goals for the board exam and achieving that goal by charting a plan.
- Identifying all the brilliant students studying in all schools and motivating them to get placed in the merit list of the state.
- By creating a preference list of teachers of each subject, creating competition among them and getting them ready for the excellent performance in board exams.

Status before the Implementation of Innovation

Prior to starting this project, the 10th board exam result of the block Kotabagh was below the state percentage and quality was also poor. The participation of schools in various co-curricular activities was a mere formality. There was no serious participation and it was always negligible. There was no involvement

of any schools in organizing its annual function nor a single school was publishing its magazine.

While implementing this innovative idea, BEO has adopted a very simple method i.e., a formula was created to calculate the quality quotient of the board exam result. The information regarding the participation in different co-curricular activities is maintained at BEO office. The points obtained are summed up and the winners are rewarded at the end of the session. This endeavor demands the support of every individual- from a student to the officer. The principals and the teacher's motivation, participation of students makes this endeavor a success. Most of the activities are being organized at the block level or at schools. This innovation was carried out only in Kotabagh block, but it can be organized on a large scale at district or state level.



Details of resource mobilization

To actualize this initiative, the co-operation of principals and teachers was very important. They have to develop that very passion among the students to get their maximum participation in different activities. At first, in this regard it is necessary to mention in detail about the competition and the points they are getting. After this, the principal and the teachers have the responsibility to prepare the students for different activities and all these data has to be submitted at one place like BEO office where they are being given the marks on the basis of their performance. Accordingly, one has been rewarded with best marks in the year.



Details of community mobilization

Community mobilization was very important for the development of education. This innovation provides various platforms such as Annual Function, magazine publication, different co-curricular activities for the involvement of the community.

In the beginning of the project, there was no direct confrontation. By adopting simple formula, the points were provided in a simple and transparent manner. As far as the problems or difficulties are concerned, the main problem came in the case of those schools which have no principal or any alternative authority and accordingly the decision making process. The problem related to time management was also there because the schools in remote areas of that district face this as their primary hurdle.

Status After implementation of Innovation

After the implementation of this project, the 10th and 12th board exam result percentage increased considerably and was always above the state percentage with a good margin. The quality of the results also improved subsequently. Most of the schools are organizing their annual function as well as publishing the school magazines. A quality improvement is seen in the schools. By providing points for every activity, each school made it a point of honor to score high marks and thereby, bagging the reward. This not only brought out the best of the students, but also brought the quality in board exams.

CREATING A FEARLESS AND ENJOYABLE ENVIRONMENT FOR QUALITY LEARNING

Shoeb Khan

Block Resource Coordinator

Vinod Lalwani

Block Academic Coordinator

Nirmal Rathore

Block Academic Coordinator

Malhargarh Block, Mandsaur District, Madhya Pradesh

Areas of the Innovation

- Improving the quality of the teaching - learning process
- Capacity building of teachers

Summary of the Innovation

Shoeb Khan, Block Resource Coordinator, Malhargarh, district Mandsaur, Madhya Pradesh and his team introduced educational innovation practices for creating a fearless and an enjoyable environment for ensuring quality learning to all students. In this process, 51 types of teaching methods and procedures were developed and introduced at the primary school level. All clusters were being connected through WhatsApp in which different methods of learning-by-doing were shared by teachers. It helped in encouraging healthy competition among teachers.

Further, workshops were conducted in preparing teaching-learning materials (TLMs). These TLMs Workshops were designed to address difficult ideas and concepts and make them comprehensible and easy to understand during classroom pedagogy.



Apart from that, the beautification of the classroom and school campuses was also emphasised for creating a fearless school environment. Inspecting methods were discouraged. Rather than inspecting, observation was used for bringing suggestions for improving pedagogy. Additionally, Sandhya Gram Chaupal were organised for reaching communities and libraries of blocks were renovated and made functional.

Impact of the innovation

The purpose and impact of these educational innovations and good practices can be seen reflected in the form of improved quality learning and teaching environment at schools. These practices were appreciated and encouraged by the education officials as well. Many educational administrators visited the block, which shows the impact these good practices have brought on the overall government schooling system. UNICEF team, members of the NITI Aayog, and officials of the state education department were notable visitors to witness the change caused by these good practices and educational innovation.

TLM (TEACHING – LEARNING MATERIAL) FAIR

Kamal Kumar Nagar

District Project Coordinator

Rajgarh District, Madhya Pradesh

Areas of the Innovation

- Making classroom transactions interesting
- Enhancing the competencies of children

Summary of the Innovation

In the Rajgarh district of Madhya Pradesh, the learning levels of children were not as satisfactory as required due to the minimal usage of TLM by the teachers. The officer wanted to do something in this regard so that the children are hugely benefitted. In this context, the present innovation aims to improve classroom pedagogy with the help of Teaching-Learning Materials (TLMs). TLM is used to make classroom transactions easy and interesting. The present educational innovation was implemented at Jana Shiksha Kendra, Block, and subsequently at the District level. As a follow-up of 'Shala Siddhi' and 'Pratibha Parv', District Education Centre – SSA, Rajgarh initiated this innovation:

- a) For making pedagogy effective and interesting,
- b) For creating a learning environment in the classroom,
- c) For making abstract and difficult concepts comprehensible,
- d) For encouraging learning-by-doing, and
- e) Reducing dependency on rote memorisation

Implementation

As an educational innovation, the TLM Fair was organised at three levels. At first, in the 2nd week of January, a one-day TLM Fair was organised at every *Jan Shiksha Kendra* of the district, where a large number of teachers participated and presented the utility of their TLMs. It was attended by many students and teachers as well.



A competition was also organised for making pedagogy innovative, interesting, and student-centric. Academic coordinators and subject-matter experts selected 3 teachers from each *Jana Shiksha Kendra* for the award and further participation at Block level TLM Fair.

From 19th to 23rd January, the TLM Fair was organised in all six blocks of the Rajgarh district under the guidance of BRC Coordinators and their team. In the Block level TLM Fair, selected candidates from *Jana Shiksha Kendra* TLM Fair participated and shared their work. It was attended and encouraged by the SDM, Nagar Palika Chairperson. The best TLM was Judged by the Principals, Lecturers, and Subject-matter experts, and awarded as well.

A huge district level TLM Fair was organised at the DIET campus, Rajgarh on the 24th of January, 2018. On this occasion, 25 teachers from each block participated with their TLMs. Subject-wise stalls were exhibited among which 160 participants from 10 subjects shared their TLMs. The district level TLM fair was competitive in nature in which the best TLM from every subject was selected by a panel consisting of experts from DIET and Senior Secondary Schools, lecturers, and Principals.

Impact of the innovation

The TLM Fair at *Jana Shiksha Kendra*, Block, and District level reflects the magnitude of participation and enthusiasm of teachers for improving classroom learning practices. It also shows the proactiveness of educational administrators and teachers in the pursuit of improving teaching in government schools.



QUALITY IMPROVEMENT IN TEACHING

Rama Shankar Tiwari

District Project Coordinator

Harda District, Madhya Pradesh

Areas of the Innovation

- Improving teaching-learning process
- Enhancing competencies of students

Summary of the Innovation

This Good Practice titled 'Quality Improvement in Teaching' initiated by Dr R.S. Tiwari, District Project Coordinator, Harda, Madhya Pradesh aims to improve the basic skills of students of primary and upper primary schools. The time span of the abovementioned good practice is from July 2017 to August 2018. During this period, a total of 280 schools from *Harda, Timrani, and Khirkiya* blocks were identified and a baseline test was conducted to understand the existing quality of teaching. Based on this test, a meeting of Block coordinators and Jana Shikshak was organised for the improving quality of teaching in all schools of the Harda district.



Implementation

A special effort for improving teaching quality was made by the SSA co-ordinators in which these co-ordinators paid attention to the 4 selected classes. These classes were conducted as per the dimension

– 2 and dimension – 3 of the *Shala Siddhi*. Further, the teachers were given additional responsibility to visit communities/wards for ensuring improved attendance of students at the school.



Concerned SSA co-ordinators visited their respective classes 3-4 times a month and evaluated the quality of teaching. It helped in improving the quality and standard of basic skills of students. Every month, evaluation and reviews were conducted on the basis of baseline tools.

Impact

On the 5th of September 2018, teachers, who performed well based on evaluation and review, were facilitated and awarded on the occasion of Teachers' Day. This exercise of 'Quality Improvement in Teaching' is still going on in the Harda district.

A LIBRARY AT EVERY STUDENT'S HOME (ILLANTHORUM NOOLAGAM)

Jeyakumar. V

Chief Educational Officer

Tiruvannamalai District, Tamil Nadu

Areas of the Innovation

- Promoting Reading Habit among government school students
- Developing Language skills of students/ learners, particularly the reading skill (L-S-R-W Skills).

Objectives of Innovation

- To promote and strengthen the *culture of 'Reading Habit'* among all the Government School students, especially *Tribal and Girl Students* at Government High School- Kilpalur.
- By Promoting Reading Habits among Government School Students, it was intended to achieve the following objectives:
 - Developing L-S-R-W (Listening, Speaking, Reading and Writing) skills
 - Better Learning Outcomes
 - Inclusive and High-Quality School Education
 - Promoting upward Transition of Students

Summary

The strongest reason behind stressing the book reading habit is that students who understand the concept better and read a lot could have clarity and sufficient vocabulary to express it in their speaking and writing. Hence, it was decided to promote the book reading culture among our students. Regardless of how many books the students already have, each addition to a home library helps the children get a little further in school. Hence, the officer decided to promote *the Culture of Home Library*. Usually at the end of the academic year students used to sell their old books. So, the officer created an awareness



about the importance of book reading and to keep the old books for themselves. Thus, it paved a way to have a small home library. They will collect the books gradually to make it a sufficient library in future.

It is thought that after some years, when the students look at the collection of these books, it will be indelibly carved as a reminiscence to remember the long past experiences. It will sustain their eagerness for *Life Long learning* by reading books.

Impact of the Innovation

2018-19 Academic Year: The officer started the Illanthorum Noolagam (A Library at Every Student's Home) scheme in 2017-2018 academic year with 275 students homes with 9 Books to 155 Books. As a result of this initiative, the students were able to show some encouraging outcomes in:-
1. Oratorial Skills
2. Writing Skills – General Issues, TN Festivals and Biography. An essay competition was also held in the academic year 2018-2019.



As the officer witnessed encouraging results, another component was introduced to the Home Library Scheme, which was to provide a newspaper for each student from 6th standard to 10th standard. About 297 students used to take newspapers home and read it with parents. This newspaper initiative was appreciated by parents and students and they were very eager to learn about the current affairs. It encouraged the team to go further.

2019-2020 Academic Year: As a result of the successful newspaper initiative and home library in the academic year 2018-2019, the following outcomes were witnessed from the students:

Creativity: Students were able to write short stories on their own.

Communication Skills: Students interpersonal and communication skills were refined and improved much better than previous years.

Hand Writing: Students hand writing had improved, some students who were not able to write legibly are showing some improvement in their handwriting.

2020-2021 Academic Year: Due to COVID-19 pandemic effort to establish New Home libraries were somewhat restricted but not stopped at the newly enrolled students' homes. Students who established home libraries have been able to utilize their lockdown fruitfully with the books that they collected.

So far, the officer established Home Libraries in 375 students' Homes.

Year 2017- 2018: 275 Students

Year 2018 – 2019: 297 Students

Year 2019-2020: 325 Students

Year 2020 -2021: 375 Students

Due to these initiatives, the officer could able to achieve 65% of the target population. The officer is motivated to continue his efforts and introduce unique for the betterment of the education process.



CREATING CONDUCTIVE LEARNING ENVIRONMENT

Praveen Chandra Upadhyay

Block Resource Coordinator

Baihar Block, Balaghat District, Madhya Pradesh

Objectives of the Innovation

- To provide a platform for teachers where they can build their academic knowledge and skills.
- To develop understanding related to the subject.
- Establishing relationships between communities and teachers and children.
- To enhance the motivational spirit of teachers to ensure smooth functioning of schools.

Summary of the Innovation

This initiative was started from 2013 to 2018 with the cooperation of Aide-et-Action in three Clusters (Garhi, Parsamau and Jaitpuri) of Baihar Block of Balaghat district which has 77 primary schools and 26 secondary schools amidst dense forests and lack of resources. With support from TATA Trust and Wildlife



Conservation Trust, the officer carried out several activities for the improvement of quality education. The officer provided all the materials needed by the children and teachers, provided training in English, Science, Math. Anand Ghar classes were operated so that children would be given extra time for education and sports. There is also a shortage of teachers in this area, but it was ensured that the problem of shortage of teachers should not become a hindrance in the path of education.

Many activities have also been done for these purposes, which are as follows:

- Monthly meetings of local TRGs and presentations on the steps taken in the respective school.
- 10 hours of technology login computer training to understand how to use the internet to use technology.
- Access to library books for all.
- Documentation of best teaching practices / case studies / poems / activities / games for children of good learning and its publication.
- Developing a Science Corner at the Center with required modules/videos/projects.
- Development of TLM corner at the center.
- Preparation of lesson plan by subject expert teacher on a monthly basis and resolving the upcoming problems.

- Training by experts once a year for the lesson plan and its preparation.
- Quarterly One Day Workshop on Teaching Mathematics, Science and English by DIET/ BRC/CRC/Local Subject Expert
- Orientation of teachers on child psychology and their learning abilities.
- Sharing the innovation with the SMC Chairman in the monthly meeting.
- Providing library books to the community and children.
- Ensuring participation of teachers in the respective VHNDs (Village Health and Nutrition Days).
- Ensuring participation of teachers in Bal Sabha in the respective school on every Saturday.
- To ensure holding of the carrier counseling day twice a year.
- Ensuring monthly community meeting with resource person on biography, agriculture, wildlife conservation, law (legal) etc.
- Show motivation videos and movies related to monthly / education / best learning practices
- Annual sports event for teachers
- Annually: Awarding Best Teacher, Best School, and Best SMC.



CRC (Cluster Resource Centre) Resource Center was established in Garhi in 2016 so that the above activities could run smoothly and resources could be available. This resource center was prepared in collaboration with Aide-et-Action and Wildlife Conservation Trust.

This resource center has a computer science laboratory and meeting space, it also has a library, which is used by local children teachers and the community. Through the CRC Resource Center, on one hand the teachers are given computer knowledge as well as the government's action plan and academic content is displayed to the teachers and students in the simplest way through the projector. Data feeding work has also been made convenient for the public teachers and teachers of all the three Jan Shiksha Kendras - Garhi, Parsamau and Jaitpuri in the CRC centre. Activities were carried out in collaboration with the community health department, so that health problems could be dealt. Along with this, a community library was established, so that awareness could be spread among parents.

Impact of the Innovation

The result of this initiative is that in today's situation, the regular attendance of the children has increased to 80% and a negligible number of children have dropped out of school. Teachers could build capacities to make their teaching more effective in the classrooms. The learning levels of the children improved and teachers were motivated and enthusiastic towards teaching.



GOOD TEACHERS, GOOD STUDENTS, GOOD SCHOOL, AND GOOD SOCIETY

Sanjay Kumar Shukla

Block Education Officer

Ramnagar Block, Barabanki District, Uttar Pradesh

Summary of the Innovation

The government schools in Ramnagar Block of Barabanki District, Uttar Pradesh were in a very poor condition. The infrastructural facilities were abysmal, the learning levels of students were poor and teachers lacked motivation. In this grim scenario, the officer introduced several initiatives to improve the overall functioning of schools. The initiative was taken in three blocks (Ramnagar, Nindura and Trivediganj) of Barabanki District from 2018 to till date.

Objectives of the Initiatives

- To develop infrastructure facilities in schools.
- To raise the learning level of the students.
- To develop the competitive spirit in the students.
- Grading of schools based on the performance of the students.
- To develop the spirit of competition among the teachers.
- Remedial education by identifying the educationally weak students.
- To make all round development through co-curricular activities.

Block *Ramnagar* is situated at a distance of 30km from the district headquarter, Barabankat the foothills of Ghaghra river. This block is comparatively more backward than other developed areas of Barabanki District. A total of 125 primary schools and 50 upper primary schools are located in Ramanagar development area with total 20427 students. The initiative titled 'Good teachers, Good school; Good



students, 'Good society' formally started from 13 September, 2017 in which Hindi and General Knowledge competition were conducted from 50 selected schools (one boy and one girl participated from each school). Appreciation certificate was awarded to the students of first, second and third position holder. A TLM exhibition was organised by the teachers of these innovative schools.



Block *Nindura* is a minority and scheduled caste majority development block and extremely backward from an educational point of view. In 58 primary schools, 48 higher secondary schools and Kasturba Gandhi Vidyalaya initiatives were undertaken to develop competitive spirit and to raise the level of educational quality among children and teachers through creating a team of enthusiastic and hardworking teachers.

Continuous school visits, inspection and supervision in schools were held to know whether schools are running properly or not through assessing the activities of the schools. A meeting was held with the headmasters of 107 selected schools and point-wise objectives of the programme were explained to them. Emphasis was laid on providing an attractive look to the surroundings of all the schools. Due to paucity of funds, schools were made attractive with the help of Public Cooperation and Hindustan Aeronautics Limited, Power Corporation, Word Vision, Fair Sports India Limited and village head.

In block Trivediganj, the officer implemented new examination system and expansion of former innovation initiatives. The concept of a better education system with public cooperation for continuous and comprehensive evaluation of students for future competitive examinations and evaluation of subject knowledge was introduced.

Computers, printers and smart phones for better monitoring and data gathering were used. Parents-teacher meeting, rallies, games and events were organized. Costs were incurred towards the printing of the papers, distribution and felicitating meritorious performers.

Due to the concerted efforts of the officer, the learning levels of the students in the government schools showed marked improvement. There was also improvement in the school's maintenance, teacher's punctuality, enhanced interest and learning level of students.

**IMPROVING COMMUNITY PARTICIPATION
AND COMMUNITY MOBILIZATION**

COMMUNITY MOBILIZATION AND COMMUNITY PARTICIPATION IN SCHOOL MANAGEMENT

R. Manikrishnan

Block Education Officer

Pennagaram Block, Dharmapuri District, Tamil Nadu

Summary of the Innovation

In the Dharmapuri district (Tamil Nadu), the officer tried to implement several initiatives to influence the community to participate actively and efficiently in the process of developing the school system. Additionally, it was also thought to generate awareness among the parents, especially about the importance of education and its consequences for their children in the long run.



Focus Areas of Innovation

- Sustaining students in schools by reducing dropout: - Most of the students were coming from very poor background and they could not purchase the basic essentials like notebooks, pen, pencils etc.
- Providing teaching facilities in inaccessible villages through NCLP and SMC: - The Temporary teachers were appointed with the help of National Child Labour Project and School Management Committee.
- Providing secondary schools access by upgrading existing middle schools in the secondary schools: - Due to the high dropout rates of girls amongst the upper primary schools, 7 upper primary schools had been given a proposal to upgrade into secondary school.

To actualize this initiative, many prominent village heads locally called “Oor Gounders” and “Village



leaders” with better awareness, with an advisory role locally known as “Manthri Gounders” (Gram Pradhan) was personally approached. The SMC members were motivated to give counselling to the parents to not take their children away from the schooling system. In villages, parents were explained about the need for continuing education of their children utilizing the facilities made available through various Governmental and Non-Governmental agencies.

Moreover, many competitions were organised among the schools so that it would have positive implications directly in the community. Periodically, the children were motivated to participate in cultural programmes like Bharatnatyam, Mohiniattam, storytelling etc. The food festivals were also organised where students were encouraged to prepare the traditional food and snack items of Tamil Nadu which were made from millets, maize etc. The schools were also encouraged to conduct a tree planting ceremony, which helped the children to get accustomed with the immediate environment and becoming aware about the ways to protect it.

Altogether, eight villages in Pennagaram Block were in need of secondary schools. Within the radius of 5km, secondary schools could not be provided due to the requirement of additional funds. One of these 8 villages, “Jelmarampatty”, was sanctioned a government high school in the academic year 2018-19. Among them, four habitations were benefited. Still students studying in 7 upper primary schools in their neighbourhood need to be upgraded on an urgent basis. The proposals have been submitted for their upgradation and administrative and financial sanctions.

Impact of the Innovation

- In the beginning of the Academic year 2015-16 there were 206 out of school children and 190 dropouts. At the end of the Academic year 2017-18 the out of school children have come down to nil.
- Sustaining the students in schools was achieved to a great extent.

Additional learning materials were collected and distributed to students through SMC. Many other initiatives were also within the school premise through which students interest levels were enhanced and their competencies were built on several parameters.



RENOVATION OF SCHOOL BUILDING THROUGH COMMUNITY MOBILIZATION

Jongge Yirang

Deputy Director of School Education

Pasighat, East Siang District, Arunachal Pradesh

Area of the Innovation

- Regaining the confidence of community/society.
- Renovation of school building without government funding

Summary of the Innovation

It is a widely recognized fact that availability of sound infrastructural facilities are the basic necessities in any school. By emphasizing this notion, the Pasighat East Siang district Deputy Director of School Education tried to implement the innovative idea of renovating the school building of the government schools within the district. In this aspect, he primarily concentrated on the aspect of community mobilization. The school building of the Government Upper Primary School, Ngopok, located in the interior part of Mebo Sub-division of East Siang District was functioning in a dilapidated building for the last many years. Since 2016 renovation fund were sought from the government during 2016-17 and 2017-18 financial year but no fund could be provided. So, it was decided to mobilize and motivate the community for voluntary contribution to renovate the building.



This initiative was implemented at Ngopok Village, under Namsing Circle of Mebo Sub-division of East Siang District of Arunachal Pradesh. In this program, the financial assistance was provided through the local villagers as per the capacity of the contributors. A meeting of the villagers was convened in the village community hall and community members were informed about the unavailability of government fund. The members were encouraged to take up the works through voluntary contribution.

A WhatsApp group named 'Please help me backups Ngopok' was created with, initially 50 members of like-minded and well-wishers. With the voluntary contribution of these members there was an appeal and discussed and accordingly new members, mostly alumni members were added and motivated with the support of the initial 50 members. All the alumni of the school added other like-minded members.

A committee comprising of retired Principal from the village as Chairman, some village leaders, SMC members and teachers as members was constituted. The serving Principal from the village was made treasurer and contributions were accepted in cash, kinds, account deposits and cheques.

Impact of the Innovation

Before the innovation, building was in awful condition and parents stopped sending their wards to the school and started sending them to other schools. But after the successful implementation of the program, the physical structures have been totally changed and refurbished. Teaching staffs have been changed with many new postings. The head teacher has been transferred out and a new head teacher has been posted. Now parents are satisfied and ready to send their children in the school from next academic session. Along with these,



many other latest parameters were under developing mode through which a comprehensive change could occur in the learning and teaching strategies within the school.

Some of the other important initiatives introduced by the officer are as follows:

Introduction of Games and Sports in Upper Primary Schools Level: It was observed that there were no other activities than the daily class routine of academic activities and schools were closed down after 12 noon. Children were roaming freely and indulging in other unwanted activities. So, it was decided to introduce games and sports at all upper primary schools for achieving the objectives of healthy body and healthy mind. Hence, without government fund provision it was a quite a challenging job. Along with, especially unique ways were framed to make the children feel this initiative with certain positive aspects.

Introduction of Kitchen Garden in school: The concept of earning by doing is a very effective tool to impart life skills and understanding of the environment. Through this activity children were retained in the school after academic routine completed, so that they are not diverted to unwanted activities. With the help of teachers, students grow green leafy vegetables in the school premises. While nurturing these vegetables, which grows in front of their eyes, the feeling of environment protection automatically develops in the young minds and in addition the skill of growing vegetables is also achieved.

Introducing pre-primary classes in government schools: Students are admitted in class I at the age of 06 years and above. The curriculum at this stage has no scope for the learning of basic primers and directly introduced to sentences. So, both teachers and students fail to proceed as per the schedule.

Since the children of age group below 06 years come under the responsibilities of women and child development (WCD) department, they need to learn the basic primers at Anganwadi Centers. But practically it was found that no teaching-learning activities are done in the Anganwadi Centers. So a joint meeting of the WCD and Education was convened under the chairmanship of the Deputy Commissioner wherein it was decided to work in close coordination by both the departments, so that children must learn the primers before brought to the formal schooling.

Introducing of a complex system of examination at Class – V: Complex system of examination is to conduct the examination by constituting a block wise examination board under Block Education Officer with a common question paper of all subjects of Class-V for all schools of a particular Block. It was implemented with an intention to have a uniform coverage of syllabus by all schools.



Monitoring of teacher observation: Teacher's attendance is monitored on a daily basis through WhatsApp. Schools have been directed to upload the photo of morning assembly through WhatsApp. The daily attendance is being monitored by one officer of the DDSE Office, who maintains a register and note down the absentee teachers. If a teacher is found to be absent for 02 or more consecutive days, a notice is issued to that particular teacher. If the reply of the teacher is not satisfactory, the absent period is deducted from his leave credit.

Monitoring of school through principal leadership: A committee has been constituted under the chairmanship of Principals of Government Hr. Sec. School, BEOs, RCCs, CRCCs and Headmasters of Secondary School has been made as the members of this committee. All the schools under the jurisdiction of the Higher Secondary School are monitored by this committee.

School adoption by officers of the other department: The officers of other departments of the district have been allotted one school each for adoption. The role of the officer is that of a mentor who frequently visits the schools and give an inspirational speech to students during morning assembly and on important days. He/She also interacts with teachers and listens to the difficulties and problems.

VIDYALAYA JANSABHA

M.G. Belraj

Block Programme Officer

Koyilandy Block, Kozhikode District, Kerala

Summary of the Innovation

In the education system, consistent revival of schools is essential to make the system function in an efficient way and make the schools attractive for the children. Keeping this notion in mind, the concerned officer from the Kozhikode district of Kerala initiated the idea of Vidyalaya Janasabha in order to make the rural government schools attractive for the students so that students and their parents can understand the ultimate importance of education in one's life.



Objectives of the Innovation

- i. To convert Pre-primary Anganwadis, Clubs, Libraries, Literacy centres etc. as “Janasabha Kendras”.
- ii. To overcome the stagnation of rural schools.
- iii. To help the children excel in co-curricular skills.
- iv. To make the resources in the community as learning centers.

The officer envisioned that each community should be considered as a ‘Circle Centre’ and all the resources within the community should be centered around the school. Thus, all the community centers in each circle like Anganwadies, Literacy centers, Library, Clubs etc. were converted as ‘Janasabha Kendra’. Each student of school should be a member of any ‘Janasabha Kendra’. After the school time, students will be linked with the concerned ‘Janasabha Kendra’ nearby the residence. They were given the option to select the nearest Kendra. The recreational activities and the skills other than present in the school curriculum will be fulfilled by these ‘Janasabha Centres’. These centres were also linked with the human resources available in the community like literacy workers, college students, retired staff, government servants, youths, NGOs, local library workers, teachers, social workers, NSS, NCC etc. who formed the ‘Learning Help Desk’.

Additionally, sports activities like swimming and simple technical works like wiring, plumbing etc. were provided to the students through the ‘Janasabha Kendras’ after school hours. Eventually, it is planned



to organize 'Vidyalaya Janasabha' in every school once in a year. The participants in the 'Vidyalaya Janasabha' will be retired officers, literacy workers, local library workers, youth representatives, college students, government employees, local technicians, local self-government representatives, educational officers, etc. In this Janasabha, discussions on various aspects of education will be discussed in order to improve the overall functioning of the schools. The needs are arranged in the priority order and a short term and long-term plan, development plan for each school will be framed. Moreover, an action plan to achieve the goal with the help of funding agency like local self-government, Sarva Shiksha Abhiyan, private sponsors, etc. will be designed.

Impact of the Innovation

The approximate time spent in implementing this initiative was around 6 months. During this period, planning and executing the idea, ensuring the availability of physical and human resources, mobilization of the school community took place. This initiative helped in building a healthy relationship between the school and the community. It also helped in increasing the enrolment in government schools in the block. Gradually, it facilitated in transforming the schools and making them as an important entity of the community. Further, as per the observation, enrolment rate has also been increased.



**REINSTATING FAITH IN
GOVERNMENT SCHOOL SYSTEM**

MANA BADI FOR THE BRIGHT FUTURE OF OUR CHILDREN

Tungala Vijaya Maruthi Ramadas

Mandal Education Officer

Koduru Block, Krishna District, Andhra Pradesh

Summary of the Innovation

In the Koduru block (Andhra Pradesh), the enrolment was dropping in the government schools and the parents were losing faith in the government school system.



Parents were not willing to send their young ones in government schools as they offer education only in Telugu medium. The concerned district officer recognized this issue and tried to address it and revive the lost faith of parents as well as students in the government schools. In 2017, total children in government schools were 2148 in all 48 schools and number of teachers working in Koduru Block were 110. Therefore, the main aim behind implementing this innovative idea is to elevate the ratio in a favourable mode along with developing the other essential aspects.

The major objectives of this initiative were:

- To improve the academic standards in the government schools.
- To make the smart class facility economical and easily accessible to students and teachers.
- Motivate the teachers to adopt latest innovative way of classroom teachings.
- To develop infrastructural mechanism and improve the management process within the school premise.



- To introduce English medium in maximum schools of the district and make the teachers updated and improve their pedagogical skills.

The primary focus of this innovation 'Mana Badi' is to strengthen the government schools through parameters like increase the enrolment of students, improving the quality of teaching and learning etc. This process began from 18th April 2017 onwards and continued thereafter. The following resources were used while introducing this programme:



- Colouring the schools and phase wise renovating the students and the teacher's desk etc.
- DCR's, computers, smart televisions, T-shirts, digital content etc. Have been collected by mobilizing the donors, teacher donors, SMC members, public representatives and old students.
- The human resource mobilization through a social media campaign which includes volunteers, tutors, trainers, and experts in co-curricular activities, academicians, donors to equip and improve infrastructural facilities.
- Technology / IT: Donors, teachers, corporate managements and old students were mobilized to arrange e-learning material and content by sending emails, Facebook campaigning etc.
- The financial resources were being arranged through Mandal Vidya Nidhi, where Sri. P.S. Rao, Chairman of Telugu Logili Foundation donated the amount of 1,15000 Rupees to "Mandal Vidya Nidhi" to strengthen government schools in the Mandal.
- Teachers also mobilized donors through their relatives, family members and friends.

To actualize this program, the community has played a phenomenal role. In this context, door to door campaigns were organized with the help of SMC members, street meetings were conducted, school annual day celebrations and various innovative programs were conducted in each and every school. Under the supervision of the District Education Officer and his team, door to door campaigns continued during the whole summer vacations, i.e; from 18th of April 2017 to 11th June 2017 for 54 days and 24th April 2018 to 11th June 2018 for 48 days with the help of Mandal Teachers, SMC Members, Public representatives, old students, Youth Organizations and covered every house in the Mandal to enroll their children in Government Schools. Similarly, utmost emphasis was given in conducting teacher motivational classes, alumni get together programs, SMC meetings, formation of Mandal core committees, identification of youth leaders, donors, philanthropists, distributing brochure and pamphlets, display of PPTs and short films in main centers and X-roads. During the academic year of 2018-19, e-learning mechanism was introduced to make the learning process easy, free and attractive for the students. Additionally, the usage of an e - class in the simplest way and in a low cost, the lessons were also provided from the YouTube. The evening study hours have been conducted by the community teachers and co-curricular activities like dance, Kolatam, drama, are being implemented.

Impact of the initiatives

This programme helped to change the parent's attitude and made them attracted towards the government schools. Teachers were motivated and have been working in mission mode to enroll and to take up innovative academic activities in classrooms. Children who were studying in private schools were attracted to government schools and about 1245 children from the private schools joined in government schools in the academic years of 2017-18 and 2018-19. Thus, as a whole, these initiatives created a positive image about the government schools and helped in reinstating faith in the government school system.

HOLISTIC DEVELOPMENT OF GOVERNMENT SCHOOLS THROUGH “ACADEMIC AUDIT”

Sanjay Chaturvedi

Deputy Director of Education

South East District, New Delhi

Summary of the Innovation

A comprehensive evaluation of the educational status of Delhi’s South-East district was undertaken and it was found that the South-East district was on the 12th position amongst all the districts in New Delhi. In order to improve its status, the concerned district education officer came up with a unique, innovative idea named as “Academic Audit”. Initially, to commence with the academic audit, the schools with low academic results were selected with a positive motive of reviving the schools. The schools showing lower academic results were named as ‘Mentee Schools’ and schools with consistently best results were named as ‘Mentor Schools’.

The responsibility of Mentee Schools was given to Mentor Schools but not by emphasizing or criticizing the weaknesses of the Mentee Schools rather by unveiling the intrinsic reasons for lacking academic results and gradually improving it. In this endeavor, the Mentor Schools had an exclusive and dedicated team to monitor and supervise the progress of the work. The respective members involved in the academic team were extremely dedicated and deserving, the team consisted of four members:

- 01 Principal/Head of School
- 01 Vice Principal
- 01 Educational and Vocational Guidance and Counselor (EVGC)
- 01 Mentor Teacher

As per the statistical distribution, the number of schools adopted was 23 and among them 20 secondary and 3 senior secondary schools were adopted. The total number of schools with a positive inclination of results was 21.



Academic Initiatives

- Focusing on quality teaching and learning in the classrooms through innovative methodologies.
- Technological advancement by making the staff tech savvy.
- Addressing the shortage of staff with the help of multiple collaborations among principals and their respective schools.
- Adoption of schools by the officials and principals in order to monitor students' learning individually.
- Timely completion of syllabus: - Organized extra and remedial classes both in morning and evening hours (i.e. Before and after the school).



The other process which was involved during the programme was a 2 day Capacity Building Program conducted for all the Heads of Schools and newly promoted Vice Principals on 3rd and 4th June, 2019 which was graced by Deputy Chief Minister. The *District student topper* and *Head of Schools* were also facilitated by the dignitaries.

In order to further *boost the morale* and *confidence* of the students studying in government schools of South East district,

the following initiatives were undertaken:

- '*Deepdan*' was made a must for each school during every event.
- '*Certificates*' such as Star of the Week, 100% Attendance, Good Handwriting, Behavior, Vice President, Secretary for various school clubs was made a mandatory practice.
- Installation of '*Honor Board*' highlighting the toppers of the school of each field.
- A *functional television* (TV) installed at a common place in each school showcasing the achievements and activities (curricular and extra-curricular) of all the students of the school, thus, motivating them in the true sense.
- *Resource persons* for a capacity building program were majorly Head of schools/subject experts from our district.
- *EVGCs* from the district actively participated in motivating students as well as teachers of our schools.
- *Special Education Teachers* enthusiastically motivated the differently abled students.
- More emphasis was given to *Happiness Curriculum, Mindfulness, Yoga Exercises for mental and physical wellness.*

Three schools immediately showed more than 40% improvement in 10th and 12th results while 16 schools showcased more than 20% increase in results amongst these classes. The dedication and hard work of the officer was widely recognized and well-appreciated and helped in building a positive image of government schools among different stakeholders.

BRIDGING GAP BETWEEN SCHOOLS AND COMMUNITY THROUGH QUALITY EDUCATION

Kirit Kumar Jayantilal Patel
Block Resource Coordinator
Olpad Block, Surat District, Gujarat

Areas of the Innovation

- Enhancing quality education
- Addressing the issue of dropout rate

Summary of the Innovation

One of the major reasons for parents to shift to private schools is the presence of English medium education in such schools. Keeping this in mind, the state government has made English education compulsory from class five. However, to make the students familiar with the language right from the primary level, the officer initiated English education for children from class 1 to 4 so that they are well prepared and acquainted with the subject when transitioning to English medium at the upper primary level. In addition, the officer introduced several initiatives like mobile schools for migrant children, ceremonial feast for all students, the student's individual development file etc. All these initiatives were focused at the school level, cluster level and block level.



Implementation of various initiatives

For English education in Std. 1 to 4, Block Resource Center has published a Teacher Edition book for the students to make English education, activity centric and joyful. Apart from this, in the sub district Olpad, laborers of the Sayan Sugar factory, salt pans in the sea coast areas and the working laborers of bricks-kiln live a transitory life and stay at one place for a very short period of time. The children also migrate along with their parents. To bring such children into formal schools, Mobile schools was started. The officer implemented this activity with the help of the Sayan Sugar Mill and the co-operative committees. Educational kit and playing instruments were provided to the students and also provided them a one-time meal with the help of the donors. Sometimes the ceremonial feast was also given by



the people's contribution. Toys, slates, pencils, pens for the young students were provided by the sugar factory cooperative committees, owners of brick kilns and salt-pan owners.

In addition, a Student Individual Development Line file was started to find out the hidden talents of the students. A School profile is also maintained which gives the reflection of the school. Educational records of the same year are collected through the school profile. The head teacher collects all the reports and photographs of all the activities and the reports of the administrative work and prepares a file. This gave the idea of the limitations within the school and take remedial measures accordingly. A ceremonial feast with the contribution of people is organized wherein children irrespective of their economic and social background sit together and have food.

In different activities, human, technological and financial resources were used. There is no advertisements or publicity of these activities, still the officer was successful in generating support and funds for implementation.

Impact of Innovation

The parents started gaining trust in government schools and bridged the gap between school and the community. Students received education, even while migrating and hence, the drop-out ratio was decreased. The children also received healthy and tasty food which could save them from malnutrition.

Information of all the activities of the school was provided to the parents and the community so that there is increased transparency and people have trust on the government schools.

IMPROVING THE FUNCTIONING OF GOVERNMENT SCHOOLS

Bal Mukund Prasad

Basic Shiksha Adhikari

Gautam Buddha Nagar District, Uttar Pradesh

Areas of the Innovation

- Bridging quality gap between government and private schools
- Communication gap between parents and schools

Summary of the Innovation

The infrastructure of the schools in the Gautam Buddha Nagar district was very appalling and the schools also lacked accountability. In order to address this issue and several related issues, the officer worked in the following areas:

- 1) Community Participation - “Mega Parents and Teachers Meeting” (PTM);
- 2) Collaborative Partnership with Private sector and Effective use of Resources using CSR;
- 3) Providing basic amenities;
- 4) Renovation; and
- 5) Quality Interventions.

The overall development of the government schools includes construction of separate toilets for boys and girls, improving the drinking water facilities, furniture etc. Along with it, renovation of existing school buildings, construction of new school buildings with separate playground was undertaken. In case of quality intervention, smart classroom, digitalized lab etc. were also constructed. Teachers’ training for capacity building, setting up of English learning Clubs at Block level, ELT conference, etc. were held. A mega parents and teachers meeting was conducted through which community participation was also strengthened.



The collaborative measures have also been adopted with the private sector and effective use of resources through CSR Partners like- HCL Foundation , Subros Ltd., DLF, Power Grid Corporation, MSME, Indigo- SRF Foundation, Sopra Steria, NTPC, Jaquar, MBD Group, Foster and Forge foundation, Honda motors Ltd, IGLC- Ministry of Culture, Shiv Nadar Foundation, etc. (MoU signed with 14 Corporate partners and many more under consideration). The structural framework which has been developed for further collaborative partnership while implementing this idea includes:

- Memorandum of Understanding (MoU) Signed on mutually agreed terms and conditions on various domains of the education system.
- Quarterly Review meetings are held to monitor progress and effectiveness of CSR work

In order to make the government schools more accountable, mega PTM was organised to bridge communication gap between parents and schools. The first of its kind PTM was organized on 27th January 2018 across all 4 blocks of Gautam Buddha Nagar District. It involved 688 Government Schools, 78,000 students, their parents and 26,00 teachers. This meeting was held quarterly and on a regular basis. PTM initiative is not simply an interaction between parents and teachers for a progress report. The equation is much deep for sharing responsibilities and bridging communication Gap.

Impact of the Innovation

- Accountability of schools came into the forefront.
- Parents became more aware and responsible.
- Major transition and transformation came into the attitude and mindset of parents towards functioning, governance and performance of Government schools.
- Approximately 9,000 students from private schools migrated to/ enrolled in government schools.
- Participation of parents was enormous and inspiring.
- Enrolment, especially girls' enrolment, increased.
- Learning levels of students improved and this helped in gaining confidence among the students.



**STRENGTHENING INFRASTRUCTURAL
FACILITIES IN THE SCHOOLS**

STRENGTHENING THE INFRASTRUCTURE OF GOVERNMENT SECTOR SCHOOLS

Manikala Venkata Satya Durga Prasad

Mandal Education Officer

Machilipatnam Block, Krishna District, Andhra Pradesh

Summary of the Innovation

In the Machilipatnam block of Krishna district, the majority of government schools do not have sound infrastructural facilities along with its academic standards. Therefore, the Mandal Education Officer took initiatives to resolve this chronic problem along with spreading awareness about the importance of RTE Act.

The major objectives of this initiative were:

- To improve the standards of government school through latest infrastructural support.
- To spread awareness about RTE Act and the importance of education, especially among the backward inhabitants.
- To mobilize maximum number of children in the government schools of the district.
- Emphasizing on the development of academic standards and teaching-learning quality in the government and government aided schools.

The resources which were used for the programme were as follows:

- Collected donations from the donors and deposited in the school account as fixed deposits so that the same can be utilized for School Day functions.
- The community was mobilized to provide support for the programme.



- Encouraged teachers to campaign in the villages along with Mandal Educational Officer with a proper plan of action to spread awareness about RTE Act.
- Motivation session was organized through which donation of notebooks, belts, shoes to the children studying in government schools could be received from the NGO's.
- Arranged computers in the schools with the help of the student alumni group.
- Encouraged the staff to run the latest computer education program in the school.
- Encouraged donors to provide plates, glasses, water tanks, cooking utensils etc. for the students in the schools of Machilipatnam Mandal taking MDM every day.
- Created awareness among the teachers about the flagship programs of the Government on a periodical basis. Parents were also motivated by the volunteers and teachers about the updated schemes adopted in the government schools etc.
- Every month, teacher training programs were organized by the efficient resource person which helped the teachers to learn about the latest methods of teaching and make the teaching process more effective.

To improve the level of enrolment of students to 100 percent, under the supervision of the Mandal officer, parents and other community members have been mobilized. In this aspect, parents were being motivated by the volunteers and teachers about the updated schemes adopted in the government schools etc. In every month, teacher training program was organized by the efficient resource person which help the teachers to learn about the latest methods of improvisation and make the teaching process more rational and effective.



The ultimate emphasis has been concentrated on the special and crucial initiatives to create an ultimate mobilization of students in the government schools within the district.

Thus, these initiatives proved very successful in many villages. For example, in the MPUPS PT Palem, enrolment rate increased from 80 to 150 and in MPPS Botlavanipalem, it increased from 32 to 54 in one academic year. On the whole, the initiatives brought phenomenal changes in the education system of the government schools in the Mandal and people also became aware about the various facilities and schemes provided by the government.

IMPROVING THE ASPIRATIONAL DISTRICT ON EIGHT INDICATORS

R. Swaminathan

Chief Educational Officer

Tirunelveli, Virudhunagar District, Tamil Nadu

Summary of the Innovation

The comprehensive evaluation of the education scenario in the district of Virudhunagar reflects issues in the government schools and its related institutions. Therefore, to address these issues the Chief Educational Officer has initiated a program by terming it as ***Improving the Aspirational district on eight indicators***. The main focus of this initiative was to introduce within the district on several educational parameters.



Objectives of the Innovation

An analysis of the problem, drafting out an action plan and following it up and bringing out the desired outcome was undertaken. The 8 indicators that were concentrated for improvement are:

- i. Transition Rate
- II. Functional Girls Toilet
- III. Improving Learning Outcomes (LOs) of class 3, 5 and 8 students
- iv. Female Literacy
- v. Drinking water
- VI. Electricity
- vii. Pupil Teacher Ratio
- viii. Text Book Distribution.

Each indicator was focused upon separately. Data was collected through a survey. The guidance in the ways of improvement was given by conducting meetings, giving counsel, planning workshops etc.

- **Indicator 1. Transition Rate**
Objectives: - To find out reasons for dropping out and to mainstream them in the regular system.
Initiative: - Counseling of students and parents
- **Indicator 2. Functional Girls Toilet**
Objectives: - To find out the reasons for dysfunctional girls toilets in schools.
Initiative: - Optimum use of school grants, community mobilization and raising CSR fund.
- **Indicator 3. Improving Learning Outcomes (LOs) of class 3,5and 8 students**
Objectives: - To improve the LO of students of classes 3,5 and 8, thereby improving the performance in NAS/SLAS.
Initiative: - Conducting meetings at various levels, identifying students of low performance at three periodical surveys, conducting a preliminary workshop to prepare model questions, Regular practice for students, conducting district achievement surveys.
- **Indicator 4. Improving Female Literacy**
Objectives: - To improve basic Literacy of 15+ Female illiterates.
Initiatives: - Organising meeting to form a route map to improve female literacy, presided by the District Collector and Director of Non-Formal Education. Conducting rallies and awareness campaigns, involving NSS, POs and NCC, ANOs, to assess and provide literacy in their localities.
- **Indicator 5. Providing drinking water facility**
Objectives: - To improve infrastructure facilities to make the school better equipped with all facilities.
Initiatives: - Providing guidance to the school heads for the utilization of school grants and raising CSR fund; Involving community to improve the infrastructure of the school.
- **Indicator 6. Electricity**
Objectives: - To improve infrastructure facilities.
Initiatives: - Providing guidance to the school heads for utilization of school grants and CSR fund; Involving community to improve the infrastructure of the school.
- **Indicator 7. Pupil Teacher Ratio**
Objectives: - To improve and maintain the Pupil Teacher Ratio
Initiatives: - Providing guidance to the school heads for increasing strength.



- **Indicator 8.** Text Book Distribution

Objectives: - To improve quality of education.

Initiatives: - Providing guidance to the school heads for distributing textbooks to the students.

Procedure and Process Involved during the Innovation:

The idea of innovation was placed in the group discussion/ meetings conducted, and the action plan was evolved. Accordingly, the action plan was transformed into real action with systematic phase wise analysis. The data have been collected at the block level and instructed Block Educational Officers to prepare an action plan. District Educational Officers flagged off the process. BRTEs paid visits to their respective schools and reported the status of the girl's toilet within the school premise. Based on the report, Chief Educational Officer, in coordination with the District Collector received the funds from CSR to make the dysfunctional toilets functional with essential facilities. It covered 208 schools and more than 5000 girl children were benefitted either in the form of new toilets or, renovated and functional with water.



Meetings were convened at regular intervals to the monitoring officials, head teachers, team members, monitoring members and so on. With the help of CSR activities and Samagra Shiksha fund, the officer implemented the activities through School Management Committee. The entire process had been monitored frequently by BRTEs, BEOs, DEOs and CEO.

Further, under Samagra Shiksha, composite grants were released to all the schools by the end of July. An amount of Rs.3, 36, 62,500/- for 986 Government schools was released in total. Subsequently, the HMs utilized 10% of the funds for the repair works of the toilets and the number was reduced to 75 schools that had a dysfunctional girl's toilet in the month of November 2018.

In addition to this, in the month of December, CSR funds were released for 8 girls' toilets from Chennai Petroleum Corporation Limited which was an amount of Rs.19.6 lakhs. The HMs of the remaining schools mobilized funds through sponsors and motivated the community members through School Management Committee and collected contribution in the form of labour, materials and money so as to rectify the repair works of the toilets in the schools. As a result, the number of schools without functional toilets came down to 54 in the month of December 2018. In the month of February CSR funds were released for 4 toilets from Tamil Nādu Trade Promotion Organization Chennai an amount of Rs 9.452 lakhs. By utilizing various other resources, repair works were done and therefore it reduced gradually to 25 in June 2019. Subsequently the pending project was entrusted to the successive officials of Virudhunagar District. It was further monitored and achieved 100% success.

The innovative idea was mostly individual initiative and in a few indicators such as female literacy 15+, directions were sought from other officers and stakeholders.

Impact of the Innovation

Virudhunagar was one of the aspirational districts and the district ranked No.1 at National Level in the improvement in the status of functioning girls' toilet among the 115 aspirational districts. The following changes were seen for the various indicators:



- **Indicator 1 - Transition Rate:**
At primary and secondary level, the average percentage of transition rate in the year 2017-2018 was 98.29 and it was increased to 99.64 in the year 2018-2019.
- **Indicator 2- Functional Girls Toilet:**
Toilet access brought 100 % improvement of Girls Toilet usage. It provided healthy and hygienic environment.
- **Indicator 3 - Learning outcomes:**
The percentage of learning outcome of children increased success with vast difference in language and Mathematics from March 2018 to March 2019.
- **Indicator 4- Female Literacy:**
Tamil Nadu State Literacy Mission Authority under the initiative of PADHNA LIKHNA ABHIYAN has initiated a detailed Action Plan to provide basic literacy to 15+ Female illiterates in the academic year 2018-19, 2019-20 through Samgra Shiksha.
- **Indicator 5- Drinking Water:**
As on March 2018: 100%
As of June 2019: 100%
- **Indicator 6- Electricity:**
As on March 2018: 100%
As of June 2019: 100%
- **Indicator 7- Pupil Teacher Ratio:**
Significant improvement in the pupil teacher ratio was noticed in the district
- **Indicator 8- Text Book Distribution:**
As on March 2018: 100%
As of June 2019: 100%

These initiatives showed immense improvement in the educational status of the district and helped in the better functioning of the government schools.

INFRASTRUCTURE IMPROVEMENT IN SECONDARY SCHOOLS

Ravinder Kumar

District Education Officer
Pathankot District, Punjab

Summary of the Innovation

The District Education Officer (Secondary), Pathankot played a tremendous role in implementing certain initiatives in the education system in the district to improve the standard of education. As a first step, he tried to ensure about the availability of the teachers in every government schools of the district. However, in the second stage the target was to ensure 100 percent attendance of children in the schools and in order to do this, awareness campaign was organized in the villages to create awareness among the parents about the importance of schooling for their children.



To enhance the enrolment of children in government schools, 'A **Mashal Yatra**' was organized at large scale with the participation of the community. This Yatra covered all the rural and urban areas of Pathankot. Further, initiatives have also been taken to provide proper infrastructure like benches for the students to sit and an amount of Rs. 1 Crore was sanctioned by the respective Deputy Commissioner of



the district. To provide quality education to the children, the classrooms were transformed into smart classrooms almost in maximum schools of the district. Meetings with different NGO's were conducted and almost 10 senior secondary and high schools have smart classrooms and 10 are in progress. Along with this, the dysfunctional status of the computer labs in government schools was addressed and with the administrative assistance the overall status has been revived.

The following are some of the additional initiatives undertaken by the officer:

- A number of schools have beautiful math parks and Science and English Labs, which have been very helpful in practical learning.
- Pathankot being a border District has a lot of potential in the employment in the army. Through the efforts and meetings with seniors army officers and air force officers, many seminars and counselling sessions were organised for students in border areas.
- To provide the proper hygienic environment for mid-day meal serving, new dining halls were constructed in maximum number of schools within the district.
- To provide the proper hygienic environment for the midday meal, dining halls have been provided to certain schools, which are properly ventilated and free from flies and other insects.
- To provide a hygienic environment to the students, the campus flooring of all the schools in rural areas is in progress under MGNREGA SCHEME work cost 2 crores.
- The state of Punjab has started the project "Parho Punjab Parhao Punjab" to improve the learning outcome of children in the district. The team includes district mentors and block mentors at upper primary level for subjects English, Social Sciences, Science and Mathematics. At the Primary Level, the team consists of district coordinator, block master trainers and cluster master trainers.

In addition, the E - Basta framework has been introduced in maximum schools to make the books available in digital form. The primary idea behind implementing this initiative is to make the updated and efficient learning materials from the respective subject experts in a single e-platform. The status before the incorporation of this e-learning framework was really challenging as the students had to rely totally on their teachers, coaching centres and private publishers for learning material which were quite expensive and time consuming. Thus, the initiation of the above mentioned program has brought a paradigm shift in the reading and learning status of the children in the government schools of the district. The material was made available from a variety of experts free of costs and just a click away. This initiative is not only sustainable but also replicable in other districts and states.



EFFECTIVE IMPLEMENTATION OF GOVERNMENT SCHEMES AND PROGRAMMES

AUTOMATED REPORTING AND MONITORING SYSTEM (ARMS) UNDER MID-DAY MEAL SCHEME

Md. Fazlur Rahman Laskar
District Elementary Education Officer
Hailakandi District, Assam

Summary of the Innovation

Among many government schemes, the Mid Day Meal Scheme is one of the important schemes which have been implemented in many states of India to keep the nourishment level of school going children intact. In this regard, in the Hailakandi district of Assam, the respective district development officer tried to address the issues related to the mid- day meal scheme for school going children. Therefore, he initiated the innovation programme, Automated Reporting and Monitoring System under Mid-Day Meal Scheme. The objectives of this programme were:

- To ensure food safety, health and hygiene.
- To ensure that cooked MDM is served to the students as per suggested weekly menu.
- To monitor service of MDMs in schools on a real time basis.
- To monitor and analyses school/cluster wise/block-wise, actual number of students taking MDM on daily, weekly as well as monthly basis.

Education Block	Total Schools	Monthly Enrollment Data		Daily MDM Data			No. of Meals Served
		Schools Reported	Schools Not Reported	Enrolled	Reported	Not Reported	
HAILAKANDI	730	502	228	28314	513	217	22243
KALICHERRA	433	308	125	26977	313	120	15999
LALA	581	392	189	22750	387	194	1798

In order to maintain a food register in every school, a format was provided to the schools in the year 2015 for maintaining the same on a daily basis. Weekly suggested menu was also provided to the schools every year, along with the yearly calendar. It has been made compulsory that the Head Teacher/ Assistant Teacher or any member of the SMC of each and every school has to taste MDM thirty minutes ahead of serving same to the children and maintain the same in the Food Testing Register and also mention the menu of

MDM against the day in the prescribed column of the format of the Food Testing Register. From Food Testing Register, it can be monitored whether the weekly suggested menu of MDM is followed by the school or not and also the quality of MDM the schools were providing to the students.

The resources that were used for the program are:

- A format of the Food Testing Register was given to the schools.
- Any one teacher or SMC member has to compulsorily test food 30 minutes ahead of serving the same to the students and has to record the menu of the day, quality of MDM and time of testing MDM in the Food Testing Register and put a signature.
- Mobile numbers of HTs/HMs/Principals and two Sr. most Teachers of all schools as well as mobile numbers of block level, district level users and CRCCs were collected and activated in the ARMS.
- All the participants were imparted training on ARMS at district, block and Cluster level.
- Mobile Application on ARMS were activated at cluster, block as well as district level for analysis and daily monitoring of MDMS at school level.
- Format of key-words were distributed to all the participants.
- The HTs/HMs/Principals were instructed to send data regarding the actual numbers of students taken MDM on the day to ARMS via SMS.
- CRCC's were asked to verify the data of their respective schools. In case of any wrong data, CRCC may edit the response and inform the higher authority for taking necessary action.
- The HT's/HMs/Principals are also required to send monthly data once regarding enrolment of the students, availability of rice and funds at school level in the first week of every month.

In ARMS, mobile numbers of all the Head teacher/ Head Masters, two Sr. Most Teachers of the schools, all Cluster Resource Persons of MDMS (CRCCs), Block Nodal Officers, MDMS and District Program Manager, MDMS, Hailakandi, were uploaded in the Automated Reporting and Monitoring System. Mobile numbers of all the HTs/HMs and Teachers are GIS connected.

All the Cluster Resource Centre Coordinators under SSA (Cluster Resource Persons of MDMS) were imparted training on ARMS at District level on 30th December, 2017. Then all the HTs/HMs and Sr. Most teachers were imparted training on ARMS at cluster level in 103 numbers of clusters of Hailakandi district. Then the ARMS were finally launched in Hailakandi on 6th January, 2018.

The CRCCs can monitor, verify, and edit/rectify the reports (Daily as well as Monthly Reports) submitted by the schools under their respective clusters. The Block, District and State Level users can analyze school level implementation of Mid-Day Meal Scheme on a daily basis and take necessary action if any based on the reports of ARMS.



Key Takeaways

- Follow up action based on the reports of ARMS by the appropriate authorities is an essential factor to make the ARMS a successful monitoring tool. In the month of January, 2018, 14 schools were asked to submit an explanation regarding non-service of MDMS based on the reports of ARMS. ARMS are very user friendly to monitor implementation of MDMS at school level.
- For avoiding untoward situation at school level and for monitoring weekly menu of MDM that a school provides as MDM, the Food Testing Register can be used as a very good monitoring tool.

Impact of the Innovation

At present, MDM is served to the students in all the schools, as per Weekly Suggested Menu. Impact of implementation of ARMS along with maintaining Food Testing Register on MDMS are as follows:

1. Changes in enrolling in any school due to new admission or transfer in any month can easily be monitored from ARMS.
2. Assessing whether funds and food grains are available at school level at the beginning of every month.
3. School wise service of MDM can easily be monitored through ARMS on a daily basis
4. If any school does not serve MDM in a particular day, then reason for such non-service of MDM can be easily monitored from the ARMS and necessary steps can be taken for solving the problems at the earliest possible.
5. District, Block and Cluster wise total number of plates of MDM served on a particular day can be monitored from ARMS.
6. As CRCC can monitor, verify and edit/rectify response of the HTs/HMs regarding number of students taken MDM on a particular day in ARMS, there are minimum changes of submitting false daily reports by the HTs/HMs.
7. For avoiding any untoward situation at school level due to MDM, maintaining Food Testing Register is very essential. Whether SMCs follow weekly suggested menu of MDM or not can easily be monitored by checking Food Testing Register of the school.

Regarding the sustainability of this programme, it has been observed that by maintaining registers, the monitoring process becomes very flexible and useful. It is sustained as all the officers concerned were given the required training for the purpose. Due to its user-friendly format of ARMS, it can be replicated in other districts and states.

IMPROVING THE LEARNING OUTCOMES OF STUDENTS THROUGH GOVERNMENT SCHEMES

Malkit Singh

District Education Officer

Sri Muksar Sahib District, Punjab

Summary of the Innovation

Improving the learning outcome of children is the major responsibility of the education department. The state of Punjab has started the project "Parho Punjab Parhao Punjab" to improve the learning level of children. In his capacity as District Education Officer (SE/EE), the major focus was to improve the learning levels of students studying in government schools in his district. Implementing English Medium in 54 upper primary schools of the district was another initiative by the officer.



The methodology used during the Implementation

The activity based learning was opted during the program as one important parameter. In this aspect, the teachers were guided and trained to conduct activity based learning sessions for children with the help of handmade teaching-learning material. In addition, the e-learning assistance was provided to the schools from the state government with other related support. In this process, education officer has conducted motivation sessions for the teachers and introduce them about the latest and innovative teaching techniques and insist them to incorporate latest models during their teaching practice process.



The Parho Punjab Parhao Punjab team includes district and block mentors at upper primary level for subjects like English, social sciences, science and Maths. At the Primary Level, the team consists of District Coordinator, Block Master Trainers and Cluster Master Trainers. The administrative, Stationary and Travelling allowances were provided by the state office. The teachers who are interested in becoming mentors are selected and appointed at district

and block levels. The community was involved at every stage of the program. The parents and School Management Committee members provide input and give valuable advice. 10 schools were developed as smart schools with financial support from the community.

The teachers as well as students were initially hesitant to adopt English as the medium of instruction. But gradually through training and motivation, they overcame their reluctance.

This program began during the month of January in the year 2018 and still continuing with the involvement of many effective attributes.

Impact of the Innovation

With the above-mentioned initiatives related to the holistic development of the government schools of the district, there was a huge positive impact on the board examination result of class XII for the session 2017-18. It was improved to 79.64% from 64.84% and district stood 1st out of 22 districts of Punjab when compared to its fourth position in 2016-17. Similarly, the board examination result of class X for session 2017-18 was improved to 72.39% in comparison to 47.06% in 2016-17 session and district stood second out of 22 districts of Punjab when compared to 16th position of 2016-17. The district also stood second in baseline result of primary classes. Thus, the concerted efforts of the officer not only helped in improving the participation of students, but also in enhancing the performance of the students of government schools.



QUALITY ENHANCEMENT THROUGH GUNOTSAV

Patel Sanjay Kumar Baldevbhai

Block Resource Coordinator

Vijapur Block, Mehesana District, Gujarat

Areas of the Innovation

- Improvement in reading and writing of students
- Better functioning of schools

Summary of the Innovation

It was observed that the learning levels of students in primary and upper primary schools in Vijapur were not satisfactory. In order to enhance their learning levels, the Block Resource Coordinator started many initiatives and involved multiple stakeholders. In addition, he also focused on improving the overall functioning of schools. He focused on the following areas:



- To improve the educational quality of the primary schools of Vijapur Taluka.
- Review and monitoring of CRC and BRP co. in the Taluka.
- To probe educational, physical and administrative status of schools related to various check lists.

Over the years, through the enrolment drive and Kanya Kelavani programs, enrolment of the students has increased and drop-out rate has decreased in the State. The retention rate has also increased through the physical infrastructure provided by the State Government to every school like water

supply, electrification and sanitation. Thus, with the basic infrastructure in place, Gunotsav has been implemented to improve the quality of education and for providing guidance to the teachers and the school. The Gunotsav is also a way to analyze the inputs of the school management committees (SMCs) in the school development plan; as it is envisioned that the community will take ownership of schools which in turn will increase community



participation. In Gunotsav, 70 per cent weightage is on educational aspects and 30 per cent of the physical infrastructure of schools as it is important for healthy school of the environment. This evaluation system will move to Gunotsav-3 and then evaluation system in Gunotsav-4 will gradually be implemented. There is 60 per cent weightage on educational aspects and 20 percent of the co-curricular activity and 20 per cent school's administration. Based on the results of the evaluation, the teachers and schools made further effort for improvement.

From the educational year 2009-10, the state government is hosting the Gunotsav programme every year on the basis of physical infrastructure, educational quality and curricular activities of the school. In Std. 3 to 7, extra teaching classes for reading, counting and writing were started in 130 primary schools of Vijapur Taluka. About 3480 students required further practice in reading, counting and writing and therefore, 190 extra classes were held for them. We prepared special profile to evaluate the personal progress of each student. At Taluka level, the effective evaluation, monitoring system had been arranged for the better evaluation of remedial coaching classes. These monitoring teams checked the student profile and gave necessary guidance to the teacher. For the effective remedial classroom teaching, necessary extra trainings and material were provided by the block level and state level institutions. At the BRC level, review of CRC Co. Coordinators had been undertaken and provided necessary guidance to them.

Impact of the Initiatives

Through an effective monitoring system and the efficient remedial teaching, 75% students improved in reading, writing, and counting ability. Accordingly, the pre planning of Gunotsav had started on the basis of Gunotsav indicators. The evaluation of every school had started by basing on the check list. Every CRC Co. Ordinators had also got the checklist of their cluster schools and based on it, the intensive monitoring had started by them. At taluka level, the cross monitoring (by BRC Co., CRC Co.) teams (12) had also checked the progress and gave the necessary guidance to the teachers. The review of the educational achievements of every student of each school was undertaken time to time. Extra focus was given on students' reading, writing and counting ability. Through Gunotsav Programme, the schools in the Taluka gradually showed significant improvement in different parameters.



National Institute of Educational Planning and Administration (NIEPA)

National Institute of Educational Planning and Administration (NIEPA) was set up on 1962 as one of the four regional Centres of UNESCO to promote capacity development of educational planners and administrators in the Asian region. The Government of India took over in 1970 and renamed and retained it as the premier institution for research and training of educational administrators in India. It became a deemed to be university in 2006. It offers M.Phil. and doctoral level research degrees, training programmes for national and international participants and carried out empirical research and extends support to policy and planning of education in India. In the light of its seminal contribution in the area of educational policy and planning and felt need of starting a specialised postgraduate programme in educational planning and administration, the institution was conferred the status of a Deemed to be University with an added mandate of awarding degree. Given a very specialised nature of course, a very small component of students is admitted to pursue postgraduate courses (M.Phil./Ph.D.) in the area of educational planning and administration. Preparation for introducing Postgraduate Master Programme M.A. in Education (Educational Planning and Administration) is in the process. Two courses being run by the Institution (Postgraduate Graduate Diploma in Educational and Administration and International Diploma in Educational Planning and Administration (PGDEPA and IDEPA) are exclusively for educational administrators and functionaries of the Department of Education of the States and Union Territories of India and international participants belonging to the education cadre of the respective countries from Afro-Asian and Latin American countries nominated by their respective governments respectively. Both the programmes are in tune with the original mandate of the institution, started before the conferment of the status of Deemed to be University, the former was, however, upgraded from Diploma to Post Graduate Diploma in 2014.

NIEPA acts as a think tank and is the only national institution in the field of educational policy, planning and administration in India. The Ministry of Education and other public policy making institutions are the major users of its research findings. All capacity development programmes are addressing the educational administrators at the state and sub-state levels. A number of capacity development programmes are also organised for the academic administrators and leaders in higher education. Its main contributions to major national programmes include designing and developing District Primary Education Programme in the 1990s, SSA, RMSA and RTE in the 2000s. NIEPA undertakes several research studies at the request of the Ministry of Education, UGC and other public bodies every year. Similarly, it organizes several training and consultative meeting at the request of the Ministry. The clientele for its programme includes educational administrators at various levels as well as institutional heads.

NIEPA has always played an important role in the national education policy formulation and in designing several of the national educational programmes. The policy support extended by the Institute include its research and contributions to debates on the formulation of 1986 education policy, its revision in 1992, acting as a Secretariat to the Committee for Evolution of New Education Policy in 2016 and support to the current policy formulation exercise. NIEPA has also provided inputs for the implementation of NEP2020.

Major activities of the institution still continue to engage in policy-oriented research evaluative studies and capacity building programmes to the educational administrators and functionaries working at different levels in the department of education in states and union territories as well as institutions of higher education.



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

(Deemed to be University)

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

EPABX Nos. : 26565600, 26544800

Fax : 91-011-26853041, 26865180

Website: www.niepa.ac.in