Compendium of Innovations and Good Practices in Educational Administration

2023-24 & 2024-25

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)

Awards for Innovations & Good Practices in Educational Administration

(For District & Block Level Education Officers)

NIEPA has instituted 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 grassroot level for improving the functioning of the public system of education. The overall aim of 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 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 Offcers/ 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 Awards Presentation Function.

Compendium of Innovations and Good Practices in Educational Administration

2023-24 & 2024-25

Compiled and Edited by
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This volume comprises of a Compendium of Innovations and Good Practices in Educational Administration based on write-ups received from District and Block level Education Officers shortlisted for Awards or Certificate of Appreciation for Innovations in Educational Administration, 2023-24 and 2024-25.

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Foreword

The Awards for Innovations and Good Practices in Educational Administration is a flagship initiative of the National Institute of Educational Planning and Administration (NIEPA), instituted in 2013-14 to identify, acknowledge, and promote innovative practices in educational administration at the field level. The scheme recognises the significant role of District and Block Level Education Officers in translating educational policies and programmes into effective action at the grassroot level. Situated close to schools and communities, these officers are uniquely positioned to understand local challenges and develop context-specific solutions. The initiatives documented through the Awards Scheme demonstrate their contribution to improving school functioning, strengthening administrative processes, and enhancing the delivery of educational services. The Scheme also provides recognition to officers who perform their responsibilities under diverse and often demanding circumstances and seeks to foster a culture of creativity, problem-solving, and continuous improvement in educational administration. The selected District and Block Level Education Officers are given awards during Awards Presentation function. The function is preceded by a one-and-a-half-day National Conference on Innovations and Good Practices in Educational Administration in Delhi. The Conference provides a platform for officers to share their experiences, innovative approaches, and disseminate successful practices.

It is pertinent to mention that since the inception of the Awards Scheme in 2013-14, a large number of innovative cases and good practices have been submitted by education officers from across the States and Union Territories. Of the cases received for consideration under the Awards Scheme, 362 (three hundred and sixty-two) cases of innovations and good practices have been recognised and presented during the last six rounds of the Award functions organised by NIEPA. Over the years, more than 700 District and Block Level Education Officers from different States and Union Territories have participated in these functions, along with a significant number of resource persons and education experts. The Award functions have been honoured by the presence of the Hon'ble Union Minister for Human Resource Development, Government of India (now Ministry of Education), who, on these occasions, presented the awards to the selected officers.

As in previous years, the scheme received a substantial number of nominations from the School Education Departments of various State Governments and Union Territories for consideration of Awards for the years 2023-24 and 2024-25. Following a rigorous process of scrutiny and multi-stage evaluation by expert committees, cases demonstrating significant innovations and good practices in educational administration have been shortlisted for the Awards and Certificates of Appreciation.

I take this opportunity to express our sincere thanks to the Secretaries, Commissioners, Directors of Department of School Education of states and UTs as well as SPDs of Samagra Shiksha Abhiyan and District Magistrates for their support in nominating the district and block level officers of education department for the consideration of awards/ certificate of appreciation. Their cooperation and encouragement have been instrumental in ensuring wide participation.

This Compendium of Innovations and Good Practices brings together selected cases submitted by officers for recognition of their innovative initiatives in educational administration. The cases reflect a

diverse range of interventions addressing various dimensions of the administration and management of school education. Despite their differences in context and approach, these initiatives share a common objective to enhance the overall functioning of the school education system.

We hope that the innovative cases and good practices presented in the Compendium of Innovations and Good Practices will motivate officers working at the district and block levels to undertake similar innovative initiatives and encourage a culture of innovation to strengthen the school education system.

We are grateful to all the experts who generously contributed their time, expertise, and valuable insights to the process of identifying and recognising exemplary innovations in educational administration.

I would also like to express my sincere thanks to the faculty members of NIEPA who contributed in various capacities and at different stages of the process of reviewing innovations and good practices in educational administration.

The support and cooperation received from the Union Ministry of Education in undertaking the activity of the scheme of awards is notable. We gratefully acknowledge the support of Shri Sanjay Kumar, former Secretary, Department of School Education & Literacy, and Shri Vineet Joshi, former Secretary, Department of Higher Education, Union Ministry of Education. We also thankfully acknowledge the contribution of Ms. Rina Sonowal, former Joint Secretary, Department of Higher Education, and Dr. Amarpreet Duggal, Joint Secretary and representative of Department of School Education and Literacy of the Union Ministry of Education who has been a source of constant support in this endeavour of awards scheme.

I would also like to place on record my sincere appreciation for the tireless efforts of Professor Vineeta Sirohi, Programme Director and Head, Department of Educational Administration, NIEPA, and her dedicated team of faculty and staff; particularly Dr. V. Sucharita, Programme Coordinator, in ensuring the effective implementation of the National Awards for Innovation in Educational Administration. The dedication of the team has made the entire process a commendable initiative.

I extend my congratulations to all the District and Block Level Education Officers who have been shortlisted for the Awards and Certificates of Appreciation. I hope that this recognition will serve as a source of encouragement and motivation for them to pursue further innovative practices, thereby contributing to the continuous improvement of the school education system and its functioning at the grassroots level.

I would also like to place on record my gratitude to the NIEPA Administration, headed by Shri Surya Narayan Mishra, Registrar, along with his entire team. I acknowledge the valuable support extended by Shri Ankit Verma, AO & FO (I/c), and Shri Satish Kumar, SO, as well as the General Administration, Training Cell, and all other staff members.

I express my sincere thanks to Shri Amit Singhal and his entire team in the Publication Unit for their dedicated efforts and for ensuring the timely preparation and publication of all the required documents.

Shashikala Wanjari
Vice-Chancellor

National Institute of Educational
Planning & Administration, New Delhi

18 August, 2026

Preface

Educational administration serves as a vital link between policy formulation and its effective implementation at the grassroots level. Although national and state policies establish the broader vision and priorities for educational development, their translation into practice is significantly influenced by the leadership, managerial skills, and administrative capabilities of district and block level functionaries. Operating at the crucial intersection of policy and practice, these officers are well positioned to understand local realities, address context-specific challenges, develop innovative and responsive solutions, engage relevant stakeholders, and facilitate the effective implementation of educational programmes in accordance with the varied needs of schools and communities.

The Compendium of Innovations and Good Practices in Educational Administration is a compilation of selected cases drawn from the submissions received from district and block level education officers for consideration under the scheme of Awards for Innovations and Good Practices in Educational Administration. The volume presents a rich repository of innovative practices and administrative interventions undertaken across States and Union Territories, indicating creativity and leadership demonstrated by field-level educational administrators in strengthening the public education system. By documenting these experiences, the compendium seeks to facilitate the dissemination of promising practices and promote knowledge sharing among educational administrators, policymakers, researchers, and practitioners. The cases documented in this volume illustrate a wide range of innovations initiatives undertaken by educational administrators focussing on improving learning outcomes of students; strengthening foundational literacy and numeracy; use of ICT in teaching, learning and educational administration; equity and diversity in education; strengthening education in disaster-prone and tribal areas; holistic development of students; improving governance through community participation; strengthening teacher education; improving school attendance. Although the interventions vary considerably in their scope and context, they share a common purpose of strengthening the efficiency, responsiveness and quality of the public education system.

Over the past several decades, India has made remarkable progress in expanding access to school education. The government school system has grown substantially in terms of institutional coverage, enrolment, and participation, making it one of the largest public education systems in the world. As per the Unified District Information System for Education Plus (UDISE+) 2025-26 report, Department of School Education and Literacy, Ministry of Education, Government of India, the Indian school education system comprises nearly 14.67 lakh schools, 1.03 crore teachers, and 24.72 crore students, underscoring its vast scale and reach. Successive policy initiatives and flagship programmes have significantly contributed to improving educational access, reducing regional and social disparities, and strengthening educational infrastructure. More recently, the emphasis of educational reforms has increasingly shifted from expanding access to improving the quality, equity, and inclusiveness of school education.

Despite these achievements, improving the quality of education in government schools continues to be a major policy priority. The expansion of educational opportunities has not always been accompanied by corresponding improvements in learning outcomes and institutional effectiveness. At the same time, assessments of government schools often overlook the complex socio-economic realities and educational disadvantages faced by many of the learners they serve. These schools continue to play an indispensable role in providing equitable educational opportunities to children from economically weaker, socially disadvantaged, and geographically remote communities. Strengthening public confidence in government schools, therefore, requires sustained efforts to improve both educational quality and institutional performance while recognising the broader developmental role of the public education system.

On behalf of the National Institute of Educational Planning and Administration (NIEPA), the Department of Educational Administration, and in my personal capacity, I extend my sincere gratitude to all those whose encouragement, guidance, and support have contributed to the successful conceptualisation and implementation of the Scheme of Awards for Innovations and Good Practices in Educational Administration for District and Block Level Education Officers. Since the inception of the scheme, the Heads of the Institution have consistently extended their encouragement and institutional support during their respective tenures, enabling the programme to evolve into an important national initiative for recognising and promoting innovation in educational administration.

I am particularly grateful to Professor Shashikala Wanjari, Vice-Chancellor of NIEPA, for her unwavering guidance, encouragement, and steadfast support in strengthening and implementing the scheme.

The Advisory Committee has been a constant source of intellectual guidance and strategic direction in enhancing various dimensions of the programme, including its design, selection criteria, evaluation framework, and implementation process. The thoughtful observations, constructive suggestions, and valuable advice of the Committee have contributed significantly to the continuous refinement and credibility of the Awards Scheme. I express my sincere appreciation to the members of the Advisory Committee - Shri Abhimanyu Singh, Former IAS and Joint Secretary, Ministry of Education, Government of India; Dr. Amarpreet Duggal, Joint Secretary, Department of School Education and Literacy, Ministry of Education, Government of India; Professor Sridhar Srivastava, NCERT; Professor Saroj Sharma, Vice Chancellor, Ranchi University; Professor Kathan Shukla, Indian Institute of Management, Ahmedabad; Professor A.K. Singh, former faculty NIEPA; Professor Kumar Suresh, and Professor K. Biswal, NIEPA for their invaluable guidance and sustained support.

The successful implementation of this programme would not have been possible without the active cooperation of the Departments of School Education of the States and Union Territories. I sincerely thank the Education Secretaries, Commissioners, Directors of School Education, and other concerned officials for forwarding the nominations of District and Block Level Education Officers for consideration under the Awards. I also extend my appreciation to all the participating officers who submitted detailed accounts of their innovations and good practices in educational administration and made the preparation of this compendium possible.

The process of selecting the award-winning innovations involved a rigorous, transparent, and multi-stage evaluation of all applications. This process was carried out with the support of a distinguished Screening and Evaluation Committee comprising eminent academicians, educational administrators, and experts. The external experts, including, Prof. S.V.S. Chaudhary, Prof. Y. Sreekanth, Prof. Saroj Pandey, Prof. S. K. Yadav, Prof. Harjeet Kaur Bhatia, Prof. Savita Kaushal, Prof. N. K. Dash, Prof. Anjali

Bajpai, together with faculty members of NIEPA, Prof. K. Biswal, Prof. K. Srinivas, Prof. P. K. Misra, Prof. Rasmita Das Swain, Prof. Neeru Snehi, Prof. Sangeeta Angom, Prof. Santwana Mishra, Prof. Amit Gautam, Dr. S.K. Malik, Dr. N. K. Mohanty, Dr. Suman Negi, Dr. Kashyapi Awasthi, Dr. Mona Sedwal, devoted considerable time and expertise to review and assess the submissions. Their scholarly insights and objective evaluation were instrumental in identifying the most deserving cases of innovation and good practice. The evaluation process was efficiently coordinated by Dr. V. Sucharita and Prof. Anshu Srivastava who served as Convenor and Co-Convenor at different stages.

I also acknowledge with gratitude the support extended by my colleagues in the Department of Educational Administration throughout the implementation of the programme. I would especially like to place on record my appreciation for Dr. V. Sucharita, Programme Coordinator. Her sincere dedication and consistent commitment played a significant role in effectively coordinating the programme activities and managing the related documentation, with valuable assistance from the project staff.

I am equally grateful to Professor Kumar Suresh and Professor Anshu Srivastava for their wholehearted support in organising the National Conference on Innovations and Good Practices in Educational Administration and the Awards function. The efficient secretarial assistance provided by Ms. Rita (Stenographer) is also gratefully acknowledged.

The contributions of the project staff deserve special appreciation. Dr. Anju Sanwal, Ms. Kirti Wadhwa and Ms. Arunima provided valuable support in preparing the case briefs, coordinating and assisting at different stages of programme implementation.

I also wish to acknowledge the unstinted support extended by NIEPA's Administration under the leadership of Shri Surya Narayan Mishra, Registrar; Shri Ankit Verma, Administrative Officer and FO (I/c); Shri Satish Kumar, Section Officer, General Administration, Training Cell, and the entire administrative team. Their cooperation and administrative assistance were vital for the effective execution of various programme activities.

The contribution of the ICT Unit is equally commendable. Professor K. Srinivas, with the dedicated support of Mr. Chandra Kumar MJ, System Analyst, Mr. Omendra Kumar, and the entire ICT team, facilitated the successful conduct of online meetings, virtual presentations for evaluation, and other technology-enabled programme activities.

I express my heartfelt appreciation to Mr. Amit Singhal, DPO, Mr. Amit Sharma, and the entire team of the Publication Unit for their untiring efforts and professional commitment in editing, designing, and publishing this compendium within a short time. Their dedication has ensured the timely publication of this volume and its availability to the wider educational community.

Vineeta Sirohi
Programme Director,
Scheme of Awards for Innovations and Good Practices in Educational Administration &
Professor & Head, Department of Educational Administration, NIEPA

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INITIATIVES FOR HOLISTIC DEVELOPMENT OF STUDENTS

'ANOUBA MAYOL: A SCHOOL PROGRAMME FOR ADOLESCENT WELL-BEING'

Leishangthem Kamala
Assistant Director of Education- S (i/c)
Imphal West district, Manipur

Area of the Innovation

- To promote mental health, capacity building, essential life skills, and a supportive environment for overall development, academic success, and personal development in adolescents of classes VI to XII.

Summary of the Innovation

Adolescence is a critical phase in the domain of human development. There are many physical, mental, and hormonal changes during this period. Adolescent well-being programmes are crucial in schools as they address the physical, emotional, and social challenges that students face during this transformative stage of life, from childhood to adulthood. There limited focus on adolescent well-being- low exposure to life skills, inadequate engagement in different activities, absence of guidance and counselling. Also lack of awareness on menstrual hygiene of girls resulted in absenteism, misconceptions and unhygense practices leading to drop-out of girls from schools. Due to this, Assistant Director (i/c) of Education Ms L. Kamala took a big step in this direction in July 2017. She proposed a programme titled "Anouba Mayol- A School Programme for Adolescent Wellbeing" to the Zonal Education Officer (ZEO), Zone I. The ZEO readily supported the initiative, and with determination, the officer implemented the programme in the schools of Sagolband and Keishamthong assembly constituencies. The program aimed to teach life skills to adolescents, raise awareness about menstrual hygiene for girls, provide counselling sessions, and engage students in productive activities such as indoor and outdoor games, arts and crafts, music, painting, and dance to channel their energies positively.

Implementation of the Innovation

- **Counselling Programmes**: Counselling sessions were organised for students to address their emotional and psychological needs.
- **Collaborative Discussions:** Collaborative discussions were held with clinical psychologists and mental health experts to design suitable school-based programmes.
- **Partnership with the Health Department:** Discussion sessions were organised with the Health Department to provide adolescent girls with accurate information and resources on menstrual hygiene.

- **Collaboration with NGOs and Organizations**: Partnerships were held with NGOs like Plan India to get financial and logistical support for the programme.
- **Training for Teachers and Staff:** Teachers and school staff received training on adolescent wellbeing topics, mental health awareness, life skills education, and menstrual hygiene management, empowering them to support and mentor students effectively.
- **Parental Engagement**: Regular discussions were held with parents to raise awareness about adolescent challenges and promote a supportive home environment.
- **Peer Leadership Programmes**: Selected students were trained as peer leaders to create a supportive network within the school.

Impact of the Innovation

1. **Improved Mental and Emotional Wellbeing**: The programme helped students to develop life skills, emotional regulation, stress management and resilience building.
2. **Enhanced Awareness of Menstrual Hygiene:** This innovation sensitised adolescent girls about menstrual hygiene, ensured proper hygiene practices, reduced health risks and promoted the dignity and self-confidence of adolescent girls.
3. **Holistic Approach to Adolescent Development:** By incorporating a mix of activities like counselling sessions, life skills education, and engaging activities such as games, arts, music and dance, the programme fostered overall development in adolescents.
4. **Community Engagement and Support:** The programme encourages the involvement of parents, teachers, and the local community in addressing adolescent issues. This collective support system ensures a more inclusive environment for students, providing them with a network of care and guidance.
5. **Promotion of Gender Sensitivity:** Through various activities and sensitisation sessions, Anouba Mayol has worked towards breaking gender stereotypes, promoting gender equality, and empowering both boys and girls to participate in discussions about mental health and hygiene.





INTEGRATING YOGA INTO SCHOOL CURRICULUM – ENHANCING PHYSICAL RESILIENCE AND MENTAL FOCUS FOR HOLISTIC STUDENT DEVELOPMENT

L. Amalraj Leemas
Deputy Inspector of Schools
Villianur Block, Zone 4, Puducherry District, Puducherry

Areas of Innovation

- To integrate Yoga to improve physical fitness, reduce stress, and enhance mental focus for overall well-being.
- To help students recover from isolation, sedentary behaviour, and anxiety caused by the pandemic through regular yoga practice.
- To focus on physical, mental and emotional wellness in alignment with Holistic education proposed by the National Education Policy (NEP) 2020.

Summary of the Innovation

In the wake of the COVID-19 pandemic, educational institutions worldwide faced unprecedented challenges. Beyond the need for academic reforms to address disrupted learning, a pressing issue has emerged regarding students' physical and mental well-being. When schools reopened post-lockdown, educators observed that many students struggled to regain their focus and maintain attention for extended periods, an effect likely linked to prolonged periods of isolation, sedentary habits, and reduced physical activity during lockdown. These shifts have contributed to declining physical health and a noticeable increase in stress and anxiety among students. The National Education Policy (NEP) 2020, India's guiding framework for education reform, underscores this principle by advocating for a comprehensive approach to student development that includes physical, mental, and emotional wellness. This initiative aims to promote students' physical fitness and mental clarity through yoga, a practice rooted in Indian tradition and known for its physical and cognitive benefits. By embedding yoga into the daily school routine, the programme aspires to create a nurturing environment that addresses students' post-



pandemic needs, ensuring that their bodies and minds are equipped for learning, resilience, and personal growth.



Implementation of the Innovation

The yoga initiative was implemented across all 36 schools in Villianur Bloack, zones, for 1660 students from Grades 3 to 5, 190 teachers, 36 HTs/ HT i/cs and 43 Balasevikas and other staff in the schools. This specific age group of children was chosen based on developmental considerations, as research suggests that introducing structured physical activities, such as yoga, at this stage can significantly improve children's focus, motor skills, and body awareness. To ensure the smooth execution of this program, the objectives and structure of the initiative were communicated clearly to each school's Head Teacher (HT). This communication outlined the goals of the program, which include enhancing students' physical health, mental focus, and emotional well-being through the consistent practice of yoga. Head Teachers were instructed to inform both students and teaching staff about the initiative and encourage participation by requesting that students and teachers to arrive at school earlier than usual to accommodate the yoga sessions.

Impact of the Innovation

One of the most immediate and observable impacts of the program has been on students' physical health. Regular participation in yoga has helped improve students' physical fitness, flexibility, and stamina. Teachers have reported fewer instances of fatigue, restlessness, and minor health complaints during the school day, suggesting that the physical activity in the morning has energized students and enhanced their resilience. Additionally, yoga's emphasis on breathing exercises and relaxation techniques has contributed to a calmer, less anxious and supportive environment for overall well-being. Parents have reported positive changes in their children's behaviour at home, which they attribute to the influence of the yoga program.



Core Team details

1. Headmasters
2. Teachers
3. Parents
4. SMC Members

MENSTRUAL HYGIENE MANAGEMENT

M. Helen Rani
Block Resource Coordinator
Villianur Block, Puducherry District, Puducherry

Areas of Innovation

- To improve menstrual hygiene practices among adolescent girls in rural areas, reducing period-related absenteeism.
- To support school enrollment and retention of adolescent girls, ensuring they remain in school even after reaching puberty.

Summary of the Innovation

Menstrual hygiene and management are critical but often under-addressed issues that impact adolescent girls' health, education, and overall well-being. Research highlights that menstrual knowledge, perceptions, and hygiene practices among school-aged girls are often inadequate. Against this backdrop, an innovative pamphlet on Menstrual Hygiene Management (MHM) was created to provide clear and accessible information on menstruation and hygiene practices. This pamphlet was printed and widely distributed to schools in Puducherry to improve girls' understanding and address hygiene – related challenges. The concept of innovation took shape by transforming the idea into a tangible solution that could directly address the menstrual health challenges faced by adolescent girls in rural areas.

Implementation of the Innovation

To address menstrual health challenges and counter cultural myths that impacted school attendance among adolescent girls in rural areas, a strategic and multi-step approach was adopted to implement this innovation effectively:



1. **Research and Needs Assessment**

   - **Understanding Barriers:** Initial research focused on identifying prevalent myths, misconceptions, and the specific barriers that girls faced regarding menstruation and school attendance.
   - **Target Audience Analysis:** The cultural context of rural areas was

studied, enabling the creation of materials that resonated with the intended audience.



2. **Design and Development of the Pamphlet**
    - **Content Creation:** A culturally sensitive pamphlet was developed to cover essential aspects of menstruation, including what menstruation is, why it happens, and the importance of maintaining hygiene.
    - **Myth-Busting Information:** The pamphlet included sections that directly addressed common myths and misconceptions, using clear & simple language.
    - **Visual Aids:** Illustrations were added to enhance understanding, ensuring that the content was engaging and easy for young girls to grasp.

Impact of the Innovation

1. **Increased Attendance:** Period-related absenteeism significantly decreased, with fewer girls missing school due to menstrual discomfort or lack of hygiene resources.
2. **Improved Enrollment and Retention:** Enhanced awareness and support led to an increase in girl students' enrollment in rural schools, where hygiene challenges had previously discouraged regular attendance.
3. **Behavioral Change in Hygiene Practices:** Girls reported improved knowledge and adoption of better menstrual hygiene practices, contributing to their comfort and confidence during menstruation.

MORNING MILK SCHEME FOR PRIMARY SCHOOL CHILDREN

Ganesh Shamba Gaude
Additional District Education Inspector (Adm)
South Goa District, Goa

Area of the Innovation

Improve Children's health and fitness to enhance their concentration level, enrolment, attendance and learning outcomes.

Summary of the Innovation

The Education Department of Goa started to provide mid-day meals in the government as well as government-aided schools in the primary and upper-primary levels. Canacona Taluka was the only Taluka/block of Goa which provided morning milk schemes for government primary schools. It was sponsored by Sai Sure under the Annapoorna Trust. The scheme was started in 2022 and monitored by the Assistant District Education Inspector of Canacona, Shri Ganesh S. Gaude. The scheme lasted for two years and three months.

The main objective of this scheme was to improve the health of children in order to enhance their concentration levels thereby improving learning outcomes. The officer aimed to increase enrolment to ensure 100% attendance of the students in the schools. The officer felt that without good health and a strong immune system, proper learning can not take place. With the permission of the Education Department of Goa, the officer implemented the morning milk scheme for primary school children of the block.

Implementation of the Innovation

School-wise distribution of milk from the block level office, i.e. A.D.E.I. Office, Canacona was ensured. All the schools were given fix timings & serving guidelines, along with proper instruction for food service. The school cook cum helper would boil the milk powder, then mix the chocolate flavour for taste and serve it after the school assembly. There were surprise visits to schools to check if the methodology given by the authority



was being applied or not. Hygiene related aspects were being observed by all the teachers in charge of serving milk as well as mid-day meals.

Impact of the Innovation

Initially, the immune systems of students were very weak. Most of the students during the assembly session fell ill due to poor immunity. Hence, their concentration was very low, and therefore their learning process was also low and not up to the mark. Their weight and height were less than the normal healthy values. With the regular intake of milk supplement, there was a lot of improvement in the students' health. Their physical fitness improved significantly. The consumption of regular milk helped the children tremendously and student enrolment and attendance also increased.



INNOVATIONS IN SCHOLARSHIP EXAMINATIONS

Smita Bandusing Gaud
Assistant Director of Education
Kolhapur District, Maharashtra

Area of the Innovation

- Restructuring the examination pattern and syllabus
- Integrating technology throughout the examination
- Ensuring transparency in the examination process
- Enhancing publicity and outreach of the examination

Summary of the Innovation

Since 1954-55, the Government of Maharashtra has been annually conducting a prestigious scholarship examination for students in classes 4 and 7. The primary objective of this examination was to identify and nurture talented students, providing them with financial assistance to pursue higher education. In response to the Right of Education Act 2009, the Government shifted the Scholarship examination to grades 5 and 8. The officer Smita B. Gaud noticed that the existing pattern for scholarship examination of the Government of Maharashtra and its syllabus inadvertently encouraged rote learning in students. Scholarship examination is the largest competitive examination, engaging approximately 55,000 schools and 1 million students annually. Furthermore, around 50,000 field-level personnel played a crucial role in facilitating the examination process.

The examination process relied heavily on manual labour, engaging substantial schools and administrative manpower. Traditionally, a single set of question papers was used, which led to mass copying among students. The revamped examination approach has been a game-changer, providing a seamless, accurate and transparent experience for both examiners and examinees. This innovative shift has set a new benchmark for excellence.

Implementation of the Innovation

- The revamped structure, introduced in 2016, condensed the syllabus into two papers.
- To streamline the planning and execution of the examination, the officer and her team initiated comprehensive digital transformations, and increased computerisation, automation and technological integration at every stage. A dedicated website was developed for the same.

- Measures were taken to ensure transparency, such as multiple question paper settings, a strategic seating plan, carbonless OMR sheets, and pre-printed OMR.
- To enhance participation and, at the same time, to identify deserving scholars was crucial. To strike this balance, the officer and team developed innovative solutions: they designed the question papers with tiered difficulty levels and dual option questions.



Impact of the Innovation

- The integration of technology throughout the examination process enabled teachers to efficiently manage all exam-related tasks, from student application submission to viewing final results, directly from their schools.
- Before 2016, the scholarship department employed 15 contractual staff. However, following technological integration, the workforce was streamlined to just 3 employees without compromising the accuracy and efficiency of exam planning, organisation, and administration.

Core Team details

1. Shri Mahaveer Mane, Chairman
2. Shri Gangadhar Mhamane, Chairman
3. Shri Dinkar Patil, Chairman
4. Shri Dattarey Jagtap, Chairman
5. Shriu Sharad Gosavi, Chairman
6. Shri Mahesh Palkar, Chairman
7. Shri Nandakumar Bedse, Chairman
8. Shri Rajendra Godhane, Commissioner
9. Shri Sukhdev Dere, Commissione
10. Shri Tukaram Supe, Commissioner
11. Smt. Shailaja Darade, Commissioner
12. Shri Sanjaykumar Kale, Superintendent
13. Shri Amjad Mokashi, Contractual Staff
14. Shri Kumal Gaikwad, Contractual Staff
15. Shri Rupesh Mahanjan, Contractual Staff

SCHOOL SAFETY CORRIDOR: A WAY OF LIFE AND A STATE OF MIND

Sabita Sahoo
Senior Block Education Officer
Badachana Block, Jajpur District, Odisha

Areas of Innovation

- To have a well-defined plan for responding to emergencies like disasters, medical emergencies, fires, road safety, etc.
- To inculcate the regular school safety aspects among all stakeholders of the school as a basic need for them.
- To outline expectations and protocols for emergencies so that staff and students respond consistently.

Summary of the innovation

Ensuring a safe environment and safety habits for children at the school level is crucial as they are the most vulnerable in any emergency line situation. School safety measures ensure safe environment for children with awareness of safety habits. In this context, realising the need for safety habits among the students/teachers/parents/SMC members, the dream of creating a school safety corridor has been planned. With combined efforts, the Safety Corridor was established in every school of the Badachana block of Jajpur district.

Implementation of the Innovation

1. A meeting was conducted with CRCCs and HMs regarding the idea, and also consultations with District Level Officials.
2. In the meeting, the need for school safety, various safety habits, and the need of advance methods for ensuring the safety of students was briefly explained to the members.
3. With the successful participation and agreement of all the members an idea was formulated. A letter regarding the same was issued, and all HMs were informed to start the work with the timeline for completion by 14th November, 2023.



4. At the block, the BEOs inaugurated the corridor at Badachana Government High School with ABEOs, and at all clusters and schools, HMs and SMC presidents, members, alumni members, and local representatives witnessed the inauguration.





Impact of the Innovation

1. By the establishment of the Safety Corridor and by regular practice of it, the students are now aware of the safety habits.
2. The corridor is now functioning at every school in the block, and all are regularly focusing on the habits by trying to give the safety messages to society as well.
3. Everyone in the schools are getting information on various crucial aspects like snake bite during the rainy season, dog bite, elephant safety, etc.
4. The safety practices are becoming a regular habit among all students.
5. All are now keeping the environment of the school neat and clean by adopting healthy and hygienic habits.
6. Every child is aware of personal cleanliness and hygiene, thus ensuring preventive measures for various diseases.

Core Team details

1. Prasanta Kumar Nayak
2. Prasanta Kumar Prusty
3. Anjali Mohanty
4. Bijayeeni Nanda
5. Bipin Kumar Routray
6. Rashmi Ranjan Senda
7. Priyatama Jena
8. Girija Prasanna Dash
9. Sanjaya Kumar Singh
10. Prafulla Kumar Sahoo
11. Dipti Mishra
12. Abhaya Mohapatra
13. Pravat Samal
14. Ramesh CH. Bal
15. Sapaneswar Jena
16. Sritam Soumitri Swain
17. Srinandan Samal
18. Sashi Bhushan Mishra

"MATH FROM TRASH: PLASTIC BOTTLE SIGN BOARDS FOR STUDENTS" BY USING RECYCLED PLASTIC BOTTLES

Ram Pal
Block Elementary Education Officer
Paonta Sahib Block, Sirmour District, Himachal Pradesh

Areas of the Innovation

- To promote environmental awareness and experiential learning by using recycled plastic bottles.
- To promote Environmental Education, Activity-Based Learning, Waste Management, and Low-Cost Teaching Aids.

Summary of the Innovation

"Math from Trash" is an eco-friendly classroom innovation using plastic bottles filled with waste to create mathematical symbols and shapes. It promotes environmental awareness, student engagement, and low-cost, activity-based learning. The initiative also involves community participation, encouraging recycling habits and making learning interactive, fun, and meaningful for primary students. The innovation emerged from the need to make learning more engaging for primary students and to address growing plastic waste in the community. Limited resources for teaching aids and low student awareness about recycling led to the idea of turning plastic waste into educational tools through community involvement and creativity. The idea of innovation took place at the school level after observing the excessive plastic waste around the community and the lack of engaging teaching aids in primary classes. Inspired by the 3 Rs (Reduce, Reuse, Recycle), the officer planned to reuse plastic bottles into colourful educational tools. Gradually, the idea gained support from students, staff, and parents, turning it into a collaborative effort. It was initiated through school-level motivation and community participation.



Implementation of the Innovation



The idea was shaped into action by first collecting used plastic bottles and plastic waste with the help of students and community members. The collected waste was then cleaned, filled, and assembled into mathematical signs and shapes. Teachers painted and labelled them, and the tools were then integrated into daily classroom teaching activities. The strategy involved collecting plastic waste, preparing teaching aids collaboratively, and integrating them into math lessons through activity-based learning, making students active participants. Used plastic bottles, plastic waste, paints, markers, scissors, and adhesive materials- mostly non-financial, low-cost, or no-cost resources available locally were used in the innovation. Resources were mobilised through contributions from students, teachers, parents, and the local community, without any formal funding.

Impact of the Innovation

The innovation has improved students' understanding of mathematical concepts, fostered eco-conscious habits, and significantly increased interest in school activities, which also led to a noticeable rise in student enrollment.

LEARNING BEYOND CLASSROOMS – A VISIT TO THE GANDHI ASHRAM

Parimal A. Patel
Deputy Administrative Officer
Ahmedabad District, Gujarat

Area of the Innovation

- Instilling the traditional Indian values like simplicity, non-violence, swacchatta, personal reflection, etc., in students through the visit to Gandhi's Ashram and knowing his philosophy of life.

Summary of the Innovation

The traditional Indian values of seva, ahimsa, swacchatta, satya, etc. are the hallmarks of Indian society and culture. The Deputy Administrative Officer of Municipal School Board of Ahmedabad, Parimal A. Patel and his team aimed to imbibe these enduring values in their students, aiming to prepare students not just for their future but also instil a strong ethical foundation and commitment to societal well-being. By introducing students to Gandhiji's life and values, the project aimed to inspire students through the principles and values of Mahatma Gandhi and develop future civic engagements of students. Many students imbibed a greater sense of social responsibility and an understanding of how personal actions can contribute to the community's well-being. This innovation was conducted on a large scale involving 78700 students from Ahmedabad Municipal Board Schools in two phases with extensive coordination of transportation, safety and educational resources to facilitate visits to the Gandhi Ashram. This innovative practice can be applied in other areas with similar educational or cultural objectives. Experiential learning, which emphasizes values like empathy, civic responsibility



and non-violence, can easily be adapted to other cultural sites or historical locations. Schools in different regions of India can implement similar visits to local heritage sites to deepen students' understanding of important figures or movements, promoting civic and value education.



Implementation of the Innovation

- The project was carefully divided into two phases (the first phase for classes 6 to 8 and the second phase for classes 3 to 5), allowing for effective management of resources and ensuring that each group of students receive a quality experience.
- The phased approach also enabled feedback from the first phase to be incorporated into the second, allowing for continuous improvement and refining of the program's delivery.
- Each day starting from 13/03/2024, twenty (20) buses of Ahmedabad Municipal Transport Services (AMTS) were allotted to each zone, in which a total of 1000 students from twenty (20) schools visited Gandhi Ashram.

Impact of the Innovation

- Thousands of students from the Ahmedabad Municipal School Board have experienced the powerful impact of Mahatma Gandhi's teaching first-hand.
- Through immersive visits to the Ashram, students were able to move beyond classroom lessons, connecting directly with Gandhi's life, values, and the simple yet powerful lifestyle he championed.
- This innovation has a lasting impression on students' minds, and they appreciate the values of non-violence, truth, simplicity and compassion.
- There was a positive shift in the attitude of students with an increased sense of empathy, respect and social responsibility.
- The innovation fostered a sense of pride and connection to India's heritage.



NEWS CLIPPINGS - AHMEDABAD MUNICIPAL SCHOOL BOARD

અમદાવાદ EAST | 14.03.2024 Thursday | 4

એએમટીએસની ૨૦ બસમાં ૧૨ દિવસ દરરોજ બાળકોને લઈ જવાશે

વડાપ્રધાને ટકોર કરી અને મ્યુનિ.એ બીજા જ દિવસે એક હજાર બાળકોને ગાંધી આશ્રમમાં મોકલી દીધા

INTRODUCING STUDENTS TO A FOREIGN LANGUAGE

Swaraj Singh Tomar
Principal, DIET
Pauri Garhwal District, Uttarakhand

Area of the Innovation

- To provide students with the opportunity to learn a foreign language.

Summary of the Innovation

Following approval in the 2023-24 fiscal year, the officer introduced Mandarin language teaching at the district level for the first time in the state of Uttarakhand, in accordance with the district's geographical, economic, educational, and social conditions. The District Magistrate approved Rs. 3 lakh from the Mining Trust Fund of the District Administration of Pauri district for financial assistance and support from the faculty members of the University of Dehradun, the ICT department of the district's PM Shree Secondary schools, for physical resources.

Implementation of the Innovation

Strategies and methods employed for the innovation:

- Model Making
- Support of referrers
- ICT for online teaching
- Arrangement of equipments
- Online/Offline Education
- Conducting Evaluation
- Competition/Symposium/Seminars
- Certificate Distribution



Impact of the Innovation

- The principals and teachers of the selected schools believe that this innovative plan should not be limited to just 10 students in grade 11. It has been suggested that it should be made available for all grade 11 students.



- A seminar held between the principals and teachers of the schools involved in the action plan and Doon University concluded that this programme could be expanded to the district's 11 PM Shri schools in the future, as these schools are well-resourced under the centrally funded scheme. A proposal to revise the training module was also made.



अब सरकारी स्कूलों के बच्चे बोलेंगे चीनी भाषा

मुकेश चंद्र आर्य

दून विवि के भाषा विशेषज्ञ जिले के 10 स्कूलों में सिखा रहे चीनी भाषा

इन विद्यालयों में सिखाई जा रही मंदारिन

CHANDER ALO : INITIATIVES FOR IMPROVING UNDERPERFORMING SCHOOLS

Sujoy Basu
Assistant Inspector of Schools
Purulia District, West Bengal

Areas of Innovation

- Improvement of underperforming schools
- Holistic development of students

Summary of the Innovation

In this innovation, officer Sujoy Basu and his team identified six primary schools that consistently ranked lowest in their respective circles based on parameters such as academics, sports, and cultural activities. During inspections and the process of collecting and analyzing reports, it was observed that high-performing schools consistently maintained their performance year after year, while lower-ranking schools remained stagnant at the bottom. No significant solutions seem to have emerged to improve these underperforming schools meaningfully. A project like "Chander Alo" was needed to combat this situation. The entire project was planned for three years, with the first phase spanning 12 months from November 2023 to October 2024.



Implementation of the Innovation

In October 2023, a meeting was convened with representatives from six schools and the respective Sub-Inspectors of Schools from the six circles. During this meeting, the following strategies were adopted for the preliminary stage of the **Chander Alo** project.

1. Performance Assessment:
   The academic, sports and cultural performance of students was assessed thoroughly.
2. Targeted Support for Below-Average Performers:
   Following the assessment, teachers would convene staff meetings to identify below-average performers. These students were divided into small groups, and each teacher would adopt and mentor them to ensure personalised attention and growth.

3. Mobilizing Resources:
   Schools would apply for support to fulfil their minimum needs, reaching out to available sources such as villagers, NGOs, block authorities, corporate sectors and other potential contributors.



4. Regular Supervision:
   The concerned Sub-Inspector of Schools would conduct regular visits to the schools, providing valuable feedback and guidance, which would be recorded in the Inspection Register.
5. Action based on Feedback:
   Teachers would act on the feedback documented in the Chander Alo Inspection Register to accelerate the school's progress and drive continuous improvement.

Impact of the Innovation

- Students started to believe in their potential to improve academically. They understood that regular school attendance and following their teacher's instructions can lead to tangible progress in their performance.
- Teachers who initially expressed concerns about the lack of significant outcomes due to most students being first-generation learners have found renewed enthusiasm. The positive results observed during the project have motivated them to teach and guide their students with greater dedication and optimism.
- Sub-inspectors of Schools, who identified and prioritised these schools for intervention, now work with increased confidence. The successful outcomes have validated their predictions and strategies, further strengthening their commitment to improving the education system.



Core Team details

1. Shri Ujjwal Kumar Das, Sub-inspector of Schools
2. Shri Nandadulal Singh, Sub-inspector of schools
3. Smt.Tanushri Haldar, Sub-inspector of Schools
4. Shri Jagannath Paramanik, Sub-inspector of Schools
5. Shri Surajit Roy, Sub-Inspector of Schools
6. Shri Koushik Kundu, Sub-inspector of Schools

INITIATIVES FOR IMPROVING LEARNING OUTCOMES OF STUDENTS

MISSED CALL MADI UTTAR PADEYIRI: CONNECTING SCHOOLS FOR A BETTER FUTURE

Gajabar B. Balagar
Block Education Officer
Gokak Block, Belgavi District, Karnataka

Area of the Innovation

- Providing additional academic support to improve the academic outcomes of tenth-grade students

Summary of the Innovation

This program was envisioned to encourage students to prepare for the Secondary School Leaving Certificate (SSLC) exams. It is an after-school and before-school academic remedial program by resource teachers. The program has been implemented to improve SSLC exam results since 2015-16 in the Gokak educational block. Running steadily for nine years, this program has been successful in enhancing students' understanding and performance. Apart from this block, students from other districts also benefited from this program. The program has been successful in the personality development of students as they have overcome the fear of interacting with teachers and reduced performance anxiety in exams. This program was implemented in the Gokak educational sector during the COVID-19 pandemic. In this initiative, school teachers started writing letters to encourage students to practice their lessons at home. In that academic year, 4,000 letters were written to students from different villages in the taluka. Parents expressed their joy with this initiative, which also helped students practice their long-answer writing skills. Students also felt closer to their teachers, as this exercise helped them feel emotionally connected to their teachers.



Implementation of the Innovation

Due to transfers, promotions, and retirements, schools were short of experienced teachers in several subject areas. This led to students facing difficulties in preparing for their SSLC examinations. To tackle this, a phone-call program was initiated to connect students with resource teachers and

clarify their doubts. For this, the district administration invited teachers with good experience to a meeting at the block education office, where they shared their knowledge in their respective subject areas. A review was undertaken during this meeting to help students prepare for their exams. The resource material was published and made available to students. A list of resource teachers, along with their mobile numbers, was prepared and circulated among students. This list was also published in local newspapers for better accessibility. Subject experts or resource teachers were requested to take phone calls from students and help them clarify their doubts and concepts. Resource teachers were provided with the necessary infrastructural support, and a schedule was prepared to streamline these sessions subject-wise. The program was conducted before and after the examinations for one week. This program has been conducted annually since 2015-16 every year. Students also contacted their respective resource teachers post-examinations for guidance and continued support.

Impact of the Innovation

This initiative helped students maintain long-term relationships with their respective resource teachers for future academic problems. As a result, the block witnessed improvement in SSLC results of its students. 'The Patradinda Hattir' programme was aimed at bridging the communication gap caused by the COVID-19 pandemic, but has achieved greater significance. Students have become more connected to their teachers, which has helped them improve their answer writing skills, aided personality development, and encouraged them to be more participative in school activities. The 'Guruwar' project was initiated to reduce dropout rates and encourage students to be more participative in school activities. The program has been successful in reducing dropout rates, increasing students' trust in the education system, and reducing the gap between teachers and students, as teachers got a chance to understand their students' challenges. The program has been operational for the last 10 years and is sustainable for future implementation.



Additionally, the Namma Pustaka programme was also envisioned to cultivate a culture of reading by providing an operational library to students, officials, and the general public. This programme has been successful in creating a library of 10,000 books available to students and the general public in the past.

Core Team details

1. Shri S G Vallyapur
2. Shri B M Vannur
3. Smt M C Vannur
4. Smt. Chetana Pagad
5. Shri Lakhan L Jarakiholi
6. Shri G R Malagi
7. Shri Manjunath kodolli
8. Shri M B Patil
9. Shri N R Patil
10. Shri L K Thoranagatti
11. Shri Kulakarni
12. Shri Pratap Rathod
13. Shri S G Vallyapur
14. Shri B M Vannur
15. Shri Vijeyakumar Sulegavi
16. Shri L K Thoranagatti
17. Shri N R Patil
18. Shri B N Jambagi
19. Shri S B Hosamani

FLIGHT OF EDUCATION – INITIATIVES TO INCREASE STUDENT ATTENDANCE AND LEARNING OUTCOMES

Mohammad Rashid
Block Education Officer
Jewar Block, Gautam Budh Nagar District, Uttar Pradesh

Areas of Innovation

- To improve educational quality by increasing attendance and retention of children in schools.

Summary of the innovation

It was observed that in the block Jewar, student attendance and learning outcomes were not satisfactory. The officer initiated several activities to improve the overall educational scenario in the block. He started targeted interventions in all 115 schools of the Development Block Jewar, District Gautam Budh Nagar, in April 2024. These interventions include: Child Friendly Classrooms, Talk to the mothers, Maintaining registers for attendance, Organising Summer Camp and Diwali Fair, and a close relationship with students and teachers.

Implementation of the Innovation

1. Child-Friendly Classroom – A child-friendly classroom environment was created in every primary and composite school according to child-friendly sensibilities.
2. Talk to the mothers – By directly communicating with the mother of the child studying in the school at the beginning of each month, the attendance, retention, and educational progress of the children gradually increased. The mothers of students with the highest attendance were honoured with certificates, and the students were also awarded prizes.
3. Maintaining registers for attendance – Teachers used to write down the complete details of the absentee students in a register and contact them regularly through phone and by visiting their homes. This effort has also increased attendance.
4. Organising Summer Camp and Diwali Fair – To increase cordial relations among students and their attendance, Summer Camps and Diwali Fairs are organised.
5. Close Relationship with Students and Teachers – Under this, teachers participated in mid-day meals, in sports and cultural activities.

Teachers were provided with a peaceful and fearless educational environment, which increased their efficiency qualitatively. Every teacher was welcomed with flowers during the FLN training. In this way, cordial relations were maintained by providing a family-like atmosphere for the students.

Impact of the Innovation

The average student attendance in all 115 primary schools of Block Jewar was 48% in April 2024, which increased to 80% in November 2024. The attractive, child-friendly, and creative environment of the classrooms increased the attendance of children, and they enjoyed learning through various activities. As a result of direct communication with parents, there was an increase in the attendance and retention of children in school, which helped in their educational development. The program has garnered a lot of attention from children and parents and has been successful in making parents aware. This program has also developed a positive attitude towards education in society. This program has been praised by various administrative and educational department officials.



Core Team details

1. Smt. Rati Gupta
2. Smt. Archana Shiromani
3. Smt. Sarika Goyal
4. Shri Mahesh Kumar

JOYFUL LEARNING AT PRIMARY LEVELS OF EDUCATION

Bharat Ghosh
Sub Inspector of Schools
Malda Circle, Malda District, West Bengal

Area of the Innovation

- Improvement of Quality Education through Enhancing Joyful Learning in Primary Levels of School Education.

Summary of the Innovation

Malda is a place in West Bengal that is largely inhabited by tribals. Students at government schools of Malda lacked interest in studies due to the lack of joyfulness at the primary level, which is the most important part of life. In many cases, boredom and slowness in education, especially at the primary level, made students uninterested in school education. Noticing the problem, the officer took some necessary actions with some objectives that could make learning joyful for pupils and improve the quality of education.

Implementation of the Innovation

After joining the Malda Circle in 2018, the officer tried to visit all the schools regularly, at least once a month. Regular visits to the school morning prayer made the officer aware that some teachers and students were irregular. Frequent monitoring made the teachers and students regular. They also became regular through motivation and regular visits to their school and even their homes. Using a sound system during the prayer time made the whole process interesting, and some good practices like patriotic songs, news reading, GK practice, reading of words of great legends, GK on general hygiene, etc., made that time interesting and worthwhile. For skill development in students, the officer organised an annual competition for teaching-learning material (TLM) making and craft making. To motivate the teachers, the officer organised an innovative award function at the BRC level on Teacher's Day (5th September), where the gram panchayat/cluster level best Head Teacher, best Assistant Teacher, and best Primary Teacher were awarded for their good performances.



Impact of the Innovation

Approximately 8000 students from 95 primary schools in Malda (West Bengal) were beneficiaries of this innovation. The innovation increased the learning outcomes of students in the languages (English, Bengali) and Mathematics. There was a significant difference in the learning outcomes of students after the innovation was implemented.

Learning outcome level in 2018				
Subject	Class-I	Class-II	Class-III	Class-IV
Bengali	15%	20%	25%	30%
English	5%	10%	15%	20%
Math	10%	15%	20%	25%

Learning outcome level in 2018				
Subject	Class-I	Class-II	Class-III	Class-IV
Bengali	35%	40%	50%	60%
English	20%	35%	45%	50%
Math	40%	45%	55%	65%

Core Team details

1. Shri Anirban Mukherjee, ADEO
2. Shri Satyajit Mondal, District Inspector of Schools
3. Abdul Malik, Assistant Inspector of Schools
4. All head teachers of Primary Schools
5. All Cluster Resource Centre (CRC)
6. Shri Debabrata Sarkar, Program Coordinator
7. Shri Sudipta Das, Project in charge
8. Dr Samir Kumar Mandal, HOD
9. Dr Dipak Kumar Roy, Dean
10. Shri Swami Tagrupananda, Secretary
11. Shri Ajit Saha, Lecturer In-charge
12. Prof. (Dr.) Debabrata Debnath, Department of Education

UDIYAN TARA- AN INITIATIVE TO IMPROVE LEARNING OUTCOMES AMONG SCHOOL STUDENTS IN JHARSUGUDA DISTRICT

Radhakant Gartia
DEO cum District Project Coordinator
Jharsuguda District, Odisha

Area of the Innovation

- The focus area of the innovation was the foundational learning of elementary school students and the better performance of Class X students in the AHSC Examination, 2025.

Summary of the Innovation

'Udiyan Tara' was implemented to improve the reading and writing skills of elementary school students (Classes 1-12) and to strengthen basic competency in Odia, Mathematics and English with a focus on Foundational Literacy and Numeracy (FLN) skills. A competency calendar based on class-wise and subject-wise prescribed learning outcomes was displayed in the classrooms. Before its implementation, a significant proportion of students scored below basic levels in the Baseline Assessment. After adopting the program, there has been a significant improvement in the learning outcomes, and these improvements are attributed to structured class and subject-wise competency tracking and daily remedial teaching for students scoring below 40%, alongside enrichment activities for high achievers. These sessions are conducted twice daily, following the Basic Competency Calendar designed under the UDIYAN TARA framework.

Implementation of the Innovation

- Constitution of the District Academic Enrichment Committee
- District Resource Group (DRG) was constituted with selected resourceful teachers.
- All Parents and SMC members were sensitised about the programme.
- Baseline assessments in three subjects, namely Odia, English, and Mathematics, were conducted.
- Results of the Baseline Assessment were analysed using prescribed formats.
- A calendar of activities was implemented at different levels throughout the district.
- To make the teaching-learning process lively, teaching-learning material (TLM) and audio-visual content were developed by DIET.
- Daily remedial classes were also conducted.

- To ensure regular attendance of students, teachers pay home visits as and when required.
- To monitor and check progress, trackers in prescribed formats were maintained at school points.
- To ensure the proper implementation of Udiyan Tara, a weekly review meeting was conducted under the chairmanship of the DM and the collector.



- To understand the learning progress, identify the difficulties faced by children, and provide them with timely support, a weekly assessment was conducted every Saturday.
- The endline assessment of the program was conducted in February.
- Development of Sambalpuri Primer to enable students to transition to Odia through their mother tongue.
- A Reading Festival was organised to develop students' reading and writing skills.
- Better preparation of class X students for the upcoming AHSC Exam, 2025, was ensured through the 'Udiyan Tara' innovation.

Impact of the Innovation

The implementation of this innovation has brought significant and measurable improvements to elementary schools in the district. One of the most notable achievements was a sharp reduction in the percentage of underperforming students.

'GIFT' (GENERIC INITIATIVE TO FOSTER TALENT)

Sharad Trivedi
District Primary Education Officer
Mehsana District, Gujarat

Area of the Innovation

- Preparing students to appear for external examinations in all 980 government primary schools of Standard-5 in 10 talukas of Mehsana district.

Summary of the Innovation

The Education Department has implemented various schemes to ensure that students at every stage of education gain experience in external examinations. In the block, it was observed that students are mostly asked or pressured by teachers or parents to take these examinations. The students' own insights in this direction are negligible. The main goal has been to create awareness among students, teachers, the parent community, and school administration about such examinations. Students in Standard 5 have no experience of taking external examinations. Up to standard-5, they mostly have experience of taking school examinations. Therefore, these students and their parents were always reluctant to register for such examinations.

It was felt that there was a need to increase the participation of students in the Common Entrance Test (CET) examination to the maximum extent by creating awareness among the students and parents through innovation and monitoring staff. At the end of Grade 5, the State Examination Board conducted the Common Entrance Test (CET) as an external examination for the first time. To enable students to take such external examinations without fear and with full confidence, there is a need to do special work at the lower primary level.



It was felt that the teaching-learning process needs to be made more effective so that students can learn subjects like Gujarati, Hindi, English, Mathematics, and Environment of standard 5 with understanding, without cramming, and apply them properly without any hesitation. It was also felt that there is a need for the development of logical ability skills in students from the 5th standard.

Implementation of the Innovation



The National Education Policy 2020 emphasises providing targeted scholarships to children, including those from socially and economically disadvantaged groups. The main objective of this policy is to ensure that such children receive quality education and can fulfil their dreams. A total of 34 teachers from the Mehsana district who were proficient in their subject matter were mobilised. All 34 subject expert teachers provided their honorary services until the completion of this innovation in 2024-25. This task force team was involved in the work of guidance, training, production of necessary literature, question paper creation, and OMR sheet creation, etc., for the teachers teaching in standard 5. This team has also continuously provided honorary services to teachers on how to guide all students coming to the CET coaching centre.

Impact of the Innovation

The main objective of the innovation was that the students of class 5 would perform well in the Common Entrance Test (CET) conducted by the State Examination Board. With the preparation of this examination, their learning-outcome-based subject education would also be enriched, and they would perform better in the SAT results in the second academic session. Their logical abilities would also develop well, and the fear and anxiety of competitive examinations would be removed from standard 5 itself. Second, students would learn to prepare for such external examinations themselves and acquire skills such as filling forms, downloading hall tickets, and checking results under the guidance of the teacher. On 22/03/2025, the CET examination was conducted by the State Examination Board, Gandhinagar. This examination was conducted at 107 centres in 10 Talukas of Mehsana district, in which 23122 students from the Mehsana district appeared for the examination.

Core Team details

TPEOs, BRCs, CRCs, Principals, Assistant District Project Coordinator

MISSION SIDDHATVA

Krupa N. Jha
District Education Officer
Ahmedabad- Rural District, Gujarat

Area of the Innovation

- To enable and empower all stakeholders to achieve the holistic development of every child to achieve better results in Board Exams.

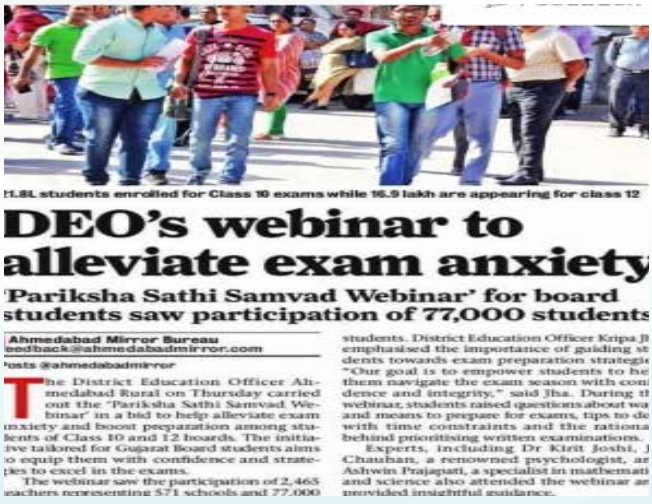
Summary of the Innovation

It was observed that in the above-mentioned district, low results in Public Board Examination, high dropout, low retention rates, as well as an overall pessimistic atmosphere regarding education in schools was widespread. Many steps were taken by the officer, Smt. Krupa N. Jha to improve the situation of educational administration, such as handholding for the needy students, conducting original pre-board exam practice, preparing a team of psychologists to guide and counsel students and preparing study materials in different forms for students.



Implementation of the Innovation

The officer established rapport with her subordinates and other stakeholders. The officer expressed her concerns and asked for their opinions on the matter. On agreeing over the issues, they decided to launch the program in mission mode because the officer had very limited time to cater to the need to fulfil the first objective. In the first three months, they focused on improving the board exam results for the exam to be held in March 2024. In the due course of time, they translated other ideas into action.



1.8L students enrolled for Class 10 exams while 16.9 lakh are appearing for class 12

DEO's webinar to alleviate exam anxiety

'Pariksha Sathi Samvad Webinar' for board students saw participation of 77,000 students

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The District Education Officer Ahmedabad Rural on Thursday carried out the 'Pariksha Sathi Samvad Webinar' in a bid to help alleviate exam anxiety and boost preparation among students of Class 10 and 12 boards. The initiative tailored for Gujarat Board students aims to equip them with confidence and strategies to excel in the exams.

The webinar saw the participation of 2,465 teachers representing 571 schools and 77,000 students. District Education Officer Kripa J emphasised the importance of guiding students towards exam preparation strategi "Our goal is to empower students to he them navigate the exam season with con dence and integrity," said Jha. During t webinar, students raised questions about wa and means to prepare for exams, tips to de with time constraints and the rationa behind prioritising written examinations.

Experts, including Dr Kirit Joshi, Chauhan, a renowned psychologist, ar Ashwin Prajapati, a specialist in mathemati and science also attended the webinar a provided insightful guidance.

Impact of the Innovation



DEO's *Pariksha Pathey* to help students excel Class 10 exams

important portions of five main subjects provided for the students

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Ahead of the Gujarat board's Class 10 examination, the District Education Officer (DEO)

- Improvement in results, increased enrolments, decreased dropouts, and promotion of ease of doing in Educational Administration, along with the Holistic Development of every child.
- Remarkably high results in public board examinations, a major shortfall in dropout, a noteworthy increase in enrolment, better performance and an overall optimistic atmosphere regarding education in schools.

Core Team details

1. Mrs Induben Chavda, Education Inspector
2. Mrs Charushilaben Makwana, Education Inspector
3. Dr Bhaumik Patel, Principal, Class II
4. Dr Snehal Vaidya, Principal, Class II
5. Mrs Bindu Aghera, Assistant Education Inspector

IMPROVING ACCESS, PARTICIPATION AND LEARNING OUTCOMES IN THE FRAMEWORK OF THE OUTCOME-BASED APPROACH OF EDUCATION

Ritu Puri
Deputy Director of Education
Najafgarh, Zone 22, Delhi

Area of the Innovation

- Enhancing student confidence and improving learning outcomes through targeted content and exam-oriented practice.

Summary of the Innovation

The major focus of this initiative was to enhance student participation & improve this learning outcomes. Subject-wise teams were formed under the leadership of Heads of Schools (HoS), including four to five teachers of that subject from the district. These teams identified easy and scoring topics for each subject and developed focused content. The teams catered to the differentiated learning needs of the students by including audio-visual links, concept maps, flow charts, and drawings along with the concepts. It also helped to enhance the clarity of the concepts. The capsule content was shared with all teachers in the district. Their orientation was also conducted on the effective use of these modules. The students' progress was continuously tracked by the respective subject teachers, which helped in taking further remedial steps as per student needs. Regular parental orientation was conducted in groups and in person to ensure their support and boost a healthy learning environment at their homes.

Exam-pattern-based practice papers were also created from the focused syllabus, and mock tests were conducted in schools. This dual strategy aimed to increase conceptual understanding while boosting students' confidence. Students were also guided on how to attempt the exam paper and to strategise their time effectively. During the gap days between the final exams, wherein the subject teachers clarified doubts and revised the important content for the next exam.



Not only the increase in quantitative data in terms of passing percentage, but also the qualitative improvement was targeted. The results are a testimony of success: the

Class X pass percentage increased from 64.4% to 98.49% in the annual exams, and Class XII improved from 68.5% to 99.1%. Notably, 8 out of 20 awards conferred by the Honourable Chief Minister of Delhi during Pratibha Samman Samaroh were based on the Qualitative Index and were bagged by the schools of ourzone- 22 district SWB-II. In the grade XII CBSE results, the district SWB-II was at the top position and second in grade X CBSE results among the 15 districts of the Directorate of Education, Delhi. This further validates the success of the innovation.



Implementation of the Innovation

Structured physical and virtual meetings were held among teachers, principals, and vice-principals to plan content and set timelines. Ideas regarding concept maps and flowcharts were provided and subsequently prepared. Mock and practice test papers were designed to mirror the actual exam pattern.

The contributions of all team members and team leaders were duly acknowledged in the meetings, and felicitation was also done by the District and Zonal authorities. This was done to encourage other teachers to contribute equally to the initiative. Strategy and method adopted for implementing the innovation:

- Collaboration among teachers from different schools in subject teams.
- Use of past exam trends to identify core topics.
- Visual representation of concepts for clarity, in the form of concept maps and diagrams.
- Routine mock tests and practice sessions are conducted.
- Review of student performance through reflection sessions.

Impact of the Innovation

- Significant improvement in student engagement, confidence, and academic performance.
- Concept clarity was enhanced through the use of concept maps, flowcharts, and scoring-topic content.
- In the mid-term exams (2024-25), the pass percentage in class X was 64.4%, and in class XII, it was 68.5%, which improved in the pre-board exams to 80.33% in class X and 83.24% in class XII. In the CBSE Class X exam, the pass percentage gradually increased to 98.49% and Class XII to 99.1%, demonstrating the effectiveness of the structured support.
- 8 out of 20 awards conferred by the DOE during Pratibha Samman Samarohon, on the basis of the Qualitative Index, were bagged by schools from the district, further validating the innovation's success.

TARGETED INTERVENTIONS TO IMPROVE STUDENT PERFORMANCE

Kamlendra Kumar Kushwaha
District Basic Education Officer
Kaushambi District, Uttar Pradesh

Area of the Innovation

Initiative to coordinate all stakeholders in the holistic skill development of students

Summary of the Innovation

During inspection/visits of schools in the district, it was found that in the Kaushambi district council, students were not reflecting any planned goals regarding their future; they lacked the spirit of competition, and their parents lacked awareness. The status of applications for competitive exams from the Kaushambi district was worrying. In the year 2022-23, the total applications against 105 seats were 1486, of which only 967 children appeared in the examination. Considering it a challenge, the officer formed a team of all stakeholders from the block level to the district level and motivated the children to apply for various competitive examinations like NMMS, Navodaya Vidyalaya, Shreshtha, Atal Residential School Entrance Examination, etc.

Implementation of the Innovation

Through meetings with all the stakeholders, communication was developed with the children and parents, and applications were processed, in which a strategy was adopted to secure the prospects of the children by providing financial assistance after passing the examination. Along with this, teachers were honoured at the district level, and the opportunity of career guidance was offered online. The district magistrate used to review the improvement of shortcomings in the education system with the district officials every evening.



98.7 प्रतिशत विद्यार्थियों ने दी परख परीक्षा

जिले के 121 स्कूलों में हुई परीक्षा, डाक्ट, व कोरस्टर कार्यालय के कर्मचारी रहे तैनात

परख सर्वेक्षण में जिले का प्रदर्शन बेहतर रहा। इसके लिए सभी शिक्षक व डायट के प्रयासों की प्रशंसा की जाती है। जो गतिविधि हुई, वह प्रदेश स्तर पर बेहतर रही। मूल्यांकन के बाद ही हकीकत सामने होगी लेकिन प्रयास बेहतर रहा। जिले में 98.7 प्रतिशत विद्यार्थी परीक्षा में शामिल रहे। - निधि शुक्ला, डायट प्राचार्य

Impact of the Innovation

1. A total of 5467 students were made to appear in the examination of the 2023-24 session.
2. Kaushambi district secured first place among 75 districts of the state in digital presence.
3. It also secured first position in the state in student attendance in the NAT 2024 examination.
4. Kaushambi district had the highest number of students enrolled for the Inspired Award in 2024-25. In 2023-24, only five students from the district were successful, while in 2024-25, 45 students, i.e. 09 times the number of students, got success.
5. The district ranked second in terms of applications for the Atal Residential Examination.
6. A total of 50,000 applications were made in the state for the Sarvodaya Vidyalaya Entrance Examination (2024-25), out of which nearly one-third (14778) applications were made from Kaushambi district alone.



अपार आईडी बनाने में कौशाम्बी प्रदेश में नंबर वन

चार दिनों से प्रदेश स्तरीय रैंकिंग में टॉप है जिला



अटल आवासीय विद्यालय प्रवेश परीक्षा में कौशांबी को दूसरे स्थान

IMPROVING EDUCATION QUALITY BY PREPARING STUDENTS FOR COMPETITIVE EXAMS

Shivprashad Kosre
Block Education Officer
Durgukondal Development Block, Kanker District, Chhattisgarh

Area of the Innovation

Improving the educational outcome of the students studying in the development block, Durgukondal, of the district Kanker.

Summary of the Innovation

The Durgukandal development block, located in the Kanker district of Chhattisgarh state, is full of rugged forests and inaccessible areas. Students were highly demotivated to come to school and lacked interest in studies. A meeting of the cluster coordinators was organised in the presence of the Block Education Officer, Shivprashad Kosre, in which efforts and innovations for the educational quality of the students were discussed. In the meeting, a plan was unanimously formulated to prepare for the entrance examinations for excellent schools. First, a meeting was held with the heads of the institutions, where a timetable was unanimously set aside for the preparation of competitive examinations. Following this, nodal teachers were identified, and a training plan was established. Since 55 schools in the block lacked teachers, guest teachers were also included in the study. Subsequently, a training and workshop were organised to train the identified teachers and guest teachers from the block, in which expert teachers were invited from outside the district to deliver lectures. The primary goal was to prepare for the Navodaya Vidyalaya Entrance Examination at the primary level and the National Means-cum-Merit Scholarship Examination at the secondary level. Teachers were thoroughly familiarised with the syllabus and instructed on important points, including exam patterns.

Every day, 10 questions of primary and secondary levels were circulated by cluster coordinators for the 'Paper Together Program.' Only papers that were useful for the examination were selected. Weekly and monthly tests were conducted, and free books were distributed to the students. Teachers started taking classes even during holidays. Some teachers started taking classes even at night. Continuous monitoring was also conducted by the Block Education



Officer (BEO), assistant BEO, and Block Coordinator. In the very first year, a goal of getting 100% of students in grades 5th and 8th to fill out the forms was set, and succeeded in doing so. Subsequently, a plan was developed to provide free coaching at the cluster and block levels, one month before the exams. Additionally, two students were selected from each cluster, and a 5-day coaching program was conducted at the block level, with the enthusiasm of parents and teachers. In the second year, 2023-24, this preparation became faster. In the secondary section, 68 students of the block were selected for the National Means cum Merit Scholarship Examination on the first attempt. In the third year of preparation, workshops, training, and inspections were in full swing, and many practice exams were conducted, resulting in unprecedented results. In the session 2024-25, with 137 selections, Chhattisgarh secured the first position in the state, and Kanker district secured the first position in the state in the district category with 356 selections. As a result, unprecedented results were achieved in the educational quality of the development block.


नवोदय विद्यालय में चयनित हुए 21 विद्यार्थियों को किया गया सम्मानित

Implementation of the Innovation

The school timetable earmarked one period for the preparation of competitive exams. Teachers, Head teachers, and guest teachers were given training, workshops were organized, subject teachers were called from other districts, free coaching was provided to students at the school, cluster, and development block levels, free books were distributed, and weekly tests were taken with practice question papers. After analyzing the marks obtained by the students, an action plan was made for their progress. Continuous coordination and inspection were performed by a team of officers and the cluster coordinator. Computers and projectors were used in cluster and block-level coaching by identifying outstanding teachers. Through the "Pray Together" programme, children were asked 10-15 general knowledge questions daily during prayer.

Impact of the Innovation

The slogan given at the beginning of the innovation, "Our Durgukondal spreads happiness everywhere" is now seen coming true, when in three years, 205 economically backward students of the area are getting a national scholarship, about 200 primary school students have been admitted in Eklavya residential schools, 40 students in Navodaya Vidyalaya and 48 students in Prayas residential school. Fortunately, parents and the public became aware of education and started supporting the development of the school, along with the education and values of their children. In the fifth and eighth grade integrated board exams, held after a long gap, the district's pass percentage was first in the district, with 99.84 in fifth grade and 99.59 in eighth grade. Kanker collector Nilesh Mahadev Kshirsagar announced the establishment of the Durgkodal development block as an education hub. District Education Officer Ashok Patel, District Mission Coordinator Ravi Mishra, and Surguja Commissioner Narendra Dugga offered support to students preparing for the upcoming Sainik School year.

TIME TABLE OF STUDIES DURING HOME TIME

Kshama Shankar Pandey
Block Education Officer
Kaurihar-1 Development Block, Prayagraj District, Uttar Pradesh

Areas of Innovation

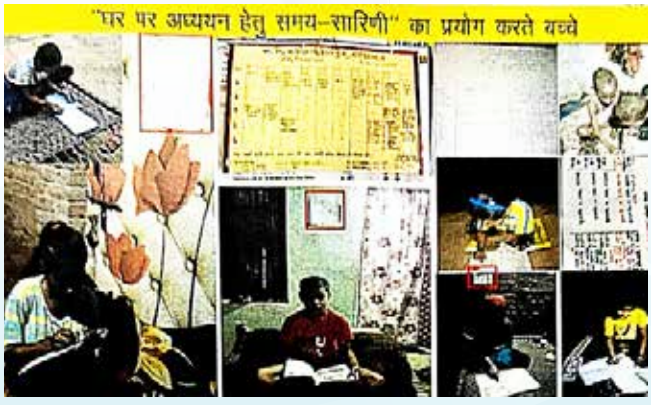
- Academic engagement of students at home.
- Improvement in academic performance.

Summary of the Innovation

Based on the analysis of the parent-teacher meeting (PTM) and the school management committee (SMC) meeting, net results, and numerical data of proficient students, it was found that despite good efforts by the teachers in the schools, there is no expected improvement in the educational status of the students. In view of the above challenges, discussions were held with the teachers in small groups, and awareness was raised through Google Meet and WhatsApp. The benefits were discussed, that despite teaching during school hours, there are other areas where there is scope for improvement and more focus should be given so that expected improvement can be made in the educational level of children/schools/development blocks. In the above situation, it was found that if a learning environment is created at home through a timetable, parents are made aware, and their cooperation is obtained, then the desired improvement can be achieved. This will increase awareness among the students about their educational level, attendance, and active participation in the class and will inculcate a sense of responsibility and self-confidence. The innovation was implemented under the supervision of their parents every day after school hours. This has led to an increase in their educational level, interest in learning, active participation, retention, and regular attendance in classrooms has also started increasing.

Implementation of the Innovation

After the ARP/Teacher Cluster review meeting, the factors and objectives of the innovation were first discussed with the teachers, and they were made aware of its benefits. Subsequently, this innovation was implemented as a pilot project in selected schools. Based on the experiences gained from the teachers of the respective schools, it was found that this innovation had brought about positive changes and growth in the



educational level of the students. Subsequently, this innovation was implemented in all the schools of the development block, where the teachers adopted it and implemented it with the cooperation of parents. This innovation is currently operating successfully in all the schools.

Impact of the Innovation

Through the above-mentioned innovation, the education level of the children studying in schools increased, their active participation in the class, the goal of increasing attendance/retention, and the process of their all-round development and development of self-esteem have been achieved. As a result, students develop positive behavior by coming to school daily, enjoy learning, and participate in school activities, which eventually increased their educational advancement.

IMPROVING INFRASTRUCTURE AND QUALITY OF EDUCATION IN GOVERNMENT SCHOOLS OF CHHOTAUDEPUR DISTRICT OF GUJARAT

Krishna B. Pachani
Education Inspector
Chhotaudepur District, Gujarat

Area of the Innovation

- To improve the physical infrastructure and quality of education in government schools of Chhotaudepur district

Summary of the Innovation

Chhotaudepur is a tribal district in Gujarat. The geographical, social, and economic situation in this district were somewhat dire. The primary occupation of people in this region was farming and animal husbandry. Most tribal people migrated to other places for employment opportunities. Due to these factors, the educational level in this area was very low. Education Inspector Krishna B. Pachani, with his team and under the guidance of the District Education Officer Sh. A.M. Parmar made many efforts to improve the administration process and educational matters to improve the quality of education in the government schools of the Chhotaudepur district of Gujarat. The efforts made by the officer were recognized by the electronic and print media.

Implementation of the Innovation

First, the officer modernized the physical facilities in the office. The District Education Office (DEO) was renovated, and an office logo was created. Educational posters and inspirational ideas were displayed on the lobby wall. Furthermore, to improve the board results of class 10 and class 12, many efforts were made by the officer, which are given below:

- Meetings of all district school principals were organized at the beginning of the semester. The principals presented the work they had done for educational progress in their schools. This motivated other head of institutions to improve their organizations.


છોટાઉદેપુર ખાતે ધોરણ 10-12ના વિદ્યાર્થીઓ માટે કલેકટરના અધ્યક્ષ સ્થાને શિબિર યોજાઈ

છોટાઉદેપુરમાં એસ એફ હાઇસ્કૂલમાં ધો. 10 -12ના વિદ્યાર્થીઓ માટે માર્ગદર્શન શિબિર

- A one-day seminar for math-science teachers was held to share best practices among teachers.
- Considering the local situation and the ability of local students, a set of five question papers, each on math-science subjects were prepared by the teachers. Guidance was provided to the students on how to answer these questions.



- A seminar was held for board students in the valuable presence of IAS and IPS Officers. There was an examination-oriented discussion, interaction, and question-answer session in the seminar so that students' self-confidence was developed and their fear gets eliminated.



- The officer started the "Dr Radhakrishnan Award" for the best principal
- The website "My Career Guide Chhotaudepur" was developed for the students.
- Planned a seminar, SHAPE (Seminar on Honest Administration and Powerful Education), for teachers in government schools.
- Topper students of the board exams and their families were encouraged by meeting with the IAS and IPS officers families.

Impact of the Innovation

These interventions greatly enhanced student motivation and their results improved significantly.

Core Team details

1. All office staff-Sr. Clerk, Jr. Clerk, District MIS
2. Union of Principals and Teachers
3. Mr Ashokbhai Rathva, Assistant Education Inspector
4. Mr Dipakbhai Vaghela, Assistant Education Inspector
5. Mrs Vibhuti Kanojiya, Assistant Education Inspector
6. Mr Shaileshbhai Rathva, Assistant Education Inspector
7. Math-Science Teachers of the District
8. All School Principals
9. Hon. Jayant Rathor Sir, Assistant Collector
10. Ruchika Padariya, NGO Member

CREATING LEARNING CORNERS

K. Lingasamy
Deputy Inspector of Schools
Zone III, Puducherry

Area of the Innovation

- The initiative involved setting up Early Childhood Education (ECE) Resource Centres in 14 schools in Puducherry.

Summary of the innovation

As emphasised in the National Education Policy (NEP) 2020, Early Childhood Education (ECE) plays a crucial role in shaping a child's foundational development. Against this backdrop, the innovation aimed to create vibrant, child-friendly spaces that enhance the quality of early childhood education, foster holistic development, and increase parental and community engagement. The objectives include improving school enrolment, promoting experiential learning, and building trust in government schools.

Implementation of the Innovation

To ensure the effective establishment of the ECE resource centre, planning meetings were conducted in all 14 schools along with Resource Persons from Azim Premji Foundation. These meetings focused on the following key aspects:



- Process for receiving materials
- Selecting the Resource Centre Room
- Task identification and planning Mobilizing resources
- Capacity building of teachers on ECE Resource Centres
- Timetable for effective use of resources
- Maintaining registers: Registers are maintained to track the use of books and materials by students from other grades, ensuring accountability and proper management of resources.
- ECE Day Celebrations

To maximise the potential of ECE resource centres, it was essential to focus on building the capacity of teachers, who serve as the primary facilitators of learning in these centres. Teachers need to be

equipped with a strong understanding of child development, effective use of the diverse learning materials available in the centres, and the skills to organise ECE spaces that are welcoming, safe, and stimulating.



Impact of the Innovation

Parents got the chance to see the learning corners, explore the materials, engage in discussions with teachers and headteachers, and witness their children actively learning using these resources. Consequently, community involvement in school activities has significantly increased, leading to:

- A better understanding of the ECE program in schools.
- Parents offering play materials on their children's birthdays instead of spending on sweets.
- Parents are spreading the word about the materials and encouraging their neighbours to enrol their children in government schools.
- The gap between the school and parents has drastically reduced. Parents feel happy when their children talk about learning songs, stories, and playing in class, which is a significant shift from the previous situation.
- Classrooms are now colourful and attractive, creating an environment for young learners.
- In addition to pre–primary teachers, other teachers are also utilising these learning experiences to enhance their students' understanding of concepts, contributing to a more effective and interactive learning experience for all.

Core Team details

1. Headmasters
2. Teachers
3. Parents
4. SMC Members

GOOD EDUCATIONAL PRACTICES AT POLLACHI SOUTH

S. Glory Stella
Block Educational Officer
Pollachi South Block, Coimbatore District, Tamil Nadu

Good Educational Practices at Pollachi Education District

- Successfully made Melur Union achieve second place in the ITK reading competition at the state level.
- Significant efforts to increase student reading time, the number of letters read, and overall reading led to the receipt of four awards from the Tamil Nadu Chief Minister.
- Surpassed the target for school visits and inspections.
- Monitored the punctuality of the school teachers, ensuring they arrived at the school at the designated time and left after school hours.
- Guided 42 students in one school to succeed in the NMMS Exam.
- Efforts were made to encourage the maximum number of students to read.
- Oversaw the successful implementation of government welfare schemes.
- Made persistent efforts to encourage slow learners to read.
- Conducted timely school inspections.
- Conducted annual inspections for all schools (PUMS, PUPS, Municipal and aided, ADW schools).
- Frequent visits to the underperforming school emphasised the importance of improving reading, writing and arithmetic basics.





- Priority was given to schools lacking building facilities, classrooms, drinking water, and a midday meal kitchen, leading to recommendations and successful acquisitions of these necessities.
- Importance was given to the NAS and NMMS Examination by motivating schools to achieve success while identifying differences in short and long vowels and creating awareness among teachers.
- Ensured the teachers attended RP training and encouraged active participation in all training sessions.
- Centres like NILP, ITK, IED and medical camps were regularly visited and encouraged, with active participation in their assessments to motivate further and support them.
- Monitored all schools during exam days and ensured the evaluation had been done properly.
- Participated in all higher-level training and discussions provided by district education officers and communicated important messages to teachers.
- Conducted an audit of student registers.
- Assessed and evaluated the performance of Tamil and English reading and writing, as well as basic mathematical operations.

BHAVISHYA KI UDAAN

Dinesh Kumar Gupta
Additional District Project Coordinator
Sawai Madhopur District, Rajasthan

Areas of Innovation

- To provide quality education to all
- To motivate students to spend maximum time studying in the library.
- To increase the selection rate of students in competitive exams.

Summary of the innovation

The "Bhavishya Ki Udaan," a joint initiative of the District Administration and Education Department, was implemented in the district in April 2022. The initiative in Rajasthan aims to provide support and resources to the youth, especially females, in terms of career development, skill building, and educational opportunities. This program focuses on empowering young individuals by helping them realize their potential, develop essential skills, and create opportunities for a better future. The program includes various training workshops, motivational sessions, and practical guidance related to career planning, personal development, and social welfare, which is designed to assist the youth in overcoming challenges and realizing their dreams.

Implementation of the Innovation

- To promote and motivate Gram Vikas Samitis, Gram Panchayat members, other public representatives, Zila Parishad members to seek donors to help in the development of government schools.
- To inspire girls, a Balika Samman ceremony was organized at the district headquarters on March 11, 2023, in which girls who excelled in academic and extracurricular activities were honored.
- To motivate villagers to donate funds, the education department team took the help of local Panch Patels and public representatives. The administration also took the help of print and social media to spread the news of donations by the people,



so that others are also inspired to come forward and contribute to the development of schools. Social media platforms such as WhatsApp groups, Facebook, Twitter, and Instagram accounts were used for promotion and wide dissemination. News of the huge donation was publicized on these platforms.



- Timelines were adhered to for the professional implementation of Bhavishya Ki Udaan. Various monitoring tasks and responsibilities were assigned to officers at the PEEO, Gram Panchayat, Block and District levels.
- The amount received was deposited in the school SDMC and SMC accounts with proper transparency. These schools were instructed to use this amount properly for the development of both schools and students.
- Public representatives who motivated donors and spread awareness to stop evil practices were publicly felicitated in the felicitation ceremony. The great deeds and excellent stories of philanthropists were published through print and social media.

Impact of the Innovation

More than 400 schools in the district were renovated, and work such as painting of schools, constructing new rooms, renovating school buildings, constructing school boundary walls, beautification of entrances, and installing CCTV cameras was done. Various initiatives have been taken to increase awareness among girl children, such as career counselling, organizing seminars, and motivational sessions in schools and colleges. Due to the organization of seminars at the block level, enthusiasm for using libraries was aroused among the students, due to which the number of students visiting libraries has increased. A total of 20 dedicated libraries were established across the district. More than 100 Anganwadis have already been renovated by providing attractive wall paintings, child-friendly furniture, and toy banks. Work is underway in 100 more Anganwadis.

Core Team details

1. Shri Hemraj Meena, Program Officer
2. Shri Kirori Lal Meena, Program Officer
3. Shri Sarendra Singh Rajadat, Program Officer

STUDENT TALENT EMPOWERMENT PROGRAMME (STEP)

Narendrasinh B. Chavda
District Primary Education Officer
Patan District, Gujarat

Area of the Innovation

- Preparing Socially and Economically Disadvantaged Students for Competitive Exams

Summary of the Innovation

Inclusive and equitable education is an essential goal in its own right. Most students in the Patan district of Gujarat belong to Socially and Economically Disadvantaged groups (SEDGs). These students or their parents have always been reluctant to participate in competitive examinations like the National Mean cum Merit Scholarship (NMMS) exam, where meritorious students get an annual scholarship. It has been observed that students have to spend a lot of money on internet cafes to fill out application forms, download hall tickets, or check exam results. As a result, parents belonging to lower-income families showed no interest in it.

To uplift socially and economically disadvantaged students in the Patan district of Gujarat, District Primary Education Officer Dr Narendrasinh B. Chavda decided to start the Student Talent Empowerment Programme (STEP). Seventy-two (72) upper primary schools of class 8 in Patan Taluka have been established as campuses of this innovation. The National Education Policy, 2020, discusses the creation of 'Special Education Zones' in deprived areas to provide special education to children belonging to disadvantaged groups. Keeping this in mind, the DEO of Patan district ensured that such students received special privileges in the NMMS 2023/24 examination. Coaching classes were started in the taluka. A team of subject expert teachers of the taluka was prepared, and question papers were prepared for the entrance examination. Accordingly, the OMR sheet was prepared, and the centers for conducting the examination were decided upon.

Implementation of the Innovation

- A meeting was held with district monitoring staff, teachers and principals. The main agenda of the meeting was about the maximum participation of students in the NMMS examination.
- It was decided to implement the Student Talent Empowerment Programme (STEP) in Patan Taluka, where NMMS exams had the lowest results.



- The innovation started from 10/01/2024 and all 2411 students of class 8 from all 72 primary schools of Patan Taluka were taken into consideration.





First of all, the monitoring staff were trained regarding the examination. This training and understanding were imparted to school principals and teachers. As socially and economically disadvantaged groups (SEDGs) of children and parents in Patana taluka did not have a full understanding of this matter, a meeting was called at the school level for the parents of all the students studying in class 8 in every school of Patan taluka Patan and they were given a full understanding of it.

Parents showed interest after receiving complete information about the benefits of taking the NMMS exam. All students were given a complete understanding of how to fill out the online form so that they could fill out the forms themselves through mobile or school computers when the actual advertisement came. Subsequently, a practical understanding was also provided on how to download hall tickets and check the results. The experience test given to students increased their confidence. A media report was published on the experience test conducted by the DEO team. Organizing mock tests for children from time to time increased the excitement of students in the exam.

As a result of these efforts, 100% of the children filled out the forms, even in schools where only one or two forms were usually filled out. Two coaching centers were set up at the taluka level, where students used to take exams for practice. As a result, children were now accustomed to going to other places and taking exams. Children from poor families could also benefit from the facility of a coaching center free of charge.

Impact of the Innovation

Previously, a negligible number of students from Patan Taluka passed the NMMS examination with merit. After the innovation, a significant improvement was observed, which was the success of this new experiment.

'VIGYAN PRADERSHANI'- IMPROVED SCIENTIFIC ORIENTATION

Jitendra Kumar Gupta
District Education Officer
Korea District, Chhattisgarh

Area of the Innovation

- To improve the scientific orientation of students through Vigyan Pradarshani.

Summary of the Innovation

In the government schools of the Korea district, it was found that students were disinterested in the science subject and considered it difficult. There was a lack of resources and a positive environment for science education. Internet issues were also encountered, given the remote forest location.

In order to address these issues, several interventions were initiated by the officer. Scientific understanding was developed among the students of all the schools in the district through the Science Society with the help of skilled science teachers. Apart from this, a skywatching program was conducted, in which the students were shown the planets (Mars, Jupiter, Venus, and the Moon). A glimpse of the universe and solar system was shown through an LED screen to develop interest in astronomy and a scientific outlook among the students of the district. The scheme was successful with the cooperation of the Bharat Red Cross Society, Chhattisgarh, Breakthrough Science Society, Chhattisgarh, and PLC Group, Korea.


कबाड़ से जुगाड़: खराब पानी बोतल से बना डाला ड्रिप इरिगेशन सिस्टम

Implementation of the Innovation

To implement the innovation, first of all, the district collector was contacted, and approval for the district-level action plan was obtained. Thereafter, by organizing a meeting with teachers interested in science, local scientists, and the Breakthrough Science Society, Chhattisgarh, an action plan was prepared for the scientific exhibition at the school, cluster, development block, and district levels.

Impact of the Innovation

- Awareness about rocket science technology
- Interest in scientific approaches among students.
- Inclination towards science project.
- Creation of a better environment for science in the district.

Core Team details

The scheme was made successful with the cooperation of the Indian Red Cross Society, Chhattisgarh Breakthrough Science Society, and Chhattisgarh PLC Group Korea.

CREATION OF SCIENCE PARKS IN GOVERNMENT HIGHER SECONDARY SCHOOLS

Mohammad Mahtab Rahmani
District Program Officer
Supaul District, Bihar

Area of the Innovation

- Creation of Science Parks in Government Higher Secondary Schools to enhance children's curiosity

Summary of the Innovation

The Science Park is a comprehensive project that aims to provide children with opportunities outside the traditional classroom. It encourages research among children at the school level. Children can identify problems around them and work toward Scientific solutions to these local problems. The Science Park awakens children's curiosity and the need to adopt logical thinking, such as the why and how, to find realistic and scientific solutions to problems.

The Supaul district, located on the banks of the Koshi River, is plagued by floods. It was observed that the children here had very low participation in science and maths competitions. Various awareness programs have been conducted at the departmental and school levels to increase children's participation, but these efforts have failed to achieve the desired results. Taking positive initiatives in this direction, extensive discussions were held with teachers and children. It was decided to build a science park that would help make science and mathematics interesting, accessible, and easy.

Implementation of the Innovation

To implement the innovative idea, a core team was formed under the chairmanship of district Magistrate, Supaul. The team members included Md. Mahtab Rahmani, Program Officer, PM Nutrition Scheme, Supaul, and teachers Suman and Jitendra Kumar. The core team regularly monitored and provided support. To implement Science Park at the school level, strategies were designed at various levels:



a) The Principal of the school decided on the Science Park with the consensus of all the teachers, selecting a suitable place for it.

b) Monitoring and support provided by the core team.

c) Use of locally available resources in model construction so that the work can be completed at a lower cost.

d) Local artisans were also provided with the necessary technical and engineering support.



e) Organizing a training workshop for teachers to conduct various activities related to the Science Park among children.



Impact of the Innovation

The Science Park has had a profound impact on children's lives. Their continued involvement in the Science Park led to positive changes in their scientific thinking, language skills, and outlook. Even children who were less or moderately active during classroom teaching were found to be active. They became enthusiastic and curious about the subject. The dropout rates decreased, and their attendance improved.

Core team details

1. Shri Kaushal Kumar, District Magistrate
2. Shri Jitender Kumar, teacher
3. Shri Saurabh Suman, Teacher

ACADEMIC INSPECTION MANUAL FOR QUALITY IMPROVEMENT AND BEAUTIFICATION OF SCHOOLS

R. Kulasegaran
Deputy Inspector of Schools
Zone-I, Puducherry

Areas of Innovation

- To establish a structured framework for academic inspections focusing on learning outcomes.
- Improving the school environment through the herbal and kitchen garden, sports uniform, wooden reapers, etc.

Summary of the Innovation

Education is the cornerstone of development. In many government schools, teaching heavily relies on textbooks, with teachers delivering lectures and simple handmade materials. Without access to interactive tools like televisions or digital content, learning feels monotonous, and comprehension skills remain average. Meanwhile, private schools leverage audio-visual teaching methods to make lessons more dynamic and enjoyable, fostering better understanding and retention among their students. Uniforms are an essential part of a student's identity, fostering discipline, unity and equality within the school community. However, there was a growing aspiration to introduce sports uniforms, similar to those used in private schools, to further enhance the sense of pride and confidence among government school students. During the inspection of various schools, a few issues were common across all schools. The classrooms were often cluttered with charts and stuck directly on the walls. While these materials were intended to aid in education, they created a visually chaotic environment; the charts covered large portions of the walls and remained in place for many years, contributing to a cluttered, untidy experience.



In view of these shortcomings, an academic inspection manual was prepared. The Academic Inspection Manual provides a detailed framework for academic inspections. This manual serves as a tool to standardize the inspection process, foster transparency, and improve overall academic standards.

Implementation of the Innovation



The idea of creating an inspection manual was a result of individual initiative. Various strategies and methods adopted for implementing the innovation are: Training Sessions, Pilot Testing, Feedback Loop, etc. Together with teachers, students, and school staff, the team collaborated to create kitchen and herbal gardens, transforming them into vibrant, living classrooms where students could not only learn about but also interact with the plants they were studying. Wooden Reapers came into implementation when the Heads of the schools, along with the teachers and parents, fixed wooden reapers in every classroom. The teachers found it very easy to fix charts on the Velcro of the Wooden Reapers and also to remove and replace the charts whenever necessary. To enhance audio-visual learning, smart televisions were strategically installed near blackboards or prominent walls, becoming an integral part of everyday teaching. Teachers played a crucial role in this transformation, purchasing personal pen drives to download educational audio-visual content.

Impact of the Innovation



- There was improved clarity and effectiveness in inspections.
- As a result of the herbal education project, there has been a noticeable improvement in student attendance and involvement in their studies.
- The classroom environment, which had previously been unattractive and often required expensive upkeep, became more visually appealing and conducive to learning.
- The introduction of audio-visual teaching made lessons interactive and enjoyable, significantly improving students' comprehension and interest.
- The introduction of sports uniforms significantly improved the appearance of government school students, making them more confident and well-presented.

CHAMPION OF THE WEEK

Santosh Kumar Rai
District Basic Education Officer
Ayodhya District, Uttar Pradesh

Areas of Innovation

- To recognize the schools providing quality education and honouring their teachers.
- Preparation for Competitive Exams (focus at Nyaya Panchayat level).

Summary of the innovation

1. Star Of The Week – This innovation was made to make the physical and educational environment of the school excellent in the district of Ayodhya. The parameters for the same are:–
   - Improved Attendance
   - Use of a digital app
   - Use of teacher guides and skill tables
   - Printed material on class walls
   - Recording of various meetings
   - Status of DBT
2. Preparation for Competitive Examinations – For the last several years, due to a lack of information and indifference towards competitive exams, the district quota seats were always left vacant. To fill the district quota, parents were made aware of the examinations.
3. ICT in Education – Importance of ICT in analysing the absence of children and difficulty in subjects.
4. Every Child Matters – The negative impact of attendance, which is due to a lack of awareness among parents and family conditions, is that children do not go to school, and their academic activities are affected.
5. Baseline Assessment – In the efforts of making the school efficient, this innovation was started under the guidance of the Government and the District Magistrate. At first, the Government determined class-wise and subject-wise learning outcomes, then a necessary format was created by determining the policies for its successful implementation. By recording the achievement of the government-prescribed class-wise and subject-wise learning outcomes by the students, the children lagging in learning outcomes were identified, and those children were given more support.

Implementation of the Innovation

1. At the district level, a three-member committee comprising the Block Education Officer, District Coordinator Training and State Reference group members supervised/ inspected the school on various parameters. Thereafter, a survey was conducted of 03 schools every week on a random basis in one development block.
2. The children were given additional academic support at the Nyaya Panchayat/school after school hours by self-motivated teachers.
3. Funds were mobilized due to which smart TVs were being used in 605 schools in the district. The smart TVs have been provided to only 225 schools by the department.
4. Various meetings at the school level were strengthened, and emphasis was laid on student attendance in the monthly meetings of Block Education Officers and Principals.
5. A mastery-targeted questionnaire was designed for classes I to III, and a learning outcomes-based questionnaire was designed for children from classes IV to VIII.

Impact of the Innovation

1. A healthy competition has started in the district. In the first phase, only council primary/ composite schools were selected. In the second phase, PMV schools were also requested to participate.
2. All the children who took the classes were selected in comparison to the number of seats.
3. In the schools where smart TVs were not available under the scheme, there was a continuous demand for them, and efforts were being made for the same.
4. The students started coming to school regularly. Their attendance increased. They developed an interest towards studies.
5. Children lagging in studies were identified for remedial teaching at schools, and in most of the schools, special emphasis is being given to remedial teaching.

Core Team details

1. Shri Shailendra Kumar, BE Officer
2. Shri Rajesh Singh, BE Officer
3. Shri Amit Kumar Srivastava, BE Officer
4. Dr Ambikesh Tripathi, SRG
5. Shri Manish Rastogi, SRG
6. Shri Amit Kumar Mishra, SRG
7. Shakeel Ahmed, Headmaster
8. Shri Abhishek Yadav, Assistant teacher

MISSION SAFALTA

Ved Prakash Singh
Deputy Director of Education
Mangolpuri Zone-XII, Delhi

Areas of Innovation

- Improving academic performance and Student attendance.

Summary of the innovation

Low academic performance and poor attendance at government schools in Delhi are significant challenges that affect students' outcomes. These issues are multifaceted and require addressing systemic and individual factors. Upon assuming the role of Deputy Director for Zone-XII, Mangolpuri Q Block, in District North West B-1, Shri Ved Prakash Singh prioritised assessing and addressing the challenges facing 51 government schools in Zone-XII. A series of targeted initiatives was designed to enhance the quality of education and foster a culture of academic excellence.

Implementation of the Innovation

To address the issues of DDE Zone-XII, the Zonal-Level Academic Core Committee to devise strategic approaches for improvement was established by the Deputy Director. The committee brought together a diverse team of experts, including principals, vice-principals, academic coordinators, mentors, and subject specialists. In alignment with the NEP-2020, the committee set clear goals for enhancing student outcomes and actively mobilised the nine cluster in-charges to lead change within their respective clusters. The workshops focused not only on subject knowledge but also on enhancing classroom engagement using digital tools and interactive teaching methods. Teachers were trained to integrate technology into their classrooms using interactive apps, digital assessments, and personalised learning tools to engage students actively. This approach also encouraged teachers to incorporate project-based activities and multimedia resources as homework, making learning a dynamic experience that extended beyond the classroom.



Impact of the Innovation

The outcomes of these initiatives have been remarkable. Zone-XII saw a significant improvement in academic results and student attendance, with increased engagement levels across all schools. The achievements of Zone-XII have now set a high standard within the district, showcasing the positive impact of collaborative, innovative, and sustained efforts in education. It also reflects a coordinated and result-oriented approach that has not only raised academic standards in Zone-XII but also created a framework for continuous improvement. The success of these efforts underscores the vital role of targeted professional development in empowering teachers and elevating the quality of education for all students. The generous contributions of NGOs have enhanced school infrastructure, creating a more welcoming environment that encourages students to attend school regularly. Zone-XII deeply appreciates such impactful initiatives that aid in enriching the learning experiences for young children. In conclusion, the journey of 51 schools in Zone-XII reflects a dedicated and collaborative approach to elevating the quality of education and nurturing a positive, engaged, and supportive school environment. Through innovative teaching techniques, targeted professional development, and a strong focus on student well-being, not only have academic outcomes improved, but it has also fostered a culture of continuous improvement. All special campaigns and NGO partnerships further strengthened the mission and enhanced both learning and teaching environments. The achievements in Zone-XII stand as a testament to the power of coordinated efforts and unwavering commitment to the holistic development of the students.



EDUCATIONAL MAGAZINE 'KALAM' FOR TEACHERS AND STUDENTS

Naveen Kumar Yadav
Block Education Officer
Gunderdehi development Block, Balod District, Chhattisgarh

Area of the Innovation

- Preparation of an educational magazine for students and teachers

Summary of the Innovation

The lack of reading and supplementary materials available in school libraries hinders the development of reading habits among children. The Gunderdehi development block addressed became this issue a famous for various innovation. One such innovation is the educational magazine. This magazine focuses on subjects related to education, teaching methods, educational research, and the educational development of students and teachers. The innovations by the teachers of the development block, implementation of departmental schemes, and kitchen gardens were published. Attractiveg paintings, decoration of schools, and recognition of children's achievements were mentioned. A group was formed for the preparation of the magazine, in which responsibilities for material collection, preservation, management, editing, coordination, typing, printing, etc. were decided among themselves.

In addition, due to a lack of awareness about competitive exams among school children and low enrollment in entrance exams, children were not successful. In the Jawahar Navodaya Vidyalaya Entrance Exam for the year 2023-24, only 15 children were selected from the number of seats available for successful students, and enrollment in the NMMS Scholarship Exam was low, due to which 34 children being successful in 2023-24.


में नवाचार • शिक्षा विभाग गुंडरदेही से प्रकाशित पुस्तिका और बुकलेट का विमोचन किया गया

डरदेही ब्लॉक के 302 सरकारी स्कूलों में
रियर गाइडेंस पुस्तिका व बुकलेट बांटेंगे

बच्चों व शिक्षकों की नवाचार, विविध गतिविधियों को पुस्तिका के जरिए पढ़ सकेंगे

In the Gunderdehi development block, a programme called Pratibha is being run to help children succeed in competitive exams. Children are being prepared for higher education through preparation for the Navodaya Vidyalaya entrance exam in primary classes, the NMMS exam for

scholarships in pre-secondary classes, and career guidance in higher secondary classes. For the preparation of the examination and career guidance, a group was formed at the development block and cluster level, through which material was collected for the preparation of the examination, subject experts were selected, and difficulties were resolved through them.

Impact of the Innovation

An academic magazine is a living document of any institution's intellectual, cultural and creative activities. Its publication is preceded by a special level of preparation and creative activity within the school, providing not only teachers but also students with renewed energy and an opportunity for expression.

1. Creating a creative environment: As soon as the magazine's publication is announced, a creative atmosphere prevails in all the schools. Students began to put their thoughts into words. Teachers also share their experiences, teaching methods, and prepare inspirational articles.


नवोदय विद्यालय प्रवेश परीक्षा की तैयारी के लिए कार्यशाला आयोजित की गई

चान्दौद। 15 अक्टूबर को विकासखंड गुंडरदेही के अंतर्गत प्राथमिक शाला में कक्षा पांचवी का अध्यापन कराने वाले शिक्षकों की एकदिवसीय कार्यशाला का आयोजन बीआरसी प्रशिक्षण कक्ष में किया गया । कार्यशाला का आयोजन तीन पाळियों में किया गया जिसमें संकुलवार शिक्षकों को नवोदय विद्यालय प्रवेश परीक्षा के संबंध में जानकारी दी गई। कार्यशाला में नवोदय विद्यालय प्रवेश परीक्षा के पाठ्यक्रम की जानकारी दी गई। गणित, मानसिक एवं तार्किक योग्यता,भाषाई ज्ञान ,समय प्रबंधन, ओएमआर शीट भरना इत्यादि पर विस्तारपूर्वक प्रकाश डाला गया । विकासखंड शिक्षा अधिकारी नवीन कुमार यादव द्वारा प्रारंभिक स्तर से ही बच्चों को नवोदय प्रवेश परीक्षा की तैयारी कराई जाने की बात कही गई जिसके दूरगामी परिणाम कक्षा पांचवी में आने के बाद परिलक्षित होंगे । पूर्व में आयोजित नवोदय परीक्षा के प्रश्नपत्रों के आधार पर मॉडल प्रश्न पत्र बनाकर बच्चों को अभ्यास करवाकर प्रश्नपत्रों से परिचित कराया जा सकेगा साथ ही समय प्रबंधन को ध्यान में रखकर निर्धारित समय अवधि में पेपर पूर्ण करने का भी अभ्यास कराने निर्देशित किया गया। संकुल स्तर पर गणित एवं भाषा के एक-एक विशेषज्ञ शिक्षक का चयन कर संकुल स्तर पर बच्चों की कक्षाएं प्रारंभ कराई जाएगी। कार्यशाला में संकुल समन्वयक अतीक भक्तमोगे, जीलेंद्र पांडे, लक्ष्मीनारायण साहू, ठाकुरराम सिन्हा,आर विजयलक्ष्मी

2. The process of collecting materials: Students and teachers are invited to submit article poems, stories, drawings, memories, and articles on science and society. This process is sometimes even contested to increase participation.
3. Selection and Editing: The works are selected by a committee. Special attention was paid to their quality, originality, and language. The data were then edited and revised.
4. Cooperation and coordination: An editorial committee is formed, in which teachers from all classes and students are given a place.
5. Time limits and discipline: There is pressure to collect, sort, edit, and submit articles for printing within a set deadline. This instils a sense of time management and responsibility in both students and teachers.
6. Eagerness and waiting: Before the magazine is published, there is an atmosphere of excitement in the school. Students are eager to find out whether their work has been published.

Through the Pratibha programme, children, teachers, and parents were made aware of competitive examinations in schools. In the Jawahar Navodaya Vidyalaya Entrance Examination (JNV), 11 students out of 2025 secured success against 40 seats. In the NMMS examination, 39 out of 2025 students secured scholarships.

PRINT-RICH CLASSROOM COMPETITION

Amandeep
District Education Superintendent
Agroha Block, Hisar District, Haryana

Areas of Innovation

- To improve students' ability to learn and develop reading habits.
- To increase the confidence levels among students.

Summary of the innovation

A print-rich environment is one in which young children have many opportunities to interact with different forms of print. That is, to be truly print-rich, a classroom needs to display and use print meaningfully during the teaching and learning process. This exploration of print in meaningful contexts and observing adults around the use of print is critical for literacy development because it shows children that print carries meaning and that reading and writing serve real, everyday purposes. A print-rich environment in primary classrooms is essential for children's language development. Over time, children become motivated to read and write themselves, and they can develop language. A print-rich classroom is a learning environment where children are exposed to various forms of printed material. The goal is to help children develop literacy skills by making connections between written words and languages.



To achieve the above, the District Education Superintendent organised a Print-rich Classroom Competition in all the primary schools of Agroha Block.

Implementation of the Innovation

To implement the innovation idea, few steps were taken: -

- A detailed plan was made at the block level.
- A checklist was prepared regarding items to be included ion the classroom.
- Teams were formed to guide & monitor continuously.

Further, a one-day orientation program for teachers was held at Khabastar.

Impact of the Innovation

Situation before implementation of the innovation: -

- The classroom environment was not very helpful for the students to learn.
- The teachers were not interested in making TLM. Readymade material from the market is used by them.
- The handwriting of the students was not very good.

Situation after implementation of the innovation: -

- The classroom environment proved to be more conducive to student learning and was effective in multi-classroom teaching.
- Teachers showed interest in making TLM. Later on, the TLM was adapted according to the class and the students' level, which plays an important role in students' learning.
- The handwriting of the students improved.

After the competition, a PTM was organised in which all the parents were taken on a visit to the classroom. They were also requested to help in this work.

The classrooms of all the primary schools in the block are now well equipped with creative works, which are proving helpful in the learning of the children.



Core Team details

1. Manog Garg, District FLN Coordinator
2. Shri Rajesh Kumar, Block Resource Person.

USE OF ICT IN TEACHING, LEARNING AND EDUCATIONAL ADMINISTRATION

PURNIA LIVE CLASSES (PLC): A CATALYST FOR DIGITAL AND EXPERIENTIAL LEARNING IN SUSTAINABLE EDUCATION

Kaushal Kumar
District Programme Officer
Purnia District, Bihar

Areas of Innovation

- To create a sustainable and scalable model for education by leveraging digital technology and experiential learning methods
- To inculcate technology in the public education system, making learning more engaging and effective in line with NEP 2020.
- To empower every student in Purnia, especially in remote and underprivileged areas, with quality education, fostering talent for national and global competition.

Summary of the Innovation

The Purnia Live Classes (PLC) initiative, launched in August 2023, is a transformative educational program implemented in the Purnia district of Bihar. The genesis of this innovation was a direct response to the critical challenges facing the education system, especially the urgent need for a robust digital infrastructure, highlighted by the post-COVID-19 era. Students in rural Purnia were constrained by traditional classrooms and lacked access to high-quality coaching for competitive exams readily available in metropolitan hubs, creating a significant equity gap.

The concept of PLC was born during a strategic meeting with the district level administration. In a discussion where the then District Magistrate, Shri Kundan Kumar, shared insights from successful practices in his previous postings, the innovative idea for Purnia Live Classes was conceived to cater to the needs of the time. The goal was to incorporate technology into education and systematically address educational disparities by building a centralized, high-tech educational hub that could disseminate quality teaching to every corner of the district, thereby democratizing access to excellence.

Implementation of the Innovation

The initiative was a planned departmental effort championed by the Department of Education, Purnia, and the Purnia District Administration. The vision was translated into action through a

structured, phased approach managed by the District Programme Officer. A state-of-the-art studio, initially funded by the Zila School Development Fund, was established and inaugurated on November 2, 2023. The initiative began with a successful pilot phase of crash courses delivered by 44 dedicated teachers. Based on this success, the programme was expanded in April 2024 to a full 7-hour daily schedule with 76 teachers covering Arts, Science and Commerce. A comprehensive website with an AI chatbot was launched in 2025 to enhance the digital ecosystem.

The strategy adopted was a centralized, technology-driven "hub-and-spoke" model. Experienced government teachers were deputed to the central studio to conduct live classes. These classes were streamed in real time to 267 high schools and broadcast on YouTube and Facebook. The course contents incorporates modern pedagogy, including 3D models and simulations, supported by a dedicated 11-member e-content team.

Impact of the Innovation

The program's educational impact was powerfully validated when a PLC student, Shivankar Kumar, secured first rank in the state in the 2024 Bihar Secondary Examination with 97.80 % marks. The legacy of excellence continued in 2025, with PLC students achieving the 5th rank in the class 12 science stream board examination and the 7th and 8th ranks in the class 10 board examination. Furthermore, a comparison of the 10th board exam results shows that the number of students achieving the first division rose remarkably by 60.38% between 2023-24 and 2024-25.

Core team details

1. Naushad Alam, Quality Coordinator
2. Shri Arjun Kumar, Nodal Teacher
3. Content Team (11 members)

USE OF ICT IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT

G. Gunasekaran
Block Education Officer
Thellar Block, Tiruvannamalai District, Tamil Nadu

Area of the Innovation

To improve the quality, efficiency, and accessibility of education in rural Pernamallur block government schools by using data-driven ICT tools for planning, monitoring, and administration of digital classes in English, Maths, Science, and Artificial Intelligence.

Summary of the Innovation

It was noticed by the BEO G. Gunasekaran that new technological approaches were not adopted by teachers and students in the government schools of the Pernamallur block of Tamil Nadu. There was limited tracking of student attendance and session planning. Manual reporting of student attendance and session planning was also delayed many times, which lacked transparency. There was no AI or Science digital exposure in rural classrooms. To solve these problems, the project was launched as an individual initiative in collaboration with the NGOs SWADD and E Vidyaloka and was successfully implemented with strong grassroots impact. It later received official approval from the Government of Tamil Nadu under the "Namma Ooru Namma Palli" scheme, which translates to "My village, My School". Physical infrastructure (smart boards, TVs, smart phones, electricity, benches and UPS, etc.), human resources (online teachers, class assistants, field coordinators), technological (Google Workspace, Zoom, WhatsApp, Attendance Tools) and financial resources were mobilised with the support of SWADD/E–Vidyaloka. The Tamil Nadu Government provided internet connectivity and a digital board in all the schools.



Implementation of the Innovation



Information and Communication Technology was used through the following:

- Daily session data (planned, conducted, cancelled) captured using ICT tools (Google Sheets/ Monitoring App).
- Use of Attendance Percentage and Completion Metrics to analyse performance.
- ICT dashboards for administrators to track subject-wise effectiveness.
- Real-time class monitoring via video calls, WhatsApp groups, and attendance forms.

Impact of the Innovation

1. Knowledge of students and infrastructure improved with information and communication technology in 12 PUMS Government Middle Schools and one aided school.
2. 90 % sessions are completed in all centres.
3. Digital attendance and planning are streamlined.
4. Subjects like AI were taught through ICT tools.
5. Real-time review by Block-level officers.

Core Team details

1. BEO Gunasekaran - Project Coordinator
2. Yuvaraj Raj - Field Coordinator (SWADD NGO)
3. eVidyaloka Team - Tech Support & Training
4. Local School Teachers - Academic Support

EDUCATION AT YOUR DOORSTEP

Ajay Kumar Sharma
Development Block Resource Centre Coordinator
Tokapal Development Block, Bastar District, Chhattisgarh

Area of the Innovation

- Providing quality education to all- Inclusive Education.

Summary of the Innovation

An important scheme of the government and the Education department of Chhattisgarh has been the 'Padai Tuhar Dwar', in which all the students were encouraged to join the physical classes by taking appropriate measures during the period of the pandemic. Efforts were made to ensure that no child is left behind. The District Education Officer, Shri Ajay K. Sharma, mobilised teachers and students and organised Mohalla classes at the Tokapal Complex Centre. About 244 Mohalla classes were conducted, and 468 volunteers were teaching via videos as part of the 'Seekh Programme'. Offline and Online training was also provided for this purpose. Education was imparted through radio connectivity, as many students did not have smartphones. Additionally, he has implemented an alternative education system innovation model called 'Missed Call Guruji' for the entire Tokapal development block.

Implementation of the Innovation

1. Padhai Tuhar Dwar: The School Education Department created the cgschool.in portal, where all teachers and students from the development block were registered. They were then trained and prepared for online educational work.
2. Offline Training: Those teachers who could not participate in online training were given offline training in Vikashjhand.
3. Mohalla Classes: Mohalla classes were conducted for the betterment of the education of the students.
4. Radio Connectivity: Education was being provided through radio connectivity in the development block Raikot, Chhaparbhanpuri of Taragaon and Palwa panchayat.
5. Education through Smart TV: In the entire neighbourhood of Taragaon in the Tokapal development block, education was being imparted through smart TVs.
6. Professional Learning Committee (PLC): There are a total of 15 schools in the development block, in which five Medha clusters have been formed, with subject experts of each subject,

who are doing innovation work in development. Apart from this, any problem related to poison faced by other teachers is being resolved by them.

7. Missed Call Guruji: The development block is situated in the forest region. Most children had only a mobile phone. Those students who were some did not have a mobile phone, so students were unable to participate in the 'Padhai Tuhar Dwar' programme run by the government. To ensure that such students are not deprived of their studies, the Tokapal development block, Bastar district, has launched an alternative innovation of 'Missed Call Guruji'. Students used all types of mobile phones for this programme, including landlines. Missed calls are made by children every day between 6 and 7 pm. The concerned teacher would call back and resolve their educational queries.


एआर तकनीक से पढ़ाई, पहले आते थे 10 बच्चे, अब 40 आ रहे

Impact of the Innovation

Teachers were regularly in contact with the students & their progress, and students were benefiting significantly. Parents, the community and children were happy with the interventions. It is proving to be a boon for the education of students in the Bastar district.

DIGITIZATION OF PM POSHAN PROGRAM

Varsha Bhardwaj
Block Education Officer
Bironkhal Block, Pauri Garhwal District, Uttarakhand

Areas of Innovation

- The government invests substantial funds in the PM POSHAN program. This innovation aims towards:
  - Timely collection of error-free data.
  - Easy review of reports.
  - Visualization of data collected

Summary of the innovation

The PM POSHAN (Poshan Shakti Nirman) Scheme is an ambitious Centrally-Sponsored Scheme that covers all school children studying in Classes I-VIII in all government schools. This scheme's reporting process involves daily and monthly Automated Reporting and Management System (ARMS) from the schools regarding the meals served and students enrolled. Also, there is a monthly feeding of data on the government MIS.

Considering the PM Poshan Programme, a significant initiative to ensure the health and education of students, it was decided that an online data submission process might help in the timely and consistent collection of data. The idea was discussed with the subordinates responsible for data collection, that is, the cluster-level officials, as well as the PM Poshan In-charge at the block level. Thereafter, it was discussed with the NGO named Parivartan Social Foundation (PSF), which helped the team with the technological aspect of developing this portal. Once the portal design was ready, it was discussed with school heads and school PMP Prabharis to receive their feedback. Before the actual implementation, a series of online meetings and training sessions were conducted with cluster-level officials, school heads, and the helping NGO. In addition, manuals and video content, which were created to guide schools were shared.

Implementation of the Innovation

When the Block Education Officer joined the Bironkhal block in July 2022, the PM Poshan reporting state of the block was quite poor. Hence, to improve the block's situation, various directions were issued regarding the PM Poshan reporting, and its daily status was shared in the school and CRP WhatsApp groups. PM Poshan reporting was made a mandatory agenda item for all monthly meetings with the CRPs and the School Heads. Their reporting status was shared in meetings, and

their problems were addressed. School Heads and PM Poshan Prabharis were oriented regarding the use of the application instead of SMS. The app, once installed on an Android device, does not need the Internet to send meal served figures as the user has the option to send the figure through SMS from the app. Due to regular monitoring and orientation, the ARMS reporting of the block improved year by year, and despite being a remote block, Bironkhal became the leading block in the Pauri district, with a 100 percent reporting status.

Impact of the Innovation

- Comprehensive Program Oversight- Online dashboard providing a clear view of funds, grain availability and wastage, inspections, and trends, enabling informed decisions and efficient program management.
- Optimized Process - The data collection process has been optimized by removing unnecessary dependency on CRPs to speed up the submission and avoid complexities.
- Automated reporting of anomalies- Data inconsistencies are identified and reported automatically, for example, any mismatch between the previous month's closing balance and the current month's opening balance, any school having a deficiency of funds/grains/tablets, and any school not doing sufficient food inspections.
- Enhanced Transparency- Provided easy access to PM Poshan information and reports to each school, CRPs, PMP Prabharis and Block representatives, fostering accountability and trust.
- Improved Reputation- Elevated the block's image through better efficiency, data-driven insights, and effective management.

STRENGTHENING FOUNDATIONAL LITERACY AND NUMERACY

READING TOURNAMENT AND DEAR PROGRAM

Srikanta Behara
Senior Block Education Officer
Derabish Block, Kendrapara District, Odisha

Areas of Innovation

- Foster love for reading among elementary and secondary school students.
- Improved literacy rates and reading comprehension among students.
- Enhanced academic performance by developing essential reading skills.
- Parents, teachers, and the community should be engaged in promoting reading habits and literacy development.
- Encouraged critical thinking, creativity, and effective communication among students through reading and discussion activities.

Summary of the innovation

The "Reading Tournament and DEAR Programme" is a groundbreaking innovation aimed at fostering a love for reading among elementary and secondary school students in Derabish Block. Launched in 2020, this initiative sought to address the pressing issue of poor reading habits and literacy skills among students. The programme consisted of two main components: the Reading Tournament and the Drop Everything and Read (DEAR) Programme. The Reading Tournament was a competitive event in which students from different schools participated in reading-related activities such as quizzes, debates, and book reviews. This tournament not only encouraged students to read extensively but also helped build their confidence, critical thinking skills, and communication skills.

The DEAR Programme, on the other hand, was a daily reading programme that encouraged students to read for pleasure during school hours. Students were given a dedicated time slot each day to "drop everything and read." This program helped students develop a reading habit, improved their reading comprehension, and increased their vocabulary. To ensure the success of the programme, teachers and Cluster Resource Center Coordinators (CRCCs)



underwent training and capacity-building. They were equipped with the necessary skills and effectively implemented the program.

Implementation of the Innovation



Initially, the BEOs and CRCCs collectively identified poor reading habits and low literacy rates among students in the Debarish Block. It was a major concern. The team, along with the teachers, then held brainstorming sessions and researched best practices in reading instruction and literacy development, including the DEAR Programme. Feedback was collected from teachers, parents, and students to understand their perspectives and suggestions. The idea was refined, incorporating feedback and best practices, to develop the "Reading Tournament and DEAR Programme". Furthermore, a detailed action plan was developed, outlining the roles and responsibilities, timelines, and resources required. Funds from the education department and other sources were collected to aid in executing the program. Teachers and CRCCs underwent training and capacity-building programs to implement the program effectively. The program was implemented in a few selected schools to test and refine the approach.

Impact of the Innovation

- Significant improvements in literacy rates among students, particularly in elementary grades.
- Improved academic performance, particularly in language and literacy subjects.
- Increased student engagement and motivation in academic pursuits.
- Strong community engagement, with parents, teachers, and community members actively participating in program activities.
- Strengthened partnerships between parents and teachers to promote collaborative efforts to support student learning.
- The initiative fostered social cohesion by bringing together students from diverse backgrounds to engage in reading activities.



Core Team details

1. Shri Debadatta Satapathy, ABEO-cum-BRCC
2. Shri Sachikanta Mishra, ABEO
3. Shri Khageswar Nayak, ABEO
4. Smt. Kanaklata Prusty, CRCC
5. Smt. Sujata Nayak, CRCC
6. Smt.Amita Bai, CRCC
7. Smt. Mamuni Singh, CRCC
8. Shri Ramchandra Acharya, CRCC
9. Shri Ramesh Chandra Pati, CRCC
10. Shri Ayeshkanta Rout, CRCC
11. Shri Benudhar Pradhan, CRCC
12. Shri Prashant Kumar Satapathy, CRCC
13. Shri Pradeep Kumar Malla, CRCC
14. Shri Biswajit Muduli, CRCC
15. Shri Pramod Kumar Malla, CRCC
16. Shri Santosh Kumar Mallick, CRCC

STUDENT CENTRIC INITIATIVES TO IMPROVE PARTICIPATION AND LEARNING OUTCOMES

Arvind Kumar Pathak
District Basic Education Officer
Varanasi District, Uttar Pradesh

Areas of Innovation

- Bulawa Abhiyaan – To increase student attendance in schools with low attendance rates.
- Project Vidya Shakthi – To improve student understanding of concepts in Mathematics, Science, and English through online tutoring.
- Adopt a Child Scheme: To identify and mentor non-NIPUN students to help them become NIPUN.

Summary of the innovation

1. **Bulawa Abhiyaan** is a community participation abhiyaan. It involves teachers, shiksha mitras, anudeshak and gram pradhan and some visiting households in 150 schools with the lowest attendance, personally inviting children to school and emphasizing the importance of education. It lasts for one month in each phase. Four phases of this abhiyaan have been completed so far. Six hundred schools are associated with this program, resulting in a 30% increase in attendance, from 49% to 79%, over four phases.
2. **Project Vidya Shakti –** It involves providing online tuition through smart classes, equipping 50,422 students from 353 government schools in Varanasi with the necessary resources and support to enhance their learning in Math, Science and English, bridging the educational gap between rural and urban students. This initiative was started with the alumni of IIT Chennai and the NGO Parivartak. Smart classes/smart TVs, along with internet facilities, have been provided in each school.
3. **Adopt a Child –** This scheme is a district initiative that involves teachers mentoring non-NIPUN students in classes I to III in 1009 government schools, tracking their progress through weekly reports, and helping them to significantly improve the number of NIPUN students, benefitting around 70,000 children in the district.



Implementation of the Innovation

Bulawa Abhiyaan involves teachers visiting households in schools with low attendance, personally inviting children to school, and emphasizing the importance of education. The aim was to motivate guardians to send their children to school regularly. Project Vidya Shakthi involves providing online tuition through smart classes, equipping 353 government schools in Varanasi with the help of Open Mentor Trust. The initiative Adopt a Child is a district initiative that involves teachers mentoring non-NIPUN students in government schools. A team of 10 human resources was created to monitor Nipun students.

Impact of the Innovation

The program led to a significant improvement in attendance, with an increase from 49% to 79%, a 30% growth across 150 schools over four phases. This shows the effectiveness of engaging teachers and communities in promoting school attendance. The program has addressed the gap between rural and urban students by offering resources and support to help students learn these critical subjects. The expansion of resources and access to education is a clear step toward achieving the objective. The scheme successfully met its goal of improving the number of Nipun students. Nearly 80% of the students, who were initially at a nipun rate of 15-20%, achieved Nipun status by the end of the program. The mentoring efforts of teachers and regular monitoring of progress played a crucial role in this achievement. The scheme benefited approximately 70,000 students, demonstrating its positive impact on student outcomes.

Core Team details

1. Dr Bhola Vishwakarma, GS (Traninee)
2. Dr Sandeep Biswas, Assistant District Finance & Statistics Officer.
3. Mr Snajay Kumar Yadav, BEO
4. Mr Shashikant Srivastava, Chief of Education
5. Shri Om Prakash SIngh, SRG
6. Mr Dilip Kumar Tiwari, SRG
7. Shri Chandrabali Raina, SA
8. Mr. Sandeep Kumar Sharma, SA
9. Shri Daya Shankar, ARP

SETTING UP AND RUNNING SCHOOL LIBRARIES IN PRIMARY SCHOOLS

Yogesh Kumar
District Education Officer
Gopalganj District, Bihar

Area of the Innovation

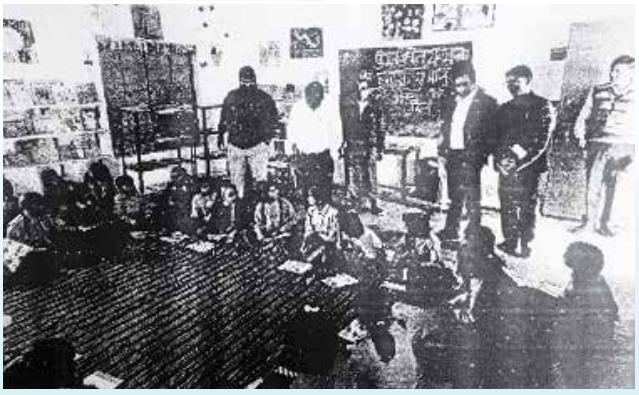
- Fostering reading habits among the disadvantaged children.
- Providing age appropriate literature to all.

Summary of the Innovation

This innovation aimed to foster a reading culture among children in the age group of 6-12 years and build an environment in government schools for improved reading/literacy outcomes through using libraries. Children have less access to diverse and age-appropriate literature, creating a void in their reading and meaning-making of texts and illustrations. There has also been almost no engagement in classroom pedagogy through any activity to increase their interest in reading, all of which has resulted in a school system where children have little to no interest in reading.

During the intervention, access to a diverse and age-appropriate collection of books for children was ensured. Weekly sessions in the 'classroom libraries' were facilitated. The class teachers were trained to use this set-up for regular teaching sessions and collectively designed engaging activities around books. The library curriculum comprises various units (currently divided into themes, each having separate objectives), and each unit is divided into assessments for each activity and observes skills that children pick up in terms of articulation, writing, expression, etc. For instance, the assessment focused on read-alouds and book talks or browsing and independent reading. In this way, the assessment was done throughout the year, cutting across content, making the analysis simpler and independent of content.

Another method of assessment was mapping the progress of each child in the classroom. For example, children in class 3 would be going through a unit on 'emotions', the unit objectives were: 1) all children can recognize the emotions, 2) all children can relate the emotions to themselves, 3) all children can express (visual, narration, writing) the emotions that they are going through. To meet these three 'unit objectives', three different sessions were planned on a weekly basis, and each session would have an engagement with a story book and activities planned around that. For assessment, a



worksheet was given to each child (during the first session only) for reading/writing/artwork, and this was collected after the last session. The assessment rubric would have criteria on reading, understanding, and expressing, with varying levels of skills displayed in each of these criteria. The library educator was aware of the progress of children in terms of their reading journey and was able to nudge them or design the sessions more effectively.



Implementation of the Innovation

At the beginning of the academic year 2024-25, the team planned to conduct four thematic library sessions to enrich children's learning experiences and connect reading with real-life contexts. However, due to an increased number of school holidays and scheduling challenges, the team was able to complete three out of the four planned themes: Our World, Our Society, and Art. Despite not completing all four themes, each implemented theme provided meaningful opportunities for exploration, creativity, and connection, allowing children to engage deeply with books and express their understanding in diverse and joyful ways. These themes were chosen to help children explore their surroundings, understand the people around them, express themselves creatively, and learn about the changes occurring in the world through science and technology. These sessions are planned in a way that they are fun, interactive, and help children learn through stories, activities, and discussions and several library activities like read aloud, story-telling, book displays, browsing games like treasure hunt, snakes and ladder, book talks, character alive, etc.

Impact of the Innovation

- About 24 schools now have functional libraries, and each has a dedicated library room.
- Teachers were enabled to design and conduct library sessions, and despite having no librarian in primary schools, a subject teacher has been taking this responsibility.
- These libraries have become vibrant spaces for learning and have evolved as a 'reading' programme, focusing on foundational literacy and numeracy.
- Each school now has a diverse collection of more than 500 books from publishers such as Eklavya, Pratham, Ektara, Tulika, and Tara Books.
- Weekly sessions were conducted separately for classes 1-3 and classes 4-5 (age-appropriate). A well-designed one-hour session is planned, and many engaging library activities such as read-alouds, book talks, character alive, book displays, browsing games, etc., are planned with children.

Core team details

1. Shri Ashok Kumar Singh, BEO, Kuchaikote
2. Shri Surya Praskash Rai, Trustee cum Director, Professionals Alliance for Youths Growth (PRAYOG)

ORGANISING BLOCK-LEVEL INTER-SCHOOL LITERARY COMPETITIONS FOR PREPARATORY STAGE STUDENTS

Kinzang Dorjee Bhutia
Assistant Director
Gyalshing District, Sikkim

Area of the Innovation

- The following steps were undertaken towards improving Foundational Literacy and Numeracy:
  - To develop the language skills of students
  - To provide a platform for self-expression to students
  - To promote the love of reading and writing among students.
  - To foster creativity and promoting team work
  - Provide opportunities to explore different school environments

Summary of the Innovation

The primary focus was to provide maximum opportunity to students of classes III to V for the development of language skills, personality, self-expression, and building confidence. The duration of the innovation was incorporated into the academic calendar year of 2024. Different competitions were organised on every fourth Friday of each month starting from April and would end in December of the same year. For the preliminary rounds of the competition, the innovation was implemented at different government schools, and the finale was implemented in the Auditorium Hall of the Block Administrative Centre.

Implementation of the Innovation

The team organized different Inter-school Literary Competitions, such as reading contests, Elocution (English and Nepali), Drawing and Handwriting, Mind War and Mental Math, Spell Bee, among the schools within the block throughout the academic session by incorporating them into the academic calendar. For this, at first, the concept was placed and discussed with School Heads during the coordination



meeting at the beginning of the academic session. Competitions were organized among students from different schools at the cluster level. The top two winners from each cluster-level school would then proceed to the final to compete in the block-level final competitions. Competitions are held every fourth Friday of the month. Winners and participants were provided with certificates and trophies.



Impact of the Innovation

Previously, no competitions had been organized that included all schools and offered equal opportunities to students from each institution. These competitions were confined to individual schools. Following the introduction of the innovation, both the school and its students sought additional opportunities and competitions.

NEEV MULTILINGUAL EDUCATION PROGRAM- STRENGTHENING FOUNDATIONAL LITERACY THROUGH MOTHER TONGUE

Akhilesh Mishra
District Mission Coordinator
Bastar District, Chhattisgarh

Area of the Innovation

- Improving Foundational Literacy and Numeracy (FLN), Language and Culture, Community Involvement, and Inclusion

Summary of the Innovation

Persistent low learning levels, limited use of home languages in teaching, inadequate learning resources, and disengagement of parents from the schooling process compelled the need for an innovative, culturally rooted educational intervention. The innovation aimed to ensure foundational learning among tribal children through multilingual, experiential, and culturally responsive pedagogy while empowering teachers and fostering community participation in education. The innovation took shape through phased implementation: community consultations, cultural mapping, teacher capacity building, pilot development of museums and refinement through feedback loops. Each step was iterative and reflected local needs. This initiative was implemented across all 1526 government primary schools in the Bastar district, including remote tribal areas, thereby covering a vast and culturally diverse population.

The innovation centers around leveraging the rich cultural heritage of Bastar to make learning more meaningful. It involved establishing School Museums using local materials, organizing storytelling festivals with community elders, training teachers in multilingual pedagogy, and developing contextual TLMs. This holistic approach created a bridge between classroom learning and the real-life experiences of children.



Implementation of the Innovation

A decentralized, inclusive strategy was adopted, involving teachers, resource persons, CACs, and DRGs. Storytelling, visual learning, local materials, and oral traditions were actively used to promote comprehension and language development. Resources for the innovation were mobilised through convergence with DIET, support from the district administration, teacher-led contributions, and active community involvement. The materials were donated or loaned by families and artisans. The innovation was district-wide and universal in nature. The initiative received robust support from the SSA, district collector, DIET, state-level FLN coordination teams, and the local community, reflecting a shared vision for meaningful education. The foundation of this innovation was community participation and teacher ownership, making it resilient to administrative transfers. Capacity building and documentation further support this continuity. During the implementation, initial challenges included scepticism about non-textbook approaches, teacher reluctance toward tribal languages, coordination issues across blocks, and difficulty sustaining community engagement, which were addressed gradually.



Impact of the Innovation

The innovation has created a positive cultural shift in education. Children feel connected to what they learn, and teachers feel empowered to teach. It redefined education as a collaborative, culturally grounded process. This innovation is highly adaptable and can be replicated in similar linguistic and cultural contexts across India.

Core Team details

1. LLFTeam
2. CACs
3. Teachers

PRADEEPIKA - A MAGAZINE OF INSPIRATION AND ENCOURAGEMENT

Sandeep Kumar
District Basic Education Officer
Kannauj District, Uttar Pradesh

Area of the Innovation

- To motivate children to achieve the NIPUN goal and class-wise learning outcomes under the NIPUN Bharat Mission and share their success stories by publishing them.
- To publish and share the experiences of selected children who have performed well in various competitive examinations.
- To honour children at the school, block and district level.
- To document the work and experience of teachers doing excellent teaching work and publish and share them.

Summary of the Innovation


81 फीसदी विद्यालय निपुण, पिछले साल से तीन गुने

In accordance with the National Education Policy 2020, to impart basic literacy and numeracy knowledge in children, achieve learning outcomes, and make parents aware of the importance of education, it is necessary to create a positive, interesting environment in which children, teachers, and parents can freely, stress-free, inspired by each other, and perform excellently in their field of work with positive, creative thinking. Therefore, the innovation "Prerit and Protsahan ki Patrika-Pradeepika" was implemented in the district under the guidance of the Honourable District Magistrate, in which three areas: children, teachers, and parents are prominent.

Implementation of the Innovation

- The officer went to the schools and praised the members of the school family, like the teachers, children and parents and gave them the 'Excellent School Certificate'.
- The school, which has made its mark as a NIPUN Vidyalaya under the title, Our School-NIPUN Vidyalaya, was compulsorily published on the first page of the Basic Education Department's first magazine, "Prerit and Protsahan ki Patrika- Pradeepika".

- Teacher's Utkarsh Shikshan Vidya/ TLM was published in every issue of the magazine.
- For the first time in the Basic Education Department, the officer established a nutrition garden by growing seasonal vegetables on the vacant land in the office with the help of the staff. It was expected that such an initiative would inspire other teachers as well.



- A team of teachers and instructors was formed to perform excellently in academic, cultural programmes and sports.
- The first teacher of children is their mother; therefore, every month in the school, under the guidance of the respected District Magistrate, a 'Mata Sammelan' was organized and mothers of children were motivated to make them aware of the importance of education and provide them with information about the accomplished goals.
- Mothers of accomplished boys/girls, children selected in various competitive examinations, and children who perform well in sports were also honoured.
- Case studies of children studying at home were made and presented at the Mata Sammelan to motivate all mothers.
- The Mata Sammelan program was prominently published in the magazine of the Basic Education Department, 'Prerit and Protsahan's magazine, Pradeepika.'
- On the occasion of Republic Day, the Basic Education Department, Kannauj, made the general public aware of the importance of education through the tableau "Shiksha ka Amrit Kumbh," which was also awarded by the district administration.

Impact of the Innovation

- In the academic session 2024-25, a total of 20 medals, including 4 gold, 13 silver, and 3 bronze medals, were achieved in Mandal-level sports competitions.
- In the academic session 2023-24, a total of 187 schools were declared as Nipun Vidyalayas in the DIET-led assessment, whereas in the current session 2024-25, a total of 577 schools were declared as Nipun Vidyalayas, which is more than three times as compared to last year.
- Selection of 7 students in the Atal Residential School Entrance Examination in the academic session 2025-26.
- 16 students were selected in Jayaprakash Narayan Sarvodaya Vidyalaya in the academic session 2025-26.
- 80 students were selected in the Jawahar Navodaya Vidyalaya Entrance Examination in the academic session 2025-26.

Core Team details

1. Shri Vipin Kumar, BEO
2. Shri Ashutosh Dubey (A.T.)
3. Shri Ashish Kumar Mishra (A.T.)
4. Shri Atul Kumar Dixit (A.T.)

SMART NIGHASAN PROJECT

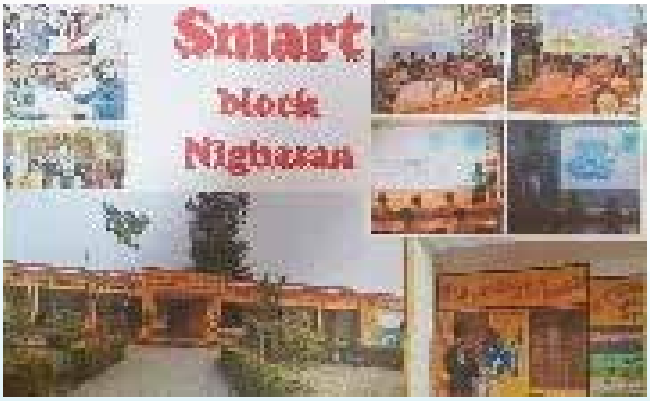
Brajesh Kumar Tripathi
Block Education Officer
Nighasan Block, Lakhimpur Kheri District, Uttar Pradesh

Area of the Innovation

- To increase attendance in the school through smart classes.
- To improve students' learning levels by using ICT in classrooms.
- To make the content of the Diksha app and e-content sent by the state easily accessible to students.
- To assist children in achieving the required comprehension levels, language, and mathematical competencies.

Summary of the innovation

The Smart Nighasan Project aimed to educate all students in Uttar Pradesh's largest block, with an enrollment of 56,600 students and to fulfill the objectives of the NIPUN Bharat Mission. Located in the remote Terai region of the Lakhimpur district, the Nighasan Block is near the Indo-Nepal border. The geographical location is also very difficult. As it is a remote area, the teacher-student ratio is 1:67. Despite this large difference in the student-teacher ratio, the "Smart Nighasan Project" was started to achieve the goals of the NIPUN Bharat Mission through which all the 209 council schools of the Nighasan Block were to be equipped with smart classes with the help of village panchayats, public representatives, CSR funds, entrepreneurs, and social workers so that the children can achieve the expected learning goals of the NIPUN Bharat Mission effectively. For this, a meeting was organized with all the public representatives, panchayat representatives, entrepreneurs, sugar mill managers, and local businessmen of the development area, and they were appealed to contribute to the bright future of the students studying in the development area. They were informed about the utility and importance of smart classes. Everyone unanimously supported it and promised to provide the required cooperation. With the coordinated efforts of all, Vikas Kshetra-Nighasan became the first smart block in the state to operate smart classes in all 209 schools by July 2023.





The 'Smart Nighasan Project' was unveiled under the leadership of District Magistrate Kheri and in the presence of all the officers and public representatives of the Lakhimpur district. As a result of the establishment of smart classes in all schools and their proper operation, an unexpected increase was reflected in student attendance and the learning level of the students. According to the data displayed on the NABMS portal, in the first third-party evaluation, 60% of the evaluated students were found proficient as compared to the number of students assessed, and a total of 95 schools declared themselves proficient within three months of the evaluation. The development block Nighasan remained on top in terms of the prestige of the students. The learning levels of the children increased rapidly through the audio-visual content available on the Diksha app through smart classes, and their retention in schools increased. The digital teaching materials provided at the state level were more effectively utilized in the smart classrooms.

Implementation of the Innovation

To give this innovation a concrete shape, a group meeting with all the regional Hon'ble MPs, MLAs, local public representatives, regional businessmen, entrepreneurs, and sugar mill managers was held, wherein it was proposed that if all 209 schools are equipped with smart classes, then the children of the region will be able to get better education despite less human resources, and their future will be bright. Everyone supported this idea unanimously and played an important role in setting up smart classes by providing the required support at the school level. To put this innovation into practice, the initial step involved evaluating the necessity and determining the methods and means for resource acquisition. Since this innovation could not be possible without local cooperation, all local public representatives and financially capable people were appealed for cooperation. When people understood that a new revolution could come in the field of education through smart classes, they started cooperating wholeheartedly. Village heads were appealed to cooperate in setting up smart classes in schools located in their own villages, and local businessmen and public representatives were appealed to cooperate in setting up smart classes in nearby schools.

Impact of the Innovation

Through this innovation, the attendance of 56,600 students studying in 209 council schools in the development area of Nighasan increased. There was an expected increase in student enrolment, and the faith of people in the education of council schools has increased. It has helped achieve the expected goals of the NIPUN Bharat Mission, and in just three months, 95 schools in Nighasan declared themselves proficient. Through the content of the Diksha App and Read Along app, students are learning the expected goals of language and mathematics very quickly. According to the data displayed on the Nighasan NBMC Portal, in an evaluation by a third party, 60% of students

were found proficient, as compared to the evaluated students, and Nighasan remained on top in the percentage of proficient students.

Core Team details

1. All respected public representatives, sugar mill management, village headmen, local entrepreneurs and businessmen.
2. All ARP Nighasan - Kheri
3. All teachers and basic education
4. Family, all members of Nighasan Kheri

FLN SUMMER COURSE

Sasmita Sahu
Additional District Education Officer
Dhenkanal District, Odisha.

Area of the Innovation

- Driving Holiday Homework Completion: This initiative encourages children in grades I to III to complete their assigned holiday homework by providing regular reminders, guidance, and support.
- Addressing Learning Gaps: By maintaining a connection between students and educational activities, the initiative helped reduce gaps in learning levels caused by prolonged absence from school. This innovation ensures that students return to school better prepared and with reduced learning gaps.

Summary of the Innovation

This innovation emerged as a response to the specific needs and challenges observed in Odisha's education system. Recently, Odisha introduced a Holiday Homework (HHW) program for students of grades I to VIII. While this initiative is beneficial, simply completing holiday homework can feel monotonous and less engaging for young children. To make learning more enjoyable and meaningful, the district saw an opportunity to enhance the HHW programme with play-based and interactive learning activities for children at home. For the successful implementation of this comprehensive HHW Programme, a structured communication channel between schools and parents became essential. Effective communication ensures that parents receive clear instructions and updates about the programme. To address this, the district proposed the use of WhatsApp as a two-way communication platform to consistently share learning materials and updates.

Additionally, standardized and easy-to-follow content had to be curated by the district to ensure uniformity across schools. This content was shared with schools, which then forward to parents and children, thereby promoting clear and consistent communication throughout the district. Another critical factor considered was digital connectivity. Currently, around 30% of parents have some form of digital connection with schools, which provides a strong foundation for leveraging technology



to improve learning outcomes. By addressing these challenges, the innovation seeks to make the HHW Programme more engaging, interactive, and effective, supporting children's continued learning during summer vacation.



Implementation of the Innovation

To implement the FLN Summer Course effectively, several steps were taken to ensure its maximum reach and impact.

1) Identifying Smartphone Availability- The first step was to assess the availability of smartphones among parents and the existence of WhatsApp groups with schools. This helped determine how many families could be reached digitally.
2) Establishing a Communication Channel- A structured communication channel was established to share learning content with parents who had access to WhatsApp. The content was systematically disseminated, starting from the ADEO (Assistant District Education Officer) to BEOs (Block Education Officers), then to CRCCs (Cluster Resource Centre Coordinators). The CRCCs shared the materials with teachers, who then forwarded them to the parents.
3) Community Support for Students Without Smartphones- For students whose families did not have access to smartphones, FLN (Foundational Literacy and Numeracy) teachers took on the responsibility of organizing community-based door-to-door visits. These visits ensured that each child received the support and guidance necessary to continue learning.
4) Content Alignment with FLN Skills- Specific FLN skills were identified, and the learning content was aligned with these skills. This ensured that the materials were relevant and effectively addressed the learning needs of the students.
5) Posters were created to outline each step of the dissemination and monitoring process for BEOs, CRCCs, and teachers. These materials guided officials and teachers in ensuring timely and efficient content sharing with parents via WhatsApp group.
6) Scheduling Content Sharing- A clear schedule was created for sharing content to maintain consistency and allow parents and students to follow a structured plan.
7) Monitoring and Recognition- To track the programme's progress, monitoring mechanisms were put in place. Additionally, a reward and recognition system was introduced to motivate participants and encourage active involvement.

Impact of the Innovation

A total of 18174 parents were reached through the School WhatsApp group. About 16029 children shared the given activities every week. A total of 4235 responses were received from FLN Teachers. WhatsApp groups are now being used as communication channels in schools for various activities.

NIPUN MONITORING METER DASHBOARD: FROM DIGITAL INNOVATION TO MASTERY IN EDUCATION

Mukul Anand Pandey
District Basic Education Officer
Sonbhadra District, Uttar Pradesh

Area of the Innovation

- Increase in proficiency and literacy levels.
- Capacity building of teachers and officers.
- Data-driven decision-making process.

Summary of the Innovation

Sonbhadra, an aspirational district, is known for its sociocultural and economic challenges. The National Achievement Survey of 2021 raised serious concerns over the progress of Class 8 students, where only 48% of the students were able to achieve proficiency in language and a mere 38% in mathematics. Subjects such as language and mathematics not only develop cognitive and logical abilities but also lay the foundation for the mental development and future success of students. Under the National Education Policy 2020, the NIPUN Bharat Mission, launched by the Ministry of Education, aims to make every child proficient in literacy and numeracy by Class III. In this direction, the District Informatics Officer, Shri Anil Kumar Gupta, in collaboration with the then District Basic Education Officer, Basic Education Department, created the "NIPUN Dashboard".

This dashboard provides real-time monitoring of NIPUN targets, learning outcomes, student-teacher relationships, and tracks data on attendance, co-curricular activities, and review meetings. The NIPUN Monitoring Meter Dashboard Portal is a digital platform aimed at tracking the learning progress of students and the functioning of teachers in real-time under the NIPUN Bharat Mission. This portal helps the education department and concerned authorities to measure the effectiveness of efforts made towards improving the literacy and numeracy of students. It contains various indicators, such as student attendance, assessments done by teachers, co-curricular activities, and other related data, which help identify the improvements needed to improve the level of education. This dashboard portal is used by district officials to ensure that the innovation process is moving in the right direction and that any obstacles or problems can be resolved immediately.

Implementation of the Innovation

To convert the idea of innovation into implementation, several important steps were taken, which helped in making the process effective and systematic. Planning, coordination, resource mobilization, and monitoring were the key elements of these steps. The following steps describe how the innovation was shaped:

- Building understanding and planning: The idea of innovation was first developed with the district education department and the local authorities. Based on this idea, a district action plan was prepared, which included a strategy to take concrete steps to improve literacy and numeracy.
- Creation of expert monitoring dashboard: To turn the innovative idea into reality, a NIPUN Monitoring Dashboard was developed. It was developed based on data collected through Google Forms and other online tools, allowing education officials to obtain timely and accurate information.
- Organizing training of teachers and officers: To successfully implement the innovation, teachers, Block Education Officers (BEOS), cluster coordinators, and DIET mentors were trained. They were taught how to use the NIPUN Monitoring Dashboard and simplify the process of collecting data. This training was crucial to ensure improvements at all levels of education.
- Procedure for Data Collection and Analysis: The data collection and analysis process was streamlined for the implementation of the innovation. Monthly data was collected and entered into the dashboard to monitor progress and provide feedback to correct any discrepancies.

Impact of the Innovation

Firstly, student attendance has improved, which is now stable between 75%-85%, whereas earlier, it was lower. Teachers' participation in assessing students through the Nipun app increased from 38% to 87%, which is helpful in improving the level of education. In addition, the learning level of students has also improved, and the number of students in grades D and E has decreased. Currently, 72.47% of students can score more than 60% marks, which was a challenging target earlier. As a result of this innovation, the quality of education has improved, and numeracy and literacy among children have increased. This has not only created a healthy competitive environment for students but also provided better data and reporting to teachers and administration, allowing them to evaluate educational outcomes from time to time and take corrective measures. Overall, this innovation has not only improved the educational progress of students but has also made it possible to improve the quality of education. It has also increased the transparency and efficiency of the system.

MISSION NIPUN – PRATAPGARH

Kripanidhi Trivedi,
DIET Principal
Pratapgarh District, Rajasthan

Area of the Innovation

- To create awareness about foundational literacy and numeracy (FLN).
- Enhance the writing skills of the students.

Summary of the innovation

The Nipun Pratapgarh Mission was launched under the leadership and guidance of the District Collector, Pratapgarh. Under this mission, efforts were made to ensure that at least 70% of the children enrolled in classes 3, 4 and 5 of schools in Pratapgarh district achieve proficiency level in Foundational Literacy and Numeracy (FLN) in the academic year 2024-25. This mission was implemented with the cooperation and coordination of the District Education Department and the Azim Premji Foundation.

Implementation of the Innovation

- A 'Reading Corner' was created in the classrooms of primary and upper primary classes.

  The idea was that there should be a reading corner in the classroom for children up to the upper primary classes. The reading corner should have books of the child's level, such as books with big pictures and less text for classes 1 & 2.

- A time of 30 minutes was be set aside for "Study Bell" in schools. During this time, teachers and children should read books of their choice from the reading corner and narrate them in their own languages.



- To provide opportunities for expression to the children in the "Morning Assembly"

  In the form of expression opportunities, activities such as narrating the story read by the children in their own language, narrating a village incident, reciting a poem collectively with gestures, solving

mathematical and language puzzles, and deciding rules for school management with collective consent should be done.

- The teacher should make temporary "printable material" related to the current subject matter and put it in the classroom.
- Providing children with regular opportunities for "Writing Expression"

  For writing expression skills, children were given opportunities to write daily, according to their interests or on a prescribed subject matter. Children's writing expression was be temporarily put up on the pin board or chart in the classroom.

Impact of the Innovation



- Availability and use of "Motimala and Tilley Bundle" in the school.
- During school support, it was found that in schools where the Motimala and Tilli Bundle were used, children had a better understanding of numbers.
- Teachers were able to use the available support materials. Mathematics-related supporting material was made available in the block for the children of primary and upper primary classes, the use of which has been seen very little. In the session 2024-25, the subject teacher and the institution head ensured the availability and use of supporting material.

Core Team details

1. Shri Bharat Kumar Vyas, CDEO
2. Zafar Ali, RP
3. Shri Mahesh Jain, ACBEA
4. Shri Rajendra Kumar Chobisa, CBEO
5. Shri Fathalal Anjana, RP
6. Shri Virendra Singh, Principal
7. Shri Rajendra Kumar Meena, ACBEO
8. Shri Rajendra Ninama, Principal
9. Shri Ramprasad Charmkar, ACBEO
10. Shri Vikram Kothari, Principal
11. Shri Bijendra Purbiya, Teacher
12. Afzal Rahmadki, Teacher

ENSURING FOUNDATIONAL LEARNING OF STUDENTS IN ALL GOVERNMENT SCHOOLS

Himanshu Naugai
Block Education Officer
Kanalichhina and DD Haat Development Block, Pitthoragarh District, Uttarakhand

Areas of Innovation

- Academic support to teachers for activity-based learning at the primary level.
- To develop a positive attitude in the community towards government schools.

Summary of the Innovation

Under the National Education Policy 2020, the goal of the NIPUN Bharat Mission is that all children should acquire basic language knowledge and mathematical skills by 2027. To achieve this goal, the State Council of Educational Research and Training, Uttarakhand, has been continuously providing in-service training and resources for the past few years. Due to the decline in the learning level of children during the Covid pandemic, teachers faced challenges in ensuring basic language knowledge and mathematical skills, as well as class-appropriate learning levels in all classes.

During conversations with teachers and school monitoring, it was observed that teachers faced challenges in effectively implementing the school processes proposed by the State Council of Educational Research and Training, Uttarakhand, such as Bag-less Day, Revision Day, Pratibha Day, and English Speaking Day. Similarly, a decrease was observed in experiment-based science teaching for children in upper-primary and secondary schools. In the light of these observations, annual academic sessions were conducted at the block level to address the issues. The action plan aims to achieve basic language knowledge and mathematical skills for all children studying in primary schools by the end of this year, which aims to achieve all three developmental goals given under FLN, Health and Well-being, Effective Communication, and involved learning. This was planned to be achieved through a systematic approach. Similarly, in higher primary schools, the focus was on conducting experiential and experimental-based teaching-learning processes.



Implementation of the Innovation

- An Annual Academic Action Plan was prepared, in which a concept sheet was prepared for implementing the innovation.
- Meetings were organized with partner organizations to understand their areas of cooperation, and their cooperation in this campaign was sought.
- Block Academic Groups were formed and oriented on the concept, objectives, action plan and responsibilities of the campaign.
- It was planned to hold monthly academic ratification meetings at the Nyaya Panchayat Level to review the programme, provide academic suggestions to teachers and address challenges.

Impact of the Innovation

- Weekly Battery Test: The effect of this campaign was that in the last three years, 165 children from the development block were selected in the Chief Minister's Udyaman Khiladi Yojana. Along with this, such opportunities have also increased the confidence of the children.
- Experimental Science Teaching in teacher capacity building: With this innovation, instead of writing traditional text-based questions and answers, FLN's learning indices and class-wise learning outcomes have started to take centre stage in the teaching process of teachers. Every teacher records his/her teaching plan in a teacher diary, which is monitored by the Block Education Officer.
- A video compilation of activities done by teachers with children was shared in the teacher group. This helped in understanding different teaching processes for effectively doing activities.
- For continuous educational support, a strong mechanism was formed at the Nyaya Panchayat level, where review and support meetings are being organized every month. In these meetings, teachers demonstrat good teaching practices and review children's learning. In these meetings, the Block Education Officer directly communicates with each teacher of the block and provides suggestions according to their challenges.

IMPROVING FOUNDATIONAL LITERACY AND NUMERACY THROUGH MOTIVATION OF TEACHERS AND BRC, CRC MONITORING TEAMS

Shilpaben D. Patel
District Primary Education Officer
Surendranagar District, Gujarat

Area of the Innovation

- To enhance the foundational (basic) literacy and numeracy of government school students of Surendranagar district of Gujarat state of classes 3 to 8 (preparatory and middle level).

Summary of the Innovation

The Block Primary Education Officer (BPEO), Shilpaben D. Patel, observed that the Surendranagar district (having 856 primary government schools) was not performing well in attaining the foundational literacy and numeracy (FLN) of students. The officer decided to take action in this regard. The officer visited all the schools in the remote areas of the district, as well as in the schools that had a green star ranking in the beginning. Then the officer organized review meetings of all primary school principals of each Taluka. Through repeated visits and review meetings, it was decided that 'Samaydan (devoting time), before and after school and on the holidays' was the best solution to this problem.

Implementation of the Innovation

Many strategies like Samaydan, Review Baithak, Team monitoring, motivational seminars, and Chintan Shivir were implemented for the innovation. For Samaydan, 1400 teachers from the district agreed to donate their time. The officer also planned to review Baithak in their talukas. During the school principals' review meeting, detailed discussions were held, and an explanation was provided on school-related information using PowerPoint presentations. Following discussions and meetings with BRCs and other expert teachers from the district, question banks were prepared for the CET and the Gyan Sadhana competitive exam. The officer found that there is little awareness about the educational issues among the teachers of talukas of Surendranagar district.



They also did not receive proper guidance in this field. The officer considered this fact, and a Chintan Shivir was organized. In this shivir, teachers were made aware of many concepts, such as learning outcomes improvement, students' low attendance, Gunotsav grades, etc.


ાન તાલુકામાં એસઓઇ શાળાના
ાચાર્ય, શિક્ષકોની સમીક્ષા બેઠક યોજાઇ

ાન ભાસ્કર । થાનગઢ તાલુકામાં 30 SOE શાળાના આચાર્ય અને
ક્ષકોની સમીક્ષા બેઠક યોજાઈ હતી. જેમાં જિલ્લા પ્રાથમિક
ક્ષણાધિકારી શિલ્પાબેન પટેલ, સમગ્ર શિક્ષાના ડીપર્સ ટ્રેનર્સ અને
વોલિટી એજ્યુકેશનના ઓઆઈસી દિનેશભાઈ સોલંકીની
પસ્થિતિમાં યોજવામાં આવી હતી. જેમાં નિપુણ ભારત, FLN, પ્રજ્ઞા
ર્ગખંડ અને બાલવાટિકા, ગુણોત્સવના ગ્રેડ, તાલુકાના રિપોર્ટ
ાર્ડ્સ, SAT- PAT ના ડેટા આધારે શાળાની સમીક્ષા કરવામાં
ાવી હતી અને જરૂરી માર્ગદર્શન આપવામાં આવ્યું હતું. આ
ર્યક્રમને સફળ બનાવવા માટે બીઆરસી કોર્ડીનેટર પ્રિયંકકુમાર
ષ્ટી, ટીપીઓ સવજીભાઈ, સંઘના હોદ્દેદારો,તમામ સીઆરસી

Impact of the Innovation

- As a result of the time donated by teachers, students were now capable of comprehension of literature and their arithmetic abilities were also improved.
- District-level TLM (teaching-learning material) Exhibition, which was organized by the teachers of the Surendranagar district in collaboration with the district education office and DIET Surendranagar, was found fruitful for teachers as they were now aware of different innovative teaching-learning practices.



- Demonstrations of ideal lessons by BRC Co-ordinators made all other teachers aware of the lessons, and then children started to understand even difficult subjects easily.
- To improve the life skills of students, stories were told to students by expert storyteller teachers. In this era, when children's world has become limited to cell phones and TV channels due to the overuse of these gadgets, this programme helped in developing children's imagination and enthusiasm.

Core Team details

1. Dr C T Tundiya, Principal, DIET
2. Shri Dineshbhai B. Solanki, OICTT, QEM Branch, Samgra Shiksha
3. Shri Nareshkumar C Badreshiya, BRC Co-ordinator
4. Shri Priyankkumar Koshti, BRC Co-ordinator
5. Shri Chiragkumar B Lakhatariya, BRC Co-ordinator
6. Shri Ashokbhai H. Vaghela, BRC Co-ordinator
7. Shrti Pralashkumar D. Parmar - BRC Co-ordinator

NIPUN BAL MELA

Babita Singh
Block Education Officer
Swaar Block, Rampur District, Uttar Pradesh

Area of the Innovation

- To enhance the child's curiosity and to foster the child's creativity.
- Achieving the NIPUN goals.

Summary of the innovation

During Bal Mela, a variety of activities were conducted simultaneously, collectively referred to as Activity Ghar, to foster a sense of connection among the children. Each Ghar operates concurrently yet independently, much like the continuous functioning of different classes within a school. It was essential for all the children to listen, understand, and engage with one another.

Implementation of the Innovation

As soon as the date and place of Bal Mela were decided, all the children were informed about the complete details of the event, the specialities of the fair were discussed, and they were encouraged to participate. For this, a positive atmosphere was created by pasting attractive posters and conveying information to everyone. First, activities were selected for Bal Mela based on capacity, and the main responsibilities of the reference persons related to those activities were decided. The assistants of the reference persons were also selected, including children and volunteers with knowledge of the subject-related activities. Subsequently, the material was selected and collected as per the activities, and the reference persons also practised on the subject.

All or some of the following activities were conducted as per need, keeping in view the local conditions-

- Song/Poem- Read or recite poems from the textbook and library books in an elegant and action-oriented manner. Other popular regional children's songs were also included. In addition, the team tried to write poems with the children so that they could understand and connect with the songs and poems, and come to school humming the songs and poems with enthusiasm and energy.



- Kahani Ghar- Here, stories were heard and read with interest. For this, stories were selected from the textbook, library and other books and read emotionally. Other popular regional stories were included, and efforts were made to write short stories with the children to strengthen their understanding.



- Presenting mathematics in an interesting way and solving questions with examples. It focuses on using the available material to understand mathematics. For example, teaching rectangles and angles of line mathematics by folding paper.
- General Knowledge- Discussing general knowledge around the world, asking questions and making small groups of children, asking them questions, organizing competitions, etc.
- Painting- Painting is a favourite activity of all children, activites were planned to encourage them to paint at school. They are also taught simple and easy painting techniques.



- NIPUN Vidhyarthi Ghar- After assessing the children who have achieved the NIPUN targets, a badge of 'NIPUN Vidhyarthi' was given to them and their name was placed on the 'Wall of Fame.'
- Creative house- In this, making some useful models from waste materials or from leaves, wood, flowers, or plants available nearby, such as making toys or favourite things from clay.
- Dream House- In this, children get to discuss their thoughts, experiences, events or dreams. They were encouraged to talk about, "Why do I like this? What do I like about it? What do I want to do? Why do I want to do this? Why do I want to become this? What are my wishes? What do I want to achieve? What do I want to play, how and why?" Discussing these questions allowed children to express their views and opinions freely.

Impact of the Innovation

There has been an unprecedented increase in achieving the NIPUN goals

Core Team details

1. Adil Baig, ARP
2. Shri Sarvesh Kumar, ARP
3. Shri Sachin Kumar, Nodal Teacher
4. Shri Munish Kumar, SA

STRENGTHENING EDUCATION IN DISASTER-PRONE AND DIFFICULT AREAS

FROM CLASSROOM TO CANOPY: LEARNING TO SURVIVE IN THE SUNDERBANS

Sanghamitra Das
District Education Officer
South 24 Parganas District, West Bengal

Areas of Innovation

- Livelihood skills
- Sustainability and conservation of biodiversity
- Enhanced awareness about Scientific Farming

Summary of the Innovation

To explore opportunities for students to better understand the needs and moods of nature in environmentally sensitive areas like the Sundarbans, so that they can grow up with a strong, steady, and secure future, was a major driver for the officer. This involves implementing livelihood skills while promoting sustainability and conservation of biodiversity in the hotspot region. The target group comprised students from primary and high schools across 13 blocks in the Sundarbans. Initially, when the programs started, the students' indifferent attitude towards nature on many occasions indicated that they lacked awareness of it.

Implementation of the Innovation

The idea stemmed from two severe cyclonic storms—REMAL in May 2024 and DANA in October 2024. Both storms caused significant damage to infrastructure and agriculture, displacing many people from their homes. The cyclones highlighted the Sunderbans' vulnerability to climate change and emphasized the need for better disaster preparedness and management. Although human settlements and the natural environment were heavily impacted, mangrove forests acted as natural barriers, reducing wind damage and preventing shoreline erosion. Therefore, it was felt that increasing awareness among students in the Sunderbans area about the challenges posed by such disasters and how to survive and adapt to them would, in the long run, help the entire community survive and thrive.



As a result, Smt. Sanghmitra Das, District Education Officer of South 24 Parganas, West Bengal, along with the efforts of Circle Project Coordinators, supported by logistical and financial resources, as well as the district administration and its related departments, such as Block Development offices and the Forest Department, aimed to coordinate and utilize resources in a low-cost or no-cost way. The goal was to encourage students to apply their awareness and ideas in daily activities, fostering a pro-environmental lifestyle equipped with knowledge to reduce the adverse effects of natural disasters.

Impact of the Innovation

The innovation had a direct impact on students, who used to maintain a reluctant attitude towards nature, and made them more caring and concerned about it. They were found to be more confident, wise, and resourceful regarding these issues. Innovation has enabled schools to become hubs of programs, better equipped with data and raw materials than ever. Interactions between teachers and students on nature-related issues have become more frequent, and by organizing community outreach programs, it has been possible to consolidate development in the area. Students have started keeping records of the disaster-prone months of the year, which has enabled them to take precautionary measures for their families and neighbours. They understand the need to conserve their surrounding nature. They have become more aware of environmental degradation, including water contamination, loss of soil nutrients, increasing salinity, riverbank erosion, and plastic and chemical pollution. They have shown interest in nature study and in attending school regularly, thereby reducing the number of school dropouts in the area. Some students have been identified as having leadership qualities who, they believe, will become future pioneers.

Core Team details

1 Smt. Sanghamitra Das, DEO, SSM
2 Shri Ranjan Pachhal, ADEO, SSM
3 AmitDas, AI of Schools
4 Smt. Bina Mazumder, Pedagogy Coordinator, SSM

HANGING LIBRARY IN THE FRONTIER VILLAGES

Hanrenla K.
Coordinator EBRC
Pungro Block, Kiphire District, Nagaland

Area of the Innovation

- Inculcating reading habits among children in remote areas
- Improving the academic performance of children

Summary of the Innovation

Pungro Block lies in the eastern part of Kiphire district in Nagaland, which is one of the most remote and hardest to reach areas bordering Myanmar in the east.

The concept of the Hanging Library helps address the challenge of the lack of space and infrastructure, and improves the children's learning outcomes, attracting students to read and aid learning with colourfully illustrated books, easily accessible to students in a classroom setting and creates a library for children, without using as many resources. The children in these schools have no access to good-quality books other than their course books, and do not have the privilege to read for leisure, which has an adverse impact on their learning outcomes. Hanging libraries address these shortcomings.

The colorfully illustrated books attract students to read and aid learning and understanding, and also encourage them to write, draw and dream. The idea is to give children access to books which are not part of their curriculum. The unique feature of a hanging library is that it does not need any space or dedicated infrastructure and can be easily hung on walls. Each hanging library contains around 100 beautifully illustrated storybooks in English.





Implementation of the Innovation



By translating the concept of a library into tangible actions, the Hanging Library initiative is actively working to improve access to education and promote literacy in communities across the Pungro block. The Hanging Library initiative translates the concept of a library into action by also supporting the existing physical non-functional libraries to start functioning, helping curate collected books, and this innovation tracks the impact of the libraries on children's reading skills and overall learning outcomes, allowing for adjustments and improvements. The following strategies were applied for the innovation:

- Assessment of the school with a focus on user needs was conducted.
- A series of meetings was conducted for idea sharing between partners and schools.
- Communication with BFA Noida for books and materials.
- Training of teachers and
- Transportation logistics

Impact of the Innovation

Hanging Library- a collaborative initiative of EBRC with Piramal Foundation, Lihpikihna Foundation, Kiphire and Books For All, Noida and innovations impact over 700+ students enrolled in 11 government schools and 11 teachers being trained on Library management. (Name of the beneficiary schools: GPS Iponger, GMS Moya, GMS Khongjiri, GMS Pungro Town, GMS Pungro Village, GMS Penkim, GMS Zaonger, GPS Fakim, GPS Khonga, GMS Metonger.

IMPLEMENTATION OF DISASTER MANAGEMENT GUIDELINES ON SCHOOL SAFETY POLICY THROUGH CREATION OF SCHOOL SAFETY WALL

Trilochan Sahoo
Planning Coordinator
Jajpur District, Odisha

Area of the Innovation

- The main objective of this innovation was to create awareness among all students, teachers, and other stakeholders on different aspects of school safety activities at the school level.
- To make the students resilient for any type of safety, security, and disaster preparedness work during school and non-school hours and to create life skill education among the students as well as the teachers of the school.

Summary of the Innovation

It is a basic requirement to provide a safe and secure environment for students who come to school. In this regard, different guidelines and instructions have been issued by the authorities from time to time. However, despite all the mandatory guidelines, it was found that most schools have not followed the School Safety Policy. As a result, the students and teachers were not aware of the School Safety policy, and they faced many problems regarding the safety and security of the students. In this regard, two copies of the School Development Plan/School Safety Plan/School Disaster Management Plan were supplied to all Government Elementary, Secondary, Higher Secondary, Vocational Higher Secondary Schools, and Odisha Adarsh Vidyalayas of Jajpur district for the year 2023-24 to make the innovation a huge success.

Implementation of the Innovation

First, a comprehensive plan was developed to translate the innovation into action. Then, it was a matter of arranging resources such as technical equipment, human resources, financial resources, spatial resources, etc., to give the abstract innovation a concrete shape to achieve the aims and objectives. Accordingly, the work plan, demonstration and training, along with a mock drill, was conducted by the school for their students



to achieve the desired result. Detailed instructions and guidelines were supplied to all schools for the implementation of the innovation for the betterment of the students and to increase life skill education among the students as well as teachers.



Impact of the Innovation

- After the implementation of this innovation, most of the students have been oriented on the school safety aspect and mock drill activities, and different school safety activities have been demonstrated in Jajpur district.
- Many school safety awareness posters have been painted on a prominent wall of the school in order to enable teachers, students, parents, and the public to know about the school safety measures.
- The said innovation reached around 2573 schools, 219606 students, 8347 teachers and more than two lakh parents during the said academic year.
- Further, 2224 schools have constituted School Safety Committees at the school level and identified different hazard hunts and thrust & focal points of threat in their schools.
- 2224 schools have created School Safety Walls at their school to create a wide awareness of school safety measures for the students.
- The Performance Grading Index (PGI) and Sustainable Development Goal (SDG) No. 4 (Quality Education) in respect of Jajpur District have increased positively.



RELOCATION OF LANDSLIDE AFFECTED STUDENTS

Thinlay Namgyal Lepcha
Deputy Director
Passingdang Block, Gyalshing District, Sikkim

Areas of Innovation

- The objective of the innovation was to minimize the disturbances to the studies and also to give children a safe and conducive place to rehabilitate from the trauma caused by the calamity.
- After the shift, a counselling session by experts for both parents and students was organized.

Summary of the Innovation

The Government Naga Secondary School, North Sikkim, was completely damaged by the Glacier Lake Outburst Flood (GLOF) of 03.10.2024. The entire Toong Naga village was devastated, and school students had to be relocated elsewhere. The focus area of innovation was not to disturb students' studies despite the devastation. The initiative was implemented at Government Secondary School Singhik, where seventy-eight students (78) were relocated to a hostel facility and their classes were clubbed with the host school, except classes VIII, IX, and X.



Implementation of the Innovation

The GLOF on the night of 03.10.2023 caused major devastation along the Teesta River bank in Sikkim, especially in North Sikkim. The Toong Naga Gram Panchayat Unit, a village in North Sikkim, was completely devastated, half of the village area developed major cracks, and an entire stretch of the national highway was swept away along with many dwelling houses. The Government Naga Secondary School, which is situated



near the highway, also developed major cracks. However, the school was functioning despite minor disturbances. The incessant summer rain compounded the situation, and on the night of 12.06.2024, the area experienced heavy rain, which affected the entire village, and the remaining dwelling houses along the highway were swept away, and the school had to be abandoned. There was a dilemma of relocating the school as the villagers started abandoning the area and started shifting elsewhere. Ultimately, the desired result was achieved with the support of all stakeholders involved, and the students and teachers settled down well after a few anxious days at the new venue, which is a host school. With the support and cooperation of the host school, both teachers and students have bonded well, and the combined institution is functioning smoothly. Students from both schools actively participate in all school activities along with the faculty at different levels, both within and outside the school.



Core Team details

1. Shri David Gyamtso Lingdong, Chief Education Officer, Mangan District.
2. Shri Sonam Dorjee Bhutia, Head Master, Singhik Secondary School.
3. Smt. Passing Norzing Lachungpa, Cluster Resource Centre Co-ordinator, Manul Cluster.

PROMOTING EQUITY AND DIVERSITY IN EDUCATION

COMPREHENSIVE SUPPORT FRAMEWORK FOR CHILDREN WITH SPECIAL NEEDS UNDER SAMAGRA SHIKSHA KERALA

Sajan S. Nair
Block Project Coordinator
Kottayam East Block, Kottayam District, Kerala

Area of the Innovation

- Promoting equity and managing diversity in school education, including the education of children from socially and economically disadvantaged groups (SEDGs).

Summary of the Innovation

The new National Education Policy 2020 emphasized that financial support will be provided to schools or school complexes for the integration of CWSN (children with special needs), as well as for the establishment of resource centres for learners with severe or multiple disabilities. In this direction, the officer posted at Kottayam district found that parents and students of Kottayam had limited access to the autism center facilities due to a lack of awareness regarding the supportive programs provided by the BRC. The existing infrastructural facilities were inadequate to meet the needs of disabled students effectively. Moreover, parents of such children were not in a position to afford the services at private institutions, and the availability of basic supplies like diapers, particularly for bedridden children, was inconsistent. The innovation involved multiple integrated interventions to promote inclusive education for children with special needs.



The idea of innovation was formalized through collaboration with CSR partners to secure the necessary funding. To initiate this process, a newsletter was released that documented and highlighted the various inclusive education activities undertaken by Samagra Shiksha in Kerala. This publication effectively communicated the importance of enhancing infrastructure, such as identifying suitable locations at Block Resource Centres (BRCs) for the Autism parks. Simultaneously, efforts were made to mobilize essential human resources,

including special educators and therapists, and to plan and execute public awareness campaigns to ensure broad community engagement.

Implementation of the Innovation

The core components included:

- **Autism Park**

  Conceptualized and constructed through CSR funding, the park is equipped with sensory tools, therapeutic play areas, and learning aids for children with special needs.

- **Family Empowerment**

  Self-employment training programs and counselling sessions were conducted for parents to reduce stress and promote financial independence.

- **Diaper Bank**

  A welfare initiative aimed at distributing daily use diapers to bedridden and economically disadvantaged children. This program ensures hygiene, comfort, and dignity, made possible through the generous support of kind-hearted donors and community members.

- **Public Awareness**

  A short film (Parannuyaram), newsletter (Reflections), and magazine (Dhwani) were produced and disseminated to sensitize the community and mobilize support for inclusive education.

Impact of the Innovation

- Established a dedicated Autism park providing therapeutic support.
- Student participation increased from 34 students in April 2023 to 80 students in April 2025.
- Led to the functioning of two more autism parks in Kottayam district through CSR initiatives.
- Parents gained financial skills and emotional resilience through training and counselling.
- Daily provision of diapers improved the health and dignity of bedridden children.
- Increased community awareness and engagement through creative media.
- A replicable model for inclusive education and care, attracting further CSR interest.

Core Team details

1. CSR Partners
2. Special Educators, Specialist Teachers
3. Trainers and CRC Coordinators
4. Education Officers
5. Local Self-Government

FROM POLICY TO PRACTICE: A HOLISTIC MODEL FOR EXPERIENTIAL LEARNING

Harpreet Kaur
Deputy Director of Education
Tilak Nagar, Zone 17, Delhi

Areas of the Innovation

- Improving the sensory experience of CWSN students.
- Improve learning outcomes in core subjects.
- Promote inclusive, experiential, and values-based education and life skills.

Summary of the Innovation

This innovation is a convergence of three transformative strands.

1. NEP 2020 implementation through competency-based, interdisciplinary, and inclusive pedagogies. In this direction, Sensory Park is a thoughtfully designed outdoor space. The physical, cognitive, and emotional development of TLM Bank Creation is a significant step in implementing the core Principles of NEP 2020 to provide joyful, interactive, and inclusive opportunities to students.
2. Outcome-Based Education (OBE) using localized Learning Outcome Frameworks and digital tracking.
3. Community Participation via civic body engagement, community participation, RWA participants, and alumni engagement.

Implementation of the Innovation

1. Capacity-building Workshops: Subject-specific workshops were conducted to enhance the pedagogical effectiveness of teaching-learning materials (TLMs), with hands-on training and collaborative creation exercises for teachers.
2. Need-based Area Identification: Detailed academic mapping was undertaken to identify key learning



areas and curriculum components where TLM intervention was most needed, based on students' performance data and classroom feedback.



3. Faculty Collaboration and Ideation Meets: Regular faculty meetings fostered peer learning and cross-disciplinary exchange of innovative TLM strategies, ensuring inclusive and need-oriented material development.
4. Strategic Ground-Level Preparation: Systematic groundwork included resource mobilization, categorization of materials, workspace planning, and alignment with learning outcomes as per NEP 2020 guidelines.
5. Student Integration and Co-creation: Active involvement of students in the ideation, design, and testing of TLMs encouraged experiential learning, ownership, and creativity, making the process more learner-centric.

Impact of the Innovation

- Feeling of belongingness developed in CWSN Students
- Academic performance improved upto 77%
- FLN Literacy soared high: 42% - 71%
- Student attendance is approximately 70%
- PTM attendance increased significantly by 85%
- Helps in physical, cognitive and emotional developments

Core Team details

1. HOSs of 4 pilot government schools 2. Mentor Teacher 3. Civic Community members

PRAYAAS: STEPS TOWARDS A LITERATE FUTURE

Jatin Miglani
Block Primary Education Officer
Kharar-1 Block, S.A.S Nagar, Mohali District, Punjab

Areas of Innovation

- Taking education to the doorsteps of children in slums
- Flexible teaching model
- Community mobilization and inclusive education

Summary of the Innovation

This innovation is a response to deeply rooted societal gaps and inequalities that affect the children living in slums and those who are helpless and less fortunate. Shri Jatin Miglani, Block Primary Education Officer, Kharar-I, aimed to transform lives by offering quality education to underprivileged children -especially those who are needy.

While the vision behind Prayaas was noble and simple, to bring education to the doorsteps of underprivileged children, turning that vision into a functioning, sustainable initiative involved overcoming several real-world challenges at every stage, such as resistance from the community, irregular attendance of children, limited resources and infrastructure, shortage of volunteers, lack of formal recognition, and emotional challenges. However, it gradually transformed into a collective movement driven by like-minded individuals who shared the same vision. The strategy involved implementing innovation through targeted outreach through slum surveys and visits. The grassroots action included informal, open-air classes led by volunteers. Regular parent interactions and support encouraged children's participation and helped build continuity in the program. Resources were collected through a donation drive, with a strategic focus on a low-resource model.

Implementation of the Innovation



To ensure that children living in slum areas and underprivileged communities have access to basic education without any financial burden, there was an urgent need to develop a model that can be replicated in other locations, thereby encouraging global educational change. Other objectives were to reduce the learning divide between children from privileged backgrounds and those from economically weaker sections

by using education as a tool to empower children and help them build self-confidence, awareness, and a foundation for a better future. Therefore, Prayaas was implemented on September 16, 2018, in the targeted slum areas of Patiala and is currently covering the slum areas of S.A.S. Nagar (Mohali), Punjab. Educational Initiatives (EI) and NISHCHAY are the Implementing agencies. The motto of Prayaas is: Step towards a literate future. Volunteers, coordinators, teachers, and mobilizers played a crucial role in understanding the psychology of slum communities, encouraging participation, and assisting in the organization and execution of the sessions. Sessions were made interactive and fun, and volunteers regularly followed up with families to keep children engaged. For that community support, parental cooperation, and neighbourhood involvement were needed. Volunteers creatively utilized walls, mats, and handmade charts, while community members contributed by offering shaded spaces or donations. Teaching aids, including handmade tools, reused materials, and DIY resources, were utilized, supported by personal donations and informal crowdfunding. Resources were also mobilized with the help of parental support through frequent interactions and involving them in decision-making. Different NGOs were also contacted to provide financial aid.





Impact of the Innovation

Prayaas began as a small initiative focused on bringing basic education to underprivileged and slum dwelling children who had little or no access to formal learning. Since its inception, Prayaas has continuously evolved, expanding its outreach to more children. While it started as a pilot effort in one area, its consistency and positive impact have sustained its operation over time, proving its relevance and necessity. The objectives of Prayaas have not only been achieved at the grassroots level but have also exceeded expectations in some areas, especially in terms of community response and emotional engagement. As the impact became visible, more innovators, NGOs, and peers began to acknowledge the work, helping to spread credibility. Prayaas continued to grow due to the dedication of its volunteers, the support of the community, and its belief in its mission. The project stands today as a testament to how small efforts can create real and lasting change in the lives of those most in need. Prayaas has proven that small-scale, locally driven educational innovation can have a wide-reaching and lasting impact, not only on the children it serves but also on the ecosystem around them.

Core Team details

Teachers, Volunteers from different NGOs, Family Members, etc.

'PRAYAS @SUPER 30 GAJAPATI'

Mayadhar Sahu
District Education Officer
Gajapati District, Odisha

Area of the Innovation

- Mentoring underprivileged tribal students
- Improving class X board examination results

Summary of the Innovation

'PRAYAS' is an initiative to improve the quality of secondary education through Academic Enrichment Activities and free remediation, mentoring to underprivileged students preparing for class X Board examinations of the district. Under this initiative, systematic academic enrichment activities and methods are adopted in the teaching-learning process in line with NEP 2020 by the school teachers for students of class X. Various methods and experiential learning methods were practised, free remediation and mentorship was given top most priority to enhance the performance of Class X students in the aspirational district of Gajapati in all government and aided secondary schools of District. The objective of this innovation is to enhance the achievements of students in Board Examinations through focused mentoring, mock tests, and providing a better support system. It is a 07 month remediation programme from 1st July to the end of January 2025. The programme had three phases: i) Academic Enrichment Phase, ii) Continuous Remediation Phase, and iii) Felicitation Phase. It started from 1st July, 2024, and has been in operation in all 161 secondary schools in the district. This will benefit Class X students, who are mostly from the tribal community of one of the aspirational districts of the country, to enhance their performance in the upcoming board examinations.

Implementation of the Innovation

Head Masters of all government and aided Secondary Schools and Block Education Officers BEOs of Gajapati district of Odisha were the implementing agencies in this innovation. Different methods were employed to implement the innovation:

- School-level academic planning and review
- Intensive remediation and revision



- Diagnostic tests for students
- Students' mentoring for better learning outcomes
- Evening Classes for additional support
- Use of ICT in the classrooms
- Orientation to school heads, teachers and monitoring

Impact of the Innovation



There were no academic enrichment activities going on in the secondary schools of this tribal district for Class X students. The performance of Class X students was very poor in the board results. There was a need for such programmes for the underprivileged sections of the community. After the operations of these new initiatives, all schools have identified high achievers and low achievers of Class X. Academic enrichment activities have been adopted as per NEP 2020. All High School teachers are engaged in providing remediation in a structured and planned way to enhance the performance of Class X students in the district. They visited the community and the students' homes to supervise and discuss with parents how to support the child for the board examination.



Previously, there were no A1 Grades and very few A2 Grades in preceding years. After this programme, 15 students got an A1 Grade for the first time, and 635 students got an A2 Grade in the HSC examination 2025. The district topped the state in the AHSC examination results of 2025.

Core Team details

1. District Science Supervisor
2. All Block Education Officers of Gajapati District

SMART CLASSROOMS AND INCLUSIVE SUPPORT: A STEP TOWARDS EDUCATIONAL EQUITY

Esha Ghosh
District Education Officer
Murshidabad District, West Bengal

Areas of Innovation

- Smart Classrooms
- Pedagogical Innovation
- Educational Equity through Innovation
- Inclusive and Quality Education

Summary of the Innovation

The development of smart classrooms in the Murshidabad district was a strategic initiative to address a mix of educational needs, digital divides, and changing policy trends towards inclusive, high-quality education, especially in marginalized and remote communities. Aiming to convert conventional classrooms into technology-driven, interactive learning spaces, the project targeted higher secondary schools in all 26 blocks. The innovation was operationalized in phases. Infrastructure was upgraded with digital equipment, such as projectors, desktops, smart boards, and audio systems. For CWSN, specialized resource rooms were established with structured physiotherapy and psychotherapy services provided by visiting professionals. A baseline assessment of the students' performance was conducted. Schools were selected in phases, prioritizing those in underperforming and remote areas. Procurement was done via the GEM portal to ensure transparency. Training sessions were organized for the teachers. For resource rooms, therapists were engaged on a visiting basis, and individual development plans for CWSN were created. Progress was monitored through academic assessment and stakeholder feedback. As a result, smart classrooms have been implemented in 103 Higher Secondary schools across 26 blocks and seven municipalities. Each school has six digital classrooms, contributing to a total of 618 smart classrooms. This initiative has benefited over 2.77 lakh students. Two pilot resource rooms for CWSN students have been operational since March 2025.



Implementation of the Innovation



The idea originated as a response to the need for improved educational outcomes in Murshidabad, a district with distinct socio-cultural and geographical features. With a large number of first-generation learners and schools scattered across rural and remote areas, providing access to quality and inclusive education has been a primary developmental concern. To meet these requirements, the District Administration, led by the visionary initiative of the District Magistrate and in association with Samagra Shiksha Mission, initiated a multistage innovative classroom program towards the end of 2022. The resources required to implement the innovation included digital devices, educational content such as AR study materials and subject-wise audio-visual content, infrastructure renovation for digital compatibility and a reliable power supply, and human resources such as special educators, therapists (physiotherapists and psychologists), and technical trainers. The Education Department and the Samagra Shiksha Mission extended financial and logistical support. Teachers, block-level officials, and local communities contributed through participation, cooperation, and ownership. Parent involvement in resource rooms strengthens community support. Despite challenges, strong leadership, community involvement, and adaptive strategies enabled the successful implementation of the program, making Shiksha Setu, in a true sense, a bridge for marginalized learners to the advanced education system through smart classrooms and inclusive resource support.

Impact of the Innovation

The initiative to provide smart classrooms has led to visible improvements in student engagement, attendance, digital literacy, and academic outcomes. In therapeutic support resource rooms, CWSN attendance and parental satisfaction have increased, validating the model's effectiveness. Over 2.77 lakh students have benefited from digital classrooms. Improved academic outcomes and class participation have been observed. Enhanced teacher preparedness and pedagogical innovation. CWSN students are receiving regular therapeutic services for the first time within school settings. Increased parent and teacher satisfaction and reduced stigma were also observed. All activities were aligned with the learning objectives and monitored through periodic reviews. This model is highly replicable in other school contexts.

Core Team details

District Samagra Shiksha Mission Cell

INNOVATIVE INITIATIVES FOR PROMOTING EQUITY AND MANAGING DIVERSITY IN SCHOOL EDUCATION OF CHILDREN FROM SEDG GROUPS

M. Manoj Kumar
Block Project Coordinator
Nilambur Block, Malappuram District, Kerala

Areas of Innovation

- Ensuring 100% enrollment and continued education of disadvantaged children, especially tribal children, bridging the education gap and promoting social equity.
- Evolving a strategy considering the socio-economic and cultural background of the pupils with special reference to PVTGs.
- Attracting children to mainstream education by instilling confidence and self-esteem.

Summary of the Innovation

The Nilambur block in Malappuram District, Kerala, is noted for the large number of scheduled tribe students, students belonging to different tribes, including PVTGs like Cholanaika and Kattunaika communities. They live in natural habitats known as Alas (natural caves). They are reluctant to interact with the general public. Their school enrolment and continued education were seriously affected during and after COVID-19. The objective of this initiative was to facilitate the enrolment and continued education of these children, thereby providing them with a stable foundation for future growth and development. School enrolment and retention of students was ensured through the convergence of different agencies, including local self-government institutions. Samagra Shiksha Kerala, Tribal Department, Kerala Mahila Samakhya Society, Janmayathri Excise, Forest Department and teachers took a key role in the implementation of the programme.



Implementation of the Program

The operational area of the program consisted of the region comprising 9 Grama Panchayats and one Municipality in Nilambur sub-district of the Malappuram district, Kerala. This area has 98

public schools from the pre-primary to higher secondary levels. Kerala has achieved good results in primary educational challenges, namely, access to and retention in schools. However, due to geographical difficulties and socio-economic backwardness, the situation still prevails in the hilly areas of Nilambur Block Panchayatha in Malappuram, where some children are not enrolled in schools at the age of six or drop out before completing their studies. Following the onset of the COVID-19 pandemic, schools did not reopen in June 2020, and an online learning system was arranged under the leadership of the state government. Many children from the hilly regions did not have access to mobile phones, the Internet, television, computer systems, etc., and hence, were unable to access online learning. The Samagra Shiksha Kerala (SSK), Nilambur Block Resource Centre, surveyed children without access to online learning.

Impact of the innovation

Frequent and consistent interactions helped to earn the trust of the tribal community. Now, they are willing to hear from the education department and send their children to schools and hostels. The SEVAS Panchayath was highly successful, with a 100% enrollment rate, and brought students into the formal education system. Success stories of students from tribal settlements in the interior forest have begun to inspire their friends and relatives. Above all, students and their communities are becoming aware of the benefits and need for education.

PROVIDING QUALITY SPECIAL EDUCATIONAL SERVICES TO CHILDREN WITH DISABILITIES

Gurpreet Singh
Block Primary Education Officer
Samana 3 Block, Patiala District, Punjab

Area of the Innovation

- E-content development for CWSN children

Summary of the Innovation

The National Education Policy (NEP 2020) has emphasized the use of technology in the teaching-learning process to improve the quality of teaching. In this direction, an initiative was taken by the Block Primary Education Officer, Gurpreet Singh, to develop e-content for primary school children. This initiative was implemented in the year 2019-20 and continued till 2024-25. The main objective of this innovation was to make learning more interactive and interesting through audio-visual aids. This could improve the listening, speaking and communication skills of students at an early stage. The major objective of this innovation was to bring about the overall development of students and improve their confidence level. The innovation was found beneficial for the CWSN (children with special needs) students. With the help of e-content, students can now understand the concept deeply, comprehend the text easily, and solve the exercise with more accuracy without the help of teachers.

Implementation of the Innovation

To provide quality special educational services to children with special needs in all 183 schools of the three educational blocks of the district Patiala (Punjab), the Block Primary Education Officer, Gurpreet Singh, took the initiative to develop e-content for primary school children. After obtaining consent from the Secretary of School Education (Punjab), the entire plan was discussed with the District Education Officer (Patiala). A series of meetings, workshops, and seminars were conducted at schools, clusters, and block levels, ensuring the maximum participation of teachers, school in-charges, cluster in-charges, District Smart School Coordinator, parents, panchayats, and society at large.



A block-level committee was formed to convince the Sarpanch and members of the panchayat to improve infrastructural facilities in government schools, which are generally considered poor in terms of infrastructure and technology.

Impact of the Innovation

After this additional integration of technology in the form of audio and videos with the traditional forms of teaching-learning, the listening and speaking skills of students considerably improved. Children found the same lesson to be more interesting. Students and teachers were constructively engaged with multimedia. The learning capacity of the students was found to increase as they took an interest in the studies and learned basic concepts with great zeal. They can now comprehend the text and solve problems easily without the help of teachers. This boosted their confidence. Students from these blocks also performed better in exams and other activities.

Core Team details

1. Mrs Charanjit Kaur, IERT Teacher
2. Mrs Sonia Rani, IERT Teacher
3. Shri Sushil Sharma, Assistant Nodal Officer

CREATING A SUPPORTING ENVIRONMENT FOR CWSN STUDENTS

P. Saravanan
Block Resource Coordinator
Puducherry

Areas of Innovation

- Foster a sense of belongingness for children with special needs.
- Enhance social interactions and reduce stigma.
- Encourage collaborative learning and problem-solving skills.
- Provide exposure to diverse perspectives, enriching the learning experience.

Summary of the innovation

A supportive environment for CWSN in classrooms involves a holistic approach that includes physical, emotional, and instructional accommodations to ensure an inclusive learning experience. An inclusive classroom is a transformative educational setting in which children with special needs learn alongside their peers in an environment that values diversity and fosters equity. This emphasizes the importance of addressing the unique learning requirements of each child, ensuring equal growth opportunities, and building a supportive community. The reason for this innovation was to create more opportunities for the CWSN children. Hence, some methods were adopted to enhance the insights of these children.

Implementation of the Innovation

The process involved identifying specific gaps or challenges in the existing system, such as issues faced by students, teachers, or the community. After identification, it was implemented by the Samagra Shiksha. The steps taken to shape the innovation were as follows:

- Conducting need assessments or surveys to identify the gaps in the existing system, such as the challenges faced by students, teachers, or the community.



- Defining clear objectives for the innovation and focusing on achievable and measurable outcomes. Creating a detailed action plan, including timelines, resources required, roles, and responsibilities.
- Training teachers, staff, or volunteers to successfully implement innovation; Establishing a system to track progress, gather feedback, and measure impact.
- Engaging stakeholders at all levels—teachers, administrators, parents, and the community—to ensure active participation.

Impact of the Innovation

I. Enhanced Learning Outcomes:

- Training teachers on differentiated instruction and assistive technologies improved the learning experiences of children with special needs, reflected in better academic performance.
- IEPs ensured that students received personalized attention, boosting their confidence and engagement in class.

II. Social Integration:

- Peer support programs fostered meaningful interactions between students, promoting inclusivity and reducing social isolation for children with special needs.
- Increased empathy and leadership skills among non-disabled peers were observed, creating a more compassionate school environment.

III. Increased Accessibility:

- Physical modifications like ramps and adaptive furniture allowed students with physical disabilities to access classrooms and participate more freely.
- Assistive technology enabled children to actively engage with the curriculum and complete tasks independently.

IV. Behavioural Improvements:

- Positive behaviour support strategies helped address behavioural challenges, creating a calmer and more focused learning environment for all students.





V. Collaboration and Support:

- A collaborative approach involving teachers, parents, and specialists ensured holistic support for students and encouraged stronger relationships between families and schools.

Core Team details

1. Samagra Shiksha
2. Inspecting Officers
3. Headmasters
4. Teachers
5. Parents
6. SMC Members

MISSION JAGRITI

Arindam Dutta
Sub Inspector of Schools &Circle Project Coordinator
Suti 1 Block, Murshidabad District, West Bengal

Area of the Innovation

- Empowering Dropout Children of Beedi Worker Communities

Summary of the Innovation

Dropping out from schools is a major problem for economically disadvantaged students in the Murshidabad dristrict. Ground realities from six Gram Panchayat (GP) level cluster resource centres (CRCs) under the Suti-1 Block were: low trust of guardians in government schools. Most of the students are first-generation learners belonging to uneducated families, and for financial family support, children are forced to convert to Beedi Workers. The officer, Arindam Dutta, noticed that a large number of children in the Murshidabad government schools were dropping out of school due to financial pressures and the need to contribute to the family income by engaging in the beedi rolling business. The officer decided to improve the situation of dropouts. He decided to enlighten the community, students, and teachers under the Suti-1 Circle so that students may go back to their primary schools. The course of action began with a few surveys by the officer, teachers, and Shiksha-Bandhus. These surveys helped to gain information about absentee students, the dropout rate, and the reasons for the lack of faith in primary schools. Many strategies, such as student tracking systems by para teachers every week, digitalization of classrooms, student-centred teaching-learning methods, and best-attending student felicitation, were introduced in the Suti-1 circle from the 2018 academic year until now.



Implementation of the Innovation

In an endeavour to achieve the objectives, Mission JAGRITI has undertaken the following activities:

- Community Engagement and Awareness Campaign
- Assurance of Burden-Free Education and Felicitation Programs

- Tracking and Monitoring System
- Schools for Special Children
- Engaging Learning Environment
- Free Aadhar Card Facility
- Incentives for Attendance
- School-Community Programs
- Awareness Campaigns on Child Labour Laws
- Partnerships with NGOs and Local Organizations
- School Advertisement
- Girl Empowerment


'সিনেমায় পড়া', উপস্থিতি বৃদ্ধি প্রাথমিকে


আনন্দবাজার পত্রিক
আধার কার্ড তৈরিতে উদ্যোগী বিদ্যালয়

Impact of the Innovation

Student attendance increased after implementing the project. About 80% of students of Beedi Worker communities were attending the government primary schools under the Suti-1 circle. After the implementation of these innovative strategies, confidence grew in this community to send their children to our primary schools.

Core Team details

1. Shri Bidhan Chandra Das, Shiksha Bandhu
2. ShriSumanta Ghosh, Shiksha Bandhu
3. Shri Saptam Kumar Das, Shiksha Bandhu

AAGE B.A., PORE BIYE (FIRST EDUCATION, THEN MARRIAGE): A STEPPING STONE TOWARDS WOMEN EMPOWERMENT FOR THE DISADVANTAGED GROUPS OF INDUSTRIAL WORKERS

Reeta Pathik Ghosh

Sub-Inspector of Schools & Circle Project Coordinator

Durgapur Circle, Paschim Bardhaman District, West Bengal

Area of the Innovation

- Awareness regarding the education of a girl child
- Promoting education among the socially and economically disadvantaged industrial workers and labourers in the Durgapur industrial area

Summary of the Innovation

Aage B.A., Pore Biye was a project undertaken at the micro-level to combat early and child marriage and promote education among socially and economically disadvantaged families of industrial workers in Durgapur, West Bengal. Focusing on girls aged 14-19 from three high schools under the Durgapur CLRC, the project was initiated to address challenges such as poverty, lack of parental awareness, and harmful societal influences, and focused on women's empowerment. In this industrial area of Durgapur, most men and women earned their bread as daily wage earners in the nearby industry. They considered their girl children to be a 'burden' and wanted either to get them married early or work as labourers with them in the nearby industry. As these students were first-generation learners, their parents were least bothered about their children's education. In 2021, according to unofficial sources, 10-12 child marriages took place in these three schools. The post-COVID scenario posed the biggest challenge to restoring education to its form and glory. The call to return to the classroom with its lost glory provided the main impetus for this innovation.



Implementation of the Innovation

The issue of early marriage or child marriage took a greater shape in the post-COVID period. Classroom attendance was dropping. Dropouts were rising. Industrial migration seemed to be the apparent cause of these incidents. Many campaigns, awareness sessions, and even workshops were conducted to reduce it. The project employed various innovative methods to identify and address issues of school dropouts and early marriage in disadvantaged communities, such as:

1. Identification of Informers
2. "Monerkatha Box"
3. Awareness Sessions
4. Beat the Hunger

Impact of the Innovation

The project has shown a promising impact so far, with a 2.4% increase in enrolment and a 79% reduction in dropout rates. Cases of child marriage or early marriage have decreased significantly, as per collective data sources. Even enrolment in schools was improved.





ADMISSION OF CHILDREN OF BRICK-KILN LABOURERS IN THE NEAREST PRIMARY SCHOOLS

Gourab Chakraborty
Sub-inspector of schools
Balagarh Block, Hooghly District, West Bengal

Area of the Innovation

- Bringing back the children of Brick-Kiln labourers to schools
- Addressing malnutrition among tribal children

Summary of the Innovation

At the time of the local-level school inspection, the officer observed that there were some brick kilns in the Balagarh block, and most of the labourers came and worked there from other states, especially from Jharkhand, and they belonged to the tribal communities. They were also not accustomed to the Hindi language.

Therefore, it was challenging to provide education to such children. The innovation aimed to bring back the children of Brick Kiln labourers to schools and tackle malnutrition among them. Finally, with the help of local resource persons, they are now receiving education and all types of facilities of government projects.

Implementation of the Innovation

The initiative was taken with the help of the local administration and resource persons. After the admission of these children to schools, schemes of the Department of Education helped them to continue their studies. In this direction, the officer and his team completed the following tasks:



- Visited the Brick Kiln and recognized the target group
- Contacted the Brick Kiln owners and the labourers (Guardians of those children)
- Made them aware of the education of children with the help of the local resource persons.

- Told them about the concept of Primary Education with the help of 'Bhupati Mazumdar Pathshala'
- After giving a basic education, they were admitted to the nearest government primary schools
- Then, basic education at the school level was continued with the close observation of teachers.



Impact of the Innovation

- Children escaped from the grip of malnutrition with the help of regular mid-day meals provided to them.
- The children now come to school regularly.
- They also take part in school and circle-level annual sports.
- The most important thing is that the families who went back to their state during the rainy season, now especially return for their children's education.



WE SUGGEST, WE TELL- YOU ADOPT

Manoj Kumar
Block Education Officer
Suryapura Block, Rohtas District, Bihar

Areas of Innovation

- Ensuring the punctuality and regularity of students
- Inculcating hygienic habits among the students

Summary of the Innovation

During the inspection of primary school Suryapura, one thing that always bothered the Block Education Officer, Shri Manoj Kumar, was that students of classes 1-5 lacked proper hygiene habits and used to come to school without their books. Parents were also unwilling to send their children to school. Children who used to come to school were taken away after the mid-day meal. The officer wanted to ensure punctuality and inculcate healthy and hygienic habits among the children.

Implementation of the Innovation

The objective of the universalization of education is to include all the deprived groups in the mainstream of education. The idea of innovation came when the children of the said school were found to be deprived of education. In addition, the school premises, nearby houses, and roads were dirty and unhygienic. The officer conducted awareness campaigns for the parents and community members regarding the value of education and the importance of cleanliness and hygiene. At regular intervals, the changes were reviewed, the strategy was adjusted, and the project moved forward successfully. Daily school observation by the officer, orientation of students and parents, and academic support to teachers in teaching learning activity proved as a catalyst in bringing positive changes in the schools and among the children.



Impact of the Innovation

Children now come regularly in uniforms along with their textbooks. Parents also make efforts to send their children to school. Children actively participate in all school activities throughout the school year. Parents have started to understand the importance of education and actively take part in school activities.



Core team details

1. Teachers group
2. BPMU members
3. Students of the school
4. Block Education Officer

IMPROVED GOVERNANCE THROUGH COMMUNITY PARTICIPATION

ŚIKṢĀṢṬAKAM (EIGHT-FOLD MODE OF EDUCATION AND EDUCATIONAL MANAGEMENT)

Paushali Chakrabarti
District Education Officer
Purba Bardhaman District, West Bengal

Areas of Innovation

- Community engagement in school monitoring
- Intensive Inspection with structured formats

Summary of the Innovation

The main objective of the innovation was to ensure early identification and reintegration of out-of-school and long-absentee children through community-based interventions, especially in pockets of socio-economically weaker sections. Therefore, Dr Paushali Chakrabarti, District Education Officer, implemented Śikṣāṣṭakam through intensive monitoring across various levels of the District Administration, with supportive interventions in schools, using the 8-pillar frameworks and eight modes of education. The innovation was initiated in early 2023 and has continued successfully through 2025, with scope for further scale-up. The innovation is implemented across all government and government-aided primary and upper primary schools of Purba Bardhaman district, covering 23 blocks and municipalities.

Implementation of the Innovation

The idea originated from the observation of a high rate of prolonged absenteeism in post-COVID schooling. There was low student participation and minimal community involvement. Furthermore, the number of school inspections per month wasn't up to the mark. Therefore, the order was issued by the District Magistrate and Collector, Purba Bardhaman and a format for inspection was also circulated to ensure uniformity and objectivity. A meeting of the block-level/sub-divisional-level & District-level educational monitoring committee was held. Intensive inspection & monitoring of EWS for tracking long-absentee students were started. At the district-level meeting, a threadbare discussion of the inspection observations was held, and actions were



পূর্ব বর্ধমানে ৫৪টি স্মার্ট ক্লাসরুম

এআই-এর ব্যবহার নিয়ে পাঠদান

নিজস্ব প্রতিনিধি, বর্ধমান: ব্ল্যাকবোর্ডের দিন শেষ। এবার প্রতিটি ক্লাসরুম হবে স্মার্ট। শিক্ষক-শিক্ষিকারাও এআই প্রযুক্তি ব্যবহারে প্রশিক্ষিত হবেন। প্রশাসনের উদ্দেশ্য, অত্যাধুনিক পদ্ধতিতে পড়াশোনার মান উন্নত করা। পূর্ব বর্ধমানে ইতিমধ্যে ৫৪টি ক্লাসরুম স্মার্ট তৈরি হয়েছে। বাকি স্কুলগুলিতেও এই কাজ করা হবে। পূর্ব বর্ধমানের জেলাশাসক আয়েশা রানি এ বলেন, ধাপে ধাপে এই কাজ চলছে।

প্রশাসন সূত্রে জানা গিয়েছে, নতুন পদ্ধতিতে শিক্ষা দিতে যাতে শিক্ষক-শিক্ষিকাদের কোনও অসুবিধা না হয় তারজন্য প্রশিক্ষণ দেওয়া হচ্ছে। বড় স্ক্রিনের মাধ্যমে তাঁরা পড়ুয়াদের সামনে বিষয়বস্তু তুলে ধরবেন। মহকুমা শাসক তীর্থঙ্কর বিশ্বাস বলেন, বর্ধমান শহরের কয়েকটি স্কুলে স্মার্ট ক্লাসরুম তৈরি হয়েছে। আরও কয়েকটি স্কুলে কয়েক দিনের মধ্যেই এই স্কুলগুলিতে বাউন্ডারি দেওয়ার সিদ্ধান্ত হয়েছে। পূর্ব বর্ধমান জেলা পরিষদের শিক্ষাদপ্তরের কর্মাধ্যক্ষ শান্তনু কোনার বলেন, ৫০টির বেশি স্কুলে বাউন্ডারি দেওয়ার সিদ্ধান্ত হয়েছে। বেহাল পরিকাঠামো থাকা স্কুলগুলির তালিকা তৈরি করা হয়েছে। ওই স্কুলগুলিতে অতিরিক্ত ক্লাসরুম এবং রান্নাঘর তৈরির সিদ্ধান্ত নেওয়া হয়েছে। শিক্ষাদপ্তর সূত্রে আরও জানা গিয়েছে, শুধু ক্লাসরুম স্মার্ট নয়, স্কুলের চারদিকও ঝাঁ চকচকে করার সিদ্ধান্ত হয়েছে। গ্রীষ্মের ছুটিতে স্কুল খোলার আগে প্রতিটি স্কুল পরিষ্কার করার নির্দেশ নেওয়া হয়েছিল। এছাড়া স্কুলের চারদিক সবুজ করার সিদ্ধান্ত নেওয়া হয়েছে। তারজন্য পড়ুয়াদের গাছ রোপণ করার পরামর্শ দেওয়া হয়েছে। প্রতিটি স্কুলেই 'অপারেশন গ্রিন' শুরু হয়েছে। পাশাপাশি শিক্ষার মান উন্নয়নেও জোর দেওয়া

recommended. An early warning system to track long-absent students was activated, and teachers conducted house visits. Para-teachers, other officials from the block educational administration, and BDOs were intensively trained to integrate OOSC into the school system. Circle-level inspectors, District-level inspectors, and all levels of officers & officials of the district administration participated in monitoring and inspection. Simultaneously, regular triggering and community awareness were being done against dropout, early marriage, and child trafficking.

Impact of the Innovation

Śikṣāṣṭakam is a structured, district-wide initiative launched to tackle systemic issues in elementary education post-pandemic. This innovation was implemented across 4496+ schools to 7.8+ lakh students. Dropout and absenteeism reduced sharply. Joyful and active classrooms have been established. Inspection and feedback systems are institutionalised. This innovation has increased school attendance and retention. Teachers are adopting creative and inclusive methods. Schools are now viewed as community knowledge centres. The monitoring mechanism had a significant impact because it involved participation at all levels of administration, including local bodies and the community, and its observations were reflected in the public domain, thereby ensuring transparency and enabling introspection into their respective performances. The standard of teaching has improved considerably, and students and guardians have now reinstated their faith in public schooling, which is bound to improve further.

Core Team details

1 District Magistrate, Purba Bardhaman
2 Additional District Magistrate (Education), Purba Bardhaman
3 DEO & SSM Team
4 District Inspector of Schools (Primary & Secondary)
5 Block Development Officers
6 Sub-inspectors of the School
7 Leading teachers, SMC Members and local community representatives.


শিশুমন জয়ে ব্যতিক্রমী উদ্যোগ

প্রতিদিন

শুধু ঘর নয়, স্কুলেও মায়েরা যখন শিক্ষিকা

অভিষেক চৌধুরি



PLASTIC FREE SCHOOLS
(NO '+' BUT '–' STIC IN SCHOOL CAMPUS)

Sudhanshu Shekhar Chakraborty
Sub Inspector of Schools & Circle Project Co-ordinator
Paschim Bardhaman District, West Bengal

Area of the Innovation

- Making schools eco-friendly and plastic-free

Summary of the Innovation

It was observed by the officer that low-value plastics are a threatening problem to our society, which not only increases pollution but also escalates the spread of various diseases. The abandoned use of low-value plastics, such as packets of biscuits, carry bags, packets of chips, etc. and one-time usable water bottles causes waterlogging and soil contamination. Sometimes the use of such plastics as a source of fire for cooking causes ill health in vulnerable people. Therefore, the objective of the team was to stop spreading such low-value plastics. Since school is a miniature of society, it was the team's objective to sensitize students first to make the school campus plastic-free. This will, in turn, affect the mindset of villagers, and gradually, it will be possible to provide a plastic-free, healthy life in the locality.

Implementation of the Innovation

It was decided that students would collect low-value plastics available in society, in school premises and household environments in unusable plastic bottles and hand them over to the school authority. After a substantial collection of filled-in plastic bottles, the school authority deposits it to the local panchayat/block administration. Block administration will collect it and send it to the concerned department for reuse purposes. In this way, the school as well as the villages were gradually becoming plastic-free.



Impact of the Innovation

Before the implementation of the innovation, there was a huge amount of low-value plastics in the society of the Purulia district, which was thrown on the roads, grounds and drains. A huge amount of waterlogged drains were observed in the villages. Germination of mosquitoes from such water-logged bodies was causing Dengue, Malaria, etc. After the implementation of such innovations, the officer and his team were able to make 50% of the government schools in Purulia plastic and pollution-free. The work is still going on. The officer and his team expect that by the end of this year, they will be able to remove all plastics from the school premises and a substantial amount from the village.





EFFECTIVE AND INNOVATIVE MONITORING MECHANISMS OF THE SCHOOLS

Sunita Chahal
Block Education Officer
Israna Block, Panipat District, Haryana

Areas of Innovation

- To improve the academic as well as non-academic performance of the block
- Robust inspection and supervision system

Summary of the Innovation

Upon reviewing the performance of the school and its teachers, the Block Education Officer of Israna Block observed that there was no structured inspection plan, which led to underperformance of the schools in both academic and non-academic tasks. To improve the above shortcomings, the idea of a robust inspection system was conceived with a dedicated team that consisted of BRP principals and subject experts.

Implementation of the Innovation

This innovation is a well-planned and structured initiative, implemented in three stages:

a) Frequent visits to schools in the block, focusing on observing the academic and non-academic challenges and best practices.

b) Frequent meetings with the school heads were organized to motivate the school teachers to overcome academic and non-academic challenges.

c) Structured Inspections of the school were done to motivate, monitor and assess the status of quality education.

For the innovation, a structured format of inspection and a well-qualified professional team with knowledge of academia was required. The resources like manpower, material and money were utilized as per the requirements of the innovation.



छात्राओं ने बिखेरी सांस्कृतिक छटा

संवाद न्यूज एजेंसी

इसराना। राजकीय कन्या वरिष्ठ माध्यमिक स्कूल में शुक्रवार को खंड स्तरीय कलास्पर्धा पेम्ट-2024 का आयोजन किया गया। इस अवसर पर जिला शिक्षा अधिकारी सतेंदर खुर्द ने मुख्य अतिथि के रूप में शिरकत की। कार्यक्रम की अध्यक्षता खंड शिक्षा अधिकारी डॉ सुदेश कादियान ने की। इस अवसर पर छात्राओं ने सांस्कृतिक कार्यक्रमों से अपनी प्रतिभा का जलवा बिखेरा।

इस अवसर पर डीईओ सतेंदर खुर्द ने कहा कि विद्यार्थी की लाख से छात्रों में शिक्षण के अलावा सांस्कृतिक प्रतिभा को निखारने के लिए समय-समय पर इस प्रकार की प्रतियोगिताओं का आयोजन किया जाता

इसराना में खंड स्तरीय कलास्पर्धा पेम्ट में प्रस्तुति देतीं छात्राएं। संवाद

विद्यालय इसराना प्रथम व राजकीय वरिष्ठ माध्यमिक विद्यालय नीलम द्वितीय स्थान पर रहा। फॉक डांस स्पर्धा में राजकीय वरिष्ठ माध्यमिक विद्यालय नैलम प्रथम व राजकीय वरिष्ठ माध्यमिक विद्यालय इसराना द्वितीय, सगमी स्पर्धा में राजकीय वर्ग के स्पर्धा ग्रुप में पेंसिल की स्कूल डांस में पेंसिल की स्कूल डांस प्रथम व राजकीय वरिष्ठ माध्यमिक विद्यालय बुढ़ाखेड़ा द्वितीय, म्यूजिक स्पर्धा वोकल में पेंसिल की स्कूल डांस प्रथम व राजकीय वरिष्ठ माध्यमिक विद्यालय इसराना द्वितीय रहा।

Impact of the Innovation

The desired objectives of the programme were achieved. The Israna Block performed well in PPP status tagging and holds 1st position in the state. The block also held the 1st position in the TGT-TLC Training Competition. Furthermore, the Aao School Chalein Initiative in the state declared Block Israna as the 2nd best block. The initiative allowed the block to implement various state initiatives to improve access and impart quality education at large, and also drive the non-academic work system of the school, as well as the offices. The innovation is sustainable, replicable, and continuous because it is well-structured and planned.





Core Team details

1. Dr Sushil Kumar, BRP
2. Shri Vijay Kumar, BRP
3. Shri Parveen, TGT Sci.
4. Shri Sonu Ram, PGT
5. Dr Ravinder Kumar, PGT
6. Shri Aadesh Kumar, SIM

MOBILISING SCHOOL COMMUNITY FUNDS FOR BETTER SCHOOL MANAGEMENT

Jayshree Eknathrao Chavhan
District Education Officer
Chatrapati Sambhajinagar District, Maharashtra

Area of the Innovation

- Raising school community funds for better school management and school facility improvement.
- Resource mobilisation and partnership with NGOs (non-government organisations, etc.).

Summary of the Innovation

The District Education Officer, Jayshree Eknathrao Chavhan of Chatrapati Sambhajinagar, Maharashtra, found that the physical condition of most of the schools run by the Zilla Panchayat of Chatrapati Sambhajinagar district of Maharashtra was very poor. Most schools in the district panchayat were in a very dilapidated state. It was important to address these quality issues. The objective of this project was that the maximum number of alumni should remain connected with their schools, and they should develop their schools by paying 'gurudakshina' to the school and the teacher. Furthermore, to establish connect with the schools, parents sports festival was organized. Earlier, due to the lack of attachment to the schools, the parents were unaware of the activities and progress of the students. This resulted in a lack of interest in the students in their studies. Due to the sports event, parents became connected to the school. This was the first such incident in the district.



कन्नड येथे जिल्हा परिषद शाळेत पालकांसाठी क्रीडा

Implementation of the Innovation

The objectives of the innovation are as follows:

- To bring parents to schools to let them know about their ward's success.
- To increase the attachment of students towards schools.

- To foster a sense of attachment and blonging among former students towards their schools.
- To increase infrastructural facilities in schools through the Swadesh initiative.

First of all, Honourable Minister Shri Vikas Meena ji inspired the officer and her team with the innovation. In his speech, Mr Meena appealed to all the top officials, businessmen and citizens who studied in the district council schools and appealed to more and more students to come forward and help the schools.



- The initiative named 'Swadesh' was started with great success. A meeting of parents was held in schools. Parents were informed about the innovation.
- The sports competition was conducted for parents by the head of the centres, principals and teachers at the school level, team level and centre level. The competitions were held at the taluka level, and later on, the final sports competition was held at the district level.
- Due to the improvement in the relationship between parents and teachers because of parents' sports competition, their attachment towards the school increased.
- All the former students were brought together under one roof. All the district panchayat headmasters did the work of finding the students who studied in their respective schools.
- A WhatsApp group was created for all former students to bring them under one roof.
- A former students' fair was organised at the district level.

Impact of the Innovation

- Parents' attachment to schools increased. Due to this, they started taking interest in their children's studies. The school facilities improved due to the cooperation received from the students.
- Parents took part in the Zilla Parishad School sports competition in Kannada taluka. It was done in the presence of members and dignitaries. In this way, parents got connected with the school.

RESOURCE MOBILISATION FOR IMPROVING SCHOOL FACILITIES

Maheshkumar R. Pandey
District Project Co-ordinator & District Primary Education Officer
Vadodara District, Gujarat

Area of the Innovation

- To improve the infrastructure in all the Government Primary Schools of Vadodara district of Gujarat.

Summary of the Innovation

After visiting many primary schools in Vadodara and suggestions received in executive meetings of the District Education Committee, it was found that there was lack of classrooms, libraries, laboratories, sports equipment, and sanitation facilities in primary schools of Vadodara district. After finding these issues, brainstorming was done regarding how other collaborative organizations can effectively help in generating resources. A list of organizations that could help in the education sector was prepared, their contacts were noted, and meetings were held with them. The officer and his team were welcomed by leaders of the society, individuals, citizens and NGOs. The innovation got help from LINDE, L & T, SWADESH, ARCH Foundation, etc.

Implementation of the Innovation

To implement the innovation, a prioritized list of the needs of various schools was made. After those meetings, discussions, verifications, and proposal-making were done. Then, aid agencies were called upon to provide the required resources. The positive attitude of aid agencies led to the acquisition of the required resources, such as infrastructural facilities in schools where needed, and computer labs where required. Special guidance was provided by the Sports Coach where guidance and training



were needed, thereby raising the necessary resources.





Impact of the Innovation

- The infrastructure of the government schools of Vadodara has now improved.
- A total of 69 schools in 8 blocks (Dabhoi, Desar, Karjan, Padra, Savli, Shinor, Vadodara, Waghodiya) became updated with many facilities with the help of NGOs/CSR.
- There was an increase in the enrolment of private school students in the government schools.
- There was an increase in the number of government school students of Vadodara taking part in competitive examinations.

Core Team details

1. Mrs Induben Chavda, Education Inspector, Gujarat Board Exam
2. Mrs Charushilaben Makwana, Education Inspector, Vocational Guidance
3. Sr. Bhaumik Patel, Principal, Class II, Video Series for Board Exam Preparation
4. Dr Snehal Vaidya, Principal, Class II, Shrimad Bhagvad Gita Project
5. Mrs Bindu Aghera, Assistant Education Inspector, Total Coordination

A BETTER FORM OF GOVERNMENT EDUCATION SYSTEM IN THE SOCIETY

Kamleshwari Mehta
Block Education Officer
Garur Block, Bageshwar District, Uttarakhand

Area of the Innovation

- Ensuring basic facilities in all government schools of the development block
- Beautification of schools

Summary of the innovation

For the improvement of physical resources, an on-site inspection was conducted of the physical resources in schools of the development block. Thereafter, a discussion was held with the schools on their status and requirements, setting priorities, and proposals were sought from the schools and proposed for various schemes such as the District Plan, District Trust, Disaster Fund, State Sector, and Samagra Shiksha. To improve educational quality, for the first time, after assessment in the year 2022-23, an agreement was made to provide support from the Azim Premji Foundation in English and Hindi and from the India Education Collective (NGO) in Mathematics. Resource Groups were formed with the help of teachers.

Implementation of the Innovation

In schools where the number of students is less but the roof keeps leaking or falling during the rainy season, repair work of roofs, doors, windows, etc. of the schools was done by demanding an amount of up to ₹ 2.00 lakh from the disaster fund. Also, a provision of up to ₹ 3.50 lakh from the district plan was made for flooring and beautification for the next year. Due to this, many of the schools which were in bad condition were made attractive. To date, repairs have been done from various sources, and funds have been approved for some.



Impact of the Innovation



- A closed school has been reopened with efforts, and currently it has 30 students.
- By beautifying the schools, they have become attractive, and the condition of the schools has changed.
- There has been a positive impact on society towards the government schools in the development block.
- Due to the assessment of teachers, they have become more alert and aware towards their profession.
- Students are doing well in the subjects of English and Mathematics.



Core Team details

1. Shri Bhuvan Bhatt, BRC Co-ordinator
2. Shri Vipin Joshi, Assistant Public Prosecutor
3. Shri Shambhu Nath Giswami, Senior Assistant Office B.E. Officer
4. Shri Mudit Gupta, Junior Assistant Office B.E. Officer
5. Shri Rajeev Upreti, Azim Premji Foundation (NGO)
6. Smt. Bhavna Joshi, Indian Education Collective (NGO)

COMMUNITY PARTICIPATION IN REMOVING ADULT ILLITERACY IN THE PURULIA DISTRICT

Proloyendu Bhoumik
District Inspector of Schools (Primary Education)
Purulia District, West Bengal

Areas of Innovation

- To eradicate adult illiteracy in the targeted villages
- To empower community members with basic reading, writing and numeracy skills
- To foster a culture of education and lifelong learning in the region

Summary of the Innovation

The adult literacy rate in the Purulia district of West Bengal state was critically low. Recognizing the prevalence of adult illiteracy in these backward regions, the District Inspector of Schools (Primary Education) identified some motivated Head Teachers of some Primary schools. One school, Gobindpur Primary School, Manbazar-I Block from the Manbazar sub-division, came forward. In collaboration with the Purulia Rotary Club and the Mount Airy Rotary Club of America, the school initiated an adult literacy program. Community participation has played a pivotal role in shaping the program. Through a preliminary survey, 262 illiterate adults and 25 voluntary trainers were identified from the community of Manbazar I Block. Subsequently, another 259 illiterate adults and 25 voluntary trainers were identified from the community of Jhalda-II Block. The idea was actualized through stakeholder meetings, community mobilization, training of volunteers, and the establishment of literacy centres in accessible community spaces. These volunteer trainers have taken a structured 3-day training program, held over weekends at Govindpur Primary schools. Following the training, they began literacy camps in various accessible locations, such as local clubs, community centres, temples, mosques, ICDS, and school premises.



Implementation of the Innovation



The main objective of the program was to train volunteer teachers to teach the three R's (Reading, Writing and Arithmetic) to illiterate adult men and women in rural areas to remove illiteracy. The training was given by Adult Literacy Training Experts. The 3-day training program was conducted for the volunteer teachers from 27th June to June 29, 2024. In the 3-day training program, 33 persons were trained (including 25 volunteer teachers, 5 extra teacher trainers, a project supervisor, a project coordinator, and a librarian). The training experts were from the Bangiya Saksharata Prasar Samity (BSPS) in Kolkata, West Bengal, India. The important topics covered in the training were:

- Importance of Adult Education and its social impact
- Psychology of adult learners
- How to teach adult illiterates
- Management of the adult literacy centre and community education



Impact of the Innovation

Due to this innovation, 50 literacy centres were established across 26 villages of the Purulia district of West Bengal. 521 illiterate adult learners and 50 volunteer trainers/ teachers were identified. This program has successfully mobilized the community, improved basic literacy skills among participants, and raised awareness about the importance of education.

Core Team details:

1. Shri Amitava Mishra, Head Teacher
2. Shri Sujoy Basu, Assistant Inspector of Schools
3. Shri Amitav Lohariwal, Rotarian
4. Dr Paul Mahato, Mount Airy Rotary Club
5. Shri Basudeb Dan, President, Purulia Rotary Club
6. Shri Anup Sarkar, Bangiya Sakharata Prasar Samiti

INITIATIVES FOR ENHANCING STUDENT PARTICIPATION AND BETTER FUNCTIONING OF SCHOOLS

SITI BAJAO UPASTHITI BADHAO PROGRAMME FOR IMPROVING SCHOOL ATTENDANCE

Badal Raj
District Superintendent of Education
Simdega & Ranchi District, Jharkhand

Areas of Innovation

- Improving School Attendance
- Enhanced participation of children in tribal areas

Summary of the Innovation

The Siti Bajao Uppasthiti Badhao campaign was started as a pilot project in one of the schools in the rural area by DIET Simdega. Whistles were distributed to the students, and they were encouraged to use them as a signal to start preparing for school. While going to school, a monitor of the school blows the whistle to gather students from the same school, and then they all go to school together. This initiative, with minimum resources, became quite popular, and it has now been adopted in other places as well. Additionally, the officer also initiated the Simdega Speak and Ranchi Speak initiative and the idea was born out of the personal experience of the District Education Superintendent while visiting schools for inspection. It was observed that the students in the schools were nervous as well as introverted, with very little to no expressive capabilities. It became necessary to give the students a platform for language learning and to express themselves regularly (#SimdegaSpeaks and #RanchiSpeaks).



सीटी बजाओ, उपस्थिति बढ़ाओ का बच्चों पर दिखा असर, क्या है कार्यक्रम जो पूरे राज्य में होगा लागू

Dec 30, 2023 08:54 am IST
Sneha Baluni | हिन्दुस्तान, रांची

Preferred

झारखंड के सिमडेगा जिले में 'सीटी बजाओ, उपस्थिति बढ़ाओ' अभियान का असर दिख रहा है। सरकारी स्कूलों में बच्चों की उपस्थिति में इजाफा हुआ है। अब सरकार इसे पूरे राज्य में लागू करने वाली है।

Implementation of the Innovation

Siti Bajao Uppasthiti Badhao – In remote and rural areas of Simdega District, students were seen arriving late to school, and their attendance was irregular. After giving due thought to the issue, it was observed that the students, as well as their parents, were not aware of the importance of education. Also, the parents were afraid of sending their

children to school on lonely roads. During the school monitoring, it was also observed by the District Education Superintendent that the students in government schools lacked confidence and were not able to express themselves. One common reason found was that the students did not get proper opportunities to express themselves in the school. In order to enhance the communication skills of the students, a public speaking campaign was started in the Simdega District of Jharkhand as a co-curricular activity. In this campaign, the students were given a topic according to their level and standards. Thereafter, asking them to prepare on the given topic and then express their views in front of other students in Hindi, English or any other language. Teachers then provided their feedback and guided students for improvement.



Impact of the Innovation

Siti Bajao Uparthiti Badhao increased student learning time, improved academic performance, developed leadership qualities among students and enhanced a positive school environment. Parent participation also increased. The initiative Simdega Speak and Ranchi Speak increased student participation in classroom discussions, improved their academic performance, and prepared them better for higher education and career. Simdega District remains on top in the matter of improved student attendance. Increased student engagement, improved academic performance, and provided a more focused learning environment.

MISSION ZERO DROPOUT@DHANKAUDA BLOCK

Sebashree Bhoi
Senior Block Education Officer
Dhankauda Block, Sambalpur District, Odisha

Areas of Innovation

- The main objective was to bring all dropout children back to school
- Identification of migrant children.
- Identification of students who were not attending school regularly.

Summary of the Innovation

Dropout is a burning issue in the current educational scenario. Most of the children in the age group of 6-14 leave the school due to different reasons. In 2011, the dropout rate for children aged 6-11 in Odisha was 15.49%. The average dropout rate for this age group between 2001 and 2011 was 33.1%, with a record low of 7.02% in 2010 and a record high of 46.13% in 2002. According to the Unified District Information System for Education (UDISE) data, the dropout rates in schools stood at 1.53 and 4.75 per cent, respectively, at the primary and upper primary levels in Odisha for the year 2019-20. During school visits by the Sr. Block Education Officer, it was found that some students had not been coming to school for various reasons. After inquiring about the same, it was revealed that they were not coming to school for various reasons. The PRAMEYA Newspaper also reported that Sambalpur district had the highest dropout rate among the districts of Odisha.

Implementation of the Innovation

1. A survey was conducted wherein the headmasters, with the help of their teachers, identified the students of their respective areas who were unable to go to school due to different reasons.
2. With the findings of the survey, some of the reasons were observed due to which most of the students had dropped out of the school.
3. In order to reduce the dropout rate, regular monitoring of the schools was started.



4. Meetings were conducted with CRCCs, headmasters, dedicated teachers, SRG & DRG to check out the plan.
5. A survey was conducted at grass-root level by BEO, BRCC, CRCC and other stakeholders.
6. Several programmes have been organized to attract the students and to explore their hidden talents and nourish them.



7. Various sports activities were also organized to develop leadership qualities among students.
8. News Media was also approached for wider publicity of the innovation so that people would change their minds and enrol their children back in school.

Impact of the Innovation

The innovation had a great impact on the children and their parents. The percentage of dropout children has drastically reduced. The mainstreamed students are being monitored, and they are now coming to school regularly.



Core Team details

1. Shri Ramesh Kumar Mishra, Assistant BEO
2. Smt. Susmita Patjoshi, Assistant BEO
3. Smt. Rachana Singh, Assistant Teacher
4. Asim Pradhan, Assistant Teacher
5. Shri Bireswar Kara, CRCC
6. Smt. Sunanada Behera, MIS-cum-Pig Coordinator

STUDENT ATTENDANCE ENHANCEMENT PROGRAM (SAEP)

Akhilesh Pratap Singh
District Basic Education Officer
Sitapur District, Uttar Pradesh

Area of the Innovation

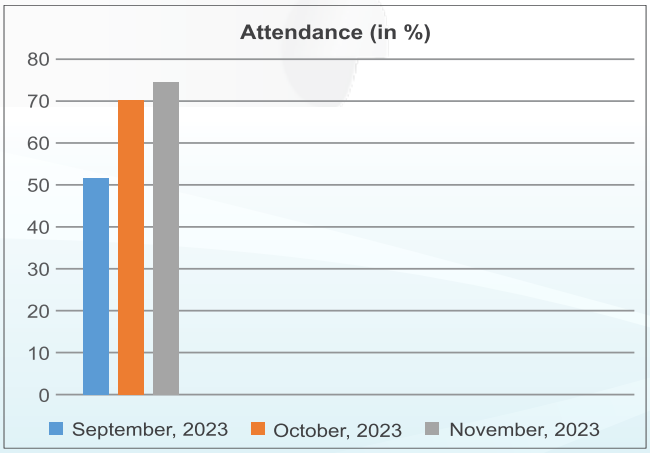
- The initiative focused on ensuring 75% attendance in all schools of the district.

Summary of the Innovation

According to the data received from the NIPUN Bharat Mission Monitoring Centre (NBMC), the average student attendance in the district in September 2023 (before the innovation) was 51.7 per cent. After the innovation, the average student attendance increased from 51.7 per cent to 70.12 per cent in October 2023. The average student attendance in the month of November 2024 of the current academic session was 74.61 per cent.

Implementation of the Innovation

In all the primary/upper primary/composite schools of the district, a student attendance enhancement campaign was organized in two parts (four phases) in 3512 schools under the control of Basic Education. In the first phase, on 04.10.2025, SMC/PTM meetings were held simultaneously in 3067 schools out of a total of 3512 schools. Approximately 10,000 parents attended the meeting. In the second phase, phone calls were made to parents simultaneously on 6th and 7th October, 2023. Discussions were held regarding their children. According to the data received, out of the 111007 parents of children (with low attendance) identified in 2854 schools against a total of 3512, 87293 (78.58%) parents were contacted. The third phase, the Selfie Campaign of the prayer meeting, was conducted on 20.10.2023. The objective was to ensure 100% participation of children in prayer programs. Based on information received from 3075 schools, more than 80 per cent of children were present in 55 schools, and 70-80 per cent of children were present at the time of prayer in 2944 schools. Fourth phase – The Star of



the Month program was organized on 30.10.2023 to motivate children with maximum attendance from each class, who were honoured. All schools participated in this study.

Impact of the Innovation

The average attendance of students in Sitapur District was 51.7% in the month of September 2023. The same increased to 70.12 per cent in October 2023 after the innovation was completed. In the current session, the average attendance in the month of November 2024 was 74.6%.

Core Team details

1. Ramakant Maurya, Basic Education Officer
2. Shri Arya Kumar Dixit, GSM (Trainee)
3. Shri Karunesh Kumar Mishra, SRG
4. Shri Alok Srivastava, SRG
5. Shri Madnesh Mishra, SRG

STAR OF THE MONTH

Bholendra Pratap Singh
District Basic Education Officer
Ambedkar Nagar District, Uttar Pradesh

Area of the Innovation

- To increase the regularity and punctuality of students

Summary of the Innovation

In the above-mentioned district, the quality of educational learning was declining, while the number of children not attending the schools was on the rise. This is because of the low daily attendance of children studying in the government school under the Basic Education Department. Therefore, this innovation was initiated at the District Level with the cooperation of teachers/shikshamitras and instructors working in the Basic Education Department of Ambedkar Nagar District.

Implementation of the Innovation

In this initiative, personal contact was established with parents and active cooperation was obtained from old students who currently have high position jobs in various fields. Some resources, like TLM and Smart Classes, were also required to implement this innovation. In this initiative, SRG and ARP also provided their active cooperation.

In every school in the district, students with the highest average attendance in a month and the teachers of their school are being honoured/ rewarded systematically. Due to this innovation, the number of out-of-school children has decreased in the district, and the educational quality and attendance of children have increased gradually due to their regular school attendance. Owing to the above innovation, the district has maintained its place in the top category on the dashboard for the entire state.



Impact of the Innovation

Under the Nipun Bharat Mission, monthly meetings of ARP and SRG, remedial classes as per the need of the students and working by preparing a separate strategy for each school, efforts are being





made to increase the educational quality of the district. Due to the said efforts, in the year 2023-24, in the Nipun Assessment Test, the district got fourth place in the entire state in the class 1 to 3 category, while in the class 4 to 8 category, it got first place in the entire state. In the Nipun Assessment Examination of the year 2024-25, there was a record attendance of 97.6% children and better results are expected as compared to last year. Ambedkar Nagar district under Operation Rejuvenation Council schools scored 100% in parameters 01 to 16 and 17. Out of these, 96% saturation has been achieved in 19 parameters. With the help of other departments Kitchen sheds were constructed in schools, furniture was arranged for the children to sit, and smart classes were established in 225 schools of the district, where children are receiving quality education.

SCHOOL STUDENT ATTENDANCE ENRICHMENT PROGRAM

Nimishaben V. Chauhan
Assistant Administrative Officer
Ahmedabad District, Gujarat

Area of the Innovation

- The innovation aimed to improve Students' Attendance in the classrooms

Summary of the Innovation

A review of the details received regarding attendance in 54 schools of the Municipal School Board, East Zone, Ahmedabad, during the period June 2022 to August 2022, revealed a special need for improvement in the attendance of students. This innovation was undertaken by the Assistant Administrative Officer, Dr Nimishaben V. Patel, to improve the attendance of students in schools. The strategy was to honour students with high attendance, thus creating a continuous motivational environment.

Implementation of the Innovation

In this innovation, the implementing strategies were: school visits, review of daily attendance through a Google sheet, class-wise honouring of the students with the highest attendance in the month, honouring in the prayer meeting program, complimenting the parents of students who were not absent for a single day in the school, and felicitating the school and teachers who were performing well.





Impact of the Innovation

Before the implementation of this innovation, the average student attendance in the block was around 70%. This innovation has resulted in a consistent increase of 15% to 20% in average block presence.

Core Team details

1. Shri Sureshbhai Purohit (Supervisor
2. Shri Pankaj Bhai Patel (URC Co.)
3. Shri Rajeshkumar Patel (CRC Co.)
4. Shri Hareshkumar Patel (CRC Co.)
5. Shri Viralbhai Gajjar (CRC Co.)
6. Shri Vinodbhai Solanki (CRC Co.)
7. Smt Yuvaben Pancholi (CRC Co.)
8. Smt Manishaben Mistry (CRC Co.)
9. Smt Bhavikaben Trivedi (CRC Co.)
10. Smt Palakben Patel (CRC CO.)
11. Smt Kanchanben Prajapati (CRC Co.)

ADVANCEMENT OF EDUCATIONAL PERFORMANCE THROUGH TEACHERS AND STUDENTS SUPPORT BY AROH SERIES

Dineshkumar A. Desai
Assistant Administrative Officer
Ahmedabad District, Gujarat

Area of the Innovation

- To achieve Foundational Literacy and Numeracy through Training of Teachers in advanced teaching-Learning Methods

Summary of the Innovation

It was noticed by the Assistant Administrative Officer Dineshkumar A. Desai that the education inspector (Bit supervisor), URC-CRC coordinators, Head Teachers, Teachers and Students of the block were not trained in handholding mechanisms to achieve the goal of better learning outcomes. They needed to be motivated, trained and well-conceptualised with the present demands of society from education system. Students and teachers, both groups, were habituated to the stereotyped teaching-learning process. This resulted in the deteriorated quality of literacy and numeracy in students. This problem was taken into consideration by the officer. The officer designed the AROH (Aptitude with Rapid Opportunity and Harmony) series for students, teachers, head teachers, CRC coordinators, and supervisors of the southwest zone (block) of the Ahmedabad Municipal School Board.


गरवी गुजरात

अहमदाबाद नगर प्राथमिक शिक्षा समिति की एक और अनूठी उपलब्धि

Implementation of the Innovation

The AROH plan was implemented in different series from AROH 1 to AROH 11. To implement the activities given in different series, teachers were given online training through MS Teams, workshops, competitions among classrooms, exposure visits in schools of the block, etc. There was continuous support from the Assistant Administrative Officer during this period.

AROH-11 DATE-30/09/2024 NAVAVANZAR PRIMARY SCHOOL			
No.	**Activity**	**Participants**	**School**
1.	English Action Song	1149	25
2.	Memory Game	1602	25
3.	A journey on map class 4	1487	25
4.	A tour to Earth class 5	1152	25
5.	Word search activity	1430	26
6.	English dictation	4200	26
7.	English copy writing	4200	25
8.	Highest tables competition Std 2 to 8	9096	26
9.	Best Notebook Writing Competition	4266	26
10.	Best average marks in the periodic test	290	26
11.	Best weekly planner writing contest	282	26
12.	Creation of Per Semester question papers bank	234	26

Impact of the Innovation

The innovation was done to enhance the skills of students, as well as teachers and head teachers. It increased the sustainable development of monitoring systems.

Core Team details:

1. Shri Pratapbhai P. Gediya (Head Teacher)
2. Shri Bharatbhai R Prajapati (Head Teacher)
3. Shri Jalaluddin S Vora (Head Teacher)
4. Shri Vaibhavbhai B Patel (Head Teacher)
5. Smt Vaidehi H Soni (CRC Co.)
6. Shri Karansinh Dod (CRC Co.)
7. Smt Saimben Shekh (CRC Co.)
8. Smt Khushbu Pathan (CRC Co.)

TEACHER'S DIARY – AN EFFECTIVE APPROACH TO DOCUMENTING SCHOOL PROCESSES

Bhanu Pratap
Block Education Officer
Udham Singh Nagar District, Uttarakhand

Area of the Innovation

- Ensuring curriculum planning for the teachers
- Streamline the monitoring process

Summary of the Innovation

In the above mentioned block, with the support of teachers, collaboration from the Azim Premji Foundation, and encouragement from senior authorities, significant changes have been made to the Teacher's Diary to suit practical needs, and it was shared with the teaching community. The need for these changes was felt because the format of the currently used teacher diaries made it difficult to extract data that could lead to factual conclusions, helping the team to understand how to improve the quality of education in schools. The primary objective of the Teacher's Diary is to assist in the systematic and planned execution of the curriculum. However, teachers often remain confused about whether planning should be weekly, fortnightly, or monthly. Moreover, during monitoring visits by officers, they often have to be content with just seeing the filled pages of the diary, which makes it hard to derive any meaningful insights. Therefore, it was discussed that such a teacher diary should be created, which would serve as a helpful tool for both the teacher and the monitoring officer.

Implementation of the Innovation

i) Taking the opinion from teachers having good teaching practices and have better school processes, e:g, Space to fill in the details of the learning level of children in the teacher's diary.

ii) Team formation and developing the framework of the new teacher's diary.

iii) Weekly meetings, sharing drafts and giving input/feedback.

iv) Sent to the district education administration for feedback.

v) Final feedback incorporated and ready for print.

vi) Taking input from teachers after the school-level transaction.

Impact of the Innovation

Aspect		Old Teacher's Diary	New Teacher's Diary
1.	Purpose	Focused more on formality and compliance.	Focused on practical utility, planning, and educational improvement.
2.	Planning Style	Unclear whether planning should be weekly, fortnightly, or monthly.	Clear sections for monthly and yearly lesson planning.
3.	Data Extraction	Difficult to extract factual data for monitoring	Designed to extract insightful, actionable data.
4.	Lesson Planning	Limited or generic templates	Detailed lesson plan pages with learning outcomes, student reach, and time taken.
5.	Monitoring Usefulness	Officers only check if pages are filled.	Monitoring officers can derive meaningful insights from structured formats.
6.	Student Assessment	No initial academic profiling and evaluation	Includes an initial assessment section for Mission Koshish planning
7.	Teacher's Self-Growth	Not available	Has lists of quality books for teacher development and reflection
8.	Training Record	Not available	Dedicated space for recording training and feedback
9.	Timetables	One general timetable	Separate summer, winter, and 'Anandam'
10.	Self-Evaluation	Not available	Quarterly 30-point self-assessment tool. Annual academic calendar included

Core Team details

Teachers, Azim Premji Foundation and BEO

MOTIVATING TEACHERS AND EDUCATING THE COMMUNITY AND LOCAL BODIES

Atom Gunamani Devi
Assistant Inspector (MES)
Bishnupur District, Manipur

Area of the Innovation

- To regain the trust of the community in government schools through the enhancement of teachers' motivation

Summary of the Innovation

Many issues were found in government schools of the Bishnupur district of Manipur, like insufficient infrastructure, shortage of teachers and lack of resources in time, viz., essential textbooks, furniture, etc. These factors, along with other personal factors like health, separation from home, etc., discourage teachers from performing their duties well. According to the National Education Policy (NEP, 2020), a teacher must be equipped with 21st-century skills such as problem-solving, critical and creative thinking, ethical and moral reasoning, and communication and discussion abilities. After seeing the lack of these qualities in government school teachers of the Bishnupur district of Manipur and the trust deficit of community people in government schools, AI (MES) Atom Gunamani Devi came forward to handle this situation. There was a need to motivate the teachers and give value to them so that they teach not only subject knowledge in the classrooms but also help students become successful, efficient and responsible citizens. A series of discussions and guidance increased the level of self-value in teachers. They promptly complied with government orders and performed their duties with passion.



Implementation of the Innovation

Feedback and complaints from local bodies, communities and student bodies were taken into consideration positively and made them understand the common goal of progress and prosperity of the society. Different ideas, perspectives and experiences were discussed to improve the existing

condition for a better and more progressive society. Teachers were given continuous feedback on their performance. They were asked to submit essays on- Teaching as a career, the duties of an ideal teacher, etc., so that they could look into themselves and make the necessary changes to become a better teacher. The process was done by understanding their situation, trying to help them out of the situation, educating them through proper discussion and talks as and when required, and continuous observation and feedback on their performance.





Impact of the Innovation

The impact of the innovation was seen in the state board results of government secondary and higher secondary schools in the years 2023 and 2024. There was an observable increase in the performance of students in different district/state-level competitive exams.

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MISSION SCHOOL OF EXCELLENCE (MSoE)

Surendra Singh Negi
Block Education Officer
Dwarikhal Development Block, Paudi Garhwal District, Uttarakhand

Areas of Innovation

- To enhance the capacity of the teachers in their particular subjects.
- Creating an educational environment in secondary schools.
- Creating a competitive environment among the schools.

Summary of the Innovation



Mission School of Excellence (MSoE) is being implemented from the academic session 2022-23 to create an educational environment in the secondary schools of Vikaskhand Dwarikhal, District Pauri Garhwal, Uttarakhand, creating a competitive environment among schools, qualitative improvement in the achievement percentage of the school in the council examination, development of leadership capacity in the heads of institutions, increasing the capacity of teachers towards their subject and continuity of teachers in the school.

Implementation of the Innovation

1. Constant dialogue with the heads and teachers, meeting with the heads of schools and sharing the blueprint of Mission School of Excellence.
2. Marking of co-curricular activities conducted throughout the year in the academic session and allocation of marks based on the participation level of the school (Block/District/State/National)
3. Ensuring full information to all stakeholders about every aspect of the innovation programme.
4. An in-charge was nominated at the development block level for marking and observing co-curricular activities.

5. Developed a formula for determining the quality coefficient.
6. Determination of quality standards.
7. Development of a format for data collection.
8. Analysis of data and ranking of schools, institution heads, teachers and students based on the analysis.

Impact of the Innovation

1. For determining the quality of the school, the ranking of the school was undertaken in terms of overall progress based on Board exam result quality coefficient, teacher board exam result quality coefficient, participation in co-curricular activities throughout the year, performance in sports at national level, selection of students in various competitive examinations/ scholarships, best performance of students in Board exams, consistency of presence of teachers in total working days in the academic session, etc.
2. After the operation of the Mission School of Excellence program, in the academic session 2022-23, the annual function was celebrated in 04 out of 25 secondary schools and in the academic session 2023-24, the annual function was celebrated in 12 secondary schools.
3. After the implementation of the Mission School of Excellence programme, in the academic sessions 2022-23 and 2023-24, 25 secondary schools have secured an average of 18 marks in 20 co-curricular activities.
4. The number of students selected for various scholarships in the academic sessions 2022-23 was 12, and in 2023-24, the number of students for various scholarships increased to 24.



Core Team details

1 Smt. Rashmi Rawat, Spokesperson
2 Shri Mahendra Singh Rana, Spokesperson
3 Shri Rupesh Kukreti, Spokesperson
4 Shri Rajeev Thapliyal, Spokesperson

SUPPLEMENTAL LITERATURE ON THE INDIAN KNOWLEDGE SYSTEM AND TRADITION

Avaniba Devisinh Mori
District Primary Education Officer
Mahisagar District, Gujarat

Area of the Innovation

- Preparation of supplementary literature under the Value Education Project as per the guidelines of the New Education Policy 2020 for children of classes 4 to 8 from the perspective of ancient Indian knowledge tradition and thought.

Summary of the Innovation

It is widely agreed that Indian traditions and knowledge systems are rich in traditional wisdom that is worth telling to the younger generation and should be incorporated in the curriculum. The District Primary Education Officer, Dr Avaniba D. Mori, observed that in the present time, the indiscriminate use of social media has made children ignorant of Indian culture and knowledge traditions to a great extent. Lack of adequate information was also observed among the school children about the historical places of their district, Mahisagar, the culture of the district, knowledge about the freedom fighters of the district, knowledge about the historical tourist places of the district and the unique identity and the regional dialect of the district.

Based on the broader objectives of the New Education Policy 2020, in a joint initiative of the District Education Committee, Mahru, District Education and Training Bhawan, DIET Santrampur, Mahisagar, a value-based supplementary literature project was launched for the primary school children of the district, which was named "Mahisagar Gyan Ganga". The main objective of this value-oriented supplementary literature is that, along with the curriculum taught in primary schools, through this value-oriented supplementary study, children should get acquainted with the rich tradition of Indian Knowledge and thoughts.


"મહીસાગર જ્ઞાનગંગા" પ્રકલ્પ અજમાયશી ધોરણે મહીસાગર જિલ્લામાં અમલમાં

Implementation of the Innovation


પ્રતિનિધિ-આશા જોષી, વીરપુર, મહીસાગર,8200156507

મહિસાગર જ્ઞાનગંગા પ્રકલ્પ' અંતર્ગત દ્વિતીય લેખન કાર્યશાળા કલેશ્વરી ખાતે યોજાઈ

When this idea first came to the DPEO, Dr Avaniba D. Mori, she prepared an action plan with the help of the DIET. In this literary creation process, first, writers and poets were searched in the district, and they were invited to participate. The first task of this literary presentation was organised for two days from 27-09-2023 to 28-09-2023 at the historical place Mangarh Hill of Santrampur Tehsil of Mahisagar district, in which about 65 writers participated. A plan was prepared to understand the concept of literary creation through the group discussion method. Thirteen (13) value-oriented core topics and their sub-units were decided in the workshop. After the workshop, the writers created poetry and prose units for homework. The second workshop was held from 20-02-2024 to 24-02-2024 for five days at the natural site of Kaleshwari, tehsil Khanpur, district Mahisagar, in which about 55 authors from different districts of the state reviewed and tried to finalise the prepared unit through group discussion and homework. Later on, this literature was reviewed several times through Google meetings. In May 2024, a total of 12 reviewers did the work of reviewing and language improvement for seven days. Then a total of five dedicated author teachers worked continuously for a month in the DPEO's Office, and the entire literature was finalised by reviewing, typing, proof reading.

Her work was widely acknowledged, and a congratulatory message was sent by the state minister of tribal development and also by the Honourable Education Minister of the State. The officer and her team also received a congratulatory message from the Primary Education Association (Unit of All India National Education Association), Mahisagar.

Impact of the Innovation

As a result of this innovation, children were introduced to the ancient Indian knowledge and thought traditions. The school children got to know about the history behind the historical places of their district, Mahisagar, its culture, the regional dialect and about the freedom fighters of the district.

STRENGTHENING AWARENESS ABOUT BASIC LITERACY AND NUMERACY (FLN)

Chandrakesh Singhal

Sr. Lecturer/Division Head equivalent to Principal, DIET

Karauli, Rajasthan

Area of the Innovation

- To make all stakeholders aware of foundational literacy and numeracy and achieve the same as envisioned in NEP 2020

Summary of the Innovation

The intended objective was to take innovative initiatives towards the implementation of the ideas and recommendations of NEP 2020 and to create awareness about basic literacy and numeracy among all stakeholders, including student teachers undergoing teacher training, newly appointed teachers, trainers and heads of institutions. Initiatives including lectures, seminars, and workshops, were organised to raise awareness about basic literacy and numeracy.





Implementation of the Innovation

This idea was implemented extensively at the District Institute of Education and Training (DIET) and all government and private teacher training colleges in the Kaurali district. Lectures, seminars, workshops, etc., were organised to create awareness about it.

Impact of the Innovation

After the implementation of the innovation, awareness increased among stakeholders about foundational literacy and numeracy in stakeholders

IMPLEMENTATION OF E-MANYATA SYSTEM (ONLINE APPROVAL SYSTEM)

Sandhya Maruti Gaikwad
State Council of Educational Research and Training
Pune, Maharashtra

Area of the Innovation

- Implementation of E Manyata (Online approval system) for schools

Summary of the Innovation

n the Pune district, more than 2800 schools were eligible to obtain a Private School self-recognition certificate Form 2. More than 1024 schools had students studying under the RTE 25 per cent quota. Every year, this office receives more than 1000 applications for recognition and UDISE numbers for newly started schools. The system aimed to bring transparency and dynamism in the process of providing the above facilities to schools. Considering the large number of schools, the issue of implementing an e-approval system for this was under consideration. The general meeting of the Zilla Parishad was held on 24/03/2023 under the chairmanship of the Hon'ble Administrator. In the meeting, a decision was made to implement the e-approval system. Accordingly, the Pune Zilla Parishad, Pune and Cyber Mate Software Technology Pvt. Ltd., Pune, have developed the website https://www.emanyatapune.org. The said system is easy to use, and it will be mandatory for all the eligible schools in our area to register on this portal. Since the self-approval certificate will be issued through the said e-approval system, no proposal regarding self-approval was accepted by this office in offline mode.

Implementation of the Innovation

Schools are required to give the Self-declaration Certificate Form 2 for section 18 of the Right of Children to Free and Compulsory Education Act, 2009 and also as per the provisions of sub-rule 11 (4) (1) of the Maharashtra Right of Children to Free and Compulsory Education Rules, 2011. As per the provisions of the above-mentioned Acts, all schools need to give self-declaration certificates every three years. The number of schools in the Pune district was more than


सामना

शाळांची स्वमान्यता आता ऑनलाइन होणार

बनावट एनओसीला लगाम, जिल्हा परिषदेचा निर्णय

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2800. These schools used to come to the Zilla Parishad frequently to see what action was taken on their proposals. Therefore, the clerks and officers in the Zilla Parishad were busy finding the proposals of these schools and rectifying the errors in them. Due to this, the pile of files in the office had increased. Therefore, it was decided to implement an E-manyata (approval system) innovation. Further, the website was developed for a school application and an officers' log was created for fast inspection.


पुढारी

बनावट मान्यता झेडपी रोखणार

शाळांना स्वमान्यता आता ऑनलाइन; प्रमाणपत्राला दिले क्यूआर कोड

Impact of the Innovation

- Schools were able to track the status of their applications online. For this, no school needed to come to the Zilla Parishad office. They could track the status of their applications even while sitting in school.
- Since there was no need to submit any kind of offline proposals to the Zilla Parishad, there was not a very large pile of files in the Zilla Parishad.
- The education officer started getting information through the dashboard daily about the action taken on the proposals received. This helped to gain updated information about the schools.

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. If offers M.A. 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 and doctoral courses in the area of educational planning and administration. Several programmes 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.

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 and the recent National Education Policy, 2020. 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.

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