सत्यमेव जयते

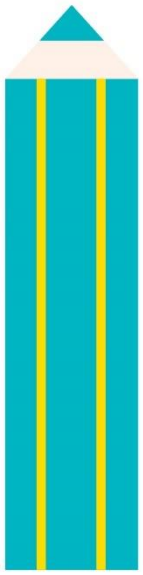
Department of School Education & Literacy

Ministry of Education

Government of India

INDIA REPORT

QUALITY AND INNOVATION 2022



INDIA REPORT

QUALITY AND INNOVATION2022

DEPARTMENT OF SCHOOL EDUCATION &LITERACY
MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

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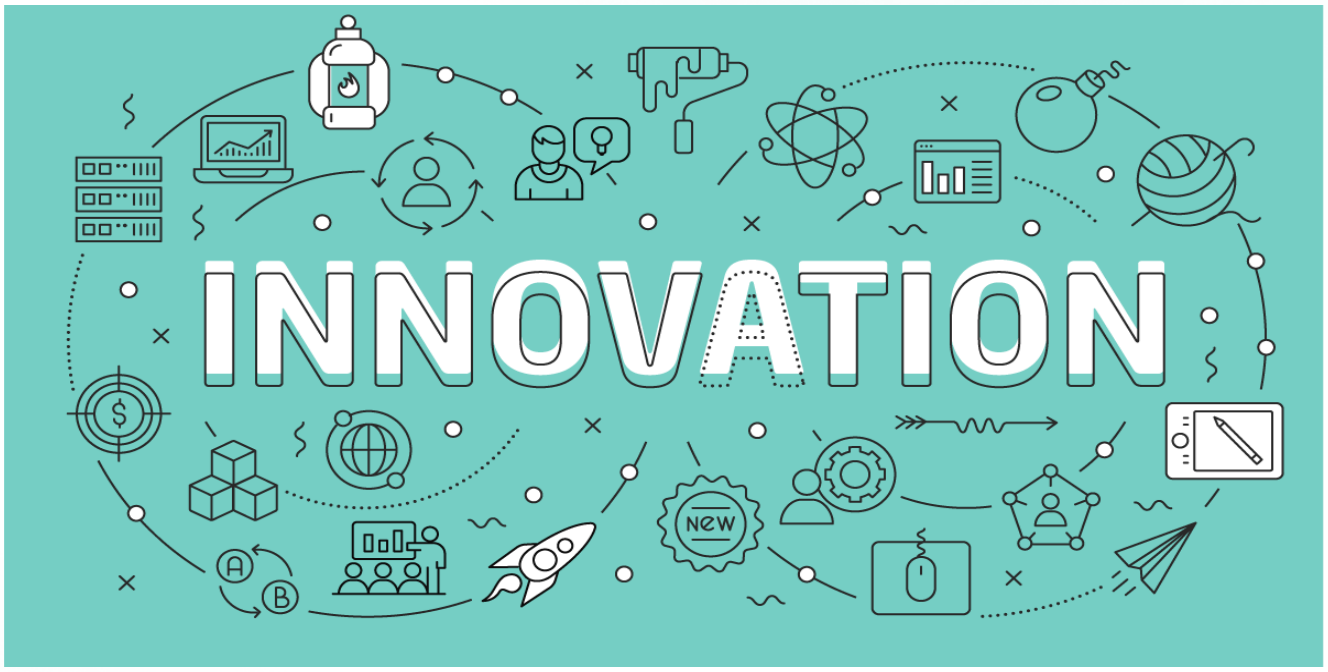
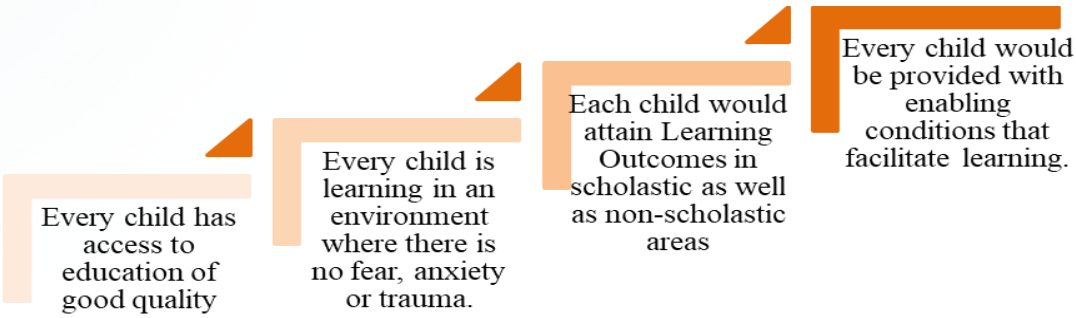
1. INTRODUCTION



”It is not wrong to build castles in the air but one must ensure that one builds a strong foundation under them”

The quest for quality has been a persistent challenge in the context of school education. Notwithstanding the remarkable strides taken by our country in providing access to schools and a quantum jump in the number of students enrolled in schools, quality in education has remained elusive. Numerous initiatives have been rolled out to enhance the quality of education imparted in schools such that the following aspects are ensured:



To realize these objectives, the major thrust areas have been child-centred pedagogy catering to individual needs, a curriculum which is comprehensive, relevant & customized with local flavour, assessment of learning, for learning & as learning and adequate innovative ways to allow equitable opportunities and facilities for all.

Samagra Shiksha is envisaged as a holistic and convergent programme committed to universalizing quality education across the wide spectrum of schools spanning pre-nursery to higher secondary classes. The quest for quality has acquired a new urgency in the present context of globalization and digitalization. It calls for a paradigm shift in the teaching-learning process from the traditional teacher-centred to child-centred education and lays a strong foundation for the children.

The main thrust of the scheme is on the provision of quality education and enhancing learning outcomes of students: Bridging Social and Gender Gaps in School Education; Ensuring equity and inclusion at all levels of school education; Ensuring minimum standards in schooling provisions; Promoting Vocationalisation of education; Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and Strengthening and up-gradation of SCERTs/State Institutes of Education and District Institute of Education and Training (DIET) as a nodal agency for teacher training. The main outcomes of the Scheme are envisaged as Universal Access, Equity and Quality.

Under Samagra Shiksha, a wide range of interventions are being approved to improve the teaching-learning process in schools and access to school education. The scheme is committed to supporting and empowering individual students and enabling their holistic development. States and UTs are encouraged and guided to take up such activities and projects which would help to realize the overarching objective of providing quality education and improving learning outcomes.

In the following chapters, an attempt has been made to highlight such innovations and best practices, undertaken by Autonomous bodies States and UTs concerning the quality and innovation component of Samagra Shiksha, at the National level. This booklet brings together the innovative practices adopted by states and UTs with a special focus on managing learning loss during the pandemic and improving learning outcomes.

India report on quality and innovation covers the various initiatives under the following heads:

STATE WISE ESTIMATED OUTLAY ON INNOVATION, RAA & NISHTHA 1.0 (ELEMENTARY) UNDER SAMAGRA SHIKSHA IN 2020-21 (IN LAKHS)

Sl	State	Project Innovation (State Specific-Elementary)	Project Innovation (State Specific-Sec. & Sr. Secondary)	RAA	NISHTHA 1.0	Total
1	A&N Islands	522.56	168.79	36.79	❖	728.14
2	Andhra Pradesh	3854.11	558.1	902.64	1029.65	6344.50
3	Arunachal Pradesh	264.5	70.75	634.2	73.75	1043.20
4	Assam	2854.33	1100.43	5200.14	167.09	9321.99
5	Bihar	6607.9615	1505.5745	802.03908	2329.78	11245.35
6	Chandigarh	99.36	206.47	39.75	❖	345.58
7	Chhattisgarh	7889.6	1476.43	2293.24	1351.99	13011.26
8	Delhi	922.58	391.3	5.16	235.00	1554.04
9	DND – DNH	108.43	46.92	209.59	❖	364.94
10	Goa	65.72	23.6	16.24	❖	105.56
11	Gujarat	7574	6389.53	91.59	1197.95	15253.07
12	Haryana	1437.91	3431.24	574.69	❖	5443.84
13	Himachal Pradesh	826.5	694	242.4	89.80	1852.70
14	Jammu And Kashmir	1066.06	431.18	548.22	793.24	2838.70
15	Jharkhand	1796.57	14.07	360	228.86	2399.50
16	Karnataka	6606.93	27.56	204.4	1527.33	8366.22
17	Kerala	431.75	572.95	759.9	461.24	2225.84
18	Ladakh	70.83	329.46	85.77	18.69	504.75
19	Lakshadweep	63.73	17.35	83.41	❖	164.49
20	Madhya Pradesh	7716.16	3050.73	265.14	2720.03	13752.06
21	Maharashtra	44.05	0	126.35	❖	170.40
22	Manipur	674.84	1657.36	304.58	119.51	2756.29
23	Meghalaya	221.33	40.5	87.66	194.13	543.62
24	Mizoram	247	78	123.63	22.55	471.18
25	Nagaland	294.75	75.77	108	26.22	504.74
26	Odisha	4643.93	7888	1076.55	1927.05	15535.53
27	Puducherry	191.65	47.45	125.81	❖	364.91
28	Punjab	2001.66144	1687.4	2023.17878	4.01	5716.25
29	Rajasthan	4239.53	5752.2	1013.42	105.90	11111.05
30	Sikkim	279.55	49.5	59.7	❖	388.75
31	Tamil Nadu	2369.12	1740.91	1575.46	❖	5685.49
32	Telangana	2096.59	1874.04	462.05	❖	4432.68
33	Tripura	966.1405	245.2475	1274.21672	❖ *Note: In 12 States and UTs,*	2485.60
34	Uttar Pradesh	529.20025	1284.49	927.4669	1889.78	4630.93
35	Uttarakhand	2606.27	3321.28	625.61	5.14	6558.30
36	West Bengal	552.16	484.02	1722.39	3820.74	6579.31
Grand Total		**72737.36**	**46732.60**	**24991.38**	**20339.43**	**164800.77**

❖ *States and UTs,* where *100% training under NISHTHA face to face at Elementary level has been completed in 2019-20*

STATE WISE ESTIMATED OUTLAY ON INNOVATION, RAA & NISHTHA 2.0 (SECONDARY) UNDER SAMAGRA SHIKSHA IN 2021-22 (IN LAKHS)

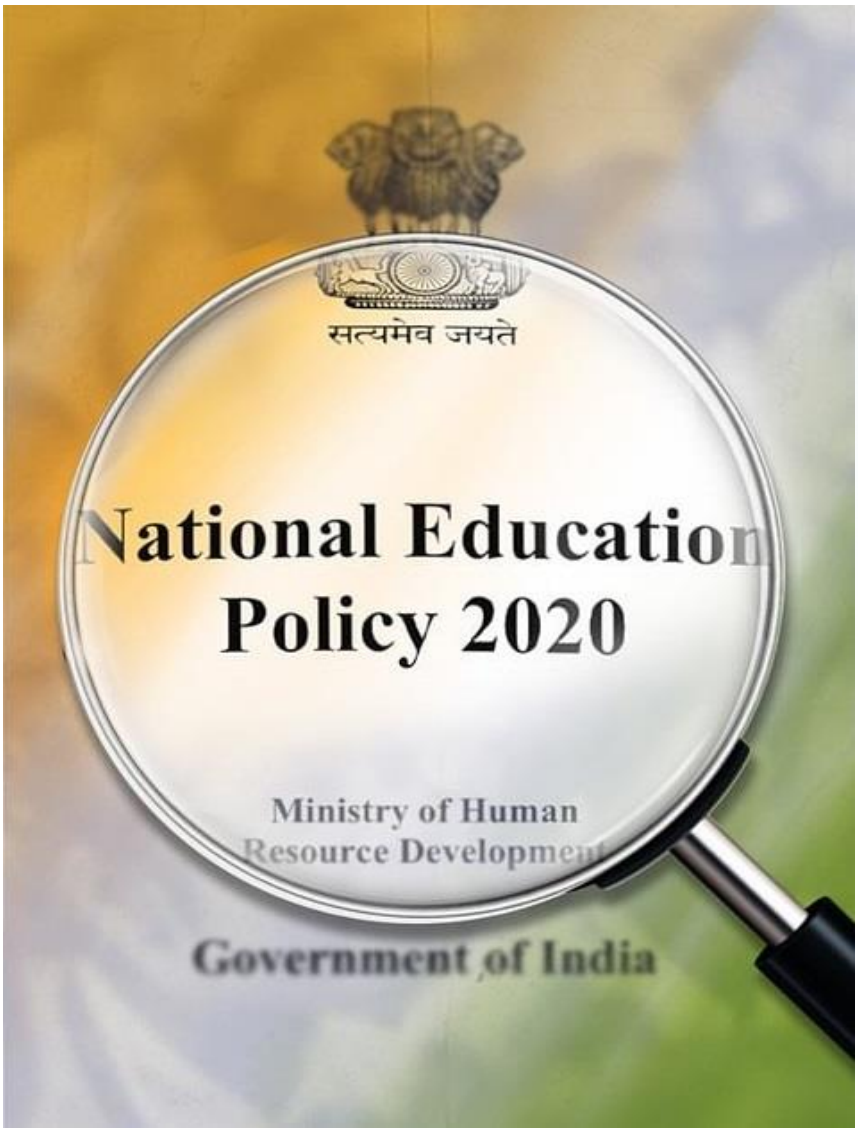
No	State	Project Innovation (Ele)	Project Innovation (Sec. & Sr. Secondary)	Project Innovation (State Specific-Elementary)	Project Innovation (State Specific-Sec. & Sr. Secondary)	RAA	NISHTHA 2.0	Total
1	A&N Islands	10.11	82.13	80.74	63.06	30.54	9.81	276.39
2	Andhra Pradesh	1506.52	616.84	2028.22	1258.76	790.03	586.48	6786.85
3	Arunachal Pradesh	121.75	24.95	344.01	59.70	132.15	35.95	718.51
4	Assam	971.19	382.33	92.19	156.31	489.40	647.84	2739.26
5	Bihar	3502.13	334.95	876.79	203.04	73.70	400.86	5391.47
6	Chandigarh	11.87	20.1	128.15	168.02	22.40	22.54	373.08
7	Chhattisgarh	1841.62	770.44	3533.21	562.02	466.70	438.32	7612.31
8	Delhi	73.16	32.36	213.08	63.76	686.90	330.50	1399.76
9	DND – DNH	14.93	3.59	104.50	55.06	55.81	7.60	241.49
10	Goa	32.54	31.40	0	1.44	48.25	45.62	159.25
11	Gujarat	764.29	268.10	5033.37	1204.41	629.50	487.90	8387.57
12	Haryana	540.66	205.95	156.3	567.81	691.01	349.33	2511.06
13	Himachal Pradesh	420.06	213.58	776.45	641.67	95.86	132.41	2280.03
14	Jammu And Kashmir	812.4	902.20	0	0	75.57	219.26	2009.43
15	Jharkhand	1194.41	136.32	871.18	186.93	0	168.63	2557.47
16	Karnataka	1664.97	323.65	2282.07	26.01	40.8	582.49	4919.99
17	Kerala	773.39	109.21	1135.6	432.84	1540.21	710.55	4701.8
18	Ladakh	33.02	9.92	20	0	14.92	4.58	82.44
19	Lakshadweep	2.82	2.56	0	0	29.98	4.65	40.01
20	Madhya Pradesh	3300.43	876.11	3708.65	148.58	326.38	556.86	8917.01
21	Maharashtra	1328	9.1	0	0	74.99	1687.35	3099.44
22	Manipur	134.49	38.54	1317.98	1687.93	491.58	45.08	3715.6
23	Meghalaya	284.15	8.202	206.91	38.93	472.26	69.07	1079.522
24	Mizoram	59.97	9.87	95.75	20	47.35	37.06	270
25	Nagaland	124.92	22.15	197.01	67.05	108.29	30.06	549.48
26	Odisha	2246.95	487.77	375	162	251.2	553.99	4076.91
27	Puducherry	17.67	24.07	131.68	96.09	2.4	14.52	286.43
28	Punjab	682.23	498.51	496.89	1250.36	1983.44	492.36	5403.79
29	Rajasthan	1266.41	329.54	3817.64	4402.71	937.80	640.38	11394.48
30	Sikkim	49.46	21.54	211.35	52.11	10.24	31.89	376.59
31	Tamil Nadu	1474.21	1377.22	1486.58	524.52	261.86	1084.12	6208.51
32	Telangana	591.11	307.44	14203.08	1520.42	441.69	700.86	17764.6
33	Tripura	209.36	80.66	187.18	50	103.2	108.49	738.89
34	Uttar Pradesh	2776.26	168.23	888.39	250	2356.79	648.51	7088.18
35	Uttarakhand	542.3	190.05	434.08	853.29	403.27	224.53	2647.52
36	West Bengal	315.32	44.45	2926.60	68.20	1590.08	1257.92	6202.57
Grand Total		**29695.08**	**8964.032**	**48360.63**	**16843.03**	**15776.55**	**13368.37**	**133007.692**

2. NATIONAL INITIATIVES

Education is a potential tool that can catalyze and transform the future of our children and youth.

Samagra Shiksha was launched 1st April, 2018 after subsuming the erstwhile Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Centrally Sponsored Scheme on Teacher Education (CSSTE). Subsequently, certain new approaches were introduced for enhancing the effectiveness of the Samagra Shiksha scheme and making it more outcome-oriented. These multipronged approaches involve extensive collaboration among all administrators, schools, teachers and children in activities that would contribute to improving the learning outcomes and enhance the quality of education. The impact and outcome of various components under the scheme were also targeted to be measured.

Samagra Shiksha: Samagra Shiksha is **an integrated scheme covering all classes from pre-primary to the senior secondary that has been revamped and aligned with the recommendations of NEP 2020.** The scheme aims to ensure that all children have access to quality education with an equitable and inclusive classroom environment that should take care of their diverse backgrounds, multilingual needs, and different academic abilities and make them active participants in the learning process. The scheme has been extended for a period of five years i.e., from 2021-22 to 2025-26. Samagra Shiksha is providing support for many interventions including implementation of major NEP recommendations such as emphasis on Foundational Literacy and Numeracy, provision for Holistic Progress Card (HPC), Capacity building of teachers (50 Hrs CPD), Bagless days and internships, support for OOSC in the age group of 16-19 years, Separate stipend for CWSN girl child, identification of CWSN and Resource Centre at the block level, expansion of schooling facilities including Residential Hostels, KGBVs, and Vocational Education etc.



THE NEW INNOVATIVE APPROACHES UNDER QUALITY COMPONENTS ARE:

SARTHAQ	Learning Outcomes (LOs)	Celebration of Sports/Yoga day/Fit India Movement	Performance Grading Index
Youth & Eco Club	NIPUN Bharat	NISHTHA	Ek Bharat Shrestha Bharat.
Twinning of Schools	Shagun Repository	NAS 2021	Sports & Physical education
Appliances and scholarships for CWSN	Swachchhta Campaign	Aspirational districts	Mission education- Low Performing Districts
100 days of Reading Campaign	Kala Utsav	DIKSHA	Rangotsav

2.1 SARTHAQ

In pursuance of the goals and objectives of the National Education Policy (NEP) 2020 issued on 29th July, 2020 and to assist States and UTs in this task, the Department of School Education and Literacy has developed an indicative and suggestive Implementation Plan for School Education, called 'Students' and Teachers' Holistic Advancement through Quality Education (SARTHAQ)'. This implementation plan was released on 8th April 2021. The plan keeps in mind the concurrent nature of education and adheres to the spirit of federalism. States and UTs are given the flexibility to adapt this plan with local contextualization and also modify it as per their needs and requirements. This implementation plan delineates the roadmap and way forward for the implementation of NEP, 2020 for the next 10 years, which is very important for its smooth and effective implementation.

2.2 NIPUN Bharat

National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) was launched under Samagra Shiksha on 5th July 2021, for ensuring that every child in the country necessarily attains foundational literacy and numeracy (FLN) by the end of Grade 3 by the end of 2026-27. The goals and objectives of the mission are required to be achieved by all Govt., Govt. Aided and Private Schools so that universal acquisition of FLN skills can be achieved.

2.3 Learning Outcomes

The Right of Children to Free and Compulsory Education Act, 2009 mandates to ensure good quality elementary education conforming to the standards and norms specified in the Schedule of the Act. In order to focus on quality, the Central RTE Rules have been amended on 20th February, 2017 to include a reference on class-wise, and subject-wise Learning Outcomes, to serve as a guideline for States and UTs to ensure that all children acquire appropriate learning levels.

- NCERT has developed competency-based Learning Outcomes in all subjects for classes I-X. All states/UTs have adopted the Learning Outcome approach by now. The document includes Curricular Expectations, Pedagogical Processes and Learning Outcomes for each subject in each class.
- These learning outcomes have strong linkages with Sustainable Development Goals-4 with regards to the concern of universal quality education.
- Learning Outcomes at Higher Secondary stage for the major curricular areas are also under finalization.
- All the States/UTs have translated the Learning Outcomes document in their regional languages and circulated the same to all the schools. Other stakeholders, viz, parents and community members have been apprised with 33 posters on Learning Outcomes developed and displayed in school premises.
- A set of posters of the 'Compact Learning Outcomes' for display in school premises has also been developed.
- LOs are not textbook based. These are not prescriptive and are contextualized as per the local specific requirements without incorporating much deviation from the learning outcomes developed at the National level.
- NCERT is revisiting the LOs in light of NEP 2020.

2.4 Sports and Yoga

Sports in schools have immense benefits for both children and the educational systems. The benefits can be presented in terms of children's development in several domains such as physical, affective, social and cognitive. Sports have the potential to make significant and distinctive contributions to development in each of these domains and to enhance the health, and fitness of the individual child.

Sports and Physical Education component has been introduced in Samagra Shiksha which has provision for procurement of sports equipment. Expenditure for meeting expenses on procurement of sports equipment for indoor & outdoor games is to be made from this component. The provisions under the scheme for Sports and Physical Education in Government schools are as under:

- Up to Rs.5,000 for Primary school per annum
- Up to Rs.10,000 for upper primary per annum
- Up to Rs.25, 000 for Secondary and Senior Secondary per annum

An additional grant of upto Rs. 25000/ is provided to schools in case at least 2 students of that school win the medal in Khelo India National school games competition.

01

The Scheme also provides annual recurring school composite grant for all Government Schools for the replacement of non-functional school equipment and for incurring other recurring costs such as consumables for play materials, sports equipment, organizing sports events, laboratories, electricity charges, internet, water, teaching aids etc.

02

Guidelines regarding Sports Equipment & maintenance, sports activities to be conducted etc. have been shared with states & UTs for ensuring efficacy of the system.

03

To promote yoga and physical fitness, NCERT has been organising Yoga Olympiad from school to National Level every year from 2016 onwards on the eve of International Day of Yoga to generate awareness about yogic practices and motivate children to adopt Yoga as a healthy way of living. In this Olympiad, children from State/UTs and of National Agencies (CBSE, NVS and KVS) participate.

2.5 Youth Club and Eco Club

Schools are mobilized for the development of the nation through the formation of Youth Clubs. Youth clubs in schools are an instrument to develop life skills, build self-esteem, develop self-confidence and resilience and counter negative emotions of stress, shame and fear. Students can excel in their skills as per their choice and abilities in the clubs. The learning enhances their capability to combat the challenges in their future life.

YOUTH AND ECO CLUB 2020-21 AND 2021-22

Activity	Approval	
	2020-21	2021-22
Youth & Eco Club(stand-alone primary only schools)	330100	12155
Youth & Eco Club (Elementary)	260716	7564
Youth & Eco Club (Secondary & Sr. Secondary	84125	2615

2.6 Shagun Repository

.

Shagun Repository is a platform for showcasing various innovative and successful models being implemented by all States and UTs. It enables successful initiatives to be replicated and taken to scale. It encourages all States and UTs to vie with one another in a healthy way to carry out and upload best practices. This repository of good practices focuses on positive stories and developments that are driving performance improvements in school education. These innovative practices are documented in the form of case studies, videos, testimonials and images for which support is being provided under Samagra Shiksha.

STATUS OF THE SHAGUN REPOSITORY

State	Testimonials	Case Studies	Videos	Images
Andaman and Nicobar Islands	1	2	4	50
Andhra Pradesh	10	40	14	939
Arunachal Pradesh	3	4	5	120
Assam	4	4	8	163
Bihar	1	13	16	45
Chandigarh	7	14	10	892
Chhattisgarh	10	19	18	300
Delhi	3	2	22	145
DND – DNH	4	3	6	447
Goa	4	3	14	103
Gujarat	4	46	38	356
Haryana	4	5	13	180
Himachal Pradesh	4	23	28	189
Jammu And Kashmir	4	3	12	46
Jharkhand	7	16	14	439
Karnataka	2	14	36	875
Kerala	4	9	58	234
Ladakh	0	0	0	0
Lakshadweep	1	0	6	85
Madhya Pradesh	9	15	30	242
Maharashtra	13	29	23	142
Manipur	1	2	6	41
Meghalaya	5	22	14	42
Mizoram	2	1	36	19
Nagaland	2	1	8	102
Odisha	5	25	20	123
Puducherry	2	8	12	474
Punjab	2	3	9	113
Rajasthan	3	6	18	236
Sikkim	2	2	11	439
Tamil Nadu	16	13	24	268
Telangana	6	49	14	359
Tripura	9	13	13	288
Uttar Pradesh	5	10	26	173
Uttarakhand	4	3	15	96
West Bengal	1	1	6	241
Total	**164**	**423**	**607**	**9006**

2.7 Fit India Movement

01

Hon'ble Prime Minister launched the "Fit India Movement" on 29th August 2019 with a view to make physical fitness a way of life. Fit India Movement aims at behavioral changes- from sedentary lifestyle to physically active way of day-to-day living.

02

The main motive of Fit India Movement is to develop sports Quotient among all the students and to motivate them to adopt healthy lifestyle. It exemplifies the students with the understanding for regular physical activity and higher levels of fitness enhancing self-esteem and confidence in them. It is a movement to take the nation on a path of fitness and wellness. It provides a unique and exciting opportunity to work towards a healthier India.

03

Department has shared suggestive monthly activities calendar for FIT India Movement with States/UTs/ Autonomous Bodies. Due to closure of schools only limited/restrictive activities could be performed.

FIT India School Week- FIT India School Week was celebrated from 14th November 2021 till 12th December 2021. In all the four weeks total **288437 schools** participated in various activities. Activities were conducted in both online and offline mode following Covid Appropriate Behavior. Some of the activities under Fit India School weeks are - Indigenous games, Fit India Cycling, Fit India talks etc.

Fit India Star Rating- Department of Sports has prepared a ranking system according to the resources available in the schools of Fit India Schools to make fit India a people's movement. Schools across the country have enthusiastically participated in the movement. As on 21st Dec 2021, 444531 Schools had been awarded Fit India Flag, and 43074 Schools had applied for 3 Stars Rating and 13008 Schools had applied for 5 Stars rating.

Fit India Freedom Run 2.0 - Fit India Freedom Run 2.0 was launched by Ministry of Youth Affairs and Sports. All the Schools under all States/UTs/Autonomous Bodies were requested to participate in large number in this event. FIT India Freedom run was launched on 13th August 2021 and culminated on 2nd October 2021

Fit India Quiz 2021 for schools was launched by FIT India Team on 1st September.

FIT India Mobile Appwas launched on 29th August 2021 for Fitness Assessment based on the "Age-Appropriate Fitness Protocols – GOALS (Goals for Active Life Style)"

2.8 Ek Bharat Shrestha Bharat (EBSB)

01

The programme, Ek Bharat Shrestha Bharat has been initiated to promote the spirit of national integration and appreciation of culture, tradition, art and languages of states across India.

02

An illustrative list of suggested activities in accordance with NEP 2020 that may be taken up in schools has been drawn up by the Department and shared with States, UTs and concerned organizations through guidelines issued on 20th November, 2020. The guidelines are available at https://dsel.education.gov.in/ebsb

Some of the activities of EBSB are as under-

Rashtriya Ekta Diwas

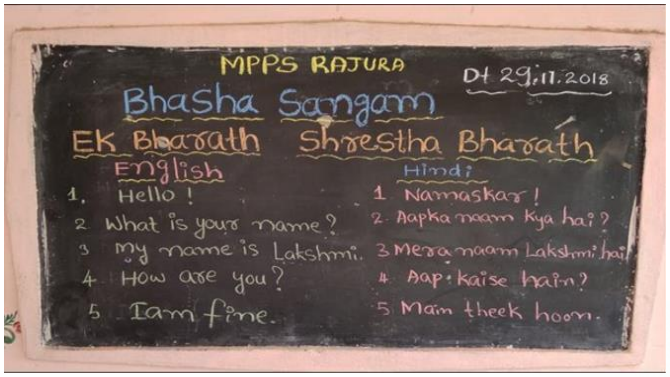
01

Rashtriya Ekta Diwas or National Unity Day-2020 was observed on 31st October 2020 in schools (Govt., aided & Pvt.) of the states and UTs. 1, 27,496 schools and 53,93,399 students participated across the country.

02

Rashtriya Ekta Diwas or National Unity Day-2021 was observed in online mode. A national level story writing activity on the theme was hosted by the department at MyGov platform from 31st October, 2021-30th November, 2021.

Bhasha Sangam



01

Bhasha Sangam recognizes the unique symphony of languages of our country, and strives for unity in diversity to realize the dream of one India. It ushers in a programme for schools and educational institutions to provide multilingual exposure to students in the 22 Indian languages listed in Schedule VIII of the Constitution of India.

02

This initiative was taken up by NCERT. It first started by providing students with five sentences in different languages to create student's interest in different languages. This has resulted in raising the curiosity in the students to learn more languages. The present endeavour is to provide the students with some more sentences (about 100 sentences) in 22 languages followed by other creative activities like dance, drama, music, art and other cultural programmes subsequently.

03

Bhasha Sangam programme was held on 1st November, 2021, wherein a mobile app and 22 booklets (QR coded with audio and Indian Sign Language) were launched.The aim was to promote learning of 100 sentences in the 22 scheduled Indian languages to facilitate listening, comprehension and practice speaking of these languages.

Kala Utsav

National Level Kala Utsav Programme was started in 2015. National Level Kala Utsav-2020 was organized from 11 January to 22 January 2021 through online mode; in which total 574 students from different States/UTs participated.

Matribhasha Diwas Celebration

Matribhasha Diwas was celebrated jointly by the Ministries of Education and Ministry of Culture as a webinar from 21st to 23rdFebruary 2021, and the inaugural function was held on 21stFebruary 2021 between 11.00 AM and 12.00 noon through virtual mode. Shri Venkaiah Naidu, Hon'ble Vice President of India was the chief guest of the occasion.

Band Competition

- The Department of School Education & Literacy organized the third band competition on 23rd January, 2020.
- **402** teams comprising of **10,050** students (5650 boys & 4400 girls) from 30 States & UTs participated in State level Inter School Band Competition
- **16** teams who won zonal level competition competed for 1st, 2nd and 3rd position in the **National Band Competition** in boys and girl's category held at Tyagaraj Stadium- New Delhi.
- Due to the pandemic, this activity could not be taken up.

EBSB Clubs

- All the States/UTs and Institutes under Department of Schools Education & Literacy have been requested to constitute EBSB clubs in their schools.
- **3.5 Lakh** EBSB Clubs have been formed in schools.

Online Series on Indigenous Sports

During the closure of schools, an online series on Indigenous games of India was organized in coordination with Fit India Cell, Ministry of Sports and Youth Affairs

Book on Unity in Cultural Diversity

A book namely "Unity in Cultural Diversity" prepared by the NCERT has been shared with all the states for further dissemination.

Students participation Status

- Over **8 crore** students have participated in various programs such as Kala Utsav Programme, Band Competition, National Integration Day, "Ek Bharat Shreshtha Bharat Parv", Mother Tongue Day, Bhasha Sangam etc.
- All States and Union Territories have been culturally mapped under EBSB.

2.9 Twinning of Schools

National Education Policy 2020 lays much importance to twinning of school for the effective implementation of inter-school collaboration. This arrangement is to provide an opportunity to the students with rural background to understand the situation prevailing in urban areas and vice versa. Twinning may also be done between government school and private school.

This partnership between schools would greatly contribute to the exchange of new learning and teaching experiences among children, teachers and schools. Since the twinning and partnerships involve collaborating on a specific activity, it results in added value, more quality and effectiveness and help in broadening the horizons of the students. The guidelines for indicative activities to be undertaken under twinning have been provided in Samagra Shiksha framework.

2.10 Swachhta Campaign 2020-21

Background about SVI-related activities:

The Prime Minister of India on 15th August 2014 announced that all schools in the country should have separate toilets for girls within one year. The Ministry of Education in association with the State Governments, UT Administrations, Central Public Sector Undertakings (CPSUs) and Private Corporate launched the Swachh Vidyalaya initiative in 2014 to provide separate toilets for boys and girls in all government schools within one year. Under this initiative, 4,17,796 toilets have been completed in Government schools.

Swachh Vidyalaya Puraskar (SVP), 2021-22:

- SVP 2021-22 has been successfully launched by the Hon'ble MOS(SS), Ministry of Education on 12th January 2022, which is the birthday of Swami Vivekananda and is celebrated as National Youth Day.
- Guidelines for SVP 2021-22 have also been modified/ finalized, in consultation with UNICEF.
- In view of the COVID pandemic, an additional parameter - "COVID-19preparedness and response" - has been included in the Swachh Vidyalaya package in 2021-22, considering its implications for the health, hygiene and safety of the children.
- Guidelines of SVP 2021-22 have been shared with States/UTs.
- UNICEF has also developed the Web/ Mobile application for SVP 2021-22.
- A virtual meeting to review the progress made by the States/UTs concerning the activities under Swachhta Action Plan, including Swachh Vidyalaya Puraskar (SVP), was held on 14th February 2022 at 3.00 PM virtually under the Chairpersonship of Secretary (DoSE&L).
- The last date for submission of applications by the schools for SVP awards was 31st March 2022, which was extended up to 15th April 2022. By the cut-off date, 9,59,198 schools have registered and 8,22,850 schools have submitted their applications for SVP 2021-22.
- The National Level SVP awards ceremony was held on 19th November, 2022.

Major Activities -

1. Promotion of SVI by institutionalizing Swachh Vidyalaya Puraskar:

(i) The Ministry of Education (MoE) instituted Swachh Vidyalaya Puraskar from 2016-17 at the district, state and national levels as the next step to Swachh Vidyalaya Initiative for institutionalizing a Swachhata ranking system for excellence in water, sanitation and hygiene in schools across the country. Due to COVID-19, the SVP awards 2020-21 could not be organized.

2. Swachhata Action Plan:

The scheme provides for an annual recurring composite school grant varying upto Rs. 1,00,000/- per annum depending upon the number of students for all government schools, out of which at least 10% is to be spent on activities related to the Swachhata Action Plan (SAP) for hygiene and sanitation. Central released to States and UTs for SAP Component under Samagra Shiksha is given below:

Year	Amount (Rs. in Lakh)
2018-19	20052.4468
2019-20	22400.9500
2020-21	22924.5575

3. Department of School Education & Literacy has requested all States and Union Territories to provide basic infrastructure including toilets and drinking water in all Government schools. Initiatives have been taken for piped water supply to all schools and rainwater harvesting system also.

4. Swachhata Pakhwada: 1st– 15th September (Cleanliness Fortnight)

Department of School Education & Literacy, in coordination with State Governments and UT Administrations, has been observing **Swachhata Pakhwada** since the year 2016 from 1st-15th September. The schools and students across all states and UTs have been participating whole-heartedly in the Swachhata Pakhwada every year. Swachhta Pakhwada 2021 was observed from 1st to 15th September 2021. The day-wise action plan for Swachhata Pakhwada had been suggested to the States/UTs. A total of 37,815,074 students from 7,82,827 schools have participated in Swachhata Pakhwada, 2021.

Every year Swachh Bharat Diwas (Shramdaan) is observed on the 2nd October

Swachhata Pakhwada 2022:

As per the Calendar of Swachhata Pakhwadas for the year 2022 circulated by the Cabinet Secretariat, the Swachhata Pakhwada for the Department of School Education & Literacy, Ministry of Education is scheduled from 1st – 15th September, 2022.

- **Gandagi Mukt Bharat (GBM):** GBM campaign – a special week-long campaign for swachhata from 8-15 August 2020 launched on the occasion of the inauguration of Rashtriya Swachhata Kendra (RKS) on 8th August 2020 by the Department of Drinking Water and Sanitation. On the

advice of the Ministry of Jal Shakti, this Department requested States and UTs to organise an online painting competition (classes 6 to 8) and an essay competition (classes 9 to 12) on the theme of "Gandagi Mukt Mera Gaon". Accordingly, painting and essay competitions were organized and a total of 63,90,140 students from 2,54,869 schools participated in the Painting and Essay competition.

5. SOP for Sustaining Water, Sanitation and Hygiene in Schools (WASH):

01

The unprecedented COVID pandemic has reinforced the necessity of adequate and well maintained WASH infrastructure and practices in schools. Both Individual and collective adherence, as well as the role of school community are inevitable to achieve and sustain improved health and educational outcomes for children.

02

On this occasion, Ministry of Education has released the revised SOP for Sustaining Water, Sanitation and Hygiene in Schools (WASH) – Including Guidelines for Swachhta Action Plan under Samagra Shiksha, incorporating WASH practices in view of COVID-19 pandemic.

03

Global Handwashing Day was celebrated on 15th October 2021, which had the theme - "Our Future is at Hand – Let's Move Forward Together". It aimed to mobilize the potential and bring about awareness on hand hygiene as a fundamental component of public health and safety, especially in view of the COVID-19 pandemic. In this regard, the Department of School Education & Literacy and all States and UTs across the country highlighted the importance of hand washing as a means to a safer today and tomorrow, through their schools.

Swatch Bharat Mission (Rajouri)

2.11 Constitution Day (Nagrikkartavya Palan Abhiyan)

On the suggestion of the Department of Justice, Ministry of Law & Justice, Constitution Day is celebrated on 26th November every year to commemorate the adoption of the Constitution of India. A calendar of activities has been prepared for undertaking schools and shared with States/UTs:

i. Pledge-taking ceremony to mark the occasion by reading of the Preamble to the constitution in a special assembly in the school.

ii. Debates, essay competitions, cultural programs, quiz competitions, seminars and lectures etc. may be held at State, District and school levels.

iii. State-level essays, debate and quiz competitions on fundamental duties and themes related to the constitution may be organized across the State, and the winners at the State level may be suitably rewarded.

iv. Reading of Preamble and Fundamental Duties.

v. Organizing Mock Parliament.

vi. Public messages on Fundamental Duties for dissemination among students and staff during the celebrations. Brochures, pamphlets and e-posters on Fundamental Duties may be prepared in Hindi, English and regional languages and distributed in schools among students.

vii. Effective utilization of Government/Organisation websites and MyGov platform to encourage citizen-centric activities on the prescribed theme. Students may be encouraged to participate in online quiz/ Olympiad competitions being organized by MyGov.

viii. Invite eminent personalities from different walks of life to disseminate the message of Fundamental Duties.

ix. Talks by eminent lawyers and legal scholars on Fundamental Duties and related themes may be organised in schools.

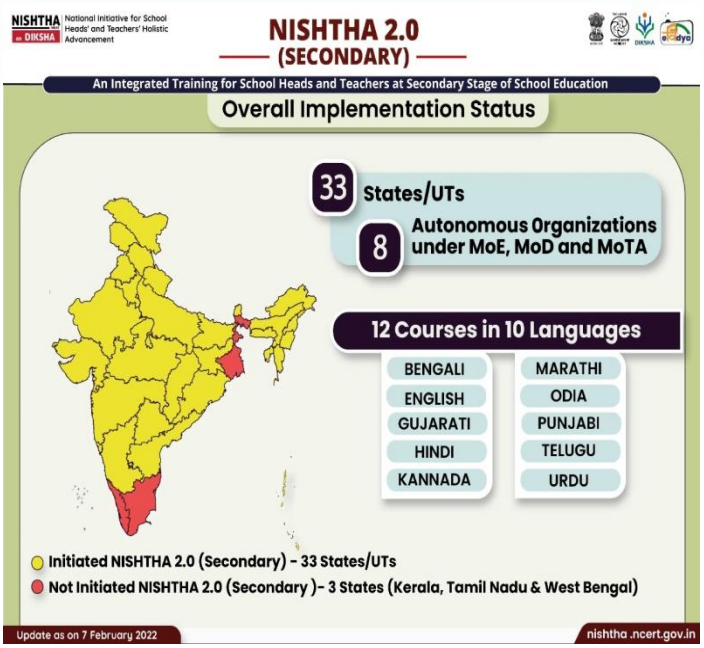
The Preamble to the Constitution has also been forwarded to States and UTs for reading the same in schools on constitution day.

2.12 National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)

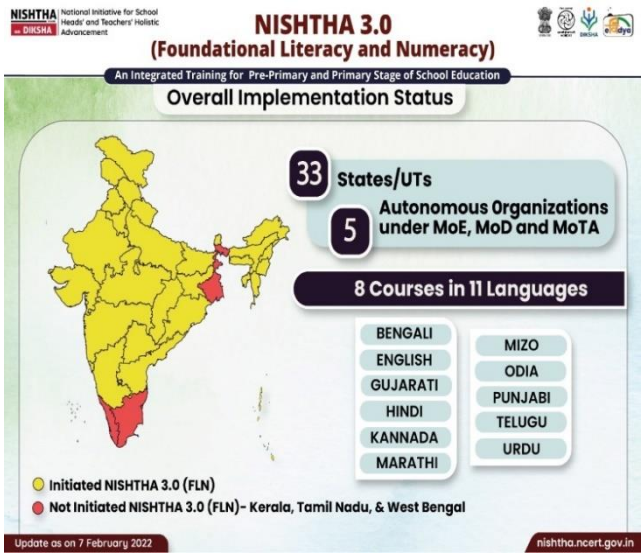
The Department of School Education and Literacy launched a National Mission to improve learning outcomes at the Elementary level through an Integrated Teacher Training Programme called NISHTHA – National Initiative for School Heads' and Teachers' Holistic Advancement on 21st August 2019. This integrated teacher training programme aimed to build the capacities of around 42 lakh teachers and Heads of Schools, faculty members of SCERTs and DIETs and Block Resource Coordinators and Cluster Resource Coordinators. A total of 23,137 KRPs and SRPs and 16,99,931 School Heads and Teachers have been trained under NISHTHA in 2019-20.

Due to COVID-19, it was decided that for 2020-21, the remaining training of NISHTHA at the elementary level and NISHTHA Phase II at the Secondary level shall be conducted online by the NCERT using high quality professionally made e-content following the four-quadrant approach consisting of video, text, self-assessment and learn more. For this purpose, ***NISHTHA Online*** was created by customizing Modules for Online delivery in a format compatible with DIKSHA Portal. It includes multiple approaches for interaction i.e., Text Modules along with videos, Live Sessions by National level Resource persons on DTH Swayam Prabha TV Channel and Interactive Voice Response System. In addition, Assessment is in-built into every Module and Online Certificates are automatically generated for participants after completion of the course. A total of around 24 lakh teachers have been trained under NISHTHA Online Elementary.

In 2021-22, NISHTHA was extended to cover the Secondary Teachers and Teachers in the foundational years. Accordingly, ***NISHTHA 2.0 for secondary level teachers*** was launched by the Hon'ble Prime Minister, Shri Narendra Modi on 29th July 2021. The training programme aimed to cover around 10 lakh secondary and senior secondary teachers across all states and UTs. NCERT had developed a package including 12 Generic courses and 7 Pedagogy courses for NISHTHA 2.0 and 33 States and UTs have participated in this training programme except the states of Kerala, Tamil Nadu and West Bengal.



NISHTHA 3.0 for foundational literacy and numeracy was launched on 7th September 2021 by the Hon'ble Prime Minister. The training programme aimed to cover around 25 lakh teachers at the primary level across all states and UTs. A special package consisting of 12 modules was developed for this purpose and 33 States and UTs have participated in this training programme except the states of Kerala, Tamil Nadu and West Bengal.



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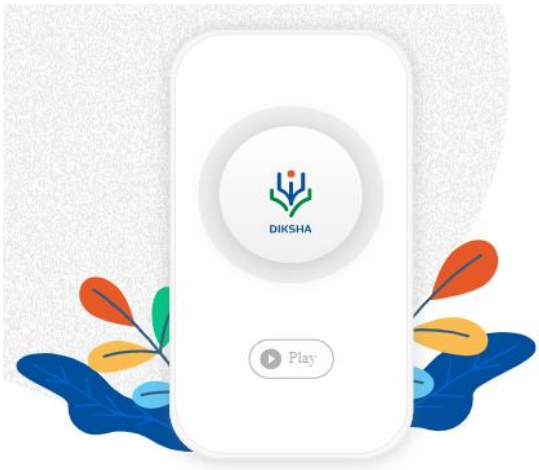
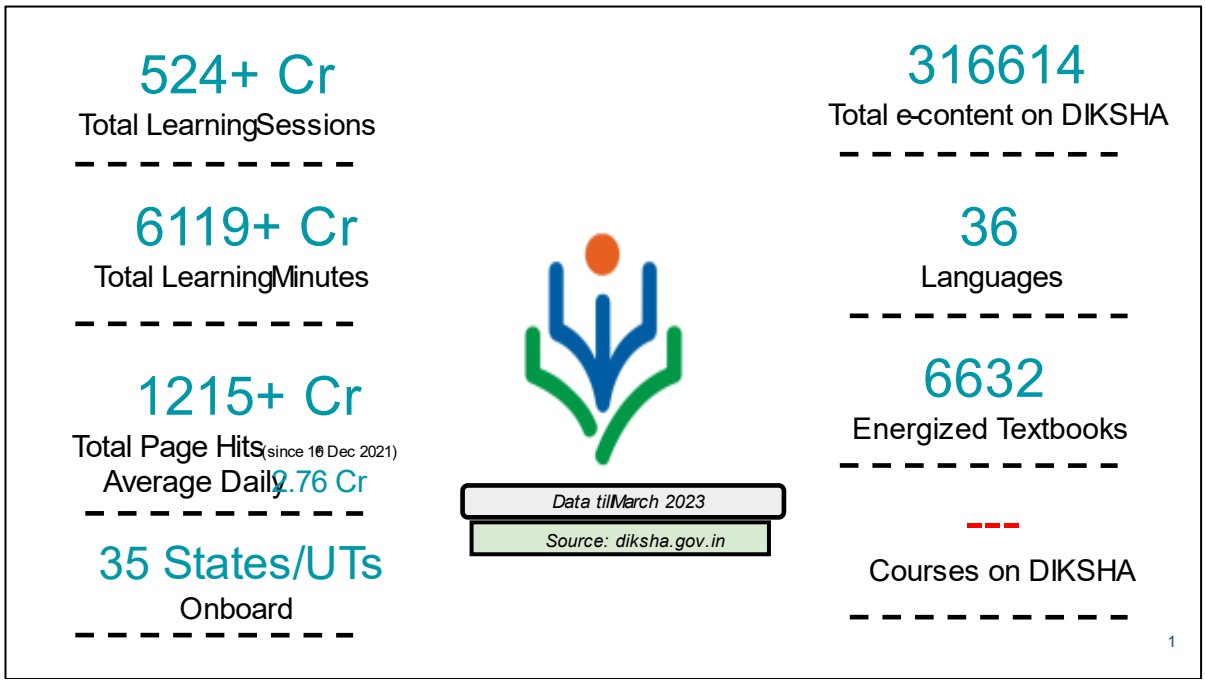
2.13 DIKSHA

DIKSHA (Digital Infrastructure for Knowledge Sharing) was formally launched by the Hon'ble Vice President of India on 5th September 2017. DIKSHA is the national platform for school education available for all states and the central government for grades 1 to 12. DIKSHA can be accessed through a web portal and mobile application. DIKSHA provides access to a large number of curriculums linked to e-content through several use cases and solutions such as QR-coded Energized Textbooks (ETBs), courses for teachers, quizzes and others.

As part of PM e-VIDYA announced under the Atma Nirbhar Bharat programme, DIKSHA is the 'one nation; one digital platform' for school education in India. It is being transformed into a platform for diverse and rich curriculum-linked e-content requirements of learners and teachers for all States/UTs accessible across digital devices (laptop/mobile/desktop/tablets, TV and radio) to have coherence of access and learning experience. At the same time, DIKSHA is designed to inherently support states/UTs to exercise autonomy, independence and choice to craft and run learning programs to suit their needs and achieve their goals, by using solutions, tools and data on the platform.



India is the first country in the world to provide QR-coded textbooks, with specific e-content tagged to it, free to its elementary school children. Over 5500 textbooks of various grades of states/UTs, including over 360 textbooks of NCERT are QR coded with e-content, and over 60 crore such textbooks have been printed and are being distributed to children at their homes all over India during the pandemic period. 2000 pieces of audio content created by NCERT are being broadcast by 18 Gyan Vani FM Radio Stations. Further, pod-casts have been popularized for almost all topics for all subjects of secondary and senior secondary level. Indian Sign language Dictionary for school students such as talking videos, and topics related to sign language videos have also been prepared and made a part of DIKSHA in this academic year.



01

- E-content has been prepared by 1140 teachers and it is shared on DIKSHA Portal by NVS.

02

- Open School on DIKSHA: NIOS has been on boarded to DIKSHA as a separate (https://diksha.gov.in/nios/). 500 contents (videos + pdfs+ e-textbooks) have been uploaded for Secondary level (equivalent to 10th grade)

03

- **FLN tools and Resources at DIKSHA:** Under DIKSHA, a separate vertical for FLN resources has been developed to assist and mentor States/UTs and teachers for implementing NIPUN Bharat guidelines.

2.14 Performance Grading Index

PGI is a common and comprehensive framework consisting of 70 indicators for grading the performance of different states and UTs in five domains- Access, Infrastructure & Facilities, Equity, Learning Outcome & Quality, and Governance process to provide them with a roadmap for making improvements. Total weightage across all the indicators is 1000.

The PGI would propel States and UTs towards undertaking multi-pronged interventions that will bring about the much-desired attainment of education outcomes. The PGI is expected to help States and UTs to pinpoint the gaps and accordingly prioritize areas for intervention to ensure that the school education system is robust at every level. At the same time, it is expected to act as a good source of information for best practices followed by States and UTs which can be shared widely.

THE TABLE GIVEN BELOW REFLECTS THE TOTAL PGI SCORES OF ALL STATES/UTS.

S. No.	State/ UT	2017-2018	2018-2019	2019-20
1	Andaman and Nicobar Islands	645	678	901
2	Andhra Pradesh	728	725	811
3	Arunachal Pradesh	554	570	698
4	Assam	707	710	738
5	Bihar	613	689	747
6	Chandigarh	**841 (Ist)**	**896 (Ist)**	**912 (IInd)**
7	Chhattisgarh	732	732	700
8	Dadra and Nagar Haveli	756	784	867
9	Daman and Diu	669	738	816
10	Delhi	747	829	898
11	Goa	717	782	783
12	Gujarat	**808 (IIIrd)**	**870 (IInd)**	884
13	Haryana	787	783	862
14	Himachal Pradesh	736	799	839
15	Jammu and Kashmir	644	703	763
16	Ladakh	644	703	545
17	Jharkhand	650	761	790
18	Karnataka	706	755	813
19	Kerala	**826 (IInd)**	**862 (IIIrd)**	901
20	Lakshadweep	626	688	754
21	Madhya Pradesh	713	775	748
22	Maharashtra	700	802	869
23	Manipur	608	642	767
24	Meghalaya	584	610	649
25	Mizoram	677	692	723
26	Nagaland	557	621	667
27	Odisha	734	749	838
28	Puducherry	687	786	889
29	Punjab	753	769	**929 (Ist)**
30	Rajasthan	752	767	859
31	Sikkim	683	751	772
32	Tamil Nadu	774	791	**906 (IIIrd)**
33	Telangana	676	757	772
34	Tripura	643	727	801
35	Uttar Pradesh	603	708	804
36	Uttarakhand	704	712	752
37	West Bengal	617	740	834

2.15 Support for CWSN

The Centrally sponsored Samagra Shiksha Scheme covers children with special needs (CwSN) from pre-primary to senior secondary level across the country. Through this component, children with special needs are provided support via specific student-oriented interventions such as identification and assessment camps, provision of aids, appliances and assistive devices, transportation, scribe and escort allowance support, Braille books and large print books, stipend for girls with special needs and teaching-learning materials etc. to appropriately address their unique educational requirements. Samagra Shiksha supports all CwSN as per the Rights of Persons with Disabilities (RPwD) Act, 2016.

The following provisions for children with special needs have been included under **Samagra Shiksha** for the year 2021-22:

Allocation for resource support through special educators has been made separately to appropriately address the learning needs of CWSN from pre-primary to senior secondary level. The Department has sanctioned financial assistance of Rs. 699.44 crore for 28439 special educators (including 11,830 resource persons at the elementary level) for the year 2021-22.

01

Support has been enhanced from Rs. 3000/- per child per annum to Rs. 3500/- per child per annum under the scheme. Samagra Shiksha is presently covering over 22 lakh children with special needs from classes I to XII with an estimated outlay of Rs. 1226.39 crore

02

Stipend for girls with special needs has been expanded from the previous allocation to girls from Classes IX-XII to pre-primary to XII in order to encourage girls to enroll and complete their schooling. An outlay of Rs. 118.52 crore has been approved for stipend (Rs. 122.58/- month for 10 months) for 6.12 lakh girls with special needs during 2021-22. The stipend is disbursed through DBT.

03

Under the provision of RTE, Braille textbooks sanction for 40,311 children with visual impairment at elementary level (class I to VIII) with an outlay of Rs. 1.23 crore. Also large print books for 91,254 children with low vision at elementary level (class I to VIII) were sanctioned with an outlay of Rs. 2.89 crore.

04

More than 2.4 lakh CwSN have been provided aids and appliances through scheme(s) like ADIP etc. with an outlay of Rs. 94.79 crore. The provision for home based education covers 55,210 children with severe/multiple disabilities with an outlay of Rs. 14.92 crore.

2.16 Rangostav

For the promotion of experiential learning and joyful learning, various activities are organized for both students and teachers. Some of the major activities undertaken are Kala Utsav; Role Play Competition; Band Competition; Music Teacher Competition and Folk dance competition. While competitions are organized at the secondary level, the focus is on joyful learning at the elementary level. This Flagship programme of Ministry has been celebrated by all States/UTs, NVS, KVS and all CBSE schools

Kala Utsav Activities 2021-22:

National level Kala Utsav was organized from 1st to 12th January 2022 in online mode. The total number of 591 entries received from State/UT/KVS/NVS in the male and female categories against which a total of 582 students; 291 male and 291 female gave their final performance. Out of these 582 performances, there were 5 performances by the CWSN participants.

This Utsav provided students with the opportunity to showcase their talent in nine different art forms namely; (i) Vocal Music– Classical, (ii) Vocal Music– Traditional Folk, (iii) Instrumental Music– Classical, (iv) Instrumental Music– Traditional Folk, (v) Dance– Classical, (vi) Dance– Folk, (vii) Visual Arts (2-dimensional), (viii) Visual Arts (3-dimensional) and (ix) Indigenous Toys and Games.

The Utsav was inaugurated virtually on the 2nd of January, 2022 by Dr Subhas Sarkar, the Hon'ble Minister of State, MoE, GoI and Dr Rajkumar Ranjan Singh the Hon'ble Minister of State, MoE, GoI.

Secretary, DSE&L, MoE, GoI, Smt Anita Karwal graced the occasion. Since the event was promoted through social media platforms well in advance, a good number of viewers joined the event through different channels.

The Valedictory Function (along with the Award ceremony) was held on 18th January 2022 where the National Level winners have been virtually felicitated.

2.17 National Achievement Survey (NAS)

The Government of India has been implementing a programme of sample-based National Achievement Survey (NAS) aimed at classes III, V, VIII and X in a cycle of three years. The last National Achievement Survey (NAS) was held on 13th November 2017 for assessing the competencies development of children at grade levels III, V and VIII and on February 05, 2018, for Class X students. NAS (2017) for classes 3, 5, and 8 were administered with districts as the unit of reporting in different subject areas such as languages, Mathematics, EVS/Science and Social Sciences in the Government and Government aided schools. The competency-based test was based on the Learning Outcomes which were recently incorporated in the Central Rules for the Right of Children to Free and Compulsory Education Act by the Government of India. In Class X, the learning levels of students from Government, Government aided and private schools in 5 subject areas of English, Mathematics, Science, Social Science and Modern Indian Language (MIL) were assessed. State and District Report Cards for both elementary and secondary levels have been released and placed in the public domain on *ncert.nic.in*. The learning gaps identified are used to provide feedback to the districts in the States and UTs.

About 34 lakh students of 1.18 lakh schools from both rural and urban areas have appeared in NAS 2021 which was held on 12th November 2021.

NAS 2021 covered (a) Government Schools (Central Government and State Government); (b) Government Aided Schools; and (c) Private Unaided Schools. The subjects covered are Language, Mathematics & EVS for classes 3 & 5; Language, Mathematics, Science & Social Science for class 8 and Language, Mathematics, Science, Social Science and English for class 10.

The objective of NAS 2021 is to evaluate children's progress and learning competencies as an indicator of the health of the education system and to take appropriate steps for remedial actions at different levels.

The medium followed in the NAS 2017 was retained in the NAS 2021 with 22 mediums of instruction covering Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Manipuri, Marathi, Mizo, Odiya, Punjabi, Tamil, Telugu, Urdu, Bodo, Garo, Khasi, Konkani, Nepali, Bhutia, and Lepcha. National, State/UT and District Report cards have been released to enable an analysis of results and remedial action at the appropriate levels.

2.18 Aspirational Districts

The Aspirational Districts Programme (ADP) is one of the largest experiments on outcomes-focused governance in the world. Launched by the Hon'ble Prime Minister in 2018, it is spread across 112 of India's socio-economically challenged districts. The ADP is NITI Aayog's flagship initiative to improve. Health & Nutrition, Education, Agriculture & Water Resources, Financial Inclusion & Skill Development, and Basic Infrastructure. It aims to quickly and effectively transform the Aspirational Districts of our country by improving people's ability to participate fully in the burgeoning economy. 112 districts were identified throughout the country based on levels of poverty, relatively poor health and nutrition, education status and deficit infrastructure. Under Samagra Shiksha, financial support is provided for improving the quality of education in these districts through various interventions. The table below provides a glimpse of the progress made by these districts.

ESTIMATED OUTLAY & PROGRESS OF ASPIRATIONAL DISTRICTS FROM 2021-2022:

Approval Status of Aspirational Districts From Year: 2021-2022 to Year: 2021-2022		total			
		No. of district Covered	Approved		Construction Completed
			Physical	Financial (Rs. in Lakh	
1	New/Upgrade School	11	38	2669.85	85
2	Strengthening (Elementary/Secondary)	42	796	11446.94	
3	Strengthening (Higher Secondary)	8	26	1020.84	14
4	ICT	80	2577	16435.9	530
5	KGBV	0	148	0	70
6	Upgraded KGBV till class X	1	1	0	1
7	Upgraded KGBV till class XII	32	147	8871.52	57
8	Vocational	66	245	980.1	111
9	Water	28	347	641.58	228
10	Major Repair	30	1146	3220.46	2383
11	Residential Quarter	1	5	90	218
12	Residential School		0		5
13	Residential Hostel	7	7		
14	CWSN Ramp	40	1187	344.79	694
15	CWSN Toilet	61	1465	2847.89	694
16	Toilet Boys	70	1486	3592.07	472
17	Toilet Girls	61	767	1959.36	263
18	Boundary Wall	6	378	3539.66	6
19	Furniture		0	0	
20	Solar	23	127	507.73	39
21	Electrification	38	1705	858.48	3812
22	Dilapidated	12	64	958.67	24
23	Buildingless	11	133	5349.31	2
24	Incinerator	60	4109	1223.268	79
25	Virtual/Smart Classroom	111	7174	16849.2	970
26	Rainwater Harvesting	2	45	84.078	2
27	Kitchen Garden				
28	Dysfunctional Toilet Boys	1	3	3	
29	Dysfunctional Toilet Girls	1	2	2	
30	Hand wash	14	550	110.16	1
31	T E Diet Equip				0
32	T E Technology Support				
33	T E Strengthening of Physical Infrastructure	3	3	669.69994	
	Total			84276.57	
*Progress data is based on the Financial Year					

2.19 Mission Education - Low Performing Districts

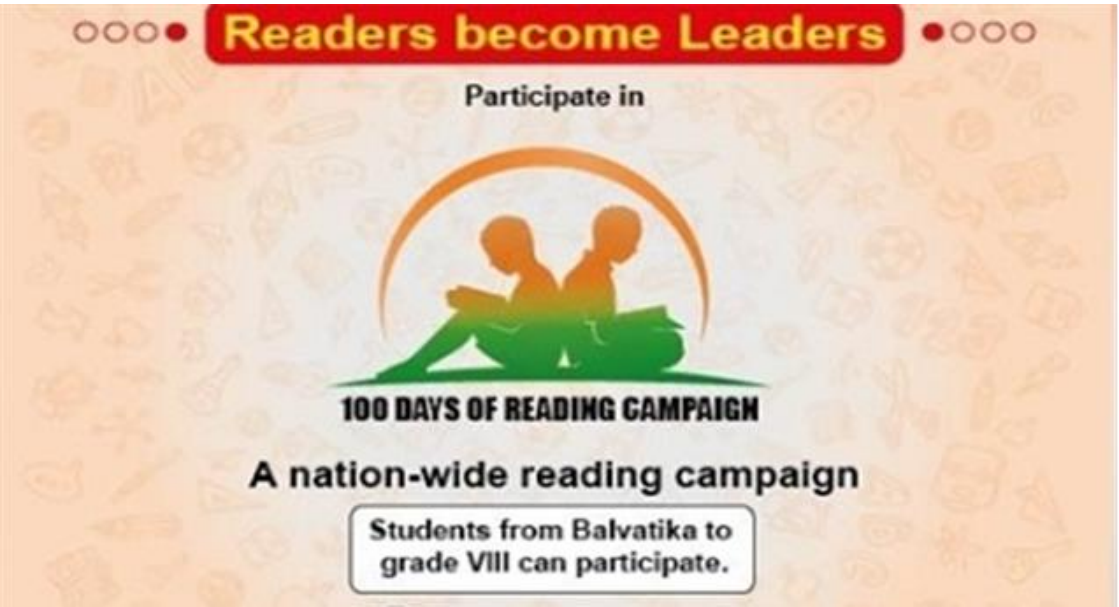
Mission of ameliorating the performance of LPDs of the country in school education has been launched by Hon'ble Prime Minister on 22nd January 2022. 10 districts across the country have been identified under the mission of improving the learning outcome. A specific action plan has been formulated to achieve the improvement of learning outcome in one year time span for the following.

01 Absolute increase of 10 points in the percentage of students acquiring proficiency level in Class 3 in Language from NAS 2021 level in each LPD.

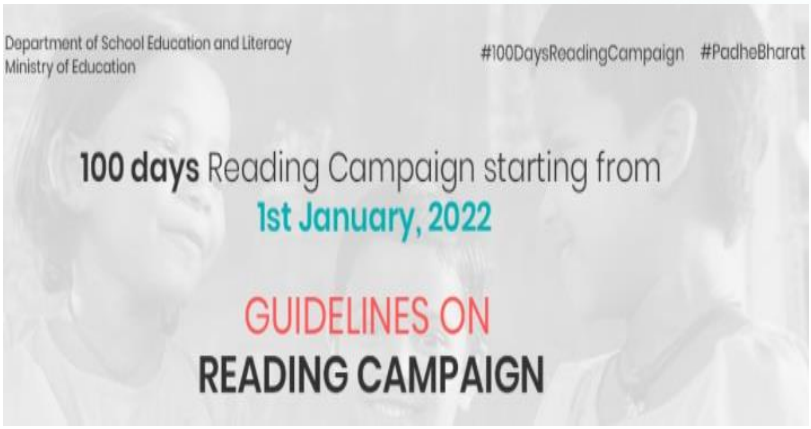
02 Absolute increase of 10 points in the percentage of students acquiring proficiency level in Class 3 in Numeracy from NAS 2021 level in each LPD.

S. No	State/UT	District Identified
1	Arunachal Pradesh	Changlang
2	Diu	Daman & Diu
3	Odisha	Sambalpur
4	Telangana	Adilabad
5	Chhattisgarh	Dhamtari
6	Tamil Nadu	Tiruchirappalli
7	Madhya Pradesh	Alirajpur
8	Maharashtra	Yavatmal
9	Uttar Pradesh	Shamli
10	Punjab	Muktsar

2.20 100 Days of Reading Campaign 'Padhe Bharat'



The Department of School Education and Literacy, Ministry of Education had launched **a 100-day Reading Campaign 'Padhe Bharat'** on 1st January 2022. The programme was launched virtually by **Hon'ble Education Minister, Shri Dharmendra Pradhan.** The launch of the **100 Days Reading Campaign** marks an important step to improving the learning levels of students as it develops creativity, critical thinking, vocabulary and the ability to express both verbally and in writing. It helps children to relate to their surroundings and real-life situation. Children studying in Balvatika to grade VIII were part of this campaign. The reading campaign was organised for 100 days (14 weeks) starting from 1st January 2022 to 10th April 2022. The reading campaign aimed to have the participation of all stakeholders at the national and state level including children, teachers, parents, community, educational administrators etc. The 100 days campaign continued for fourteen weeks and one activity per week per group was designed with the focus on making reading enjoyable and building a lifelong association with the joy of reading.



A comprehensive guideline on the Reading Campaign with an age-appropriate weekly calendar of activities was prepared and shared with States and UTs. The activities were conducted by children with the help of teachers, parents, peers, siblings or other family members. To make the campaign effective, the activities designed were kept simple and enjoyable so that these can also be easily conducted with the materials/resources available at home and with the help of parents, peers and siblings, in case the schools are closed.

Reading Habit: The library is an essential component of the school, providing not only a resource for learning but also for strengthening the idea of reading for pleasure, recreation and further deepening of knowledge and imagination. Accordingly, it will have books, pictorials, newspapers, journals, magazines, reference books, biographies, autobiographies, dictionaries, encyclopaedia, audio-visual material, etc. as well as access to information technology and digital resources.

Some of the major recommendations in the guidelines are:

01

- Schools need to establish vibrant libraries as a learning centre, set up reading corners and create a print rich environment.
- A Selection Committee to be constituted at the State/UT level to select books for school libraries under the Library Grant.

02

- The States and UTs may **utilise up to 50% of the funds for procurement of library books in regional/local languages.**
- States and UTs are encouraged to develop their own story books including local lore and folk tales through SCERTs and DIETs by involving teachers, parents and others.

03

- The process of procuring library books need to be made on-line and transparent. However, the funds cannot be used to procure textbooks, reference books, exam related publications or any material unsuitable or inappropriate for children till the age of 18.

04

- An e-library system may be introduced in schools under which digital reading/learning material such story books, visuals, videos, audios, may be stored in the computers of the libraries. E-books may also be used.

05

- For visually impaired children, library collection should include tactile map books and Barkha Series from NCERT as well as audio books from National Institute of Open Schooling (NIOS) and NCERT.

“The secret of change is to focus all your energy not on fighting the old but on building the new” - Socrates

3. State/UT wise quality initiatives

States and UTs in their pursuit of providing quality education in their schools have adopted innovative ideas to bring improvement in the learning achievement of students under the aegis of the Samagra Shiksha scheme and on their own. Some such initiatives about learning enhancement, assessment, pedagogical practices Rashtriya Avishkar Abhiyan, and interventions to manage learning loss and improve learning outcomes are described in the following pages.

States/Union Territories wise details of activities

ANDAMAN & NICOBAR ISLANDS

- **Setup of Model Science Centre**

  To create interest in Science amongst children and make them aware of the concept of scientific principles and motivate them to explore their innovations, one elementary school from each zone has been identified and developed with Model Science Centre from the academic session 2018-19. The Model Science Centre is developed with the help of students' involvement in making a scientific garden, in which medicinal/herbal plants etc. were planted. A room was exclusively spared for the display of scientific instruments/kits and doing the various activities under the guidance of the Science teacher.

- **Household Survey 2021-22**

  To devise a proper strategy to prevent dropout, lower enrolment, and loss of learning and to ensure universal and equitable access to quality education, the UT has conducted a household survey covering **756** villages and **99,244** households to identify various types of details viz. actual age-wise population, Out of School children, drop out children, migrant children, CWSN data (social group wise & age wise), availability of digital devices to access online classes and details of children who lost their parents/guardian during pandemic Covid-19, catchment area and demarcation of the neighbourhood school etc., with the involvement of teachers, head of schools, PRI members, clusters, blocks, district and in convergence with Revenue Department. Compilation of data at block, district and state levels is in progress.

- **Development of supplementary books with QR code**

  The UT has developed teaching learning materials exclusively for pre-primary children based on the NCERT curriculum in the form of reading and writing. Books with QR codes with audio-visual links are provided to the concerned school for students to continue their studies online as well as offline mode.

  Altogether, 8 books have been developed for all three levels of pre-primary classes.

ANDHRA PRADESH

Vidyardi Vikasam (Child Holistic Development)

The "Vidyarthi Vikasam" program aims to achieve the holistic development of students so as to improve their learning levels through systemic interventions/programs/activities under various heads.

Languages: Language Clubs and Language Festivals are organized and celebrated

Science & Mathematics: Strengthening of District Science Centre, INSPIRE Programme for Tribal Areas and LWE areas, Super 60 for Tribal and LWE areas

Social Science: Constitutional Day, Sarang, Cultural Fest for Tribal Areas a LWE affected areas are conducted to mark the importance of the constitution

Physical Education: Activities conducted under physical education include Sports / Yoga Day, Fit India National Campaign

Other Programmes: Other programs like Art Integrated Learning, Skill Exhibition cum Competition, Student Motivation Programme etc are implemented to ensure students' participation in hands on work experience.

e-Program/Distance Education: Activities like Vindam Nerchukundam, Radio Classes, Doordarshan Classes, Webinars Training to Teachers are implemented for easy access of learning to students.

Bilingual Textbooks

The State has developed bilingual textbooks for class I to IX. All new textbooks from class 1 to IX are made bilingual and are energized with content related QR codes. E-Content popup is available instantly as and when clicked QR Code. The academic calendar was energized with QR codes easily available. Pictorial Dictionary, PP1 and PP2 textbooks have QR Codes. Textbooks from Classes I to VII have been redesigned in view of NEP, 2020 guidelines.(i.e. Experiential learning and activity-based curriculum).

Mother Tongue-based Multi-Lingual Education

Tribal Languages in Andhra Pradesh were given priority through Multilingual Education. Andhra Pradesh has a long history of engaging with multilingual education among the tribal groups. The latest initiative not only focuses on material development, but also on the training of teachers**.** 'Teacher training modules' have been developed for tribal languages. The Tribal Cultural Research and Training Mission (TCRTM) held a two-day workshop for the same at Rushikonda. Mother-Tongue-Based Multilingual Education (MTB-MLE) has been implemented in 1,350 schools of the State. The languages covered by this program include the Koya, Savara, Adivasi Oria, Jatapu, Kuvi, and Konda Dora. They have also developed six primers which were developed in six tribal languages are distributed in the 'anganwadi' centres (child care centre).

MBNN Mana Badi Nadu Nedu:

A program for Transforming School Infrastructure in the State is being implemented in all Government Schools starting from A.Y. 2020-21 in 3 phases.
In phase I, 15715 Schools are covered in this program with Rs. 3669 cr. And the schools were dedicated to the public. In the next two phases 57,189 schools and 3,280 other educational institutions are planned to strengthen with an estimated cost of Rs. 16,021.67 cr. is planned.

JAGANANNA VIDYA KANUKA (Supply of student kits to students)

The Government of Andhra Pradesh decided to provide student kits under the "JAGANANNA VIDYA KANUKA" scheme to all the 42,34,322 students studying I to X Class in the State with a budget estimate of Rs.650 Crores. The programme was launched on 8th October 2020.
The State has to supply Student kits before the commencement of every academic year to enhance the self-confidence of the students. It is aimed to reduce the Dropout rate and improve learning outcomes in Govt. Schools.
Provisions under student kit: 3 pairs of uniform cloth (for which stitching charges are given for IX & X classes), one School Bag, set of Text Books, set of Notebooks, Two pairs of socks, a pair of shoes, one Belt and an Oxford dictionary(6-10 classes) and pictorial dictionary (1-5 classes).

Amma Vodi Scheme

The Amma Vodi scheme is implemented with an objective of "send your children to school and get Rs. 15000 from government to the mothers of the students."

Bridge course Programme

Bridge course material was developed for all classes and printed and distributed to class 1 to class 10 children. Worksheets, Clickable Pdf textbooks with QR code are provided to all students. E-content through DIKSHA platform is also facilated to students under the programme.

Language Festival

Language Festival was conducted in all schools to enhance areas of language proficiency like reading and writing skills. Activities like essay writing, elocution, drama, role play, singing and drawing competitions were held. The program was conducted online and offline at the Mandal level from 27-12-2021 to 30-12-2021.

No Bag day

'NO BAG DAY' is conducted on the 1st and 3rd Saturday of every month at the Primary and Upper Primary level. This activity is implemented to promote creative thinking abilities through drawing, model making, singing, playing, storybook reading, puppetry etc.

Science Congress & Science Park / Center

State Level Science Congress – 2021 was conducted on 7th November, 2021 at DIET, Angaluru, Krishna Disrict. 671 Students and 74 lecturers of DIETs showcased their creativity and innovations from all over the state. Students of ZPHS Veerapanenigudem, Krishna Dt. were appreciated by International Astronomical Search Collaboration (IASC) for their innovation in Asteroids.

Strengthening of Science & Maths Labs & Atal Innovation Mission

This program encourage students to participate in innovative activities of schools having ATL in collaboration with UNICEF. Virtual Q&A sessions with ATAL innovation mission are conducted to promote critical thinking. State effectively utilized Atal Tinkering Labs in the teaching-learning process. Online training sessions through DIKSHA platform are conducted. Weekly 2 online live sessions for teachers and students are conducted by expert resource persons.

English Language Laboratory

1910 videos are collected, compiled and supplied to 15757 schools having smart TVs to improve English speaking skills among students and teachers. Training was given to teachers so as to use them in effective classroom transactions.

LEARN A WORD A DAY

The objective is to enrich the student's vocabulary which is beneficial for both speaking and writing.
Action plan: Initially a 30-day action plan was designed from 15th Feb to 15th March 2022 and continued as a year-long program.
Day-wise schedule: Day-wise activities for 30 days with suggestive English words along with Telugu meaning were planned and implemented.
Impact: Utilization of English Lab, and Dictionaries provided, to create interest in the language and vocabulary.

ARUNACHAL PRADESH

- **Orchid Series**
  - **The Orchid Series** is a supplementary reader containing folktales of major tribes of Arunachal Pradesh introduced in the form of **reading corners** targeting the children for the development of their language skills at the elementary level.
  - The prime goal of this material is to provide an opportunity for children to develop reading habits through self-reading with an understanding of one's context and grow as regular readers.
  - These help children to catch up with their imagination, perception and conception in their daily life. It also improves the school attendance of students.
  - The most important things are that they develop mutual respect for one another's traditional beliefs and feelings of oneness despite the diversity in cultures.

- **State Heroes**
  - **Supplementary reading material** is being developed **on Local State Heroes** targeting the children at the upper primary level introduced across the state to inspire and motivate the

children to follow up in the footsteps of their heroes.

- **Arun Kiran**
  - Arun Kiran is a graded supplementary material on local language to enhance the learning levels of the children of foundational stages in their mother tongue.
  - Also, **Arun Utsav**, a graded supplementary material on local festival, culture & history at the secondary stage are in pipeline to develop mutual respect among the children for one another's culture is also in the pipeline.

- **Project JIGYASA**
  - The **Project JIGYASA** has been implemented by UNISED-IIT Kanpur in collaboration with Samagra Shiksha, Government of Arunachal Pradesh in 340 schools at the upper primary level across the State which following
  - **"Low-Cost Solar Power Operated Audio-Visual System" and e-content** following curriculum along with solar panel and batteries provided.
  - **Science and Mathematics Learning Resource Kits are** designed by reputed HEI like IIT Guwahati Research Park to make learners enjoy learning and become neoteric innovators in the times to come.
  - These kits include focused TLM (Teaching Learning Materials) for kids to learn by doing activities in the classroom and outside the classroom.
  - **Hands-on teacher training** and capacity-building workshops for Science and Mathematics teachers conducted by IIT Kanpur/IIT Guwahati. Besides hands-on training / peer-to-peer learning sessions, physical & IT-enabled monitoring, exposure visits to industries/research labs, etc. to ensure daily use of the equipment at the school level for targeted learning outcomes are also being carried out. This project is very much successful and highly appreciated by all stakeholders as children's Learning outcomes have improved, especially in science and mathematics at the elementary level.

- **Use of Technology to Improve Learning Outcomes**
  - **Radio School**: In collaboration with All India Radio, Itanagar, the Department of Education, Govt. of Arunachal Pradesh broadcast online radio talk for classes I-V on Arun FM 103.1Mhz & MW 675Khz (Monday to Saturday) at 1.20 pm w.e.f. 02.06.2020 (Tuesday). The first radio talk started with Class – I then class II so on.
  - **Online Classes via Doordarshan – Arun Prabha Channel***:* Online live classes were conducted through Doordarshan studios for classes VI-VII for 40 minutes each six days a week.
  - **State of the art central studio**: A Central Studio had been set up for taking live classes with schools via internet/VSAT under the BBNL project.
  - **Other digital platforms**: WhatsApp groups /webinars / Google meetings were used by teachers to remain in touch with their students directly.
  - **Plantation drives**: Plantation drives for beautification of school campuses by planting ornamental plants are initiated in all schools of the State from Elementary level to Higher Secondary level. **Kitchen gardens** are also being maintained to grow organic vegetables in the schools to be used in mid-day meals.

ASSAM

- **School's Biodiversity Register (SBR)**

The program of the School's Biodiversity Register (SBR) is designed as a tool for the formal maintenance of the local knowledge with proper validation. SBR is a record of knowledge, perception and attitude of people about natural resources, plants and animals, their utilization and conservation in a village or a panchayat. The objectives are:

- To develop a biodiversity management plan for the area to conserve existing and RET (Rare Endangered Threatened) species of the flora and fauna.
- To develop a baseline database for existing available biodiversity to assess in the future.
- To empower the students with the help of local communities, making them aware of their rights, as well as conserving biodiversity.

SBR is the first step towards bridging the gap between the intellectual property rights of local people and associated traditional knowledge and enabling them to share those benefits.

The School Biodiversity Register has been adopted in consultation with Assam Biodiversity Board. The register is maintained by all Govt./ Provincialized Elementary and Secondary schools.

Following activities have been undertaken for the maintenance of the Biodiversity Register at the school level:

- The nodal teachers facilitates the students to maintain SBR at the school level.
- The SMC/SMDC and the local community member also help in the process.
- Based on the prescribed format, students replicate (copy) the format in the chart papers. Students work in groups to gather information about the indigenous flora and fauna and make an entry in the register as per the prescribed format.

Schools also maintain a photo album of the species with details of the plant and animal species like scientific name, local name, importance etc. will be mentioned.

On the occasion of World Environment Day dated 5th June 2022, Hon'ble Chief Minister of Assam, Dr Himanta Biswa Sarma awarded 5 Government Schools as Best School Award for maintaining Bio-diversity Park and Register through Eco Club.

- **Story telling by Grandmothers in Galia Lower Primary School**

Galia LP school, under Borigog Banbhag Education Block of Nalbari district, is showing great achievement of Learning Outcomes of children in Foundational literacy and numeracy from early grades which are focused on NIPUN BHARAT MISSION and NEP-2020.

- There is a print-rich environment in the school. TLMs of literacy and numeracy are available in the schools. The teachers use them properly.

- More focus is given to language, especially in the early literacy part. Activities on oral language development like storytelling, conversation, recitation, extempore speech, and picture reading are regularly conducted.
- Conduct various activities related to oral language and foundational literacy, like story-telling, conversation, picture reading, the composition of stories, sharing of experiences of library books etc.
- Provision of remedial /additional support to the children as per need after assessment.
- Conduct story-telling activities involving a grandmother of above 65 years. They tell the stories in their local dialects which are very rare to listen for children to listen to otherwise. The storytelling by grandmothers is so interesting and so dramatic with action-oriented songs and lullabies that students even forget the time of MDM (Lunch time) traditional stories. Now the students can speak, read and write the local traditional stories.

- **DigiSATH**

The state has pioneered a digital learning programme, DigiSATH and conducted weekly quizzes reaching 30 % of the student population. The efforts to keep students digitally connected during the pandemic involved: Digital Content curation by the JCERT; Content dissemination through WhatsApp/ TVCascades/ Radio; Increased Content Engagement through Weekly Quizzes, Textbooks/Workbooks at home, Syllabus reduction by 25%, etc.

- **School Ruaar, Back to School Campaign**

The state is initiating a Back to School programme called School Ruaar from 5th April to 4th May, 2022. The main features of the Campaign are:

- Check enrolment and attendance as per e-Vidya Vahini data
- Ensure full transition from primary to upper primary, upper primary to middle and middle to secondary
- Ensure enrolment of OoSC and CwSN through Dahar App.
- Ensure coordination between Anganwadis and nearest primary schools.
- Ensure enrolment of children in need in private schools in the initial classes under RTE.
- Improvement in schooling facilities like toilets, drinking water etc.
- Recognize and reward better performing schools, blocks and districts.

- **Adarsh Vidyalaya Yojana**

It is an initiative of the State for providing composite cooling facilities in each Panchayat by 2024-25. Under this, State is committed to developing 4441 integrated Adarsh Vidyalayas having classes I-XII/VI-XII, covering 18.2 lakh of the current student strength (40%), by converging various fund sources. The focus areas are high enrolment; better infrastructure; and maintaining PTR.

Presently, out of these 4441 schools, 94 have been upgraded to Higher secondary school while HMs have been placed in 405 schools and these 405 HMs have been trained virtually on School Leadership by NIEPA**.**

- **Mother Tongue-Based Multi-lingual Education**

  State plans on integrating mother tongue-based multi-lingual education into the curriculum. Under this, tailored educational experiences would be provided that integrate cultural elements of the specific region into the curriculum. The plan is to integrate 5 regional languages into the State curriculum i.e. Santhali, Ho, Mundari, Kudukh and Khadia.

- **Strengthening District Leadership and Teacher Capacities on NIPUN Bharat**

  Mission: State is initiating the following activities for strengthening district leadership and building teacher capacities

  - Organization of orientation and visioning of State Resource Group, district officials and Civil Society Organization.
  - Orientation by CSO partners of district and block level officials through a face-to-face meeting
  - 4 Master Trainers from each block were identified and 1048 Master Trainers trained JCERT
  - NISHTHA 3.0 has been rolled out digitally on the DIKSHA platform with an enrolment of 97000 teachers.
  - 39071 teachers trained on a 4- days module at the block level.

- **Innovative activities taken up under Vocational Education**

  Vertical Mobility A rigorous vertical mobility exercise has been done by the state to understand and mapping of options and opportunities in each district. This exercise includes mapping higher education institutes having vocational and non-vocational courses for pass-out students.

  Tech Integration in Vocational Education: A real-time Monitoring App and web application has been deployed to monitor the progress of vocational activities in the State and accordingly take real-time decision making. Features include a Dashboard view for State, Districts, PMU and other stakeholders; VT-wise attendance and performance; Reports on Daily Attendance, Guest Lecture, Trade, Course Material; etc.

  Capacity building of stakeholders: Stakeholders were oriented to ensure seamless implementation of vocational activities through online mode and district officials were oriented through offline modes, from time to time, to ensure proper communication, handholding and review of the program.

BIHAR

- **Mukhya Mantri Kishori Swasthya Karyakram (MKSK)**

  MKSK's objective is to maintain hygiene during the menstruation cycle and check the dropout of girls from class 7th to 12th. Rs. 300 per year is provided to adolescent girls studying in Government schools through DBT to their account.

- **e-LOTS (e-Library of Teachers and Students)**

  All textbooks, concerning the educational video, reference video along with the link of DIKSHA Portal and other Teachers Resource materials are made available for the online learning of class I to XII students. The portal can be accessed with the link: **http://bepclots.bihar.gov.in/.** Class, subject and chapter-wise video recordings are also done and uploaded on e-LOTS. With the support of an e-library, users can find the subject and chapter-wise videos, digital books and reference materials. It also enables a user to get evaluated on the portal, by participating in the subject-wise objective quiz.

- **Mera Doordarshan Mera Vidyalaya**

  Five hours' time slots (one hour each for Class I-II, Class III to V, Class VI to VIII, Class IX-X and Class XI-XII) for digital learning was initiated during lockdown. State started the telecast of e-content in phase-wise manner during April, 2020 to May, 2020 and the telecast for all the classes were done up to 28th February 2021. Around 50 lakh children got benefitted from this program.

  In the academic session 2021-22 due to 2nd wave of COVID, schools were closed. Therefore, Mera Doordarshan Mera Vidyalaya has been started again to ensure that the government schools students are not deprived from learning, as internet connectivity and access to e-learning material is a problem in rural and tribal areas. All e-content are based on Bihar textbooks and syllabus. Telecast of Safe Saturday program is done on every Saturday under this program. Art Integrated Learning, Life skills and career counselling related classes are conducted on Sunday.

- **Unnayan Bihar**

  A new innovative and scalable solution to ensure the reach of quality school education using Technology namely 'Únnayan Bihar' was launched on 5th September, 2019 in 5646 Secondary/High Secondary Schools across the state. Under this intervention, Rs. 90,000 per school was provided for procurement and installation of hardware such as TV, power backup (Inverter and Battery), speakers, pen drive, etc. from the state budget. E-content for class IX to XII have been developed & provided in a pen drive for classroom transactions. The daily test is being conducted and accessed by the students themselves through Peer Assessment and answersare discussed by the teachers after the assessment gets over. Out of 9360 Secondary/Higher Secondary Schools, currently, Unnayan Program is running in 9006 schools.

- **Catch-up-Course**

  To bridge the learning loss of children during COVID-19 and the closure of schools, the SCERT designed a catch-up course for students studying in classes 2 to 10. The 3-months (60 working days) catch-up course is being implemented at the beginning of the academic session. The course is not only focusing on bridging the learning gap of conventional subjects but also on enhancing regional language's ability among students besides environment study, art and yoga.

- **Mobile Learning Centres**

  To ensure continuity of learning for the children who don't have access to any type of digital equipment 'Mobile Learning Centers' were started due to the closure of school during COVID-19. These centres were run in seven districts of Bihar namely Banka, Purnea, Gaya, West Champaran, Patna, Sitamarhi and Sheikhpura districts. This initiative was started during the COVID-19 lockdown in the year 2020 which continued till Dec. 2021. Partnership with different NGOs, working in the education sector was done to run these mobile learning centres. The Mobile van is equipped with a TV screen and Educational resources such as videos, math games, illustrated posters and toys to teach the children lessons in an interactive method. Around 47000 children were covered under this innovation.

- **'Take it Eazy' Program**

  An innovative one-month project 'Take it Eazy' programme was started which aims to build the socio-emotional skills of adolescent boys and girls (aged 13-17 years) across the state. The program went live on the 22nd of November 2201. Listening to 'Take it Eazy' was simple - students gave a missed call to the toll-free number and an automated call was placed back to their mobile phones and the story of the day was played. Each story was 5 minutes duration. These stories and art activities were designed to help students express their fears, and emotions, motivate them, learn new positive habits and build resilience. Some of the activities include doodling, sketching, positive affirmations, goal setting, journal writing, writing stories and poems, meditation, Surya Namaskar, gratitude to self & family, study skills, planting, and nurturing a plant.

  15.48 lakh children participated in this programme through Call back, 2.5 lakh children listened to the stories during morning assembly. Also, feedback from 3215 students was received.

- **Teachers training on 'Constructive Teaching & Learning with Technology'**

  To explore distance technologies for blended and online teaching and learning, Bihar Education Project Council with technical support from UNICEF and Tata Institute of Social Science (TISS) launched a 6 weeks online course 'Constructive Teaching & Learning with Technology'. The course was launched on 9th March 2022. Around 500 teachers and DIET/PTEC faculties were enrolled in the course. The objective of the course is to understand and appreciate constructivist approaches to learning, and the role of technology in

constructing meaningful learning experiences for students. Teachers were capacitated on use of ICT in teaching and learning.

- **Survey of out of School children through BEST App**

  Out-of-school children's data are being collected through BEST App. Earlier the BEST App was being used by education officials for school monitoring only. A new feature was added to the app to collect Out of School Children data through App. A detailed guideline for the survey of Out of School Children was developed by BEPC. All schools were provided Id and Passwords and enrolled into the BEST App. Training of teachers was conducted on the developed guideline and use of BEST App for collection of OoSC data. Now all schools can enter the OoSC data into the BEST.

- **Enrolment Drive in 2021**

  A Massive enrolment Campaign 'Praveshotsav' – Special Enrolment Drive was conducted from 8th to 26th March 2021. Bihar Education Project Council, together with inter-departmental convergence with Rural Development Department and Social Welfare Department, completed the 'Praveshotsav' - Special Enrolment Drive' which was inaugurated by Hon'ble Education Minister, Govt. of Bihar on 8th March, 2021. Various awareness generation activities like Street play, Prabhat Pheri, display of IEC materials and meetings with VSS members were organized at the school level under this program. During the drive, 36.77 lakh children got enrolled in schools. The teachers and frontline government workers conducted a door-to-door survey to identify and enrol out-of-school children on schools. 58,256 children from migrant families were identified and admitted directly to the schools.

- **Know your State**

  - A Documentary under 'EK Bharat Shresth Bharat Program' - "Know your State‟ has been developed and uploaded on Youtube and the state e-Library. In this program, video documentaries were developed on the Geographical, Socio-Cultural, Tourism etc. of Bihar and its paired state Mizoram and Tripura.
  - The link for the video is - *https://youtu.be/tqYB25xT1_0*

- **Medhasoft Portal**

  The Medhasoft portal has been developed by the Education Department, Govt. of Bihar through the support of the National Informatics Centre, Patna with the objective of aggregating data of students studying in Government and Government aided schools. It is a centralized portal for all Direct Benefit Transfer schemes for students like Free Textbook, Free Uniform, Mukhyamantri Cycle yojna, Mukhyamantri scholarship program etc. With the help of Medhasoft DBT portal, the benefits of different schemes can be directly transferred to the beneficiary account after proper inspection and with utter transparency.

CHANDIGARH

- **Project 'Kilkari' for Early Childhood Care and Education**

In the Department of School Education, UT Chandigarh, Pre-primary classes are running in Govt. Schools since the early 1960's where children in the age group of 3+ years are admitted for two years of Pre-primary. With the introduction of **Early Childhood Care and Education (ECCE)** in the National Education Policy (NEP), 2020, the concept of Pre-primary requires certain changes which include 03 years of pre-primary and the classroom needs to be remodelled to address the learning needs of children.

Accordingly, to create a safe and child-centric learning environment for children in the age group of 03-06 years, a project "Kilakri" was launched in 2021-2022 under which the existing pre-primary classrooms of the school were remodelled as learning spaces which bolster Curiosity, Energy and Imagination of young minds. The objectives of the project were:-

- To create innovative and happy classrooms which are: Sustainable, Moveable, Affordable, and Free play.
- A classroom that blurs the boundary between indoor and outdoor.
- Catering to all aspect of the environment that is creative and artistic, socio-emotional, physical and motor, cognitive & language and sensory development. The classroom was designed not from an adult perspective but the focus was on what the child loves to do. Under this project Indoor classrooms, corridors and outdoor were selected for creating various themes/corners such as:-Story Corner, Art & writing Station, Music Corner etc.

- **Implementation Plan of project "Kilkari"**

One pre-primary classroom under project "Kilkari" was created under CSR activity in convergence with Arpan Trust and Kachi Sadak Foundation in Govt. Primary School- Dhanas, Chandigarh. To adopt/adapt the similar concept in all other pre-primary classrooms of Govt. Schools in UT Chandigarh following steps have already been undertaken during 2021-22:-

- Orientation of Principals, Heads, Cluster Resource Centre Coordinators and Urban Resource Centre Coordinators was conducted in December 2021.
- Five days workshop was conducted for all the pre-primary teachers of Govt. Schools of UT Chandigarh from December 2021 to February, 2022 with an aim that teachers get oriented towards the provisions of NEP, 2020 and guidelines of NCERT for creating child-friendly learning spaces within the existing classrooms. The workshop focused on the creation of low-cost teaching learning material which can be created with the waste material/stationery material available within the classroom and which are sustainable and can be re-created depending upon the need of the teacher. The schedule of the training is as under:
  - The Nursery Teachers and CRCCs trained during the above said training programmes and further conducted training of all the 450 Aanganwadi workers on the pre-primary curriculum and goals of ECCE. In addition to this, to create low-cost teaching learning

material, a workshop was conducted at the cluster level in which both Aanganwadi workers and Nursery Teachers jointly prepared the material for creating learning spaces in the classrooms as well as in Aanganwadi Centres.

- The teachers trained during above said workshops/training utilized the funds/ resources allocated to the schools under Samagra Shiksha and out of state budget and initiated to process of creation of creating pre-primary classrooms which promote free play, child-centric activities, accessibility of material to the child and are sustainable, movable and affordable.

- **Innovative Project Dome Theatre**

This project was initially started on a pilot basis in one of the Govt. schools i.e. Govt. High School, Maloya Colony, Chandigarh, and this brought the students outside the four walls of the room to have a virtual experience which brought excellent feedback both from the students and teachers for it supported integrated classroom teaching. Based on its success, this project has been extended to 05 more Govt. Schools under Samagra Shiksha so that more students can benefit.
The construction of Dome Theatre in this 05 govt. schools are at the final stage.

Salient Features:

- Promotes Experiential Learning.
- Easy to teach aquatic, atmosphere, nature, astronomical concepts etc.
- Gives virtual experience of Spatial Phenomena.
- Helps in retention and enhances learning.
- Use of dome as a dark room for practical experiments of light.
- Innovative Project in Govt. School.

Outcomes:
This project has proved to be very beneficial for the students of all classes as it promotes experiential learning. It helps in:

- Achievement of learning outcomes in different subjects.
- Development of scientific attitude and temperament.
- Promotes inquisitiveness
- Encourages Creative and Critical Thinking.
- Makes Learning Joyful and interesting.
- Sharing of resources among neighbouring schools.

- **Base Line Assessment For Grade IV & V**

Education Department, UT Chandigarh in collaboration with an NGO “Kachi Sadak Foundation”, Chandigarh, prepared a Knowledge Gap Assessment Kit for assessment of students of classes IV & V so that interventions could be planned for students under the flag ship program of GOI “NIPUN BHARAT”

In this regard, multiple brainstorming sessions were with Officers/Officials of the Department, Teachers, CRCCs, URCCs and the NGO which helped to design the worksheets for the assessment. The project was rolled out in all the Govt. schools for classes IV and V and the assessment test was conducted in the last week of April, 2022 before the schools closed down for summer break.

Soft copies of the assessment tools were shared through e-mail with all the School Heads with the instructions to print the assessment tools as per the enrolment of the school.

Framework for implementation of the Paathshala program

- Training for Evaluation to B.Ed. students.

Orientation sessions with coordinators to help them understand their responsibilities

- Teacher Training for Program for follow-up of the program.
- Implementation of the Program in 25 low-performing schools.
- Consultation and Frame work guidance for remaining schools.

Process of Conduct of Test (20th April to 30th April 2022)

- A team of 33 coordinators consisting of CRC and URC called as Core Team was formed.
- Offline orientation was held with the core team in April and the modalities were discussed for the assessment.
- Training of B.Ed. students for the conduct and evaluation of the test was done by SCERT
- The assessment was conducted over 6 days in 114 Government schools in Chandigarh, covering more than 16,000 students.
- Student evaluation data was uploaded online for all schools within 3 days and the report was generated within a week.
- Based on the report 25 low-performing schools have been identified and the consent of the parents has been taken to allow their child to come to school for attending remedial classes.
- The remediation has been made joyful by incorporating various other activities with learning thus the name “Summer Camp”

- **Summer F L & N Camp**

25 schools having a high percentage of students at only Level 1 in Hindi were selected in their respective schools. The camp is being held from 25th May, 2022 to 21st June 2022 and the activities included are:

- Classes are to be held on all working days from 8:00 am to 10:30 am on all working days.
- The classes are to be held in their respective schools by the class teachers with the support of CRCs and URCs.
- Three subjects English, Hindi and Math to be taken up in these classes, for learning basic reading, writing and numeracy.
- All schools to put teachers teaching classes 4 and 5 on duty for their respective classes.
- Teachers teaching other primary classes or any other retired teacher who want to contribute voluntarily may also be included.
- Voluntary organizations, NSS volunteers and parents including SMC members are also roped in through social media.

- Teaching - Learning to be activity based — for which a team of 2-3 CRCs and URCs have been attached with each school to assist and guide the teachers.
- The schools are taking steps to ensure the safety and security of each child from every aspect from the time the child enters the school till he/ she reaches back home.

- **Teacher Training For Post Camp Phase**

  - 25 Member core team of teachers will be trained as Master Trainers to further train the teachers for activities/remedial measures to fill the learning gaps as identified in the report.
  - Some schools will be adopted by “Arpan” & “Kachi Sadak Foundation” for helping the students in improving their learning outcomes.
  - The core team of URCs and CRCs will ensure that the program in 89 schools is implemented with the support of teachers. They will also act as resource persons in teacher training & parent-teacher workshops; conduct character and personality development classes; curriculum fairs; reading and analytical programs and provide guidance on the conduct of tests and prepare the report of these students weekly.

CHHATTISGARH

- **Padhai Tumhar Duar (Education at your doorstep)**

  Padhai Tumhar Duar was introduced in the state during the Covid lockdown. In the second year of this program, i.e. PTD 2.0, the focus was on basic competencies. The main competencies focused on were reading and writing, math skills, carrying out science experiments, and project works through collaboration. To involve maximum students, competitions were organised from the school level to the district level. Parents and community members were also involved by making them judges in these competitions. Students were encouraged to develop handwritten magazines under the basic competencies programme.

- **100 days reading and math improvement program**

  The state introduced a 100-day reading and Math program at the elementary level. Total 14 weeks program was scheduled and shared with districts focusing on some basic learning competencies per week. Districts and blocks were given the liberty to develop proper activities and local resource materials through their professional learning communities. The program culminated through reading festivals in the form of social audits and organizing math mela.

- **100 days 100 stories program**

  At the Upper Primary level, the state rolled out 100 days 100 stories program for children to read one story per day. For this bilingual story, books were provided at the Upper Primary level and reading speed with comprehension was checked.

- **Learning Recovery Program**

  At the beginning of the new session, the state conducted a special ASER survey to assess the current learning levels of students. State also decided to have their baseline, mid-line and end-line to track the progress of different initiatives. The state organized the following remediation programs at different levels to improve student's learning -

  - **Anna ma Shiksha:** This program is for three to seven year old children studying till class three. Mothers of such young children are given orientation on how to support their young children at home during the lockdown. This program was initiated by lady teachers of Chhattisgarh. Villages organized mela inviting young mothers along with their children and explaining how they could support their young kids at home. The best supporting and leading mothers are identified as a smart mothers in the village and given the responsibility to support as well as scale this program further.

  - **Saral program**: This program is for students studying in classes three to five who are lagging. Teachers are given training on how to conduct different interesting and effective activities to make sure that students learn and acquire the basic competencies and retain them. Saral kit with different items to be used is provided in schools and ideas for developing different innovative TLM are also shared. Students are categorised into different ability groups and every student is allowed to move upward in groups helping each other.

  - **Nava Jatan**: Nava Jatan Program is designed to meet the requirement of students enrolled at the upper primary level. This program focuses on motivation, success and cooperative learning in small groups. The main strategy involved in this program is to make students learn how to learn and always have curiosity for learning.

  Under Special Program at HS/HSS level (high and higher secondary level), the state gave the liberty to design their remediation program with certain essential inputs like-

  - Face-to-face coaching classes at the local level involving community
  - Special online classes with a focus on exam preparation
  - Work books for students to practice difficult concepts
  - Small group cooperative learning opportunities within and outside the school campus
  - Strong monitoring mechanism for the implementation of the program

- **Tele-practice and NICler App**

  Both these apps are developed with NIC support to reduce the assignment-related desk jobs consuming a lot of time and effort.

- **Continuous capacity building of stakeholders**

All efforts are made to have different online capacity-building programs in place for teachers to enhance their outcomes. Different organizations were pooled to get the teachers oriented on different relevant topics.

- **Virtual School Inspection system**

  Virtual school inspection is also being promoted with a focus on students learning outcomes. Inspecting authorities are motivated to visit 5-5 schools online and see their campus and interact with staff and children from their office itself.

- **Hamare Nayak in a different format**

  Schools are asked to challenge that their school is FLN complaint and all students are having basic skills. The officials visit the school on receiving the challenge and declare the school an FLN complaint after proper verification. Every week two such schools are declared as Hamare Nayak and their stories in video format are put on the front page of the Department website.

- **Language survey**

  The state has conducted a language survey to find out school-wise languages being spoken by children and based on the findings; the state will evolve strategies for multi-lingual education.

- **Academic Discussion Paper**

  The state releases monthly academic discussion papers with ten agendas. It is expected that teachers will discuss these issues in their cluster meetings and try to adapt the suggestions in their schools. This is the eighth continuous year of release of the monthly discussion paper. Every month on the very first day of the month, the issue is shared through social media and our website. We have also started the audio format of the Charcha Patra podcast along with the print format for the listener's convenience. We have also started charcha patra TV to document the activities by teachers in video format which is suggested through charcha patra.

- **Toy Pedagogy**

  The state has identified teachers who are interested to design, develop and use toys in their classrooms. Weekly webinars were organized with the help of vigyan ashrams and our teachers to share different toys, their making process, and science behind it and how to make use of toys in their classrooms. Hundreds of toys were compiled through this process.

- **Experiential Learning**

  State-organized exposure visits of students to rural areas to see their lifestyle along with the state flagship program (Gothans) and its contribution to the rural economy. Different other initiatives to make sure students learn from their surroundings were also arranged to support experiential learning.

- **Professional Learning Communities**

The state always promoted the functioning of Professional Learning communities. More than 8000 PLCs are registered on the website doing different activities. PLCs started within clusters but gradually came out from cluster to block, then to district and now some of them are working across different states.

- **Help videos**

One of the interesting factors which came into existence during this corona lockdown was to have some teachers with a technological background such teachers were identified. A workshop on video making using mobile and a specially designed online course were developed and shared with teachers interested to make educational videos with their existing devices. Technical inputs were provided by the expert team and online coaching. Now there are hundreds of such help videos for teachers.

During the lockdown, most of the teachers developed a lot of educational videos using the help of a jugad studio they set up in their homes. On cgschool.in website, thousands of teacher-made videos for different lessons using crowdsourcing have been collected.

DAMAN & DIU AND DADRA & NAGAR HAVELI

- **Vedic Maths**

Directorate of Education, U.T Administration of Dadra and Nagar Haveli and Daman and Diu, conducted the training for over 340+ Teachers of Primary and Secondary Classes in Vedic Mathematics in January 2022.

- **Uchch Shiksha Setu (Entrance Coaching Classes)**

Uchch Shiksha Setu (Entrance Coaching Classes) Entrance Coaching Classes is a well-focused strategy and a platform to provide good coaching facilities at the local level to the students of Govt. School. The aspirations of the students are high, but due to the lack of coaching facilities the bright students of the Government Schools miss the opportunity to select their choice of profession and to study in the best institutes in the country. To change the scenario, there is a need to adopt the best academic practices from other successful academic centres in the country like the Super-30 concept in Patna, science-coaching classes in Kota, etc. A much-focused strategy has to be developed for training the bright students so that they are in a position to compete at the national level.

The Key Objectives are:

- To provide coaching facilities to the local especially tribal Students of the Government Schools
- To give students a platform for the preparation for competitive exams
- To boost the morale of students for higher studies of their choice

Therefore, Samagra Shiksha, DNHDD conducted Entrance Coaching Classes for 240 students for the DNH district and 60 students from Daman District through an expert-identified agency.

Outcomes:

- It has helped the local tribal students to go ahead with their dream of higher studies.
- It has also given a proper road map to students for career progression

Strategy for 2022-23

- Identifying potential Science loving Students from class 9^{th}, 10^{th}, 11^{th} and 12^{th} as per the class-wise and medium-wise targeted capacity through a basic test – (2^{nd} week of July).
- The last year's selected students will also have to appear for the selection test and compete with other students. The entire group of students will be 240 students (80 students from each medium i.e. English/Hindi, Gujarati and Marathi)
- Medium-wise and motivated PGT and TGT teachers for Physics, Chemistry, Biology and Mathematics classes would be selected based on an interview.
- Subject and medium-wise teachers would be divided into three groups for different centres where the medium-wise classes will be conducted every working day from Monday to Saturday after school timing (July-2021 to Feb-2022).
- The Co-ordination and the subject-wise mentors will be responsible for preparing the entire course material, timetable, syllabus exam papers etc.
- Reputed subject experts from leading institutes i.e. IIT, NIT and Super-30 will be invited for advice and to motivate students and teachers.

Overall Schedule:

- Selection of Students as per the class-wise vacancies through a basic test.
- Residential Orientation Programme for subject experts (10 days)
- Regular Coaching classes at 3 different centres for English/Hindi, Gujarati and Marathi medium students and the Option of Online Digital Classes
- Crash course/Revision for competitive exams (for class 12^{th} students)

Expected Outcomes:

- It will help the local tribal students to go ahead with their dream of higher studies.
- It will also give a proper road map to students for career progression.

- **Educational Materials in Local Tribal Dialect**

Teaching in local dialects has been introduced for the improvement of quality of education and joyful learning to deal with children of local areas in Dadra & Nagar Haveli districts. The Samagra Shiksha, Dadra & Nagar Haveli had translated textbooks for Class-I to III in the local dialect. Gujarati Medium Textbook translated in Varli, Kokani & Dhodiya dialect and Marathi Medium textbook translated in Varli and Kokani dialect also prepared DTP works of these bilingual books which include standard language and local dialect which has been printed and distributed to the students according to student's local dialect.

- **Silvassa Education Hub**

  UT Administration of Dadra & Nagar Haveli is in the process of establishing the Silvassa Education Hub at Zandachowk & Tokarkhada. The Hub will cater to 15,000 students which amounts to a total of 27% of the total school students of the territory. Construction of various new school buildings, provision of world-class educational facilities with smart infrastructure and development of a holistic campus will be done under the project with an estimated cost of Rs. 61. cr. The school will cater to 15000 students from classes 1 to 12 of all four mediums i.e. Gujarati, Marathi, English and Hindi.

DELHI

- **Artificial Intelligence**

  Workshop conducted at Elementary and Secondary level for all students & teachers in Artificial Domain with expected outcomes:

  - Increase in enrolment, transition & retention rate at all levels.
  - Improvement in student attendance.
  - Improvement in learning outcomes of students.
  - Percentage of schools using resources in addition to prescribed textbooks for classroom transactions.

- **Celestial Jamboree**

  Celestial Jamboree Activity was organized in 29 Astronomy Clubs of Delhi at Secondary Level wherein the students of Secondary Classes participated to witness 2 different phases of moon Waxing Crescent and Full Moon. 40 students of class 9^{th} from Astronomy Club Schools were selected to participate in the activity adhering to COVID-19 Guidelines for maintaining Social Distancing. The Activity was conducted in three phases viz Training of Teachers of All Astronomy Clubs, Orientation of Students regarding Astronomy with the help of Movie related to Astronomy or Knowledgeable presentations and Then Exploration of Full Moon through Telescopes that are provided in Astronomy Clubs (Teaching learning Materials) of Schools in Delhi.

- **Hydroponic Technique**

  A workshop to teach hydroponic techniques for terrace gardens was conducted at the Secondary Level in 136 schools under RAA Labs. A total of 6800 Students, HoS, Nodal Officers, DURCCs, and CRCCs participated. All of them acquired knowledge about a technique to grow Vegetables soilless. Students can acquire this new technique of growing vegetables as a future option for pursuing a career in entrepreneurship.

- **Spell Bee Competition**

Spell Bee Competition was conducted for children with an innovative approach to exploring the English language, expanding their vocabulary, improve their comprehension skills, through non-examination pedagogy, thereby practising the English language at a higher scale than their respective existing curriculum. It was done with the purpose of improvement in spoken as well as written English thereby boosting the performance in the Foundational Literacy and Language skills.

- **Virtual Reality**

  Virtual Reality Labs are established in 11 MCD schools in Delhi to improve the Quality of Education at Elementary Level by providing technological support for making learning joyful. These Labs will improve the understanding level of the student by demonstrating any concept like science, mathematics, language etc in a virtual manner for creating a visual effect and impact on any topic.

- **STC Students' Parental Counselling**

  The parents of students' studying in 814 STCs were made aware of the importance of education in the lives of their children. This will further reduce the dropouts rate in the schools and the number of Out of School Children, there was an improvement in the enrolment rate at the elementary level. Students will get all-around support from their families which will help them to complete their education.

- **Bagless Days**

  The activity promoted teaching-learning at the Primary level through a Multidisciplinary approach and activity-based methods. The activity instilled moral, social and educational values in students. It created a congenial learning environment at home during COVID and helped scaffolding parents in teaching learning at home, improving in LOs of students at the Primary level, increase in the percentage of schools using innovative methods and resources in addition to prescribed textbooks for classroom transactions. Each school provided Rs.1000 per month for 8 months for conducting Bagless Days Activities. Every month Best students from each class were selected and prizes were distributed every month, each prize was the amount of Rs.100.

- **Foundational Literacy And Numeracy**

  Teaching Learning Material for Implementation of Innovative Pedagogies, Development of School Readiness Module-Vidyarambh and Story Books at Elementary level. VIDYARAMBH-Three month Play-based School Preparation Module by SCERT, Delhi for Grade I learners was developed as per the recommendations of NEP 2020 under this activity.

- **Home Based Education**

  For children with multiple disabilities & profound/severe disabilities, 251 Students with severe disabilities have been enrolled in Schools of DoE, Resource persons assessed these children to prepare an intervention plan for training and teaching purpose. The assessment was done intensively at two levels- Skill-based Assessment for domestic skills, recreational skills, pre-vocational skills, social skills, ADL and other sensory needs was done to check the current

functioning level of the children and an Academic Assessment was done to know the subject based on the current academic level of the child. For a child with Intellectual Disability functional Academics was tested. Regular follow-up was done by RPs through visits, calls, messages, video calls, etc. and they were in regular contact with the caregiver/ parents regarding challenges faced or improvements noticed in the child.

- **Resource Centre**

  For Children with Disabilities in the Directorate of Education to reach out to the therapeutic needs of Children with Special Needs studying in its schools and to provide services like Physio-therapy, Occupational Therapy, Speech Therapy and Behaviour Modification to Children with Disabilities studying in its schools, the resource centre is utilized. To ensure the overall development of CWSN it is necessary to cater to the therapeutic needs of these children in addition to their educational needs. The Children with special needs are being benefitted from the services provided by the para-medical professionals engaged in 04 Resource Centres. Regular feedback is taken from the parents, teachers & RCCs on regular basis.

- **A household survey for identification of OoSC as a part of Census 2021**

  Samagra Shiksha had completed a survey to identify Out of School Children. Also undertook a mapping of requirements of students with disabilities for participating fully in school education**:**

  The survey is being done at present to identify out-of-school CWSN kits were provided to the STC teachers and CRCCs for the door-to-door survey, street plays are being done in each zone to identify out-of-school CWSN.

- **Virtual Mega Book Fair for Delhi Government Schools**

  The Delhi Government organised its annual mega book fair in virtual mode to allow government schools to procure books for their libraries. The Directorate of Education (DoE) allowed a panel of over 200 publishers to be part of this event. The event was organised on Sunday and it was inaugurated by the Hon. Deputy Chief Minister and Education Minister Sh. Manish Sisodia for the students of Delhi Government Schools, where the schools had the opportunity to choose the best books for their libraries. The fair aimed to provide quality books for the students studying in government schools that would help in the positive development of the children. Best suggestions were invited from both teachers and students and a scrutiny committee decided whether the books are good and will help the children in pursuing their dreams and learn a lot from them. The scrutiny committee prepared a list of 8000 books and these books were displayed on the DoE website.

- **The Toy-Based Teaching And Learning**

  This type of method brings out the role of toys in the cognitive development of children and ignites creativity and problem-solving skills in them. Toys as a teaching-learning resource have the potential to transform pedagogy, and that toy-based pedagogy can be easily used by parents to make their children learn. Toys help in understanding the cultural heritage of our

country, and at the same time, strengthen the psychomotor and emotional development of their personality. In Delhi, to support Pre-school Education and strengthen Pre-school education, at an elementary level a manual was prepared and an ECCE kit under Educational and Indigenous TLM for ECCE. Samagra Shiksha - Delhi provided ECCE kits to all the Schools having primary sections, which were prepared in collaboration with SCERT-Delhi.

GOA

- **School Complex Scheme**

  Provide annual grants to school complexes to develop linkages among schools in the vicinity for qualitative improvement in education by sharing human and material resources.

- **Utilisation Of School Infrastructure**

  The School buildings of the Primary Schools which were closed due to nil enrolment were handed over to anganwadis to utilise the infrastructure for the benefit of their students and the safeguard of the property.

- **Bal Rath**

  Schools are provided with buses for transporting children from their residences to enable them to avail educational facilities without having to spend on travel.

- **Implementation of NSQF courses**

  All the Government Secondary and Senior Secondary schools have been covered under NSQF and now the NSQF has been introduced for the students studying in Aided Schools. The State is running with 14 Sectors and with 25 job roles.

- **Green technology**

  Vermi composting units

  Objectives: -
  - As the government high schools in the state of Goa are situated in rural areas therefore the youth and eco-friendly clubs are constituted at the school level
  - The youth will be involved to promote the sustainable use of environmental resources.
  - Involvement of the community in making these projects will help society and the young generation may get job opportunities
  - The community will get the help and may use such types of projects for their daily uses.

  In the last academic year, we observed that maximum schools prepared the vermicomposting units.

  Achievements :-
  Now the students from the school and the community are using this unit for vermicomposting which is, in turn, reducing the degradable garbage and promoting a clean school clean village.
  - The community village panchayat has taken note of this and promoting this in the vicinity.

- The manure prepared is also shared with students for the potting work.
- It promotes SWACH BHARAT ABHIYAN.
- The parents are visiting the school to observe and to make duplication this project at their residences or in the apartments.

GUJARAT

- **Gyansetu**
  - Intensive Remedial Teaching Program for Grades 6 to 8 students for Reading, Writing and Maths
  - Gyansetu remedial programme was launched to provide Grade level learning support to the students of Grades 2 to 10.
  - Each grade workbook included the content mapped with desired learning outcomes and class readiness competencies.
  - Subjects Covered: Gujarati, English and Mathematics for all classes.
  - Gyansetu video content was created at BISAG and telecasted through DD Girnar.
  - Capacity building of the teachers was done to use the Gyansetu material.
  - Grade 3 to 8 (all subjects) self study material created and uploaded on GCERT website. Printed copy of these materail in Gujarati, Maths and Science/Environment subjects are given to all children by Samgra Shiksha.

- **Vidya Sameeksha Kendra**

Vidya Samiksha Kendra for Monitoring School Education at the State Level is the first of its kind initiative in the country. As part of the initiative, Vidya Samiksha Kendra was established to be the nerve centre for all the transformational interventions. It has been instrumental to conceptualize, plan, implement, nurture, monitor, and evaluate the initiatives to ensure 'Schooling to Learning'. It has been established to ensure seamless communication and coordination across stakeholders and to improve the quality of data reported through Quality assurance and data triangulation.

Vidya Samiksha Kendra would be a key enabler for the State for enabling its mission to shift from schooling to learning. Vidya Samiksha Kendra will focus on objective data analysis and actionable insights, predictive analysis for future readiness, and technology for seamless communication among stakeholders. It will fix accountabilities and provide tailor-made support to the stakeholders for bridging identified gaps.

Dash Boards at Vidya Samiksha Kendra

- The country's first National Digital Education Architecture (NDEAR) framework-based holistic school education dashboard has been set up at Vidya Samiksha Kendra**.**
- Artificial Intelligence, Big Data and Machine Learning are used to design the School Excellence Dashboard so that important metrics stand out and are easy to access.
- The School Excellence Dashboard consists of analysis and insights related to Grade > Subject>Student-level assessment data, learning outcomes, and school accreditation

scores along with real-time tracking and monitoring of cluster resource coordinators and a video conference facility directly with the schools.

- **Centralised Periodic Assessment Test for the Students of Grades**

  Periodic Assessment Test also known as Unit Test or Ekam Kasauti is a new approach by the Education Department of the Government of Gujarat to constructively evaluate the academic achievement of students based on achievement of learning outcomes. Evaluation of students conducted only during half-yearly or annual summative examinations makes it difficult for teachers to provide timely remedial support to students.

  In Gujarat, the state government was committed to ensuring that a maximum number of students achieve grade-appropriate learning outcomes. Therefore, weekly unit tests of constructive assessments were planned and conducted with the result-oriented policy and determination by the government to improve the quality of education. The initiative included periodic assessments followed by remedial support to students.

  - SARAL App was used for OMR-based data entry of PAT marks through Mobile / Tablets
  - These formative assessment tests are expected to help improve the performance of schools in the upcoming NAS and Gunotsav 2.0.
  - It is estimated that more than 4 million children across the state are benefiting from the unit test every year.

- **Summative Examinations for Grades 3 to 12**

  - From October 2018, Centralized Summative Examinations have been introduced in the State.
  - 100% of the answer sheets are checked by the teachers from other schools.
  - Centralized data entry is done for all 43 Lakh (4.3 Million) Students for all subjects.
  - Almost 50 crore unique data is entered, compiled and analysed for each examination
  - Every exam captures data on a specific question, mapped to a learning outcome.
  - Subsequently, Centralised Summative Examinations are now extended to Secondary, Higher Secondary Government, and Grant-in-aid Schools as well as for Self-Financed Schools.

- **Vidyapravesh School Readiness Program for all Students Enrolled in Grade 1 in Government Schools**

  - 3 months play based program for the students enrolled in Grade 1 through Praveshotsav.
  - Designed teachers handbook alongwith students activity book to strengthen Students' pre-literacy and pre-numeracy skills and get them ready for learning at schools.
  - Songs, pictures, stories, quizzes and various other learning resources developed by GCERT.
  - Teacher Guide containing hourly lesson & activity plan is developed.

- **Reading Campaign for Oral Reading Fluency Vanchan Abhiyan**

  Pustak Vachak Spardha is a **Reading campaign** for students of Std 1 to 8 at the school level, cluster level, Block level and District level. In *Pustak Vachak Spardha*, at every level winners of the competition are given a voucher which they can use for purchasing the book of their own

choice. Winners of the school level competition get a gift voucher of Rs 100, winners of the Cluster level competition get a voucher of Rs 200, winners of the Block level competition get a voucher of Rs 300 and at district level competition winners received the voucher of Rs 400 each. After the completion of District level competition, a Book fair was organised in every district. Winner students of different levels along with the teachers and parents visit the Book fair and purchase the books of their own choice. Reading campaigns help to improve the reading habit among the students.

- **Gunotsav 2.0, GSQAC - Gujarat School Quality Accreditation Council**

  The main objective of Gunotsav 2.0 is to accredit the government schools scientifically by integrating best practices with the local context for bringing about improvement in the quality of education in the state of Gujarat.

  GSQAC functions under the supervision and guidance of the Gujarat Council of Educational Research & Training (GCERT).

  GSQAC's role is to conduct inspections in each Government Primary School on an annual basis. The inspection standards in GSQAC are developed by adopting international best practices. 430+ School Inspectors carry out inspections across the State.

- **QR Coded Energized Textbooks, Launch of Home Learning Initiative, and Socio-Psychological Support for Children**

  QR Coded Energized Textbooks

  - Energised Textbook (ETB) is a feature aimed at providing access to digital content for various topics in physical textbooks.
  - The state had piloted the idea in 2019-20 with Maths & Science textbook carrying QR Codes for Grades 6, 7 and 8.
  - From the academic year 2020-21, Grades 3-8, all the textbooks and for Grade 10 - Maths & Science textbooks are made available with QR Codes.
  - By scanning the QR code available for every chapter, students and teachers can access the audio-visual content through the DIKSHA app.

- **Home Learning Initiatives**

  After one week of the closing the schools, Samagra Shiksha put in place the plan to share the weekly worksheets of all the subjects for grades 3rd to 10th for self-learning of the students. The weekly package of home learning called 'Studies from Home' is aimed at consolidating the learning of the present academic session to ensure that the foundation of the next academic session is laid strong. Around 32 Lakh students get benefited from this program.

  Gujarat is No.#1 in Direct Plays on the DIKSHA platform; since Jun 2020. 3.94 Lakhs+ subscribers on YouTube e-class channel with 57.3 million views and 3rd in World in using Microsoft Teams.

- **Psycho social Support for Children**

  For providing psychosocial support to the students because of the stress of the pandemic and schools' closure, daily posters of Parivar no Maalo was shared with the parents. The digital poster contained links to the activities that the families can do together, songs, motivational speeches, art and craft activities, stories, etc.

  The parents were facilitated to take help from the daily digital posters to conduct activities at home. The daily posters have been created and circulated by GCERT. Around 29 Lakh students benefited from this program

  Joyful Saturday - The home learning initiative included Joyful Saturday for engaging students in activities for joy and overall development

  Home visits by Teachers - Teachers have made home visits to follow up on students learning and overall wellbeing.

  Orientation of Parents - In parents and SMCs orientation, psychosocial support is included as an important aspect to be ensured by the parents.

- **SwaMulyankan**

  WhatsApp-based self-practice by students at home for Std. 3 to 12. Automatic Assessment of Student Progress, Performance, Misconceptions and sending remedial video links to students based on their performance. School Teachers are given performance reports of their students through which they can use actionable insights & pedagogical recommendations to calibrate the teaching process in a virtual/real classroom. Total of 102 tests were conducted to date.

- **Launch of G Shala app**

  A Learning Management System (LMS) - "G-Shala (Gujarat Students' Holistic Adaptive Learning App)" has been deployed with e-content (100 subjects and up to 1500 chapters) for all subjects of Std. 1 to 12 including Science and Commerce streams. More than 30 lakhs of teachers-students are registered and using G-Shala App, which provides ample opportunities for interactivity, experimental simulation and independent self-learning as well as self-assessment and a dashboard for reviewing and improving one's academic progress.

  It is available in the form of web-based and mobile applications and it works in both online & offline (standalone) modes.

  The textbook based e-Content is developed in Gujarati medium for the State Board Syllabus which contains animated videos (2D and/or 3D), reference/ supplementary materials, LO-based mapping of Content, interactivity-based Content, laboratory / experimental simulations, a pre-classroom module for teachers, Instructor-led videos as well as self-learning & self-assessment module for students in a platform agnostic and device-independent manner.

HARYANA

- **Promotion of the Science Program**

  Department is providing science (Physics, Chemistry and Biology) Kits for Secondary and Senior Secondary Schools to strengthen 'the learning by doing' concept and promote science education in the schools. To inculcate scientific temper in the young minds, the department has also planned to provide upper primary Science Kits in all the 'Government Middle Schools'. With the supply of these kits, the infrastructure of Science Labs has been improving. The initiative of NITI Aayog to cultivate one million neoteric innovators by the end of 2020 has been realized by establishing ATLs (ATAL TINKERING LABORATORY) in various schools in Haryana. 06 students of class 10+1 (Science stream) from Government Schools of Haryana were sent to JAPAN under 'SAKURA EXCHANGE PROGRAMME'. For 2019-20, 08 students were elected to visit Japan for the same.

- **Special Coaching to Meritorious Students of Class 11th and 12th for Science Stream – Super 100 Programme**

  The program named "Super 100" has been initiated with the motive to provide free coaching to meritorious students, to make the Government school students excel at par with those in the private schools and to enable these students to compete in exams like - IIT/JEE, NEET etc. As a pilot project, it is being run in 2 districts in collaboration with 'Vikalpa Foundation' at Rewari and 'ACE Tutorials at Chandigarh for the session 2018-20 under the CSR initiative.

  The 'ALLEN Career Institute' and 'Lakshya' have shown interest to be a partner in the 'Super 100' program for the session 2019-2021. For the session 2020-22, the Super 100 Programme is expanded to four centres viz., Karnal Center, Hisar Center (New Centers) and Panchkula, Rewari (Existing Centers). New Feather was added to the Super 100 Programme when the students of batch 2018-20 produced remarkable results in the various competitive exams; 25 students have qualified JEE (Advance) and secured admission in various IITs such as IIT Bombay, IIT Guwahati, IIT Delhi, IIT Rupnagar etc. 73 students have qualified NEET exam and got admission in various medical programmes such as MBBS, BAMS, BDS and various other paramedical courses. The students of Batch 2019-21 have also shown remarkable results in JEE Advanced – 2021 and NEET - 2021, 28 Non - Medical students from the programme have qualified JEE Advanced Exam and secured admission in various IITs, and 64 students of the Medical stream from the same batch have qualified NEET – 2021. Out of the 64 students in the Medical stream, 20 students probably will get admission to MBBS in the Govt. Medical Colleges of the State and others may be admitted in BAMS, BDS and various other paramedical courses.

  Under this initiative, free boarding, lodging and transportation have been provided by the Department to all these students.

- **Partnering with Various NGOs for the promotion of Science**

  Under this initiative, the Department has signed the MoU with the 'Dakshana India Education Trust Fund', Pune to provide free residential coaching to those students who passed their 12th class in the science stream from any Government School in the state. These students got selected for the programme through the 'Joint Dakshana Selection Test' (JDST). It is worth mentioning here that this coaching is free including boarding and lodging arrangements at the Pune campus.

- **Introduction of Science And Maths in English Medium**

  As the curriculum of Mathematics and Science subjects of Senior Secondary classes is in English medium, hence, the students of rural areas of the State are not that much comfortable with teaching of Mathematics and Science steam. To motivate the students to choose Science as a career option, accordingly, encourage them to opt Science stream, the department has started the teaching Maths and Science in English Medium from class 9th in 310 selected Government Senior Schools of the State.

  Accordingly, one separate section for English medium has been started from the session 2019-20. Moreover, the English medium books of Mathematics and Science subjects have been provided free of cost.

- **Government Model Sanskriti Primary Schools**

  The '**Government Model Sanskriti Primary Schools' earlier known as the** 'English medium Bag free School' programme has been initiated in 418 schools in the State. The programme primarily focuses on removing the phobia of the English Language from the minds of our tiny tots in a burden-free 'no-homework' environment. During the year 2018- 19, the programme was primarily launched for the students of class 1st in these schools. During the session 2019-20, the programme was extended for the students of class 2nd as well and it is extendable for the same upcoming class on a year-to-year basis up to class 5th.

  As per the Hon'ble Chief Minister, Haryana Budget's announcement additional 1000 schools have been initiated under this program. These schools will introduce English medium sections for students of Classes I and II from the session 2021-22.

  Additional infrastructural aids and funds are being provided in these schools to help the child learn in a friendly and joyful environment. Facilities like Smart TVs, Digital Boards, student lockers, funds for teaching learning aids and teaching learning material, attractive and colourful workbooks and storybooks are being provided in these schools.

- **'Building English Communication Skills' program**

  Under this programme, all the schools in the State have been provided a handbook titled "I am not Afraid of English". This handbook has 1000 sentences/ phrases with 200 sentences per class for classes 1st-5th. The handbook focuses on building English communication skills (listening and speaking skills) among students. This way the student who is in class 1st at present; will be able to comprehend and speak at least 1000 sentences when he /she completes primary education.

- **Umeed (Counseling Centres)**

  The Department of School Education started this initiative in 2018 to address psychological issues and maintain the overall well-being of the students, teachers and parents. As a result, counselling Centres have been established in 16 districts namely Bhiwani, Charkhi Dadri, Faridabad, Fatehabad, Gurugram, Hisar, Jhajjar, Jind, Kaithal, Kurukshetra, Mahendergarh, Panchkula, Panipat, Rewari, Rohtak and Sonipat. The main objective of this program is to enable clients to be skilled enough to deal with problems and provide guidance on how to be psychologically and emotionally healthy. Since its inception, around 3018 one-to-one counselling sessions have been conducted between students and counsellors. Similarly, guidance on various psychological matters has been provided to around 2,26,102 students.

- **Establishing Quiz Clubs in School**

  The Department has established 'Quiz Clubs' in all the Government schools of the State. The motive behind this programme is to provide enough opportunities for the students to update their knowledge of current affairs, National and International News and inculcate reading habits. Class-wise and subject-wise question banks have been developed and the same are available on the website of the Department for easy access of students as well as teachers. Quiz competitions are being organized from the school level to the cluster, block, district and state levels.

- **Student Assessment Test (SAT)**

  The previous practice of conducting 'Monthly Assessment Tests' have been replaced by 'Student Assessment Tests' to save time and effort for the student and the teacher. The 'Students Assessment Tests' are conducted quarterly for students of classes 1st to 12th. The motive of this initiative of the department is to improve the performance of students in board exams. The performance of the students is maintained on the MIS portal of the department.

- **Provision of Sanitary Napkins to all girls for classes 6th to 12th**

  The main objective is to promote menstrual health among adolescent girls. There are around 6.38 lakh girl students of classes 6th to 12th in Government schools of the state, who will be covered under this scheme. A female teacher, preferably PGT Biology/PGT Home Science/TGT Science, of the school will be the nodal teacher for this component, who will aware of the girl students about sanitary napkin's importance, how to use and dispose of them and also maintain the supply record. Approximately the same number of packets containing six pads each would be distributed to all these girl students every month.

- **Promotion of Adventure Sports and camping**

  Adventure sports and camping provide a wide platform for the all-round development of youth (Boys & Girls of various Government schools of the State) so that they may achieve their full physical, intellectual, social, emotional and spiritual potentials as individuals and as responsible citizens through various adventurous activities and value-based character-

building, leadership and personality development training, it teaches the youth to respect such values as mutual tolerance, helping others, eco-friendliness through a system of adventure activities, mountaineering, trekking in coastal areas, hill areas and desert areas, cultural and educational study tours, and nature study programmes etc.

The Department has been organizing Adventure Camps, Trekking Camps, Mountaineering Expeditions, Coastal Study Camps, Desert Study Camps, Nature Study Camps etc. More than thirteen thousand meritorious students of 6th to 12th classes from various Government schools have successfully participated in these types of camps in previous years.

During the year 2020-21, the Winter Adventure Festival was organized in the serene Morni Hills first time, which has been made a regular feature now.

During the year 2021-22 in view of Azadi ka Amrit Mahotsav, a **mountaineering expedition** was organized at Yunam peak 6111 meters in Lahaul Spiti region, in which 75 students participated and displayed the national flag of 75 metres. This event has been marked as a world record.

- **Students' Legal Literacy programme**

Haryana State Legal Services Authority, in collaboration with the Education Department of Haryana, started a campaign in 2009 with the objective to aware the students on the topics like - Human Rights, Fundamental Duties, Rights of Disabled Persons, Right of Destitute Women & Children, Drug De-addiction, Female Feticide, Hygiene and General Awareness, Protection of Women from Domestic Violence Act- 2005, Dowry Prohibition, Sexual Harassment, Right to Information, Right to Education, Child Marriage, Ragging, Right to Senior Citizens etc. The School Education Department has some utmost effort to aware the students and public by way of organizing various competitions, meetings etc. In this chain, a new programme named "KANOONI DISHAYEIN" has also been introduced from the year 2015- 16 to cover the topics like- Consumer Awareness, Financial Literacy, Police -Public Sahyog etc.

Various competitions and awareness-based activities like - seminars, meetings, workshops, lectures etc., are also organized at various levels from time to time under this programme. The Legal Literacy Clubs have been established in all the Government and Privately managed 'Government High Schools' and 'Government Senior Secondary Schools' in the state under the 'Students Legal Literacy Mission'. About 10 Lac students of classes 9th to 12th in the state are involved in various activities including competitions.

- **Special EnrolmentDrive**

The special enrolment drive for school children and migrant labourers especially for girls under '*Beti Bachao Beti Padhao Abhiyan' has* been started with the involvement of **NCC, NSS, Scouts and Guides volunteers.** For this, **'Yuva Prerak Smooh'** have been created in various schools to identify out-of-school children, especially girls and to further get them enrolled in schools under the guidance of their teachers with the help of the School Head, Family Head Village Head etc. The volunteers under 'Yuva Prerak Smooh' carry out the work related to the enrolment drive at the beginning of the academic session every year.

- **Painting Competition on Energy Efficiency**

  'Painting Competition on Energy Efficiency' is organized in various schools of the State since the year 2011 during August every year in collaboration with 'The Bhakhra Beas Management Board' (BBMB) and 'Bureau of Energy Efficiency' (BEE) under the Ministry of Power, Government of India, in which the students of various Government as well as Private schools studying in classes 4^{th} to 6^{th} (under category 'A') and in classes 7^{th} to 9^{th} (under category 'B') participate. Based on the achievements in this programme, the School Education Department, Haryana was given the award of 'BEST STATE EDUCATION DEPARTMENT' twice by the Ministry of Power, Government of India.

- **Avsar App**

  The learning process has suffered a lot due to the lockdown and closure of schools because of COVID-19. Department has developed Avsar App for teachers and students to continue the teaching-learning process. Students and teachers can view content-related videos, and matters related to the syllabus and can also attempt daily surveys. For assessment of learning, SAT for January, 2021 has also been taken through the app, in which around 87% have successfully attempted the SAT.

HIMACHAL PRADESH

- **E Samwad**

  E-samvad application is being used for many purposes in the state such as:
  - Record student attendance
  - Record student assessment data
  - Share pre-defined messages with parents
  - Track student engagement through unique student ID

  Five additional use cases will be enabled in E Samwad by the end of the academic year

  - Tracking of student enrolment history and its academic journey
  - Record teacher attendance in a geotagged manner
  - Enabling direct sharing of learning content with students
  - Enable assessment reports and downloadable report cards for the teacher
  - Enable Data collection flows to do away with offline data collection

- **Shiksha Setu – Remedial Programme (Grade 4-8)**

  To recover the learning loss incurred due to COVID-induced school closure and to support students in gaining confidence to become ready for class-appropriate learning a dedicated remedial program SHIKSHA SETU is being implemented in the State. This would be achieved through a three-stage program design:

- Baseline
- Remedial teaching
- End line

- The first fifteen days of school to be dedicated to readiness activities (physical, socio-emotional etc)
- The next 45 days are to be used as Remedial classes.
- 45 days to be dedicated to a Bridge Program /Accelerated remediation of students. All days in this phase will be focused on prerequisite core competencies that are important and might have been lost due to school closure.
- Teachers will take a baseline at the start of the catch-up and an ending at the end of the phase.
- Teachers have been provided with guides and workbooks for effective remediation. These guides were prepared in collaboration with Pratham Foundation and State Resource Group members.
- It was ensured that teachers must conduct baseline assessments before remedial teaching to identify student's current learning level
- Teaching Learning resource material based on identified learning outcomes has been developed by the State Resource Group.
- Teacher's handbooks and manuals have been provided online to all teachers.
- Learning Resources have also been identified from Har Ghar Pathshala's e-content (Videos and Worksheets).
- Content is being shared with teachers daily through WhatsApp.
- Time-table has been prepared by school heads for daily remedial classes

- **Provision Of Workbooks**

  - Content is being compiled in the form of printable practice workbooks in State Resource Group workshops specifically for students without access (in hard areas). The state has provided workbooks in grades 6 to 8, impacting approx. 50,000 students.
  - The state has also delivered workbooks in grades 9 and 10 to approx. 3000 students. Considering the learning losses workbooks in Science and Maths were distributed to the students to keep them connected with education in the areas, where students had no access to internet facilities. The Districts of L&S, Kinnaur, Pangi area of Chamba District and Dodra Kwar of Shimla District were provided with the workbooks. These were designed to facilitate self-study, drill and practice.

- **Himachal Pradesh Swaran Jayanti Vidyarthi Anushikshan Yogna**

  - A program for high-performing students of 9-12 was envisioned for the 2021-22 academic year. The programme was launched on 5th September 2021 by the Hon'ble Governor of Himachal Pradesh to provide coaching for JEE and NEET exams. High-quality content is being shared with all the students from 9th to 12th classes through Har Ghar Pathshala every Saturday and Sunday.

- **Online Training of Science and Mathematics Teachers through Aavishkaar-Aavishkaar**

  - The state has worked with **Aavishkaar** (A Centre for Science, Math, Arts and Technology) in government schools across all districts of Himachal Pradesh intending to transform Science and Maths education and nurture curiosity, creativity and critical thinking in our schools.

- **NIPUN Himachal Mission**

  Community Initiatives under NIPUN Himachal Mission- NIPUN Melas

  The implementation of the NIPUN Himachal mission involves spreading awareness at the school and community levels. Parents are involved at the school level to make this mission successful. Understanding the importance of this, in the guidelines of NIPUN Bharat Mission, priority has been given to organizing NIPUN Melas (Fairs). Schools have started conducting NIPUN Melas. Schools have started the organization of NIPUN Mela with the active involvement of parents. A NIPUN Mela consists of one stall for each domain of a child's development. Each stall has games for school preparation for class 1 and 2 children.

  These games help teachers and parents to understand the parameters of the student's development like physical development, intellectual development, language development, pre-mathematics preparation, creative development etc.

  At the end of the mela, the parents are provided with a Mela Report Card through which they understand the readiness of their children for school.

  A detailed guide on the conduction of NIPUN Mela has been prepared by Samagra Shiksha.

  Mother's meetings

  - Connecting parents in the NIPUN Himachal mission has been pivotal. An effective way of communicating with parents and keeping them engaged in the child's studies has been through mothers' meetings.
  - Monthly mother meetings are being conducted by teachers on the last Saturday of every month. Teachers have been given idea cards for conducting meetings with parents. These groups consist of 4-5 mothers.
  - In this regard, Samagra Shiksha has created Agenda Cards for Teachers and Idea Cards for Mothers which will be given to them at a defined frequency through established means of technology. Continuous communication is being maintained with them over WhatsApp.

  Other Initiatives under NIPUN Himachal Mission

  - **Capacity Building of Teachers for the Implementation of NIPUN Bharat Mission -** 82% of cluster head teachers & 67% of teachers have been trained for the implementation of the NIPUN Bharat Mission.
  - **NIPUN Lakshyas:** The goals of the mission are set in the form of NIPUN Lakshya, that is, end-of-year targets for Foundational Literacy and Numeracy. NIPUN Lakshyas have been

shared online with all primary teachers. NIPUN Lakshyas will serve as an anchor for the teacher to effectively conduct FLN teaching in class.

- **High-quality teaching learning material:** Teachers are being supported with teaching-learning material in the form of teacher manuals for each phase of the academic calendar. The state has provided online teacher manuals to each teacher. These manuals are being used by teachers for lesson planning.
- **Student Learning Resources (TLM) -** A guideline with a suggestive list of material has been prepared for primary teachers to develop TLM for each student under the FLN mission. TLM related to numeracy and foundational literacy has been provided to all students.
- **Mentoring for teacher support:** A mentoring campaign called 'Mai bhi NIPUN Sahyogi' has been launched, for activating Cluster Head Teachers as mentors. CHTs have been trained for mentoring. Feedback and guidance are being provided continuously to schools and teachers, thus ensuring effective implementation. 25% of unique schools have been visited by NIPUN mentors within 2 months of launch.
- **Tech-based practice:** To test the oral reading fluency of students, an app has been created which can enable student practice through technology. This will help teachers do regular practice and assess the speed of reading for students.
- **NIPUN Vidyalaya:** NIPUN Vidyalaya is an initiative designed to mark schools as 'Schools of Excellence' based on the results of a third-party assessment conducted to ascertain the foundational learning levels of the students. The initiative has been designed to achieve the following objectives:
- Identify & reward students, teachers and schools based on their achievement of Lakshyas.
- Generate momentum towards NIPUN Lakshya achievement across the state.
- Set in place a well-defined and sustained mechanism for third-party assessment.

A school is declared NIPUN if all the students who were assessed for NIPUN Lakshyas of Language (Reading and Writing) and Numeracy achieve the corresponding Lakshyas set per grade and subject combination.

JAMMU & KASHMIR

- Initiatives to improve access: 8156 Learning Resource Kits (Mathematics and Science Kits) provided to all Upper Primary Schools during 2020-21.

- School Bag with Educational Desk: 250007 School Bags provided to Students of classes I and II during 2019-20.

- Support for Seasonal Centers: 01 Tablet to be provided to the Meritorious Students of classes 10^{th} and 12^{th} in each Educational Zone who have studied in Seasonal Centers 377 schools.

- TLM Kit for Pre-Primary classes developed at Samagra Shiksha Level through the help of SCERT, which shall be provided to students at their Doorstep due to the Closure of

Schools. The review of Activity Books for Pre-Primary classes is in its final stage. The same shall also be provided to each child at his/her doorstep.

- The activity handbook for Pre-Primary Teachers has been developed by JKBOSE in collaboration with SCERT and Samagra Shiksha.

- **Other Initiatives**

  - Module for the conduct of 3-6 months certificate course on competency-based questions was introduced, mentoring of students started
  - The establishment of SCERT has been initiated.
  - DBT transfer for uniform
  - Community classes on the pattern of Gurukul, in all schools covering 4 lakhs students on daily basis, distribution of 8156 learning resource kits in all schools
  - TALASH mobile app for tracking the OoSC
  - School bags with educational desk for primary tablets for secondary students
  - The State Assessment Test on the pattern of NAS conducted by SCERT for class 3rd, 5th and 8th on 30th September and report generation to be completed in 7 days
  - English series **chant was** developed for classes I-III for helping the students to gain language competencies.
  - Community Classes on the pattern of **Gurukul** are being organised in open space for more than 4 lakh students daily.
  - Under School Safety Programme, a Comprehensive school safety manual has been developed, which shall be provided to all schools and School Safety Councilors. 4000 Teachers, HOIs and Students sensitized to School Safety.
  - GIS mapping was completed in all government and private schools besides remotely located Seasonal Centres.

- **Based Student Mentorship Programme**

  - The Department of School Education J&K envisions every child in the UT of J&K to excel in school performance and has access to the required resources. Pursuantly, the department has mobilized a comprehensive programme STEER (Student & Teacher Engagement for Educational Reinforcement), a web-based programme that creates structures for mentorship for each student at the school level. The Teacher mentor is designated for the mentorship of an appropriate number of students to understand and address their overall needs. The mentor will monitor the student's performance, identify learning gaps, and design comprehensive strategies to sustainably improve learning outcomes.

  - Further, the program will facilitate a high-frequency comprehensive evaluation of student outcomes as well as teacher's competency and open doors for improving standards of school education at the UT to new heights.

Programme Design: At its foundation, the program seeks to create a community of mentors who, in each school, address the performance needs of students. The Department aims to

ensure each student at the primary level receives contextualized, personalized and dedicated focus.

- Development of Mentorship Web Portal
- Availability of Resources
- Learning Outcomes
- Annual academic calendar
- e-resources
- Assessment Tools

JHARKHAND

- **Pankh - a magazine to promote reading**

  Pankh is a state-led initiative to bring the joy of reading to children. This initiative has promoted reading and writing habits among children and teachers. The community also started writing short stories and providing for printing. Children are using it on daily basis, and it has promoted reading habits among children.

- **Ensuring one Adarsh Vidyalaya per Gram Panchayat**

  The state has taken an ambitious plan to establish 4496 Adarsh Vidyalaya, one Vidyalaya in each Gram Panchayat to work as a Light House for other schools. It is divided into 3 stages where in the 1st Phase 80 School of Excellence at the district headquarter, in the 2nd phase 325 Schools at the Block level and in the 3rd phase, the rest of Gram Panchayat level schools would be strengthened. In these schools, the state has plans to cover around 30% of children.

  7 main pillars of reform combined with a few ancillary initiatives

  - Basic Infrastructure
  - Smart Classrooms
  - School Leadership
  - Community Engagement
  - Teacher availability
  - Teacher Training
  - Academic Initiatives

- **Mother Tongue-based Multilingual Education (MTB-MLE)**

  Designed curriculum in the mother tongue of the students and Integrated 5 regional languages into the state curriculum. The state has started piloting in 250 schools and based on the impact on the learning of students, it would be replicated across State.

  High-level objectives of MTB-MLE

  - experiences that integrate cultural elements of the specific region into the curriculum

- Design curriculum in the mother-tongue of the students
- Integrate 5 regional languages in the state curriculum-Santhali, Ho, Mundari **Kudukh, Khadia**

- **DigiSA**

Jharkhand pioneered a digital learning program & conducted weekly quizzes reaching 30% of the student population. During COVID-19, State has started Online Classes and every Saturday quizzes are organized to assess children learning and also ensure continuity of their learning. The state has also developed Jharkhand Digi School App and also the WhatsApp group, which is widely circulated across State but due to geographical and economic issues, despite the state's best efforts, hardly 30% of children have been reached.

- **App DAHAR**

An App DAHAR was developed for tracking out of School Children. In collaboration with UNICEF, DAHAR App is being developed to track out the OoSC from identifying these children to mainstreaming in different schools.

Around 37,000 schools participated; 8.2 Lakh OoSC identified and 2.5+Lakh enrolled in schools.

KARNATAKA

- **Baseline survey to understand learning levels for classes 1 to 9**

To achieve 100% GER from the Foundational Stage through Grade 12 for all children by 2030, as envisioned by the SDG4 and now the National Education Policy-2020, the State of Karnataka is working towards consolidating and strengthening the school system. The thrust is on quality and steps have been taken, to improve the quality of education at the Pre-Primary, Elementary, Secondary and Higher Secondary levels. To ensure that learning is continuous and children have achieved age-appropriate learning outcomes, a baseline survey was conducted to understand the learning level of the children so that strategic academic plans can be designed.

The study employed competency-based assessment and assessed the basic competencies in numeracy and literacy in children in Grades 1 to 9.

OBJECTIVES OF THE STUDY:

- To identify the learning loss/gaps in students of grades 1-9 in numeracy and literacy.
- To understand the reach of State level interventions initiated during the pandemic and the efficacy of the same.
- To compare the average performance of the following group of children:
  - Girls and Boys
  - Rural and Urban children
- To come up with strategies to bridge the learning loss faced by children.

Major Findings:

- At the overall level, students' attainment of competencies lies in the range of 14% to 46% (less than 50%) across subjects. Average attainment of competencies is higher in Language than in Mathematics.

- **Vidyapravesh as a multi-level module for classes 1, 2 and 3**

The 90 days school readiness module '**VIDYA PRAVESH' has been** adopted by the state with a **day-wise** timetable for **classes 1, 2 and 3.** Activity prototypes to support multilevel transactions are designed. Teacher Handbooks to guide teachers transact the module and student worksheets to facilitate literacy awareness and pre-number concepts are designed. A robust monitoring and mentoring mechanism are devised for the effective implementation of the program. All FLN teachers were trained in a cascading model to transact effectively in classrooms.

- **A Learning Recovery Program - Kalika Chetarike**

For children, the closure of schools for over 18 months has led to the loss of learning what they had learnt in the previous class as well as what they did not get an opportunity to learn in the present class. The baseline survey of student learning by Samagra Shikshana Karnataka across the state showed that student learning was below their grade level. This situation demanded a systematic recovery of learning to ensure children attain grade-appropriate levels of learning. This requires building foundational skills, previous grade competencies as well as present grade-level competencies. This cannot be done through a bridge course of a few months and hence needs to be a sustained intervention for at least one academic year. The Kalika Chetarike is a NEP aligned Learning Recovery Program proposed for the coming academic year 2022-23 for classes 1 to IX, with the formula of –

Foundational Skills + Selected Essential LO's of Previous 2 Grades + Selected Essential LO's of Current grade = Learning Recovery Plan (Kalika Chetarike)

- **Dipstick studies**

  - Dipstick studies were conducted on the effectiveness of SDMCs, libraries, and Sports- To plan better strategies for implementation

Samagra Shiksha, Karnataka with an objective to understand and improve the quality of school education across all levels from pre-primary to senior secondary conducted a systematic dipstick study on below-mentioned interventions to understand the effective impact of the programs in the field.

  - Effectiveness of SDMC Capacity Building Program
  - Release of Sports Grants in the year 2020-21
  - The utilisation of library grant
  - Understanding the scope of improvement for BRCs and CRCs

- **Quality ECCE in Government Schools of Karnataka**

Early childhood education aims to holistically develop the child's social, emotional, cognitive and physical abilities to build a strong foundation for lifelong learning. Early childhood care and education demand specific carefully designed and research-based interventions. The state has developed a robust Play - Way Based ***"Chili Pilli" Plus*** Curriculum for LKG and UKG as per the NCERT guidelines of 2018.

Pre-primary sections have been started in 276 KPSs and 926 Government schools with SDMC support. 65,911 Anganwadi centres are run in the state by the Woman and Child Development Department. The state understands the fact that each child is different and grows, learns and develops at her/his own pace. Play and activity are the primary contexts of learning in the ECCE stage. The teacher is trained to develop and use indigenous material to enhance learning opportunities for the tiny tots. The state has ensured that learning continues between pre and primary school. Family involvement is encouraged by way of conducting various parents-student activities.

- **ECCE Curriculum:**

ICDS in Karnataka has a 'Chili-Pili' curriculum specially developed with the coordination of the Directorate of State Education Research Training (DSERT). First developed in 2000, the latest renewal took place in 2018.

The ***"Chili-Pili Plus"*** curriculum for Pre-primary classes in KPS is developed in cooperation with UNICEF, education experts, NGO partners and DSERT. The themes include topics for understanding/recognizing self, surroundings, social events, language development, numeracy development, cognitive skills and motor development. To aid teaching and learning, the Department has also provided a set of learning materials to all the 276 KPS. The materials provided are free of toxic materials and aid in the learning activities. The curriculum was developed on the below-mentioned principles.

Guiding Principles of the ECCE Curriculum

- Each child is different and grows, learns and develops at her/his own pace.
- Play and activity are the primary contexts of learning.
- Children learn by constructing knowledge, challenges, repetition, and interactions with teachers and peers.
- Development and use of indigenous material enhance learning opportunities.
- Learning is continuous between pre and primary school.
- Family involvement contributes to learning.

ECCE Structure:

The Government of Karnataka order laid the foundation stone for starting pre-primary sections in KPS. The order mandated that the schools should not admit children below 4 years and the maximum enrollment should be limited to 30. The new teacher hiring process is also laid down and to maintain continuity, the teacher movement from LKG class to UKG is also facilitated. The lower kindergarten (LKG) and upper kindergarten (UKG) sections in KPS are mono-grade classes unlike ICDS run pre-primary classes which are multi-grade. The focused attention from the teacher in these mono-grade classes helps in the overall development of the child. The teacher-student involvement and coordination are also better in these sections.

Capacity building of Pre-Primary Teachers/Anganwadi workers

- Teachers' training modules were developed and training provided, in coordination with WCD, DSERT, Azim Premji Foundation, UNICEF, Akshara Foundation, Prajayatna and Tide Learning Systems.
- Training module for spoken English for Anganwadi workers developed by RIE, Bengaluru in association with experts
- 12500 Anganwadi workers trained in the Chili Pili curriculum in Kalyan Karnataka region
- Training for Anganwadi workers in the Spoken English module is scheduled from Jan 17th at RIE Bengaluru
- Teachers trained on various aspects of classroom transactions using TLMs and classroom management in the age group 4 to 6 years and teaching pedagogies.
- Organized one-day orientation for 102 MRPs on LKG content
- Five days of training were provided for 685 LKG teachers at the DEIT level
- Conducted 3-day workshop for 102 MRPs on UKG content at the State level
- Conducted 5-day training for 938 UKG teachers at the district level

Nutrition Health and Support

The children in the pre-primary section of the KPS are provided with nutritious mid-day meals along with snacks and milk at regular intervals. The snacks are localized based on the availability and nutrition value (egg, banana etc.). The doctors from the Primary Health Centers conduct regular health check-ups of the children and record their health details in the register. Based on need, they are further referenced for better treatments.

Present Status:

The next academic year 2022-23 is going to be the zero year for Karnataka to implement the National Education Policy 2020 in its schools. As per ongoing discussions, the policy will be rolled out at the Anganwadi level to make 20,000 of these centres. All the 20000 Anganwadi teachers will be trained in the activity-based teaching-learning module on ECCE. Both the departments of Primary and Secondary Education and Women and Child Development are working on the implementation for the coming year, as the “Chili Pili Plus” curriculum is being revised to meet NEP standards.

The Department of Women and Child development, in association with the Department of Education, formed 6 sub-committees to work on various aspects of implementing ECCE in the state.

- **Kannada and English “Nali Kali”**
  - Play-way/Activity based learning
  - Multi-grade and multi-level situational classrooms
  - Incorporates a specific learning ladder for millstones to be achieved in a scheduled timeframe

- **Karnataka Public School**
  - The KPS is an integrated composite school system from Pre-Primary to the Secondary Stage (K-12)

- Focus on improving learning levels in Math, English, Science and Languages.
- During the years 2019-20 and 2020-21 an amount of Rs. 200 lakhs per school for 50 schools approved
- An amount of Rs. 15000 Lakhs has been released so far for Improving infrastructure and learning spaces

- **Agastya Science Centers**

Agastya Science Centers have been established to help develop a love for science and nurture creativity and innovation in children. Also, Mobile Labs (Science lab) with pre-loaded e-content to ensure that the last child learns during school closure have been established.

KERALA

- **Bridging the Digital Divide:**

With the support of Samagra Shiksha, Kerala, a detail of children not having digital access was assessed by May-15 through school-level and ward-level surveys. Within a fortnight, Kerala could successfully bridge this digital divide through a combined effort of various stakeholders of the Department of Education, teachers and employees' organisations, NGOs, parents, alumni, organizations of youths and students, and corporates. Un-electrified houses of learners were electrified on a war footing with the support of Grama Panchayaths. In 2020-21, **Digital Learning Centres** were set up in areas where the digital divide was identified. The centres were set up in public Libraries, Anganwadis, Community Halls, etc. These centres were wound up in 2021-22 as the gap was bridged.

- **Vidyakiranam**

The Chief Minister of Kerala initiated a web portal called **Vidya Kiranam** for mobilizing Public Fund. People can donate funds for supplying digital gadgets through the portal.

Kerala stands out at the top in reaching out to children through online learning by ensuring the least digital divide. ASER- 2021 reiterates this fact in their annual report.

- **FIRST BELL- Online Classes**

The unprecedented situation that arose in the wake of the COVID-19 pandemic created a challenge for people worldwide in all aspects of life, including the education system. Children were forced to stay at home because of the lockdown regulations.

Preparations for online classes started in April 2020. The state's education channel, KITE Victers was assigned the task of taking the online classes to every learner. Government agencies such as the SCERT, SSK, KITE and SIET worked in tandem for the cause. The programme was titled **FIRST BELL**. Classes were telecasted every week from Monday to Friday. Along with the streaming on Victers Channel, the classes were made available on YouTube and Facebook. In 2021-22, the First Bell classes are also streaming regularly. This year's classes consider the possible learning loss and gaps among learners and necessary bridging exercises are also taken into account while planning the online classes.

- **Local Resource Centres**

  Local Resource Centres, the innovative initiative of Samagra Shiksha, Kerala, for providing additional academic support to the marginalised sections started functioning offline in October 2020, keeping health protocols.

  In addition to the facility to watch online classes, the learners in Local Resource Centres were given onsite learning support by educational volunteers appointed in these centres. In 2021-22, a total of 698 Local Resource Centres have been functioning in this manner in Kerala.

- **Support of 'KITE'**

  Kite (Kerala Infrastructure and Technology Education) is a special purpose vehicle for technology integration in education. The **IT @ School project** started in 2001 and was later transformed into **KITE** in 2007. Kite is dedicated to technology infrastructure development in schools and related training. It has already set up 4752 Hi-tech schools and 45000 hi-tech classrooms. 11725 primary schools have already equipped with broadband connectivity.

- **Vayanachangatham (Friendship with Books)**

  As part of Foundational Literacy and Numeracy, Samagra Shiksha, Kerala has launched an intensive literacy development campaign titled Vayana changatham. This programme envisages basic language skills for children studying in schools from classes 1 to 4. The key features of the programme are the following:

  - Activities to facilitate reading proceeds based on specially prepared Reading Cards.
  - Each Primary learner was supplied with 3 books during their stay-home period. (2 in Regional Languages & 1 in English).
  - More books were collected through public campaigns supported by LSGs, Alumni and parents which resulted in the setting up of home libraries in the households of learners.
  - Parents also take part in this reading drive, by reading stories and making stories for their children.
  - Special writing workshops for learners and parents.
  - Outcomes of these workshops will be published by schools/ Blocks.

- **Hello English – Hello World**

  Hello English is one of the prestigious quality-oriented programmes initiated by Samagra Shiksha over the past four years. It has created much-added enthusiasm and fun in the learning of English among primary school children. In 2020-21 and 2021-22, as the schools remained closed, Samagra Shiksha prepared a series of Digital interactive learning materials for elementary learners. The materials were sent to learners as PDF pages. Videos of teacher directions, animated cartoons, narrations, audios of stories and songs, etc. were embedded on each Pdf page.

  Each page has three major areas - A video containing directions from the teacher, a video for the discourse-level input, and an activity related to the given theme. After watching the input content, the learners upload their activities in video, audio, or picture form to the groups. When all learners post their products, the teachers give feedback to the learners.

A learning web portal for English learning will be launched in June 2022.

- **Sureeli Hindi**

  Sureeli Hindi is a special programme to enhance the learning of Hindi. As the schools remained closed till November 2021, the programme also was transformed into a digital format. Digital materials containing videos and audio were provided to learners using school-level and class-level new media groups. This year Secondary school learners also get this learning advantage.

- **Ullasa Ganitham (Joyful Math) & Ganitha Vijayam**

  As part of Foundational Literacy and Numeracy, SSK initiated two mathematics programmes this year. Ullasa Ganitham- Joyful Math- is meant for classes one and two. This is a package of fun-filled activities and games that facilitate the internalisation of mathematical concepts in a joyful and non-conscious manner. The activity kits for the programme are locally made with the joint efforts of BRC functionaries and teachers.

  Ganitha Vijayam is a mathematics learning package for classes three and four. This involves several mathematical games and life-oriented activities where mathematics is used. These two programmes which were initiated earlier as pilots turned out to be effective in facilitating the effortless learning of Mathematics.

- **Model Pre-Primary Schools**

  Transforming pre-primary schools on par with international levels is taken keenly by the state education department. Aiming this, Samagra Shiksha, Kerala has started creating development - conducive activity areas in all primary schools. In 2021-22, one pre-primary school from each district has been given financial support for the purpose. Areas such as the climbing area, drama & musical area, drawing area, creative area etc. were set up in the selected pre-schools.

- **Athijeevanam (Survival)**

  During the Covid pandemic situation too, children were the most mentally affected community. They were confined to their domestic environment. Their education was disrupted. A very important aspect of their life - going to school, and interacting with their peers - had a sudden halt. This badly affected the development of their social skills. With the support of UNICEF, Samagra Shiksha conducted special sessions on stress management in every BRC. Sessions are handled by professional psychologists and trained counsellors. Four thousand learners in the Secondary section benefited from the programme.

- **Worksheet / Activity Cards**

  As regular learning in classrooms was not possible, and the schools remain closed, in the year 2020-21, the Samagra Shiksha, Kerala prepared activity cards titled *Vazhikatti,* which were printed, academically fine-tuned by SCERT and delivered to children at their homes. In 2021-22, a new set of activity sheets were prepared and delivered online to learners of all classes. Activity sheets in minority languages were also prepared and delivered.

- **Jalakangalkkappuram (Beyond the Windows)**

  During the Covid times, all children were left in their homes without friendly meetings and games. Samagra Shiksha was keen on no one being left behind. To keep the CWSN sound and energetic, Samagra Shiksha, Kerala, initiated a new online programme titled, *Jalakangalkkappuram* - Beyond the Windows. This was an exclusive reaching-out programme for the CWSN and their parents.

  This programme was a twinning exercise between children hailing from two different parts of the state. Using the online platform, they made friends with each other, shared their happiness and anxieties, performed their talents and talked about their village and family members. This online twinning programme launched on children's day of 2020 is continuing in 2021-22 also at various levels.

- **Ooru Vidhya Kendras**

  Ooruvidya Kendras or Tribal Learning Centres were primarily initiated to address the habit of absenteeism and learning backwardness among tribal learners. *Ooruvidhya kendras* have helped Kerala extensively address the issue of absenteeism among the tribal children. In the year 2021-22, a total of 48 *Ooru Vidya Kendras* are functioning in the state. Samagra Shiksha, Kerala has appointed educational volunteers in all *Ooruvidya kendras*. They help the learners in taking up the extended activities prescribed as part of the online classes. In addition to this, the learners get courses in art, local music, and craft. Despite the Covid threats, the tribal learning centres in Kerala continued to function offline in 20-21 and 2021-22, keeping health protocols and social distancing norms.

- **White Board – Online Classes for the Differently Abled**

  Kerala started online classes through the State's educational channel,' Kite Victers,' in June 2020 itself. But are these classes not enough for the CWSN. They needed classes set in different ways. Hence Samagra Shiksha, Kerala, initiated an attempt to provide adapted online classes through YouTube channels. Separate video classes were produced for each category. Hearing Impairment, Visual impairment, Cerebral Palsy, Autism Spectrum Disorder, Intellectual Disability, and Specific Learning Disability were the categories considered.

  Preparations in this regard started in June itself. Initially, technical training was given to selected Special Educators on shooting, editing, and recording videos. Later, scripting and content development was done with the collaboration of teachers and Special educators. This unique initiative is named 'White Board.' 'White board' has a separate YouTube channel for this purpose. Adapted video classes were produced for every single lesson, considering the challenges of the learners.

- **Ezhuthupacha (The Plethora of Writings)**

  This year Samagra Shiksha intends to publish books for extra reading by collecting the creative works done by learners across the state. The compilation and selection of articles were done at BRC and District levels. The selected writers at the district level were undergone non-residential creative workshops headed by eminent writers and teachers. This was followed by the refinements of the writings by the authors themselves. These stories are printed and

published by Samagra Shiksha, Kerala in 50 volumes. The printed books will be distributed to the schools.

- **Lab at Home**

  Lab at Home is one of the innovative quality initiatives conceived and initiated by Samagra Shiksha, Kerala. SSK set up Maths, science and social science labs in the homes of every elementary learner. Each lab comprises materials and equipment that facilitate self-motivated learning. The programme that commenced in 2020-21, continued this year also.

  Materials and equipment were designed and prepared following online meetings. Tutorial videos on the making of equipment were prepared and delivered to teachers at the school level. Following this, workshops for preparing the lab equipment were conducted at the school level. Equipment for every child was prepared through these workshops. In addition to the teachers, the workshops were assisted by parents and SMC members. When the kits for the labs were ready, they were delivered to the home of every child by the teachers and parents.

- **'Digifit' - Digital competency development of Teachers**

  'Digifit' programme initiated by Samagra Shiksha Kerala, is intended to enhance the knowledge, ability and skill of teachers to handle digital equipment which essentially is a prerequisite in handling digital classes and providing support to students through digital media. Through this online teacher empowerment programme, Samagra Shiksha, Kerala provided training to teachers in digital content development, modality of transaction of that content digitally, and familiarising various software and applications. This training programme enhanced the confidence and ability of teachers to use devices and to develop digital content in a creative way that suits the student community during the time of Covid. 39895 elementary teachers got the benefit of the initiative.

- **'Rasakkoottu' - Radio programme**

  'Rasakkoottu' (The recipe of pleasure) was an entertainment focussed radio programme for primary school level learners which comprise stories, interactions, songs, poems and skits. In 2020-21, they were broadcasted on all Thursdays through Akashavani and all its FM stations. Each episode contained a ten-minute programme. Information on science, literature, history and culture, etc, was the focus of the programmes. The time of the broadcasts was informed in advance through advertisements and teasers circulated through new media groups. Later these programmes were made available on YouTube also. The YouTube links of the programmes were sent to learners through their class-level WhatsApp groups.

- **AUTISM CENTRES**

  Autism is a particular neurological developmental disability that hampers brain development, affecting communication, social interaction, cognition and behaviour. One out of every 100 children in India has autism. Samagra Shiksha, Kerala, always ensures special attention to this issue. The state has come up with a handful of learning models to help such affected children across the state. Setting up of Autism centres in all BRCs is one among them.

The first one of that kind has been functioning successfully in the Thiruvananthapuram South URC for the last 12 years. In addition to special individualised care for these children, various therapies such as physiotherapy, speech therapy, music therapy, occupational therapy etc. are given to the children. Parents are given special orientation in handling their autistic wards. Parents also are involved in the child-caring sessions. This provides a better understanding to them in taking care of their wards back at home. Now, Autism Centres are functioning in all BRCs of the state.

LADAKH

- **Mera Doordarshan Mera Vidyalaya**

  Five hours telecast was started in a phased manner from April 2020 and continued up to 28th February 2021 on DD Kashmir. Owing to the second wave of the COVID-19 pandemic, again 5 hours telecast was started in a phased manner from April 2021 and continued up to 31st December 2021. Around 3538 children benefitted from this programme.

- **Community Classes**

  Community Classes were started to ensure continuity of learning for the children who don't have access to any type of digital equipment. Class-wise lectures on the content have been broadcasted from All India Radio Leh/Kargil in addition to the live telecast from DD Kashmir. School Headmasters were directed to create a class-wise WhatsApp group for their students. Children were provided educational content (audio, video, text messages) through WhatsApp Group.

- **NEP Implementation**

  UT of Ladakh has already formed a task force/committee and in this regard, action is initiated. Six groups have been formed in the State by Education Department to provide progress and continuous monitoring of every task every month.

  - "NEP Monitoring & Tracking System" has also been in place in the chairmanship of both the Chief Executive Councilor of LAHDC.
  - Progress of NEP implementation collected through different Groups is uploaded on Google Tracker made available by the Ministry of Education, GoI.

- **Child Tracking System**

  This is being introduced through ERP Software developed by the school education department of UT Ladakh. The system will cater 'End-to-End' lifecycle of all the significant stakeholders of the state school education system (Zero to XII) – Students/Teachers/Schools/Parents/State Govt Education Dept/Autonomous Bodies (Boards). UT has planned to bridge the infrastructural gap as well as the need for teachers in the next 3 years. Timely execution of training and workshops for teachers especially in the ECCE Domain.

- **Yountab Scheme**

  UT of Ladakh distributed Pre-Loaded Education tablets "Yountab" for Students of Classes 6th to 12th. This has brought effective outcomes with respect to quality education and generated an advanced digital education system among the children specially belonging to the privileged community.

- **Role of Education Volunteers**

  To ensure continuity of learning during the COVID-19 pandemic UT of Ladakh engaged volunteers to provide teaching-learning support to the children in the villages. They facilitated in fixing of meetings with teachers, students and parents. Provided support in identification of place, formation of student's group and orientation of parents.

LAKSHADWEEP

Introduction of **Tutor System** in the schools of Lakshadweep during the academic year 2021-22.

Key features of tutor system

- In this system, each teacher was assigned 7 to 15 students for a regular house visit. The teachers visited the houses of these children during the forenoon session on all days by observing all SOP in force on the islands.
- The mentor monitored language skills of listening, speaking, reading and writing, especially in English and Malayalam. The mentor kept a portfolio for each of the learners assigned to him/her which includes the assessment reports, assignments, worksheets, poems, stories, paintings, interests, anecdotes, etc.
- During the afternoon sessions, teachers reviewed their findings with their colleagues and cleared any issues that she/he could not resolve during their house visit. The discussion focused on issues of slow learners, outstanding performers, children with special needs, and any other relevant issues which need to be addressed for ensuring proper learning improvement.
- The mentors also shared some library books with the learners during their home visits and give them a period to read the books and reviewed their reading and reporting skills in subsequent visits. Every mentor spends at least 10 to 15 minutes with each learner every day.
- The parents and other stakeholders were encouraged to provide a maximum print-rich environment and basic reading skill improvement activities as well as the use of numeric skills in day-to-day activities.
- Teachers guided the learners in engaging fitness activities regularly for both physical and mental fitness of learners like Small games or simple yoga techniques and puzzles/riddles/crosswords/collections/book reviews/letter writings/ preparation of invitations/ scripts/dramas etc.

- **Harith Vidyalaya Yojana**

Implemented green school and green campus drive as part of school Swatchatha Drive in all the schools of Lakshadweep from the academic year 21-22. This is aimed at enduring greenery in and around the school and school premises with community participation.

Key Features:

- Each school identified a teacher and a parent representative to ensure the smooth implementation of the programme as school-level coordinators.
- Saplings of flowering plants, crotons and other ornamental plants were grown in pots while other plants were planted inside the campus as per availability of space.
- Maximum participation of students was ensured by assigning plants to students or a group of students with a teacher to guide them.

- Teachers maintained a record of the activities of students in /her group and observe their activities and noted them down in their anecdotal records.
- This activity was aimed to lead to habit formation and creating a love for nature.

- **Craft From Waste**
  - (Zero cost /no cost crafts, toys and teaching learning materials) to promote localised **toy-based pedagogy**

A team of artists from Pondichery has given training to craft teachers and students to prepare beautiful craft items from coconut wastes and other products which are generally thrown out as waste materials. They also painted the walls of the school with beautiful art. The workshop provided a never-before experience to the teachers and students as they are now motivated to ensure that the expertise of the Pondichery team will be truly explored to give maximum craft items from waste. Moreover, this will also help artists from Lakshadweep for to get in craft and even life skills.

This is also in tune with the vision of toy-based pedagogy which is being given utmost importance, especially local items with indigenous craftsmen skills. The toys are prepared from locally available materials and eco-friendly substances. An exhibition of the same was also organised to make awareness to the general public about creating beautiful crafts from waste.

The **key features:**

- All the raw materials used for this craft were thrown away waste materials.
- This will also help to make value-based items from waste
- This will help in giving skill training to the learners for sustainable life skills.
- This has given the opportunity for knowledge sharing and a participatory approach.
- Students will learn to use and make their toys from waste around them.
- This craft from waste will help the teachers to identify every available material around them as a resource rather than a waste.
- It will lead to habit formation of getting back to the environment and help in sustainable progress
- The toys produced can also be used in the teaching-learning process as teaching learning material and promote toy-based pedagogy.

- **Activity-based localised and learning outcome-oriented work sheets**

Activity-based localised worksheets and reading cards prepared at cluster level and shared with students through parents – This is aimed at improving the comprehension skills of the learners and ensuring their engagement with the teaching-learning process. The works sheets contained pictures and scenes which are familiar to the children and immediately from their environment. The reading cards prepared were based on the livelihood of the people in the past and present. The mode of life transportation facilities, traditional festivals, the mode of celebration, traditional foods and their recopies etc were included in the worksheets. The folklores and folk songs of the past which are gradually fading, were blended with the modern trends and reading cards, songs, rhymes, drawings, paintings, etc were prepared based on this

topic. These work sheets were used to encourage children to read, speak, reflect and add their lines, and paragraphs to improve the learner's creativity and language skills in their mother tongue.

- **Digital Initiatives of Lakshadweep**

  - WhatsApp groups were created in all the schools for all the classes and divisions. Through these groups, teachers shared the notes prepared by them and also the notes and videos downloaded from DIKSHA and other educational portals and apps related to the content of the classes concerned.
  - The parents in all classes were made aware of resources available on various platforms like the KITE Victors channel for SCERT Kerala, DIKSHA, PM e-VIDYA and other channels for CBSE content.
  - The resources were collected in soft form from KITE victors and shared in pen drives with all the principals – Principals shared the same to class teachers and the students through WhatsApp groups or pen drives, tablets etc to the parents.
  - A YouTube Channel named Share Class was initiated and teachers shared their classes through these platforms
  - Lakshadweep Radio Padshala programme was aired through All India Radio Kavaratti station, especially for class X and XII
  - All the class XI and XII students were given the soft video classes and focus area notes prepared by SCERT Kerala through their Tablets provided by the Department through MPLAD Scheme.
  - Video conferences were conducted with principals to update the latest academic activities in schools every month.
  - All teachers from preschool to senior secondary and headmasters and principals registered in DIKSHA Portal and underwent NISHTHA training as well as downloaded resources- many teachers attended other academic and professional development courses like competency-based teaching learning run by CBSE through DIKSHA.
  - Teachers are given online training through the DIKSHA platform on NISHTHA Elementary and NISHTHA FLN.
  - Online e-content development courses by CIET and language courses by RIESI Bengaluru were also provided to the teachers.

- **Assessment of reading and writing skills and Learning Enhancement Programme**

Prepared localized reading cards and work sheets at cluster level and base level assessment of oral reading fluency in Malayalam and English conducted for class 1 to 8 students soon after the partial reopening of the school for elementary classes. The assessment tools included reading cards, work sheets and tools including MCQ-based assessment tools in tune with the tools of NAS to identify the acquisition of learning outcomes in children of classes 1 to 8 in all schools soon after the physical classes started.

The resource persons of Samagra Shiksha in all islands carried out this assessment in a one-to-one mode physically and the learning enhancement programmes were carried out based on

the outcome of the assessment. The parents also shared the outcome of the assessment and the need to ensure their engagement with learning situations that can be created in the home as well as during any activity at home.

- **Happiness Activities**

  UT introduced happiness activities in the name of Halcyon Heights in primary classes to ensure joyful and activity-based learning. The happiness activities with the happiness curriculum of Delhi was prepared at DIET Kavaratti by involving teachers, music teachers, art teachers, local craftsman and the resource persons of DIET. The student teachers of DIET were also actively involved in the preparation of the activity book. This book contains certain activities that will enhance the joyful teaching-learning process by involving activities like drawing, cutting, acting, singing, dancing, exercises, rhymes, enacting, etc to ensure joyful engagement of learners along with ensuring skills and competencies in language and mathematics. This also aimed at making art integrated learning. Teachers are trained to make every class a joyful one along with happiness activities and by taking clues from these activities they can prepare their own activities for a meaningful teaching-learning process.

- **Azadi ka Amrit Mahotsav celebrations**

  To impart experiential learning as well as to celebrate the Azadi ka Amrit Mahotsav various exhibitions in science and arts especially focusing on the life of Mahatma Gandhi were conducted on all the islands at the school complex level life and the message of Mahatma was presented in all the islands through biopic, exhibitions, film shows, enacting the major incidents like Dandi March with a message for peace. Rallies were also conducted as part of the event. Students, teachers, parents and the whole community participated in the events which gave it a festive look. This also provided an opportunity for the learners to have experiential learning of various incidents and historic movements related to the freedom struggle thereby helping in nurturing the spirit of nationalism and patriotism.

MADHYA PRADESH

- **Initiatives were undertaken to mitigate learning loss during the Covid pandemic**

  Prayas'

  Prayas focuses on SEL for students of Gr 1-8 material for bridging crucial pre-requisite competencies in all subjects. For the initial 45-days, the state conducted a back-to-school program where students were re-familiarised with the classroom setup through this programme.

  Dakshata Unnayan

  To group students as per learning levels for implementation of the Dakshata Unnayan remediation program a learning level baseline was conducted. The next three months were exclusively dedicated to remediation through the Dakshata Unnayan program including a

dedicated two-week campaign to bring all students up from the Ankur (Gr 1-2) to the Tarun (Gr 3-5) learning level in December

- Post remediation, a dedicated program for bridging crucial competencies from the previous grade (N-1) was conducted to bring all students up the grade level. Towards this, the state created dedicated learning material focusing on N-1 bridging for Gr 2-8 for all subjects
- For Gr 1-2, dedicated workbooks have been created to promote both classroom and home-based practice; these workbooks will be used to conduct classroom teaching. Assessment sheets are an integral part of the workbooks as periodic assessments.
- During the school closed due to covid-19, provision was made for home contact to min. 5 students every day with the teachers. In this support system, priority was given to students who did not have any digital devices and family support.
- Mentors from the community were identified to continue the learning process of a student at home, one family member was also added to the group.

The State revisited the curriculum and accordingly 60% of the curriculum has been fixed for teaching in the classroom and 40% per cent of the curriculum as project-based activities.

- **Digital and Online initiatives**

  - WhatsApp-based assessments continued weekly with an average of 14L students taking quizzes weekly and disseminating links to videos related to various subjects and at various levels on WhatsApp groups. To develop socio-emotional skills among the children, short videos through the DigiLep initiative were shared on the WhatsApp group
  - Every day's 'Radio classes' were aired on AIR. For classes 1-8 from 11:00 - 12:00

MAHARASHTRA

- **Rapid survey**

  - A rapid survey of student access to the home learning package was conducted in Maharashtra. The results were used to take various measures to overcome the digital divide and enhance student access.
  - Study on Tech-based Distance Education for Primary school students in Maharashtra-Approaches, Challenges and Implications was also conducted.

Based on the studies, high–level actionable areas in planning have been formulated:

- Formulation of a Rapid Action Plan
- Allocation of the state budget for the integration of technology in the education system
- Formulation of a disaster response plan to address the concerns related to the social-emotional health and wellbeing of the children

- **Bridge Course**

  A rigorous bridge course has been prepared for the children from grade 2 to 10 for Marathi, Urdu, and English medium schools. Bridging the gap of learning from the previous academic year and helping them out to learn and be well acquainted with the present curriculum was the motto behind it. It enables the children to recover their learning loss due to the pandemic and continue their learning. The bridge course includes pre-test, main content, and post-test to assess the impact of their learning process. It is a 30-day program. Class wise and subject-wise courses have been uploaded on the SCERT website.

- **Abhyasmala : Study Series**

  Daily Study Series (Dainik Abhyasmala) for Asynchronous Learning is one of the most effective modes of learning.

- **SWADHYAY**
  - SWADHYAY is Students' What's App-based Home Assessment Yojana
  - Weekly Assessment of Students on What's App – SWADHYAY

- **Dnyanganga**
  - Telecasting Educational programmes 24*7 on JIO TV on a dedicated channel – Dnyanganga in four cycles
  - Educational Programme (Video Lessons) on DD Sahyadri
  - Daily 6 hours broadcasting for students of Grades 1 to 12
  - Broadcasting of "A Special English Hour" programme for students of 1 to 8.
  - Gali Gali Sim Sim Fun & Learn Programme on DD– Sahyadri for children

  Tili mili - An Educational Programme on DD – Sahyadri for students of class 1 to 8

- **Saturday Stories**

  Story telling by authors every Saturday.

- **Friendship with Science & Mathematics**

  Experimental Science & Math teaching in collaboration with IISER, Pune.

- **Counselling for Mental Health**

  Counselling by 476 mentors and counsellors for students feeling stress during pandemic through a helpline number provided at schools.

- **Question Bank**

  - A 'Practice question bank' has been introduced for 10th and 12th standard students which is available in Marathi & Urdu medium. It can be accessed through website www.maa.ac.in. More than 5 Lakh students have taken its benefit till now.

- **Mahacareer Portal**

  Counselling to 37.9 lakh students for their career through Mahacareer Portal

  Samagra Shiksha Manipur as part of its visionary mission and change-making National Educational Policy (NEP) 2020 has undertaken various initiatives, in the previous year, of which many of them have become success stories while some are on their path to success.

MANIPUR

- **Interaction programme under NEP 2020**

  NEP 2020 replaced the 34-year-old National Policy on Education, in 1986. NEP 2020 aims to transform India into a vibrant knowledge superpower by making school education more holistic, flexible; multidisciplinary suits the 21st century needs and aimed at bringing out the unique capabilities of each student.

  Initiatives taken up by Samagra Shiksha, Manipur to achieve the aim of NEP 2020 are:

- **Interaction programme**

  Towards the implementation of NEP 2020 in the State, the Hon'ble Chief Minister held several rounds of meeting with the NEP Task Force, stakeholders, educational policy makers and administrators and teachers stressing the significance of the New Educational Policy.

- **Sumang Leela on NEP 2020**

  Samagra Shiksha Manipur adopted the popular theatre form called 'Sumang Leela' to highlight the importance of NEP 2020 to sustain and transform the existing education system of the country into a global knowledge centre. A Sumang Leela called "Ereipakkidamak" was produced and released on 31st October, 2021.

- **Unique Selling Proposition (USP)**

  School-centric skill developments that empower students with livelihood skills are proving to be extremely popular with students. To amplify its popularity, products of these activities were showcased in a state-level exhibition where three of the best schools were awarded. These skill activities underline the importance of the organic link to economic culture in education integrating skill development, literacy and creativity among students and teachers to help create marketable products.

  This programme gives a meaningful way of equipping the students with something more practical. Students get practical skills that are more likely to be required in reality. It raised the

productivity of the student's livelihood skills and open up access to wider information to improve their well-being and give benefits to society.

- **School Fagathansi Mission**

  School Fagat-hansi Mission is a visionary initiative that commenced in 2018-19, targeting holistic improvement of Government schools. In the first phase, 61 schools -one High or Higher Secondary School in each Assembly Constituency are selected. The Mission succeeded in enhancing enrolments from 26,000 to 34,000 in the coming academic session.

- **Skill Hub Initiative**

  - Towards implementing the integration of skilling, a pilot is being launched from 1st January 2022, targeting out-of-education candidates.
  - The approved Skill Hub of Manipur is Ningthoukhong Model Higher Secondary School in the Bishnupur district. The school is presently running the program in 6 batches – Three in the morning and another three in the evening.
  - This Skill Hub Initiative programme as of now caters to 160 out-of-school youths in two trades that are Information Technology & its enabled services and Beauty & Wellness.

- **Comic Textbooks**

  Comic textbooks are planned to be beyond comic scripts and targeted to achieve better and higher objectives of learning for students of the State and beyond irrespective of the schools and regions to which they belong to. There will not be a replacement for the existing school textbooks at the moment but no one denies the impact of Comic strips in classrooms in the days to come. Though Comic textbooks may not be real substitutes for conventional school textbooks, we cannot deny the fact that books in such form allow children to have fun reading in the absence of teachers. The importance of such books in the ongoing days of the recent pandemic (Corona Virus) is a case in point. The initiative which was started in 2019-20, has so far completed the development of stories for Classes 1-5 for the subjects such as EVS, Mathematics and English textbooks.

  Imparting basic Numeracy and Literacy Skills to all the students by Class III is essential to lay a sound foundation for education. To improve the basic literacy and numeracy at the foundation level, this year 'Activity Books for Language and Mathematics' for all the children studying in Class I & II in Government Schools (2+2 books/ per child) has been developed.

- **Radio Class**

  Samagra Shiksha, Manipur in collaboration with All India Radio has initiated the production of the drama-based Educational Programme called **RADIO CLASS** (All India Radio, Imphal). The main objective of the programme is to provide distance learning to the students of Class VI to XII through radio broadcasting, to enable the learners to receive low-cost teaching and attempt to reach out to the needy students who do not have internet access.

Further, at the end of every episode students are allowed to join a question and answer round. And the winner is awarded a cash prize of Rs. 200 – Rs. 500 respectively. This competition indeed motivated our young students to participate in RADIO CLASS. The Department in coordination with AIR conducts classes in the form of play.

- **E-Learning**

In view of the unpredicted crises, the world over due to the spread of Novel Corona Virus- and the Nationwide Lockdown, our school students have lost a lot of instructional days due to the closure of schools. To mitigate these losses and to keep the students abreast with their syllabi and considering the urgent need to adopt Digital/ e-learning platforms, as one of the alternative means of learning, Samagra Shiksha, Manipur in collaboration with the Department of Education (Schools), has initiated the preparation class specific e-context for such e-learning platforms. The contents are available on **YouTube** (@Department of Education Schools, Manipur) and **Facebook** (@ Department of Education Schools, Manipur).

- **Lairik App/ Lairik website**

The possibilities and opportunities that can be explored in using e-platform for education have been strongly felt and a small step towards a giant shift has now been taken in the School Education sector in Manipur. All training and workshops are now being documented in either booklet or digital form for future reference and training purposes. A Mobile app called 'LAIRIK' is available in the Play store for all students. All digital e-contents are available in it. This is an initiative taken up by Samagra Shiksha, Manipur to provide access to knowledge and education to the students of classes 1 to 12.

Manipur Education Department has also launched an e-learning website for students studying in classes 1 to 12. The e-learning website is only for students studying in schools affiliated with the Manipur Board and Council of Higher Education. The website has 85 bi-lingual audiovisual classes namely lairik.net and laireek.net. Both the domains have been occupied by the government to avoid piracy, said the Education Minister. He remarked, 'The launch of the website and Mobile app marks the new chapter in the history of education in Manipur as students can go through the lessons for easier self-learning.'

The website will have audio-visual e-content for all the 200+ subjects (from Classes 1 – 12) with compulsory subjects first. The project on completion will produce 2000 hours of digital audio-visual e-content.

- **You Tube Channel**

More than 1000 videos of e-content are available on the Department of Education – School YouTube Channel and Facebook page. This channel has been subscribed by more than 30,000 subscribers and 1,37,700 viewers. To facilitate Language and Mathematics learning and provide scope to children for practice. This Activity Book will help in addressing the grey areas of learning and build a love for reading and mathematics among students.

- **Go to Village 2.0**

  - An initiative of the government of Manipur is to reach out to the citizens at their doorsteps.
  - Government benefits are made accessible to students through this initiative. Out-of-school children are also given on-the-spot admission.
  - An exhibition of crafts was also included where students displayed and even sold their crafts.
  - Awareness of NEP 2020, RTE and NIPUN BHARAT Mission was done.
  - On-spot painting competitions and talent hunts were also organized.

- **State-wide Integrated Education Management System and Digital Learning Platform**

  The project is initiated by the Office of the State Implementation Society, Samagra Shiksha, Manipur, to implement centralized education management and learning management system in the state. It envisages improved learning outcomes, effective management and real-time data analysis for the state with local students of the state getting direct benefits from the project.

- **Project Components**

  - Integrated Education Management System
  - Digital Learning Platform
  - Digital Content For Class V to X in English and Manipuri
  - 5000 Nos. of digital devices / Tablets
  - Analytics Portal

- **Project Objectives**

  - The solution is envisaged for the specific purpose of enhancing the learning capacities of students' of the State of Manipur.
  - Access to rich, interactive learning content to support the overall learning experience
  - To bring efficient and effective educational governance to the state.
  - To link the Department, zonal education offices and schools with a unified standard centralized information system for fast and smooth information flow

Benefits to Users

Student	Rich Learning Content accessible 24*7, Self-Paced Learning, Online Assignments
Teachers	Reduced Administrative Workload, Ease of Access to Information, Track Leaves and Attendance
Administration	Monitor School Performance, Ease of Access to Information, Informed Decision Making, Analytical Dashboard, Dynamic Reporting
Parents	Track & Monitor Student Performance, Attendance, Achievements, Health

Overall Benefits to the State

- Policies seamless implementation from top to the grassroots level
- Track dropout rates – where, why and when
- Understand class-wise learning trends
- Efficient financial management; accurate budgeting and forecasting
- Establishes direct communication between State, Education Department and Schools

MEGHALAYA

Learning Enhancement Programme (LEP) in Elementary and Secondary Education aims to support students to achieve key competencies and provide them with additional support to ensure that they are prepared for their Board exams and higher education beyond class 10.

Learning Enhancement in 2021-2022 has commenced with Student Readiness followed by support to teachers during online/offline classes through Qlib and supplementary support through App **Neeve** which will ensure that students are revising the current curriculum while teachers are teaching in class.

Neeve also includes a set of 1000 questions that will support teachers in implementing the programme and capture data analytics that will support them in planning further interventions.

Learning Enhancement in 2021-2022 is a hybrid approach. Traditional classroom teaching and online learning activities go hand in hand. As a significant amount of class time has been moved online for enhanced learning capabilities, teachers and students have moved towards accommodating both styles. As multiple modalities are associated with hybrid learning, teachers have accommodated a wider variety of learning styles allowing more students to be engaged in a way that best suits their strengths.

The Readiness Sprint has been transacted along with the regular curriculum. The regular curriculum was delivered through a blended approach: a mix of online and offline education. While teachers were preparing their lesson plans, they were given resource support to share worksheets/projects that are easily deliverable via the online mode.

The key delivery mode for education, for the better part of this year, has been online. Students will be taught to work and deliver assignments online on competitive portals. Interactive digital resources will bring new contexts and perspectives to everyday textbook learnings through App-based learning that will act as supplementary support to the blended approach that teachers will be using in classrooms this year.

Active learning support will be provided to schools, teachers and students through no-cost child-safe project guides that are aligned to the curriculum. These projects are designed in a way that promotes critical thinking as an individual but has room for collaboration. Keeping in mind the restricted freedom, these project aids are designed to be sustainable and available

at home/school or in the immediate surrounding.

All schools had adapted the Learning Enhancement Programme in the state as it was envisioned in 2017-18 and 2018-19, LEP for 2021-22 is designed in such a way that key processes and good practices in specific schools on instructional leadership, classroom transaction, parental engagement and student grouping are consolidated in sample schools holistically along with the impact on learning outcome and scaled up in all the Elementary and Secondary schools.

- **Student Readiness**

During COVID 19, since online learning was needed for the continuity of the learning process, it was essential to ensure that learning loss was bridged in an interesting and fun way to improve efficiency as well as interdisciplinary skills, critical thinking, and creativity amongst the students. The Student Readiness Sprint explored academic subjects through meaningful inquiry-based projects that piqued student interests as they solved real-world problems and contributed to solving issues in meaningful ways.

Readiness Sprint was delivered through a coordinated schedule. WhatsApp was used as the primary mode of communication. Home-based projects based on backward mapping of key competencies were sent to teachers every day that they passed on to the students. These projects have been created covering both foundation skills as well as higher-order thinking skills. Some of the projects address skills beyond the cognitive domain – affective and psychomotor domains.

Active learning was designed to encourage students to explore different means of working together, questioning, reflecting and engaging in critical thinking. On-camera learning can be monotonous, but lessons and resources can be developed to ensure that teachers are equipped to use innovative methods while teaching through remote methods.

The Neeve Web Portal was designed to support teachers with resources that they could use in the class while delivering their lessons. QLib - a set of 1000 questions each for Science, Maths and English (3000 Questions for each class) - 15000 questions for Classes 5-9 have been shared so that teachers can draw on these set of questions while supporting students online and offline. All questions shared pertain to the syllabus for the classes for which the questions have been shared. Another set of resources that teachers have access to are detailed lesson plans that they can use in their classroom as well as bite-sized videos that can be used to introduce topics in the class.

Neeve is made to be very lightweight, especially suited for working in weak signal strength areas. While introducing the programme, we still had an apprehension that mobile network quality may put the urban schools in an advantageous position. After looking at the baseline data, we can safely infer that the current signal quality in rural Meghalaya is sufficient for the download and usage of the app Neeve. Both urban and rural schools have adopted Neeve with the same amount of enthusiasm and usage has been the same in both areas.

App Neeve has 1000+ resources (5000 questions, 200 activities, 100 research projects) and each resource on Neeve can be done multiple times – so rigorous practice is possible.

Learning outcomes, as well as accuracy of performance analytics, can be greatly improved by using the app expensively. The teachers have looked up real-time performance analytics to plan their intervention in class.

Highlights:

- In the overall state, app usage is 11% (of the total enrolled students) and we expect that by end of January 2022, the overall usage figure will touch more than 30%.
- App usage in higher class is more in rural areas, and urban area shows more usage in lower classes. Semi-urban areas show very less usage in all classes.
- Preliminary analytics trend after 4 weeks of data collection matches with ASER / NAS findings in terms of proportions of students in 3 learning levels.
- No significant trend is seen for app usage between rural and urban areas – points in the network are always not a deciding factor for app usage.
- The data collected is insufficient comment on the learning levels of children so only specific highlights on learning levels are mentioned.
- Raid Shabong Border Area Govt. secondary school (East Khasi) being a rural school has an average of 43% app usage.
- Smit SSA UPS (Attch. Higher Sec) East Khasi rural area recorded 46% usage with the highest usage in Class 7, 65%. Pine Mount School (East Khasi), an urban school has 35% of students using the app, high percentage of 'Master' in all 3 subjects.
- West Khasi rural school Runthabah Memo UPS Pariong has the highest overall app usage - 52%
- West Garo rural school Lower Moulakandi SSA UPS (Rural) has 25% Master in English class 6
- West Garo rural school New Pushkarinipara UPS has 22% app usage, a high percentage of master's in science in all classes – (18%)

MIZORAM

The School Education Department decided to conduct Online Classes through Internet and Television broadcast of tutorial classes for those who have less access to smartphones, computers and reliable Internet connections. The actions taken were as under:

- **Preparation of Tutorial Video Clip**

Academic experts within the state developed the lesson plan as well as a weekly activity plan to cover all the syllabus and achieve or complete the learning targets from the Primary level to the Senior Secondary level.

Teachers, lecturers and other experts within the state were identified and given classroom-like teaching in video clip based on the Lesson plan developed by Academic Expert.

- **Broadcast/dissemination of the Educational programme through electronic media**

Media Cell within the School Education Department in collaboration with SCERT, Mizoram initiated the preparation of a Tutorial Video clip with contributions from Elementary Teachers, High School Teachers and Higher Secondary School Lecturers.

Telecasting of Tutorial Classes for Elementary and Secondary School Students through DDK, Aizawl and two private TV channels (Zonet & LPS) was started with timings, 3:05 pm, 2:00 pm and 4:00 pm respectively (Monday to Saturday). The video clips are approximately 30 minutes in duration and were broadcast Six days (Mon-Sat) in a week excluding Sundays Doordarshan Kendra Aizawl Programme covers a vast part of the North Eastern States and it also reached some of the neighbouring foreign countries like Bangladesh and Myanmar. Thus, Students in remote areas and urban areas could receive the programme equally. The two private TV channels - ZONET and LPS with a huge number of subscribers have reached a good number of villages in the state.

- Besides broadcasting through DDK, Aizawl and 2 private TV channels, the contents of Tutorial classes are also made available on School Education Departments YouTube Channel
- Students who fail to watch on the Scheduled Time in Television can access to YouTube Channel at his/her convenience

Besides 'Tutorial Classes for Elementary and Secondary School Students' School Education Department, the Government of Mizoram has another Educational TV programme known as '**Zirna Huang'** which is telecast at DDK, Aizawl every Thursday with the time slot at 6:00 pm-6:30pm. Through this programme, various activities of the School Education Department were publicized and disseminated for public interest.

School Education Department, Government of Mizoram has an outstanding performance in Digital Education by telecasting the programme 'Tutorial Classes for Elementary and Secondary School Students' as mentioned above. As there is no physical contact programme at school during Covid 19 induced lockdown period, headmasters and teachers of schools were informed in advance through WhatsApp about the scheduled date, timing and subjects to be telecast in the 'Tutorial Classes' programme so that they make each of their students learn their lessons from home. Other important information regarding Education related information is also given through Social Media for public interest as well.

- **Virtual Learning/schooling**

Digital/Virtual Learning helps both the students and teachers in timely coverage of the syllabus without losing time and money. Teachers can give Home work/Assignments to the students on any particular topic which is available in the Tutorial Videos. Students who are out of network can access Television by engaging himself/herself in the scheduled time. Students who missed the Scheduled Time in Television can access to YouTube Channel at his/her convenience. Digital Education reached the unreached and enhances the quality of learning

and teaching as students can learn all the subjects from home without physical contact with teachers and their peer learners.

- **Organization of Sports meet**

An annual Sports meet was conducted in every school at the beginning of the academic session. As per the students' performance, talented students were identified and selected to participate in the District level sports meet. Then the well-participated/talented students were again identified and selected to participate in the State level Sports meet or Secondary School Games.

Many students having excellent performance at the State level were identified to perform at the National level sports platform. Hailing from Mizoram also helped the team win the Olympic Test Event in Tokyo and then the FIH Hockey Olympic Qualifiers. India book a berth at the all-important Tokyo games. Marina Lalramnghaki played among the India Junior Women Hockey World Cup Team 2022 in South Africa.

- **Participation of Children in International Science Fair & Maths and Science Olympiad**

The largest congress of the National Children's Science Congress has been held in New Delhi since 1993; Mizoram too has been participating from the time of its inception for 29 years.

At the Indian Science Congress, Scientists from India and around the world gather. 400 Child Scientists are allowed to compete by presenting their projects. Out of these, the best 30 projects are selected. Some of the successful participants from the National Level hold prestigious jobs at National Level whereas some of them can attain foreign invitations as well.

2 child scientists from Mizoram namely R. Lalnuntluangi and Lalhruaitluanga were selected to represent India at the International Science Expo 2020 which was held in Sonara, Mexico.

Mizoram state has also organized the 28th State level Children's Science Congress.

NAGALAND

- **DoSE Nagaland's YouTube Channel**

The State initiated its own YouTube Channel for uploading Doordarshan telecasted videos for round-the-clock access to the Students, on May 1, 2020. At present, the YouTube channel has 40K plus subscribers. The channel is very popular in the State as well as in the neighboring States of Nagaland. Digital video lesson for all the core subject from classes 6-12 were uploaded in the You Tube Channel to provide rich digital learning resource materials to students and teachers.

- **Teachers' Diary**

This diary is a ready reference to see the activities/progress of a student in an academic year. Teachers are required to make entries of the lessons covered in each session/daily transaction and make an entry on the response of the students. In case of transfer of the teacher, the diary helps the incoming teacher to update him on the progress of the student. This is very useful in States' where centralized IT-enabled monitoring is not possible. The State developed Digital Teachers Diary to monitor the activities of teachers and track learning progress of students.

- **Jolly Phonetics**

Jolly Phonetics is a short-term training-cum-capacity building program which was introduced to enable Government school teachers to become well versed with English phonetics, spelling, punctuation and grammar so that students can be benefited from classroom transactions. This course helps students to develop their ability of selective listening and master the basic notions and terms of phonological and phonetic description.

- **Spelling Bee**

In Nagaland, Spelling bees are a long-running tradition that encourages children to develop their spelling skills and vocabulary as well as develop their poise for public speaking. 'Spelling bee' competitions are conducted at Block, District and State levels for both Elementary and Secondary students.

- **Nine Months Diploma in School Counselling**

In the absence of counselling services in the school system, the students are led to make career choices by default which brings failure, dropout, an ever-increasing rate of the unemployment crisis, waste of resources and mismatch between the potentialities and occupations. Not only this, young adolescents are experiencing all kinds of mental anxieties and emotional stress created by modern science and technology, mobile phone, the internet etc. Keeping this in view, the SCERT Nagaland has started a nine-month 'Diploma Course on School Counselling' for graduate Government and private school teachers. The course aims to ensure that every child receives an education free of fear, trauma, stress, and anxiety and without any corporal punishment. In this course, teachers are trained on the methodology of counselling. The main target of the course is to study the problems faced by children in the classroom setup and ways to improve the situation of the children.

- **Sochum Concept**

The Sochum (Morung as derived from Chang tribe dialect or the traditional youth dormitory) Concept was initially introduced in 13 centres in Tuensang district to assist the students in their studies through the reformation of a traditional institution that was vital and practised in the villages amongst tribes of eastern Nagaland. In the Sochum, students gather in the evenings to study as well as to learn life skills, culture and traditions. They not only learn from books but are trained in lifeskills through hands-on orientation on agriculture, horticulture,

crafts, gender awareness, and imbibing worldview through oral traditions on culture, social institutions, customs and beliefs. It also oversees the retention and dropout cases of students.

ODISHA

- **Digital Learning**
  - Daily YouTube classes were telecasted for children from classes I – XII for all subjects. A total 9,22,700 viewers have subscribed to the channels.
  - Under Shiksha Darpan, the class-wise, subject wise and topic-wise classes were telecasted through TV on DD Odia channel for children from class 1-12
  - Under Radio Pathshala the lessons were broadcasted through all Indian radio, for children from grades 1-8.
  - **Shiksha Sanjog**: Under Shiksha Sanjog children were provided with educational support through the WhatsApp group.
  - E-class through Microsoft Teams/ Zoom/ Google Meet Platforms conducted for students wherever possible through different virtual platforms.
  - **Learning Management System (e-mulyayan and e-pathshala**) launched for teachers and students
  - **Saral App (Assessment app**) is being developed to track student learning outcomes and marks
  - **e-Upasthan (Attendance app**) launched to monitor student and teacher attendance.
  - **Shiksha Suravi:** Facilitates audio lessons for the learning of Visually Impaired CwSN in collaboration with the Community Radio Programme

- **Community-based teaching**
  - Community-based teaching was taken up in different parts of the state to reach out to students who were unable to access the digital mode of teaching.
  - Remediation workbooks/Supplementary learning material distributed to doorstep under the supervision of BEO, ABEO, and CRCC.
  - Under the alternate internship programme, DIET students were taking classes at their doorsteps of the students.
  - Regarding back to school campaign a state-wide PTM was conducted before the opening of schools in which about 45% of parents attended meeting across all districts. Further, to create awareness 314 no of “Shiksha Sachetanata Rath” were moved to reach out to the last mile in each block.

- **Remedial Measures**
  - A baseline assessment was conducted to assess the learning loss due to the raise of Covid 19 pandemic situation and the action thereof.
  - Revision classes for children from class III onwards were held from 2nd May to 4th June by following the subject-wise and topic-wise activity calendar prepared based on the LO.

- To address the Socio-Emotional Learning (SEL) issues of the children, the district-specific activity calendars were designed to conduct joyful learning for the first 7 days and administered in each school with sincerity.

PUDUCHERRY

- **DEAL (Developing Early Academic Literacy)**

An intervention called '**Developing Early Academic Literacy' (DEAL)** was initiated by Samagra Shiksha, Directorate of School Education in Puducherry for improving the reading habits with comprehension of students of Class I to V.

Objectives include:

- Improve Learning Outcomes at Primary Level within 6 months.
- To make children Read with Comprehension in the Mother Tongue (Tamil/Malayalam/ Telugu) and English.
- Different types of reading such as Reading with Comprehension/ Creating Picture Dictionary/ Story Narration/ Collage/ Role-Play and Mime were performed at the school level.
- Result- 28% increase in Language Skills.

- **Back to Basics (B2B)**

It is observed that many children lack age-appropriate competencies which makes it difficult for them to learn further in the higher classes. To address this a bridge course is planned for classes from 6th to 11th at the beginning of the academic year.

This will focus on vocabulary drills, spoken language, handwriting, numeracy and other basic skills which are expected by that standard.

This refresher will help them understand better and build on these basics.

- **CRAWL Programme**

CRAWL stands for Compulsory Reading and Writing in Languages. It was implemented from Classes IV to XII after COVID Break for Learning Recovery. Comprehensive Guidelines were given to all the Schools, Teachers & heads of the Institutions in tune with the 100 Days of Reading Campaign.

PUNJAB

- **Foundational Literacy and Numeracy under 'Parho Punjab, Paraho Punjab' (Primary)**
  In the year 2017, Punjab launched ***"Parho Punjab, Paraho Punjab"*** (PPPP). The PPPP program attempts to build a strong foundation, around skills in languages (Punjabi, English and Hindi) and Mathematics by adapting and delivering the curriculum through the **Creative Learning Model (CLM)** of education

- **Learning Enhancement/Enrichment Program (Padho Punjab, Padhao Punjab) (6th to 12th)**
  The quality education programme '***Parho Punjab, Paraho Punjab'*** has continued in the session 2021-22 for the students of classes 6 to 12 in all the Government schools of Punjab to enhance the competencies of the students in a planned and systematic manner.

  Modus Operandi to Ensure Teaching Learning During Lockdown

  - **Resilience Program for 100 days**: The department has taken all the necessary initiatives during Lock down like 100-days Resilience program has been initiated in the State to fix the learning loss due to the situation that arose because of COVID-19 in session 2021-22.
  - **LO based Worksheets:** To enhance the learning level of students, 24 worksheets for each child of classes VI to X based on Learning Outcomes were prepared in all major subjects. These worksheets were delivered periodically at the doorsteps of students.
  - **Daily Assignments through Whats-app:** The Daily Assignments based on the syllabus are prepared for all the classes (6 to 10).
  - **Pre-fair Workshops:** Four days prior to Giant and Science Mela were provided to the students for pre-fair workshops for schools.
  - **Mathematics and Science Fair:** In the session 2022-23, Mathematics/Science Fairs were held at the school level to encourage the students of classes 6 to 10 to improve their Mathematical and Science skills.
  - **Televised Programs:** The NCERT's channel 'SWAYAM PRABHA' and DD Punjabi channel had telecast lectures on all major subjects for classes 6 to 8 and classes 9 to 12 respectively.
  - **Virtual Classroom Teaching:** An online learning environment is provided to the students with the help of software like Zoom that allowed the interaction of the educator with the students with effective time management.
  - **Simplified Study Material**: A simplified study material for the students of board classes 8, 10 and 12 have been prepared to cope up with the need of average students.
  - **Buddy Group:** A Buddy System in a school is developed where a child gets paired with another child, usually one that is older & of higher ability.
  - **Weekly Activities:** Mathematics, Science, Social Science and English activities based on concerning topics have been shared with the students on weekly basis.
  - **Google Quizzes:** Syllabus-based Google quizzes of all subjects are conducted every fortnight to keep a check and record students' performance.
  - **Word-Wall:** This activity was used to prepare the students to practice Mathematics and Social Science in a play way method.

- **Educare app**
  The Department of School Education Punjab has developed its own Android based application which is accoladed by the fraternity of school education Punjab.

- **Personalized Practice Program in collaboration with Khan Academy**
  At present, 3.5 lacs students are using this portal and 10 thousand teachers are assigning assignments on Khan Academy portal.

- **Intensive Coaching for NTSE**
  Students were given coaching to prepare for NTSE by arranging their special camps during Summer & Winter vacation through online & study material, as a result of this coaching 20 students of Government schools from all over the state were selected for the second level of NTSE.

- **Math and Science Olympiad**
  Online Math/Science Olympiads were organized for all the classes 6^{th} to 10^{th} separately, in which more than 10 lacs students participated.

- **Daily Assignment**
  Daily Assignments in the subject of Social Sciences from class 6th to 10th have been sent, with the help of which some important facts related to the daily lessons are given to the students. Also, simplified material for the 8th and 10th classes has been prepared to help the students get maximum marks.

- **Map Galaxy**
  The department has created a Map galaxy booklet for classes 6th to 10th which was made available to every teacher related to the subject.

- **Mind Map Activity**
  According to this activity, teachers and then Students were taught to frame Mind maps. These were used to understand the answers to the big questions. It helped students to understand very easily by making points.

- **Guest visit Activity**
  To relate the subject to society, a Guest visit Activity was organized every Saturday in schools, in which eminent personalities, Sarpanch of the village, SMC members or an NRI were called either online or physically to interact with the students to share their first-hand experiences.

- **English Booster Club (EBC)**
  The Department of School Education recently taken up a initiative of creating English Booster Clubs (EBC) in all the Government schools of Punjab to enhance their listening and speaking skills. ***The English Workbooks*** were provided to the students of classes 6 to 12 for practising and revising the chapters from the prescribed textbooks.

- **Calligraphy Practice Sheet for Punjabi (all students from class 6th to 8th):** to encourage students and teachers towards good handwriting, an innovative activity by the name 'Akharkari Mission' was launched.
- **Competition for promotion of Mother Tounge (Punjabi language-all students from class 6th to 10th):**

The department organised a month-long drive where activities and competitions were conducted in all schools. Winners were recognised at the block, district and state levels.

Library Langar: To encourage students to develop the habit of reading, the department initiated the ***Library Langars***. Schools organised a 'Library Langar' at their premises and public places in the vicinity of the educational institutions.

- **Monitoring: Darpan App-A Monitoring Tool**

The Department of School Education uses Darpan capabilities to launch surveys, regular school observations by various stakeholders like District Education Officer, Block Master Teachers, and District Mentors etc.

Outcomes of the Project (in Board Exam): State has shown a substantial increase in board exam results of the students as compared to previous years.

- **'Teacher-Fest' - 2021-22**

To inculcate interest in using Teaching-Learning-Material and Education at IT tools among subject teachers (working at different levels), State planned to conduct 'Teacher-Fest' for teachers in August.

- **Talent Search at School Level**

Under this State organized Summer Camps to hunt talent at the school level for gifted children.

- **Summer Camps (2 to 4 weeks)**

Summer Camp is an academic, cultural, social and moral enrichment activity in which approximately 16% of deserving students of 9th to 12th participated in various activities.

- **360^0 Holistic Report Card**

Department has prepared Holistic Report Card as proposed by New Education Policy for classes VI-VIII and IX-X to assess the child's performance for his/her all-around development.

- **Conversion of Existing Schools into Smart Schools**

To strengthen school education the Department of School Education Punjab has been converting government schools into Smart Schools. So far 15,976 schools have been converted into smart schools based on stage II Parameters.

- **Building as Learning Aid**

The concept of Building as a Learning Aid (BALA) has been developed in 12460 schools.

- **Educational Park**

Educational Parks of Science, Math & Geography has been established in 8120 Schools. School broadcasting systems have been established in 616 schools.

- **Board of Honour**
  - **Board of Honour for Teachers:** Photographs of teachers along with their educational qualifications, joining date and other achievements have been displayed inside and outside the office of schools.
  - **Board of Honour for Students:** Achievements of meritorious students along with their photographs have been displayed in the corridor and the office of the schools.

- **Teachers Transfer Policy:**
  The department has also notified the transfer policy for non-teaching staff, computer teachers and education providers/EGS/AIE/STR volunteers working under PICTES. To date, approximately 29000 teachers/ employees have been transferred through online transfer applications. Now in the department, all transfers happen online except for Headmasters, Principals and DEOs.

- **Making teachers available in the Disadvantageous and Border Areas**
  The state has notified 'The Punjab Education Recruitment of Teachers in Disadvantageous Areas Act'.

- **Green Boards and Furniture Drive**
  The state has provided 50005 Green Boards and 173702 dual desks in Government Schools for primary to Secondary levels. 203115 chairs and 40623 tables for pre-primary students have also been provided.

- **Direct Recruitment**
  The Primary schools have also been provided with directly recruited Head Teachers and Central Head Teachers. The Department has already appointed 7654 Educational Administrators including 4455 Master Cadre Teachers.

- **Separate Cadre for Border Areas**
  To address the shortage of teachers in border areas, the Department has created a separate cadre of teachers for these areas.

- **Process Re-engineering and E-governance in the working of the Department**
  All data related to schools, students and teachers have been computerized and uploaded on "*e-Punjab portal*".

  - E-office has been started for Diary/Dak/File Movement
  - Online leave management system
  - Online clearance of extension in service
  - Online pension clearance cases
  - Time barred bills
  - Online tracking of disciplinary actions of employees

- Online Grievance Redressal System has been developed and linked with the department portal
- Biometric attendance system has been installed in all the Government schools
- Aadhaar card number of government and private school students have been linked with various scholarships and other incentive schemes.

- **Welcome life**

  Welcome life is a well-planned, structured and novel initiative by the Department of School Education, Punjab. It has been launched as a new and compulsory subject from the year 2020, for classes Pre-primary to class 12, in the Punjab state.

RAJASTHAN

- **Workshop in consultation with UNICEF and Room to Read for the development of Holistic Report Card**

  The period of learning is a crucial phase for the development of intellect, ability, physical growth, mental maturity, and values. The primary purpose of assessment is to support and guide each child's learning. Learning happens at varying rates and it entirely varies from child to child.

  A holistic and purposive assessment is therefore vital to track children's progress by using different techniques to help the stakeholders to:

  - Identify the child's strengths, needs, interests and preferences.
  - Potentiate child's performance and scaffold it through interventions.
  - Collaborate to solve issues and areas of concern.
  - Contribute to early identification of learning gaps and learning difficulties.

  Rajasthan has developed a Holistic Report Card to conduct stress-free formative and summative assessments largely through qualitative observation based on the performance of the child in a multitude of experiences and activities. Various tools and techniques like anecdotal records, checklists, portfolios, and interactions (through a holistic 360-degree assessment with teacher, peers, family and friends) are being used for assessment.

- **Shala Sambalan app**

  To understand the academic/non-academic activities of schools in the state and to ensure the quality of education, the Shala Sambalan programme is being conducted for the observation and support of government schools. The state, district, block and school have been digitized by upgrading this process. Shala Sambalan app has been created to make the school observation process effective and qualitative and to provide quick analysis of data obtained during observation, to strengthen pedagogical processes, results, reliable data collection, and digitizing the process of the school observation process. Feedback is being given to schools after analysing the school observation data captured through Shala Sambalan App.

Objectives:

- To understand the actual status of the school.
- Provide feedback by reviewing the academic and non-academic activities implemented for Quality Education.
- To analyse the learning level of students
- To understand the priorities of the school, and to provide feedback for implementation.

Benefits for Shala Sambalan App:

- Under Shala Sambalan, work is being done expeditiously on the analysis of the academic status, progress of students according to learning outcomes, and priorities of schools by compiling information through the app.
- Learning Outcomes of students achieved in the National Achievement Survey are being analysed.
- Inspection of schools in remote areas is now made possible through this mobile app.
- This mobile app also works in case of the non-availability of the internet.
- The data collected by the app is analysed and presented in the form of a dashboard.

- **External evaluation of 1/3rd govt. schools**

The Shaala Siddhi programme visualizes "School evaluation" as the means and school improvement as the goal. To translate this, the school is expected to highlight the areas for improvement. Under Shaala Siddhi School self and external evaluation intends to prepare and empower the school to recognize its strengths and areas of improvement in a planned and guided manner.

The following steps will be followed for the implementation -

- State guidelines will be issued for the effective implementation of Shaala Siddhi
- Schools will be identified for external evaluation; State would prefer to cover schools from aspirational districts for external evaluation.
- Capacity Building of officials for making them responsible for taking actions according to the evaluation data uploaded by schools.
- Identification of good practices and documentation of programme
- Self-Evaluation of all government schools in the state will be conducted
- An auto-generated report of self-assessment would be linked with Shala Sambalan App to help supervisors provide contextual support to schools.
- Panchayat, block, district and state report cards would be generated and would be shared with officials at all levels for informed review and planning meetings.
- A dedicated meeting would be organized for UCEEO/PEEO to review the analysis of the self-assessment of schools to plan for informed supportive supervision and upward sharing for policy, administrative and management decisions.
- School level meeting to review self-assessment and report of external assessment

- **Teacher Self-Appraisal (PINDICS)**

Teacher Appraisal Format (TAF) of Rajasthan provides a comprehensive framework for teachers' performance and a platform for self-assessment. It consists of performance indicators, training needs and Challenges for teachers and school heads. Performance indicators are the areas in which teachers perform their tasks and responsibilities.

TAF (PINDICS) is used by teachers themselves for assessing their performance and to make continuous efforts to reach the highest level. It is also used for teacher appraisal by the supervisory officer to assess and provide constructive feedback for the improvement of teacher performance. TAF is helping the RSCERT and DIETs in the planning of various teacher training programmes by using the database. TAF helped the State in capturing and verifying Aadhaar details of approx. 3.5 lakhs teachers and HMs. The state was able to map class-wise subjects taught by the teacher in school through TAF online module.

The state has developed the TAF reporting tool to analyse the information uploaded under TAF. This reporting tool is available online on the Shaladarpan portal to analyse teachers' performance at the state, district, block and Panchayat levels.

By using the TAF data captured on the Shaladarpan portal, CRC level Teacher Performance Review was conducted twice in the year 2021-22 and accordingly feedback was provided to all the teachers and HMs.

- **Alumni involvement in school (Bhamashah)**

In the all-around development of government schools and students studying in them, the alumnus of the school can make an important contribution. As a Bhamashah, donors/Companies/NGOs are supporting infrastructural improvement in schools of Rajasthan continuously, out of them some who belong to Rajasthan but currently living outside Rajasthan in India or outside India, are always willing to do some charity work for the school of Rajasthan.

To connect alumni with government schools, Alumni conferences have been organized. These events will culminate in a fundraiser for Schools, raising community funds for the development of local government schools. At the event, teachers and school administrators will also be able to share their current school and students' needs. In this sequence, alumni and potential donor conferences (Meet) were organized from session 2018-19 continuously. These events enabled to provide a higher-quality learning environment for children in the schools with more school resources. These events were organized on the day of the Annual Function to maximize the participation of the community in schools.

- **Gyan Sankalp Portal/ Mukhyamantri Vidyadaan Kosh**

The school education department in Rajasthan started an online platform, i.e. Gyan Sankalp portal **(www.gyansankalp.nic.in)** and a corpus fund for education, i.e Mukhyamantri Vidhyadan Kosh on August 05, 2017 to facilitate the process of providing physical/material resources in government schools by PSUs, Corporate, NGOs, private companies, individual donors and bhamashah, overcoming the problem of geographical distances for them. One can donate any amount online as well as offline to the Mukhyamantri Vidyadaan Kosh.

Bhamashahs and industrial houses under CSR may contribute easily to the government of Rajasthan's efforts for innovations and enhancing infrastructure in schools through this online platform. Gyan Sankalp Portal is maintained by the Rajasthan Council of School Education with the help of NIC Rajasthan teams.

Special Features of the Gyan Sankalp Portal:

- All the government primary/upper primary/ secondary/ senior secondary schools are available on the portal.
- Availability of the benefit of 80G relief of Income Tax Act for the money contributed through the portal.
- Encouragement and awards as per the new Bhamashah guidelines for the projects and contributions made through the portal.

Available Categories on the Gyan Sankalp Portal:

Donors/Bhamashah and industrial institutions may contribute to the development of schools through the following 5 functionalities with the Gyan Sankalp Portal:

- Adopt a school
- Create your own project (for one and more than one school)
- Support a project displayed on the portal (partially or units)
- Contribution to Mukhyamantri Vidyadaan Kosh (corpus fund)
- Donate to a school

Mode of implementation of projects:

- Implement the project/activity by itself.
- Implement the project through the selected/identified service provider.
- Implement the project by providing the necessary finance to the government.

Users/Donors:

More than 1.98 lakhs individual Indians & 86 NRIs are registered on Gyan Sankalp Portal. More than 550 companies/NGOs/other institutes are also registered on the portal.

- **Adarsh Vidyalaya Yojana**

  - 10,175 Secondary and Senior Secondary Schools (9886 in rural areas and 289 in urban areas) are designated for and are being developed as 'Adarsh School' in the state. 10713 elementary and secondary schools (10424 in rural areas and 289 in urban area) newly identified by Directorate, Bikaner are approved and the implementation of the same is under process.

  - Adarsh Schools of the Gram Panchayats are functioning as Mentor School' to the primary and upper primary schools just beingset-up along with serving as 'Resource Centre' of the panchayat's catchment area.

- **Utkristh Vidyalaya Yojana**

  8549 Primary and Upper Primary Schools at the Gram Panchayat level have been designated and are being developed as Utkrisht Schools under the mentorship of the attached Adarsh

School. 11021 elementary and secondary schools in the rural areas newly identified by Directorate, Bikaner (11021 in rural areas and urban area) are approved and the implementation of the same is under process.

In 2019-20 for the very first time Prize Distribution-cum-Annual Function Ceremony was celebrated in the Adarsh Secondary Schools as well as the Utkrisht Elementary Schools across the state. An amount of 141 crores was collected in the form of donations received from people's representatives/ donors/ Bhamashah for the physical and educational development of these schools as well as for supporting students who excel in academics/various competitions/ extra co-curricular activities or participated in the cultural programs.

- **Bal Magazine**

The habit of reading books is declining given the domination of TV and the internet. Bal Magazine including a story with coloured pictures, different poems, riddles etc. to help develop reading habit among children. Bal magazine also helpsincrease national patriotism and other values among children. Through Bal Magazine, they are updated with the day-to-day developments in the world. This magazine provides a great opportunity for the children to be aware of the different historical sites, natural resources, places of national importance along with Rajasthan's glorious culture, history and tourist places etc.

SIKKIM

- **Sikkim EduTech App**

This app provided teachers a platform to plan their classes online. They could provide their audio lectures and PowerPoint presentations to students through this App. After completion of the lesson, they used itpush assignments online. Similarly, students use this app to watch the lessons pushed by the teachers and submit their scanned copy/photo of the assignments to the teachers online. It helped parents as well by logging in to get a quick access on the details of their wards acitivity and performance.

- **Study at Home**

All India Radio Live AIR Gangtok and FM Kanchenjunga 103 MHz in collaboration with the Department of Education, Govt. of Sikkim, started a live phone Educational Broadcast Programme entitled "STAY HOME, STUDY AT HOME" for the Students of Sikkim.

- **Samvaad TV**

Video lessons were conducted on Science and Maths subiects for students of class 5 to 8. The video lessons were prepared in the studio daily and broadcast every day from 6 p.m. to 7 p.m. with proper editing. Altogether 150 classes were conducted.

- **School Radio Link**

The school radio link is being circulated to students so that they can listen to all the content at their convenience.

- **Facebook Channels**

  Live video lessons were broadcasted through Sikkim Chronicle, Summit Times and Sikkim Varta. Selected teachers conducted live classes without editing.

- **Training of teachers and school leaders**

  Zoom meetings were conducted for Principals and teachers for training and orientation with the collaboration of NGOs like Sri Aurobindo Society, Agastya International Foundation and Joy of Learning Foundation. Orientation of Primary teachers of Classes 1 to 3 in teaching new books was done through Live Radio sessions thrice a week for 5 weeks

- **Other Initiatives to combat learning Loss**

  Many students are deprived of digital devices like a smart phone, laptops etc. To bridge this gap, the state Government has taken major initiative of providing 32" smart TV sets to students of class VIII with a preloaded app 'Sikkim Edutech', 'YouTube' etc. Students were provided with one-month free subscription for Airtel dish with the dish installed and 3 months free subscription for "Vedantu" app. Class X students across the State were prioritized. College or senior students were appealed to guide junior students near their homes. The home schooling system was initiated to reach out to students of primary level residing in remote areas.
  DIETs conducted District Level Teachers' Conferences in the state. The main objective of the conference was to provide a platform for teachers to share their innovative teaching practices adopted in classrooms so that they are replicated in schools across the State.

TAMIL NADU

- **Oratorical and Essay Writing Competition**

  Talent search competition at school level was organized for Classes 9 to 12 in the Government High and Government Higher Secondary Schools, to enhance the confidence of the students. Oratorical and essay writing competitions were organized where Classes 9-10 Students were seggregated as category 1 and classes 11-12 as category 2.

  The selected students from school level participated at District level competitions.

  The purpose of conducting these competitions is to enable students to think beyond textbooks and shown their exemplary skills. These activities also help them challenge their creative imaginary skills. Prizes were given to the students at the district level.

- **Tamil Nadu Student Platform (TNSP) for career Guidance & Counseling**

Exposure to students for higher education with foundational life skills to build confidence & social skills in academic year 2021-22 was provided with 4 live streaming mentoring sessions for 5 lakhs class 12 students.

Naan Mudhalvan Portal: Naan Mudhalvan Portal was launched in academic year 2022-23 with the career guidance and life skills programme for 22 lakhs of classes 9-12 students. Information about more than 400 creers, 80 entrance exams, 100 scholarships, and 2000 colleges were uploaded**.** For this 76 KRPs for classes 11-12 and 76 KRPS for classes 9-10 were identified. **Guidance was provided in** blended mode using the digitized learning modules in Hi-Tech labs.

The programme includes themed live streaming sessions to provide exposure to different careers. Monitoring is done through learning progression through term-based surveys.

- **Education helpline number "14417"**

A 24-hour education helpline number-14417 has been set up with the objectives of providing information on education and offering guidance to students. This serves as a one-stop solution for students, teachers and parents across the state of Tamil Nadu. This helpline is a great boon to those in rural and tribal areas as it mentors students by providing career guidance as well as counselling for mental well being of adolescent children. An amount of Rs. 112 lakh has been utilized for the above activities.

- **MAUNAM (MAnavalamum Udal NAlamuM)**

Under MAUNAM (MAnavalamum Udal NAlamuM), yoga for 1.3 lakh students studying in class 8 was to be conducted.

  - During the year 2021-2022, initiative called MAUNAM was organized with the aim of promoting mental and physical well-being.
  - This activity covered grade 8 students from 5697 government schools from 157 educationally backward blocks of 13 districts.
  - Each school was allotted the amount of Rs. 3004 benefitting 1,92,754 school children.

- **Magizh Kanitham – Training to upper primary Maths teachers**

Mathematical Efficiency is one of the basic skills and much needed at the upper primary level. To empower the upper primary children with enhanced numerical the transformation of classroom learning practice to be more fun oriented and enhance the student's interest in maths learning. All the maths teachers were given 2 days of online training. All the students studying in upper primary classes benefitted through the programme.

- **SCOPE (Specific Concept Oriented Programme)**

To enhance students understanding of concepts through experimentation, participation of every student in conceptual learning and expand student's domain knowledge through projects, assignments and field visits, an initiative Specific Concept Oriented Programme (SCOPE) has been introduced.

During 2021-22, the competition was conducted in virtual mode for XI & XII students at Educational District Level and Revenue District Level. Evaluation by subject experts helped reward the deserving students. .

- **Hi-Tech Labs**

The state has provided Hi-Tech labs to all government high and higher secondary schools**.** These Hi-Tech labs have computers, connected to the server situated in one HUB with a proper internet facility. These Hi-Tech labs help conduct activities like quizzes for improving students' intellectual abilities.

  - The technical group formed helped identify the required specification of the hardware and software to be procured.
  - Training for a teacher on efficient and effective usage of Hi-Tech labs is also planned.

- **App for Out of School Children**

To identify and cater to the needs of out of school children in the age group of 6-19 years (classes I to XII), who dropped out and were displaced to other places due to COVID-19 pandemic and for other reasons, door-to-door surveys were conducted in all the habitations from the month of August to October through a new mobile app specifically designed for this exercise and integrated with the School Education Department's EMIS portal. Around, 1,90,000 children were identified and enrolled in age-appropriate classes from classes I to XII.

During the survey special focus was given to 100% enrollment of girl children, CWSN, transgender, children who lost their parents due to Covid-19 andchildren displaced due to the pandemic. Immediately after identification, these children were enrolled in age-appropriate classes in nearby formal schools and provided free-of-cost items , textbooks, uniform, school bag, footwear, notebooks, etc. After admitting to formal schools these children would be tracked till completion of higher secondary education.

- **TNVN mobile application**

The vision of TNVN is to enhance the quality of education in the state by building a modern governance mechanism rooted in data science and assisting the system in evidence-based decision-making. The objectives of the project are:

  - To restructure the role of the teacher support cadre and strengthen collaboration between stakeholders at the block, district, and state levels.
  - To provide targeted learning pathways for teachers by identifying areas requiring improvement and guiding them to the appropriate professional development content on the Tamil Nadu Teacher Platform (TNTP).

- To assess student levels accurately and periodically towards ensuring improvement in learning levels.
- To track and leverage data from classrooms to make the existing Educational Management Information System (EMIS) database more robust and consistently improve data integrity in the system.
- To ensure that corrective measures and policy decisions are evidence-based and are driven by data that reflect ground realities accurately.

- **Scope of TNVN**

TNVN captures and analyses data across four critical parameters. These parameters provide a holistic representation of classroom processes and learning outcomes and help identify the most pervasive and critical challenges faced by schools and teachers, thus enabling the system to undertake corrective measures expeditiously.

- **Parameters for classroom observation**

  - Periodicity of classroom observations
  - Teacher Professional Development (TPD)
  - Student learning levels
  - Data corroboration

- **Periodic Digital Assessments- OMR based**

TNVN has assessment questions for all classes and it will have the feature to track the student performance in the assessments using OMR sheets for classes 3 to 8. This ensures accurate measurement of the student learning outcomes. During every observation, the officials have to conduct the OMR assessment for all the students on any subject.

TNVN will analyse the OMR sheets data and will provide the student assessment report as a part of the overall observation report. An observation is deemed complete only after the assessment is complete and OMRs are uploaded.

- **Aptitude Test via Hi-Tech Lab**

The idea is to introduce a system for scientific assessment of students' skills and potentials so that they have a clear understanding of their strengths and areas of work.

Objectives

- To identify the talented/gifted students in the government schools.
- To help individuals choose courses according to their aptitude.
- To help the counsellor to render appropriate and exact counselling service according to student's aptitude.
- To help the school authority to check failures.
- To enhancement skills and knowledge of students keeping in mind their areas of interest.

Implementation

The online test has 80 questions in 8 domains with a duration of 90 minutes. It involves:

- Validation of the data and generating individual report cards.
- Appraising Districts / Block level officials and teachers on the performance of children
- Initiating activities to improve the learning levels of children in the lacking competencies.
- The Test covers 8 domains: Language Aptitude (English/Tamil) Abstract Reasoning (Non-verbal), Verbal Reasoning, Mechanical Reasoning, Numerical Aptitude, Spatial Aptitude, Perceptual Aptitude & Multiple Intelligence

- **Ennum Ezhuthum Mission (EEM), to address the foundational learning gap**

In Tamil Nadu, under the Ennum Ezhuthum mission level-based books have been designed for classes 1 to 3 along with teaching learning materials to make the teaching-learning interesting for children. Teacher handbooks have also been developed to ensure the effective transaction. A mobile-based application has been developed to enable the teacher's conduct baseline assessments of all the children in classes 1 to 3. This supports the teacher to know students' learning levels and conduct formative and summative assessments periodically. The reports will be reviewed continuously through the dashboards designed for this and handholding will be given to the teachers at the cluster level to facilitate the attainment of the desired learning outcomes. Community-based intervention for the children who need additional support to attain foundational literacy and numeracy would be conducted after school hours through the Illam Thedi Kalvi centres.

TELANGANA

- **Harivillu programme**

Background:

This is a critical juncture in the education system across the world where the nature of education being imparted in various education systems is being deeply questioned. The present environment in which children grow up today is highly unpredictable where they often face stress at an unprecedented level. The constantly changing social and economic dynamics pose a significant challenge for society and families as well on how the children should be nurtured, because this creates an urgent need to implement a curriculum which not only promotes development of literacy and numeracy skills, but also addresses the well-being and happiness of students emphasising development of the co-scholastic skills of mindfulness, self-awareness, critical thinking, reflection & inner stability.

"Harivillu" (Joyful Learning) curriculum was launched on the 9th of December 2019 in 3 districts with high dropout rates i.e, Jogulamba Gadwal, Mahabubabad, Vikarabad of Telangana. The project assists in building deeper conceptual understanding for strong foundation to excel at higher levels as well. Targeted towards classes 1-5, the project is divided into two levels – level 1 and level 2 respectively. The objectives will be achieved

through readiness, story telling and team building activities that help develop values like love, compassion, respect and gratitude.

Objectives of "Harivillu":

1. Self-awareness & mindfulness.
2. Concentration
3. Ability to deal with complex situations
4. Collaboration and peer learning
5. Growth mindset with an emphasis on critical thoughts and reasoning
6. Motivation and increased regularity in attendence
7. Overall emotional development
8. Heightened empathy and compassion
9. Heightened ability to retain and recall information
10. Stress & anxiety management

Impact Observed:

Impact observed in student development, teacher learning practices, school culture and community engagement.

- **PINDICS (Teachers Self-Assessment Rubrics –TSAR)**

Teacher Self-Assessment Rubrics – (TSAR)

Self-assessment by teachers is fundamental to develop reflective practices that can contribute in the professional growth of teachers. The TSAR is an assessment tool which serves as a guide for teachers to self-assess themselves and reflect on their daily teaching-learning practices (TLP) as well as on their role as a teacher. TSAR is based on six performance standards mentioned below. These Performance Standards (PS) reflect the expected roles and responsibilities of a teacher.

- Designing Learning Experiences
- Knowledge and Understanding of the Subject Matter
- Strategies for Facilitating Learning
- Interpersonal Relationship
- Professional Development
- School Development.

Each performance standard includes performance indicators, which directly indicate the expected roles and responsibilities of teachers. A teacher's performance is assessed on a continuum ranging from 'much effort is needed to reach the expected standard' to 'beyond the expected standard'. The subdivisions in this continuum are based on the actual performance of teachers as per different indicators specified under each performance standard.

The state has successfully designed the application for teacher self - assessment and it's made accessible to teachers through mobile, desktop and laptop. The state has conducted an

orientation for head teachers and teachers on the importance of self assessment and usage of the application. The Samagra Shiksha guidelines and user manuals are translated into Telugu and Urdu and provided to all teachers in the state. State level orientation was conducted for 2 days in virtual mode for 12 DRPs per district. These 12 DRPs conducted training for all the teachers in the district on TSAR, Performance Standards, indicators usage of TSAR and technical aspects of TSAR. The reports thus generated will be observed by the monitoring officers at District and State levels.

Based on the outcomes of the Teacher's self- Assessments,

- Training of the teachers was designed.
- 2-day virtual training was conducted to 10 DRPs from each district along with AMO and all HMs oriented at the District level on TSAR, Performance standards and TS –TSAR mobile app.
- TSAR document was translated into Telugu and Urdu and communicated to all teachers in the State.
- 1,16,705 teachers completed self assessment in the state through TSAR mobile app.

- **Level wise Bridge Course digital content development and transmission through the T-SAT channel.**

  - **Bridge Course for Classes 3 to 10**
    To mitigate the learning gap among the students due to the closure of schools a Bridge Course programme was designed for classes 3 to 10 along with Assessment in 4 levels (Level 1- Classes 3, 4, 5; Level 2- Classes 6, 7; Level 3- Classes 8, 9; and Level 4 – Class 10). State conducted a 2-day orientation for school heads and teachers on Bridge Course programme in July – 2021.

  - **School Preparation Module**
    3-month School Preparation Module was developed for Grade-I students in Telugu, English and Urdu media based on Vidya Pravesh Guidelines to ensure that all children are exposed to a warm and welcoming environment and to bring all the children with different backgrounds to the same platform in a joyful environment.

  - **Home Learning Program for Classes 1 and 2**
    A home learning program has been designed for Classes 1-2. The program was initiated for 12 weeks from August 2021. The program has been divided into two phases with the initial 4 weeks being a school readiness program with only TV Classes. From the 5th week, worksheets and assessments using WhatsApp Chatbot are integrated into the program. Google Read Along app is launched for classes 1-2 to practice reading textbooks.

  - **ABC (Attainment of Basic Competencies) Program for 3, 4, and 5 classes**
    Organized intense ABC Program (remedial teaching) to all the children in the state for Classes 3-5 at the primary level and Classes 6-8 at the elementary level in all Government and Aided School for 2021-22.

Objectives:

Attainment of basic competencies in Telugu and English, viz., reading and writing; and maths-four fundamental operations by all children of classes 3-8.

Target Group: Classes 3, 4, 5 and 6 to 8 of all Government and Government aided schools

Strategy:

- Focused, individualized remedial teaching along with peer Learning for 3 months.
- HS are encouraged to declare that their schools attained basic competencies (90% - 100%)
- The graded supplementary material and workbooks are supplied to all Govt schools to implement ABC Program.

- **Little teacher**

Teachers motivated students to express their understanding of the concept by making small videos. During this process of preparation for the examination, teachers guided the students to express their understanding of the concept by making small videos. These motivated hundreds of students to participate by making short videos concepts in all the subjects. This concept of little teacher was impactful in encouraging children to deal with even the difficult topics. This has become a learning and sharing experience for all the students. The exchange of among schools in the district results in better understanding and increased participation among students.

- **Telangana State Innovation Challenge**

Telangana State Innovation Challenge (TSIC) in collaboration with UNICEF initiated a unique program that is aimed to be a pioneer in promoting 21st Century skills and design thinking for teachers and students.

- To promote the culture of Design Thinking and Innovation, Telangana State Innovation Cell (TSIC), Govt. of Telangana and Samagra Shiksha has initiated a School level Innovation Challenge in 2020. It's a unique program in the country that aims for Telangana State to be a pioneer in promoting 21st century skills and design thinking for the teachers and students.
- The success of this initiative and the extraordinary participation of the students have reinforced the state's vision of building problem-solving and innovation capacity in children to solve real-world challenges.

To encourage the spirit of innovation and entrepreneurship, and to create mindsets to solve problems in their community, TSIC and Samagra Shiksha are launching the next edition of the Telangana School Innovation Challenge 2021. In the program launched by the Hon'ble Minister of IT E&C, Shri. K.T.Rama Rao Garu and Hon'ble Minister of Education, Smt. Sabita Indra Reddy on 20th September 2021, 25,166 students, 7,003 and 5,387 schools participated. 11,037 ideas were submitted by the student teams.

- 79 students' teams from 33 districts were selected for district-level boot camps.
- District-level bootcamps were conducted for 79 student teams at 11 nodal points where a group of 30 mentors guided the students to build basic prototypes.
- 20 students were selected and participated in the State level Bootcamp where students build working prototypes of their ideas conducted at Hyderabad.

- **Reading Challenge Programme**

Every girl child of KGBVs posts voices messages on WhatsApp by reading a given paragraph aloud. The main objective of the Reading Challenge Programme has been to enhance the reading and speaking abilities of students in the subjects of English, Science, Telugu and Social through distance learning mode. Instead of the ongoing pandemic, synchronous and asynchronous formats have been explored to ensure continuity in learning. At the KGBVs of Telangana, 91% of the students have access to WhatsApp on their phones. Taking this into consideration, an 'audio practice' activity was designed to improve foundational Literacy for Middle School (classes 6-8) and improving learning outcomes for classes 9-10 were conducted through distance mode via WhatsApp and mobile phone.

METHOD:

The core resource group would facilitate 'Read-Aloud' sessions and coach the attendees on what are the key concepts required to enhance the reading fluency of the students. The sessions were conducted on zoom and the attendees included CRTs of school subjects: English, Science, Telugu and Social. The sessions included:

1) Pronunciation of Keywords / Vocabulary, Concept words identified by the core resource person.

2) Reading Meaningful Chunks:

Chunking is the grouping of words in a sentence into short meaningful phrases (usually three to five words). This process prevents word-by-word reading, which can cause a lack of comprehension since students get the beginning of a sentence before they get to the end (Casteel, 1988).

TRIPURA

- **Nutan Disha - a comprehensive Learning Enhancement Programme at Elementary Level**
  - **Launched in 2019-20** for students of classes 3 to 8.
  - **Baseline Survey** to assess level in basic language and arithmetic.
  - **Coverage of 3.16 Lakhs** students in the survey.
  - Outcomes indicate that 42.5% of students can read & 18.7% can do division operation.
  - Post base line survey interventions, weekly tests and tracking of learning level through online monitoring system
  - Amendment in no detention policy (Classes 5-8)
  - New Scheme of Examination & Centralized Examination Unit
  - Annual Exam: 94% in Languages & 84% in Maths-Class Appropriate
  - Comparison of students who scored more than 60% in Sec-A for Class III to V and 80% in Sec-A for Class VI to VIII in the annual exam with students who were in Story level in Reading in Baseline survey
  - Conduct of Interim Assessment in February 2021 **to assess loss in learning level** due to School closure (COVID-19). Only **63 % were able to read and 38 % were able to do division operation.** 100 days Mission was planned to overcome the loss in learning level

- During closure, online classes were telecasted through department channel '**Vande Tripura'. Also Catch Up campaign was** initiated to bridge the loss in learning levels. Where post intervention **assessment was** held from August, 2021. This was followed by **remedial support** in September and October, 2021. Post intervention **assessment on Basic Skill was held** in October, 2021 along with the **assessment** after catch-up campaign in November, 2021

- **"SAKSHAM TRIPURA", for comprehensive development of the Children with Special Needs (CWSN)**
  - As per the special household survey in 2019-20, there were 5682 children with special needs.
  - Despite various facilities provided under the IE program, some critical gaps are noticed.
  - For coverage in an inclusive environment, there is a requirement of engagement of special educators.
  - Presently 4337 CWSN are enrolled in state government schools.
  - Special educators are provided to selected 400 schools having a maximum enrollment of CWSN and each special educator covers 3-4 schools.

- **Revamping of Pre-school Education**
  - The pre-primary section opened in 88 Schools.
  - Introduced kids-friendly furniture and environment and teaching learning materials.
  - Training and capacity building of teachers through NGO partnership.
  - Developed separate curriculum, textbooks, workbooks for students, and daily lesson plans for teachers.

- **Setting up of computer lab in High and Higher Secondary schools**
  - To provide computers and accessories to Government Schools and to teach students about the basics of computers and enable them to use them for educational purposes along with the capacity building of the teachers in the use of ICT-enabled teaching-learning methods, Information and Communication Technology i.e. 'ICT in School' project has been introduced in 365 selected Govt. school of the State from 2021-22.
  - More than 239 schools have been added to the list from this academic year 2022-23.
  - It is planned to cover, all High and Higher Secondary Schools by 2025.

- **Establishment of Centralized Examination Unit**

  - As framing an effective question paper is one of the important tools for assessing the learning outcomes and as achievement & academic performance of the students can be accessed through setting up of a standard question paper, hence, it has been resolved to set up 2 (Two) nos. Centralized Examination Unit (CEU) both at Elementary Level (Class 3 to 8) and at Secondary Level (Class 9-11) consisting of a group of expert teachers.
  - CEU prepared and supplied the Question papers for Half Yearly and Annual Examinations.

- **Reforms in Board Examination- "Bachar Bachao" instead of Supplementary Examination**

  To give facility of re-examination to the unsuccessful candidates of Madhyamik and Higher Secondary examinations the State Government has introduced the system of "Bachhar

Bachao", under which students who failed upto two subjects can get a chance to sit for the examination again within two months.

- **Building of Education Intelligence System and introduction of EmpowerU Shiksha Darpan App**

  To streamline data/information capturing, reporting processes and support decision making and guide policymaking, an Education Intelligence System (EIS) has been developed in the State in the name of "EmpowerU Shiksha Darpan".

  This EIS in its Phase I has covered the development of systems in School Information Management, Teacher Database Management, Student Database Management, Marks Management, Learning Level Tracking and Dashboard with necessary analysis & recommendations which resulted in achievements like (i) District-wise & Block-wise locating of 100% Schools, (ii) recording data of all the teachers, (iii) capturing school-wise & class-wise enrolment of students, (iv) Class-wise & subject wise performance of students, (v) data on subject-wise learning levels, (vi) Percentage of elementary schools which have displayed class-wise learning outcomes, (vii) Real-time analysis through Key Performance Indicators (KPI) of respective systems and with capsules for grievance redressed.

- **Launching of activity-based learning programme namely "Ektu Khelo Ektu Pado" through SMS/ WhatsApp**

  To facilitate the students during the lockdown period a new step namely 'Ektu Khelo Ektu Pado' has been initiated by which every day a few tasks on the concerned syllabus of a particular class was assigned to the students as their home-work/daily activities which include entertaining art, games, revision of the previous topics etc. through Text SMS and WhatsApp Videos via keypad phoneand smart phone.

- **Introduction of SUPER-30 program**

  To facilitate preparation for Engineering and Medical entrance examinations the State Government has introduced a new scheme called 'Super-30' for the top 30 achievers of the Madhyamik Examination and the government will spend up to Rs. 72,00,000 per annum for coaching and stay/food in a top class coaching centre outside the State as per the choice of the student.

- **Launching of Scheme – "Chief Minister Merit Awards for Academic excellence"**

  Chief Ministers' Annual State Award for Academic Excellence to meritorious students of secondary and higher seconday examinations have been introduced to encourage the students achievement and success. 2018 onwards students are awarded an Apple iPad and a certificate of appreciation by the Hon'ble Chief Minister.

- **Launch of the scheme – "Tripura Science and Maths Talent Search Examination"**

  To encourage students to appear in NTSE etc and study science in senior classes, a talent search examination in Science and Mathematics for students of class IX has also been introduced. Each of 400 successful students will get Rs. 500/- per month as a scholarship for

15 months. All students of government schools who enrol for the examination will get special coaching free of cost, for 8 weeks, by a teacher chosen by the parents, to prepare the students for the exam.

- **Free bicycle distribution to all girls' students of class IX**

  To encourage girl students for higher education, preventing dropout & empowerment, a scheme to provide bi-cycle to all girls reading in class IX of Government and government aided schools from the year 2018-19 has been launched in the State.

  Till now bicycles has been distributed among 1,85,214 girl students and the process for distribution is in progress for 45178 girl students.

UTTAR PRADESH

- **PRERNA**

  Members of District Task Force (DTF), Block Task Force (BTF), and District Coordinators undertake monthly online inspections of the schools through a mobile application and the data for the same is updated on the **Prerna Portal.**

  A team of 3 State Resource Group (SRG) per district and 5 Academic Resource Persons (ARP) per block and 1 additional DIET Mentor per block are appointed as mentors.; ARPs, SRGs and DIET mentors undertake supervision visits for providing academic support to 30, 20 and 10 schools respectively by using Prerna Gunvatta App. A comprehensive framework for supportive supervision, on-site hand-holding, and professional development support for teachers is also put in place. App has more than 5 Lakh downloads so far and is being upgraded in line with NIPUN Lakshya.

- **FLN & remedial teaching-based Teacher manuals**

  "Dhyanakarshan", "Shikshan Sangarah", and "Aadharshila" have been provided in the states.

- **Monthly KPIs**

  Regular KPIs are issued in the state every month for the entire education cadre (for academic and administrative monitoring of schools), and the data for the same is collected through an online portal/mechanism.

- **Learning outcome-based teaching (through Soochi & Talika)**

  To enable learning outcome-based teaching a list of competencies/learning outcomes called Soochi along with competencies/learning outcomes with names of students against the competency called Talika have been provided in schools.

- **Sahaj**

  Graded reading material is designed to help children develop foundational literacy-related skills and help teachers with an assessment of the reading competency levels of the children.

- **QR code on books**

  QR codes are printed on the workbooks and teacher guides to link the modules on Diksha and provide digital content to help teachers and students for strengthening the development of competencies.

- **Mission Shakti 3.0**

  Mission Shakti 3.0 launched in schools post CM launch in August, 21 with a focus on women empowerment. This includes:
  - Street plays on women freedom fighters
  - Sports programs
  - Webinars & poetry on girl empowerment
  - Discussion on short films/movies to increase awareness among 12 lakh girls and parents.
  - Self-defence training (Judo and Karate) of 3.97 lakh girls across the state
  - Efforts on bringing 25,090 COVID-orphaned girls back to school
  - Meena's birthday celebration & her 10 stories on awareness and empowerment are used for the same.

UTTARAKHAND

- **Mission Koshish**
  (Learning Loss Recovery Plan – Refurbished Curriculum (Rf. C) for Grade 1- 8)

  Mission Koshish programme is being implemented to bridge the identified learning gaps of previous classes (either based on NAS or SLAS or other assessments) among students for the last few years. A structured curriculum with suggestive pedagogical processes is recommended by the SCERT to school heads/teachers. The teaching-learning processes at the beginning of the session i.e., in April, May, June & July are focused on the Mission Koshish. Due to COVID conditions, students suffered huge learning losses. To mitigate the learning loss of students in this academic year 2022-23 state has decided to go with this activity around the year, instead of only in the first three months.

  A refurbished curriculum document mapped with existing learning outcomes and previous grades learning outcomes is used. This is supported by teacher manuals and learning materials like worksheets, workbooks and resource materials etc.

- **Making Mathematics Interesting Through ABACUS**

  Mathematic teaching-learning is considered as a challenging subject to teach and learn. To address this difficulty and make mathematics teaching-learning interesting and joyful to students at the early levels ABACUS has been introduced in government schools. With an Abacus, a child's brain is mentally trained to visualize the numbers and carry out the calculations mentally. This helps the child's brain to apply logic in not only Maths calculations but also their daily lives.

ABACUS is a reasonable and useful tool which can be easily used by the students and teachers. Keeping in view its accessibility and cost-effectiveness, this programme is continuously running from 2018-19. In 2019-20, it was extended to 585 teachers (45 from each district) who were trained on Abacus usage at the first level (addition and subtraction). In view of the responses received by the beneficiaries, level 2 (multiply and divide) training is proposed in the year 2020-21.

- **Maths Wizard and Spell Genius**

As the State of Uttarakhand is typically Hindi speaking state, students always have more learning difficulties in English along with Mathematics at the school level. To make learning more enjoyable specifically in Mathematics and English guidance are provided on fun exercises, games, and puzzles. This ensures that students stay engaged in school and develop strong mental reasoning and creativity in these subjects along with other subjects. Activities like Maths wizard & spell genius competition are being organized for the last few years from the school to District/ State level for students studying in class V. Students getting top places in each competition are being felicitated and encouraged to participate at the next higher level.

- **Experiential Learning – Anandam Pathyacharya**

Linkage with the task of NEP 2020: ***To promote Social-emotional wellbeing and joyful learning in schools***

Over the past years, Uttarakhand ensures that children enrolling in schools, have access to basic facilities and are mastering basic numeracy and literacy abilitites across the state. However, there is a need to payattention to children's social and emotional needs as well. Thus the program *"Anandam Pathyacharya/Experiential Learning"* not only promotes development in cognition, language, literacy and numeracy but also equips children with the necessary social-emotional skills.

Progress:

- Orientation/training sessions have been organized for Master trainers at the state and district level.
- 4 teachers' handbooks for grades 1 & 2, grades 3 to 5, grades 6 & 8 and grade 7 have been created and published.
- A pilot program in 15 blocks across 3047 schools along with orientation sessions of the teachers through 2 days training program have been held.
- After the successful pilot, the programme has been scaled up across the state.
- To continue the momentum of the program during the lockdown YouTube channel, social media platforms like YouTube and Facebook were created and used to provide a guidance to teachers, parents, and children.
- More than 120 animated videos and interactive tools like posters have been created, uploaded on a social media platform and distributed to students for continuing the practice of Anandam. An yearly magazine 'Anand - Path' has been published documenting

reflections of students, teachers, and parents.

- **Steps taken for Digital/Online Learning**

  In view of the COVID-19 lockdown and school closure continuous efforts are being made to enable students continue learning. Some of the steps taken are as follows :

  Gyan Deep: Relay of Lectures through Doordarshan - Uttarakhand is geographical a difficult state where some areas internet accessibility is still not available. Due to internet accessibility problems, online coverage of students from these areas cannot be ascertained and students could not benefit from online teaching-learning. State Government has decided to initiate a relay of recorded lectures through Doordarshan given its reach even in remote areas of the state. Due to free-of-cost accessibility, all sections of students can view it.

  The initiatve is since 24th April 2020 is being successfully implemented.

- **Student Teacher WhatsApp group**

  All education officers have been directed to ensure online teaching learning by using social media resources. Teachers are facilitating students in their learning from home through WhatsApp groups, video calls, e-mail, Facebook, you-tube etc. The student is being assigned homework by teachers and online monitoring and support are being extended.

- **Distribution of Activity books and worksheets**

  In the case of children and parents not having digital devices, the state used various methods for teaching students. Supplementary learning materials viz. worksheets were developed and distributed by DIETs with the help of teachers. In addition to this, activity books for classes 1 to 8 were also delivered to homes.

- **Community Radio**

  Community radio is also being used for online learning. In the state at present, 10 community radios in 05 districts are being operated. With the help of an NGO partner the early reading activity is being facilitated through a 2-3 minutes broadcast. At present, two districts have initiated this programme.

- **BalShodh Mela: Explorative method of teaching-learning**

  Children acquire knowledge by interacting with people and the things around them. They have the curiosity to know about how things work. School children investigate everything by asking questions to their parents and community and thus create their logic and arguments. Lots of "WHYs" in their minds keep them active. But most of the time their "WHYs" are not addressed in schools. Gradually their curiosity to know about things lowers down, and they become disinterested in learning.

  Process: Bal Shodh Mela starts with "WHY". In this process, the teacher provides young minds with the opportunities to interact with all possible situations and encourages them to share their point of view. The process involves the various stakeholders like school, parents and community.

The objective is not to transact knowledge but to encourage learners to acquire it by asking questions. In the whole process, knowledge is constructed by asking questions, making children do things in the right manner, interacting with the environment, and sharing and documenting it. Teachers scaffold them to explore, experiment, experience, express and present things. This is an alternative pedagogy in which children develop their learning by doing. The process includes a chain of workshops/ orientation of teachers, selection of contents for "short" by students question framing, a showcase by children at school, cluster and block level with community support and participation in melas.

WEST BENGAL

- **Learning through activity tasks:**

To ensure learning continuity among students, activity tasks were developed for students in classes 1 to 10 while schools were closed to prevent the spread of the pandemic. Students were encouraged to complete these tasks in their subject-based exercise books at home.

During this exercise, they were encouraged to seek need-based help from their teachers, and parents/ guardians wherever possible. These activity tasks were prepared based on a series of learning & assessments aligned to the syllabus vis-a-vis the lessons developed by the expert teachers of respective subjects. The printed activity tasks were distributed to the learners through parents & guardians during the distribution of food grains for MDM every month or through mediums like SMS/ WhatsApp, e-mail etc.

After completion of the Activity Tasks, the students were asked to submit them to the concerned schools through their parents and guardians for evaluation. The teachers assessed each activity sheet and shared feedback and suggestions to students with the support of parents/ guardians.

- **E-learning materials on Banglar Shiksha Portal**

Another effort undertaken by the SED was the development of a vast pool of e-learning materials on all subjects for the students of Classes 5 to 12. These audio-visuals were uploaded on the e-portal - banglarshiksha.gov.in (also accessible through YouTube) for continuity of the teaching-learning process. The students accessed it to strengthen the learning process through a user-friendly environment. More than 300 e-learning materials (audio/video material) covering different subjects of classes V to XII are uploaded with viewership over 3.03 crore.

- **Banglar Shiksha online Classroom**

Banglar Shiksha classroom and Bangla Shiksha Junior classroom facilitated remote learning through live classes on television for the students of classes 5 to 12 in different subjects using the platform of leading news channels. During the live sessions, students sent in their subject-

wise queries using a toll-free number which were addressed and explained by the expert teachers.

Special arrangements on live classroom sessions were made for Madhyamik (Secondary) and Uccha Madhyamik (Higher secondary) examinee students on all the subjects. Elaborative discussions on content, question patterns and how to answer the questions, problem-solving etc., were taken up daily in the live classroom sessions. Moreover, model questions with answers were further uploaded on the Banglar Shiksha portal.

- **Providing financial assistance to the students of Class-XII (Taruner Swapno)**

Support was extended to Class XII students to procure Tablets, PC or Smartphones, this helped them get access to online classes at a time when the face-to-face classes were not held for a prolonged period. About 9 lakh students studying in Class-XII benefited from this scheme.

- **Learning/doubt clearing through Tele Mode (Banglar Siksha Durabhashe)**

Dedicated telephone lines using a toll-free number were allotted for learning assistance and doubt clearning purpose. Students were encourage to freely call and connect with available teachers to get answers to their questions and clear doubts. To provide smooth interactions and avoid overcrowding of channels at a particular time, a class and subject-wise timetable was prepared and communicated to the students. This ensured that all students had a fairly good scope to access the toll-free numbers.

- **Online Teachers Training**

Teachers of the Primary and Secondary levels were trained during the lockdown through a series of webinars. The various training provided were: learning outcome based CCE, integrated curriculum at early grades (Classes 1 & 2), approach for mitigating learning loss, foundational literacy and numeracy, Bengali teaching-learning (first language), English language teaching-learning (second language), Mathematics, Environmental Studies, Health & Physical Education, and Safety & Security at school and pre- primary level.

At the secondary level training were around: learning outcome based pedagogy in First langague (Bengali/Hindi/Urdu/Nepali/Santhali), English (Second Language), Mathematics, Life-Science, Physical Sciences, History and Geography etc.

- **Paray Sikshalaya (schools at doorstep)**

The School Education Department undertook an initiative to introduce in-person teaching-learning sessions at the community level for children of classes pre-primary - 7 while maintaining all essential Covid protocols. This endeavour intended to provide children with regular learning opportunities along with interaction with peers and to ensure a smooth transition to schools once reopened.

Objectives:

  - To provide support to children to cope with school closure due to Covid 19 pandemic.

- To enable a joyful experience focusing on play, activities and interactive communication.
- To promote a child-friendly environment and enabling children to develop reading, writing, creativity and imagination skills.
- To support children in development of logical reasoning, numeracy abilities using a hands-on approach along with application of concepts in a real-life context

- **Ujjivan Charcha (Psychosocial Support)**

  A series of webinars were organized for students of secondary and higher secondary levels, guardians and teachers. The objective was to boost the morale of the students, give them the strength to cope with the pandemic and school closure in a better way where they continue to pursue their academc dreams and aspirations.

  Further more, these programmes also empowered the guardians and teachers with means to support students in these difficult times.

  It was launched live on the Zoom platform, Facebook and YouTube with an average viewership of around 40,000-50,000 per session and was later archived in Bangla Shiksha Portal.

- **Development of Bridge course materials**

  Since government and government aided educational institutions were closed for almost two years due to the Covid pandemic, it was apprehended that this closure might impact the learning of students and lead to significant learning loss in children enrolled in primary, upper primary, secondary and higher secondary levels.

  To bridge this learning gap and ensure learning continuity, the School Education Department, with support from the Expert Committee on School Education and other experienced teachers prepared a bridge course materials covering all levels from Class I to Class XII.

  The complete set of bridge course material comprises of 84 booklets on all the subjects. The materials have been prepared addresses the learning gap observed in students due to the long school closure.

3.1 Glimpse of Activities of Quality & Innovation

6. ACKNOWLEDGEMENTS

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