INITIATIVES BY SCHOOL EDUCATION SECTOR IN 2020-21 FOR CONTINUING TEACHING AND LEARNING
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सत्यमेव जयते
Ministry of Education
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1. COVID RESPONSE INITIATIVES BY THE CENTRE

The pandemic has led to disruption in the formal school education system in the entire country. Approximately 26.45 crores children, 96.87 lakhs teachers and 15.07 lakhs schools are impacted. While children are learning to study from home or in open spaces, through devices, or TV, or radio, or even worksheets and with the help of volunteers and peers, due to the closure of schools, drop outs and out of school children have become a large area of concern. Concern areas also include, teaching and learning for children who have no access to digital devices, continuing learning for disabled children, maintaining the balance between physical and mental health and well-being, teachers' reach, access to engaging learning material, and generally learning in an environment of social distancing.

The 'new normal' may also have a huge impact on the learning levels for almost all children; learning loss may be a reality for many children. This disruption has required us to build capacities of schools, teachers, educational administrators, and other stakeholders in a big way - capacity, not only for teaching with the help of devices, but also for ensuring that learning is taking place in the most challenging circumstances. Teaching children without devices, teaching in remote and hilly areas, teaching disabled children, reaching the girl child, ensuring health and nutrition, preventing drop outs, locating and mainstreaming out of school children, enrolling migrant children, etc. have required us to innovate on a constant basis and literally reinvent the way we teach and learn.

The Ministry of Education has come out with several interventions to help states and schools mitigate the effects of the pandemic. These include among others, a series of guidelines on various aspects of teaching, learning, educational planning, and governance, online and offline resources for students and teachers, online modules for teacher training, revamped provisions in Samagra Shiksha and Mid-Day meals schemes, initiatives for disabled children, mental health and well-being of children. Similarly, the states/UTs have also undertaken several initiatives to combat the effects of the pandemic and to ensure continuity in learning for the children. This document narrates a majority of such initiatives by the centre and the states/UTs, though briefly to give the larger picture of how the school education system of India responded to this unprecedented challenge in the year 2020-21.

1.1. Guidelines by DOSEL

Sl.	Guideline	Details
1.	Guidelines For Children of Migrant Labourers	• Focuses on providing admission to the in-migrant children in the nearby government schools without the requirement of submitting any document except an identity card. • As per these guidelines, the residential school students should also be provided temporary admission in schools nearby their homes, as they may not go back to their residential schools during COVID19. • These guidelines can be accessed at: https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Migrant%20labour%20guideline.pdf
2.	Guidelines For Out of School Children and Mitigation of Loss of Learning	• To ensure that children have access to education with quality and equity and to minimize the impact of the pandemic on school education in the country, these guidelines lay down the steps to be taken by the States and UTs. • The link of the guidelines is https://www.education.gov.in/sites/upload_files/mhrd/files/guidelines_oosc.pdf. • The Guidelines, among others, include identification of out of school children from age16-18 years, enrolment drives and awareness generation, student support while schools are closed, continued education for Children with Special Needs (CWSN).
3.	PRAGYATA Guidelines	• Focus on the methodology, time spent, etc. for online/blended/digital

	on Digital Education	education for students who are presently at home due to the closure of schools. • The guidelines recommend screen time for different categories of students. • It also provides sufficient Do's and Don'ts regarding ergonomics and cyber safety. • There are info graphics on how to use devices and have proper posture during the online classes. • The guidelines can be accessed at: https://mhrd.gov.in/sites/upload_files/mhrd/files/pragyata-guidelines_0.pdf

4.	Learning Enhancement Guidelines for Continuous Learning	• The guidelines for Learning Enhancement (LE) focus on the following:
		  o LE during COVID-19 for students without digital devices
		  o LE during COVID-19 for students with limited accessibility to digital devices
		  o LE during COVID-19 for students with digital devices
		• The guidelines can be accessed at:
		https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf

5.	Covid-19 Related Health and Safety Sop/Guidelines for School Re-Opening	• After issue of MHA guidelines for unlock-5, on 5th October, 2020, this Department has issued detailed SOP/guidelines regarding health and safety precautions for reopening of schools. • Part I of these guidelines refers to the health and safety aspects for reopening schools. These are based on the prevailing instructions of Ministry of Home Affairs, Ministry of Health and Family Welfare and Ministry of Education with regard to health and safety protocols, and are to be implemented by adopting/adapting in accordance with the local situation in all states/UTs. • Part-II of the Guidelines mentioned at Serial number 7 above refers to learning with physical/social distancing and the academic aspects that are to be taken care of with regard to the delivery of education, such as, curriculum transactions, instructional load, timetables, assessment, etc. after schools reopen. • These guidelines can be accessed at: https://www.mhrd.gov.in/sites/upload_files/mhrd/files/SOP_Guidelines_for_reopening_schools.pdf

6.	Covid Action Plan for School Education:	• The Department of School Education and Literacy vide letter dated 4th May, 2021 has shared the Covid Action plan with States/UTs and other stakeholders for mitigating the loss of learning. Various focus areas and interventions for implementing this roadmap include:
		  o Preventing drop outs, locating Out of School Children and mainstreaming them
		  o Tracking children and their learning levels
		  o Mitigating learning loss - Developing effective home-learning programme and tracking learning
		  o Helping teachers reach the last child in the last mile using multiple mode - portal, apps, telecast/broadcast, online/offline etc.
		  o Teacher capacity building
		  o Support to schools
		  o Systematic involvement of parents, community, local self-governments, volunteers, etc.
		  o Health and safety of teachers and students should be of paramount importance while designing any intervention

7.	Guidelines For JNV – Residential Schools	• The Department along with NVS has also developed a SOP for re-opening of residential school incorporating the residential components in alignment with the SOP of MoE and guidelines of MHA. • These guidelines are available at: https://drive.google.com/file/d/1LAc4iKQTqTJkNVDGc5glEDsrDGdAXwC8/view
8.	Guidelines for parents	• Guidelines for parents to support learning of their children issued.
9.	Guidelines for orphaned Children	• The Department of School Education and Literacy (DoSEL), Ministry of Education and Ministry of Women and Child Development, Govt. of India have

		taken cognizance of the current Covid-19 pandemic situation due to which many children have lost one, and in some cases, both parents to the deadly virus and are determined to work towards providing necessary support to such children in distress and are in need of care and protection. • In this regard, a joint DO letter No. 13-5/2021-IS-11 dated 16.06.2021 (copy enclosed) from Secretary DoSEL, MoE and Secretary, MWCD has been issued to all States and UTs. • As per this letter, States and UTs have been requested to take various initiatives under SamagraShiksha, such as admission to children in Kasturba Gandhi BalikaVidyalayas and NetajiSubash Chandra Bose residential schools, reimbursement against section 12(1)(c) of RTE Act, Mid-Day Meal etc., identifying and mainstreaming of Out of School Children and children of migrant persons particularly orphan & out of schools children due to pandemic, mobilizing psychosocial support for Mental Health and well-being of such Students. These steps would ensure continuity of education of children in distress. • Further, States and UTs have been advised to orient teachers to keep track of students who have lost one or both of their parents due to pandemic and provide guidance for collecting and furnishing information of such children to CHILDLINE, an NGO maintained by MWCD.
10.	E-content for CWSN	Guidelines for e-content for Children with Special Needs (CWSN) have been prepared and issued.
11.	CBSE competency-based assessment framework	• CBSE in collaboration with British Council has prepared a competency-based assessment framework for class X. • This is based on recommendations of NEP 2020 and will help in reducing the stress of exams and aims to develop competencies in students rather than content knowledge alone.
12.	NCTE Guidelines for TEIs	• NCTE has issued Guidelines to Teacher Education Institutions (TEIs) to cope up with Covid-19 Pandemic situation. • These Guidelines are available at: https://ncte.gov.in/WebAdminFiles/RecentAnnouncement/0_20_08_2020_6373 35320672297662.pdf

1.2. Tracking Out of School Children (OoSC)

- The Ministry of Education has launched a new online system to capture the Out of School Children (missing children) on PRABANDH portal of the Department.
- The main features of the system are as under:
  - Unique Id is generated by the system to track the child until they are main-steamed to regular school.
  - The User Manual has been prepared and uploaded on PRABANDH portal to facilitate State/UTs in uploading the data.
  - Activated for State (36) / District (744 users) for Viewing and Validating Data and at Block level (approx. 8000 users) for uploading the OOSc data.
  - Identification of **Special Training Center (STC)** and assigning of Unique IDs to the STC to help the State to identify the capacity and trends of the OoSC coverage by a particular STC.
  - Mapping of **OoSC** with**Special Training Center** based on duration & type of the training, etc.
  - The module to capture various Quarterly progress reports such as Children mainstreamed after Training through Special Training Center etc.
  - Instruction has been issued to States/UTs for uploading the data on PRABANDH portal.

- As on 5.7.21, sates/UTs have uploaded data on the portal and identified 350021 (at block level) in elementary and 104650 (at block level) in secondary level out of school children for mainstreaming.

1.3.   Surveys by KVS and NVS

Just as states/UTs were advised to conduct surveys to establish the accessibility or not to digital devices for continuing learning during the pandemic, the schools of the Ministry of Education, that is, KendriyaVidyalayas and Navodaya Vidyalayas also undertook a similar survey.

Navodaya Vidyalaya
In Navodaya Vidyalayas it was found that 7.47% children had no access to devices. Details are given in the two tables below:

OVERALL ANALYSIS OF DEVICES AVAILABLE WITH STUDENTS		
	Numbers	Analysis for NVS (in %)
Total students	258254	100
Smart Phones	240036	92.95
Tablet	7726	2.99
Laptop	14888	5.76
Desktop	10719	4.15
Own	126843	49.12
Shared	113193	43.83
Not available	19280	7.47
Internet connectivity	236917	91.47
Availability of TV (with cable/dish connection)	175208	67.84
Availability of Radio	33148	12.84

- Navodaya Vidyalaya has arranged for teacher contact for such children and is also regularly sending supplementary material to these children in the form of worksheets, competency-based assessment items, etc. with close follow up.

Kendriya Vidyalaya

- The details regarding the device availability with the students is collected from the schools periodically and compiled at HQ.

- As per the latest data collected from the schools, more than 98% of the students are having full or partial access to some digital device.

- In this academic session, that is, 2021-22, regions have been directed to take up the task of detailed mapping such as the kind of device available, time for which it is available, internet connectivity, etc. to plan teaching process.

- At present, there are only 224 enrolled children who could not be contacted by the schools. The number was initially much larger; but with constant efforts at school level, it has reduced. It is hoped that all these students also eventually would be connected and join the system soon.

- Children without access to any device are being contacted by teachers directly and are being guided for learning with the help of worksheets/supplementary material; similarly those with devices are also tracked and guided through social media groups, e-content on DIKSHA, supplementary material, etc.

1.4.   Offline Resources for students and teachers by DOSEL

I.   Alternative Academic Calendar:

- A week-wise activity-based learning plan for grades 1 to 12, covering all subjects, has been developed in three languages by NCERT, keeping in view the choice of availability of tools with the teachers and students. This was initially developed for 12 weeks and later extended to four more weeks.

- The week-wise plan consists of interesting activities and challenges, with reference to chapter/theme from the textbook. The activities are suggestive in nature, not prescriptive, nor is the sequence mandatory.

- Teachers and parents may opt to do the activities that the student shows interest in, irrespective of the sequence. In the case of children in the same family studying in different classes, siblings may jointly be involved in the same activity; if the activities cater to different cognitive levels, the elder sibling can guide the younger.

- Most importantly, it maps the themes with the learning outcomes.

- The purpose of mapping of themes with learning outcomes is to facilitate teachers/parents to assess the progress in students' learning. This may be done in a variety of ways i.e., asking questions, encouraging interaction, suggesting another activity of a similar kind, observing children's interest and participation in the activity, etc.

- Further, teachers may design activities on more themes (if required) based on the given learning outcomes. However, the focus remains on learning, rather than testing for scores.

- Links for e-resources have been provided along with the activities.

- Yet, if it is not possible for students to access these resources, the teacher may guide them through tele-contact to other reference sources such as dictionary, atlas, news headlines, storybooks, and other commonly available non-digital resources at homes.

- The Alternative Academic Calendars for classes 1 to 12 are available athttps://ncert.nic.in/alternative-academic-calendar.php

- NCERT undertook a massive telecast drive of 4 hours 30 minutes to 8 hours and 30 minutes duration on the themes given in Alternative Academic Calendar for students and teachers

- This calendar is now being updated by adding assessment items.

II. Worksheet by NIOS for Secondary and Senior Secondary Level Learners:

- The learners enrolled at the secondary and senior secondary levels at NIOS study through distance mode, with only occasional contact with the subject teachers at their Study Centers (Accredited Institutes). The contact sessions at the AI provide these learners with the academic support in the form of problem-solving sessions. The learners have the flexibility to attend the contact sessions as per their need.

- During the pandemic, the NIOS learners were not able to attend the contact sessions.

- To provide academic support to learners and keep them academically engaged through constant practice, NIOS developed worksheets in 44 subjects at secondary and senior secondary level.

- These worksheets have open-ended questions only.

- These are exploratory in nature and help in developing problem solving skills/creative thinking/life skills; in the form of project work that engages learners in some activity, etc.

- These worksheets are also available at:

  https://www.nios.ac.in/online-course-material/secondary-courses.aspx

  https://www.nios.ac.in/online-course-material/sr-secondary-courses.aspx

III. Special Resources for Teachers: Learning Outcomes Mapped to Curriculum:

- For promoting innovative teaching and learning during these difficult times, in the learning Enhancement Guidelines, states/UTs were advised that the curriculum and syllabus need to be analysed at the school level for mapping them with learning outcomes. Rather than following textbook

content with rigidity, the learning of children at homes needs to be mapped with learning outcomes and to the themes given in syllabus, and children are to be assessed accordingly.

- CBSE has mapped each Learning Outcomes for all subjects and all grades, with the topics in the prescribed textbooks to facilitate teachers to further their understanding of competency-based education and apply the same to their efforts during the pandemic.

- This document of mapped Learning Outcomes to the curriculum is available at

  http://cbseacademic.nic.in/web_material/Manuals/TeachersResource_LODoc.pdf

IV.   Special Resources for Teachers: Teacher Energized Resource Material (TERM):

- Focus on achieving learning outcomes and on developing competencies in students by promoting innovative teaching and learning during these difficult times.
- The CBSE developed Teacher Energized Resource Material (TERM) handbooks to aid teachers in aligning their classroom transaction to a competency framework.
- These handbooks have been developed for two subjects – science and mathematics – covering entire syllabus of grades 6 to 10.
- Every chapter has a set of assessment items to enable teachers to assess if the learner has acquired the related competency.

1.5.   Digital Resources by DOSEL

I.   PM e-VIDYA:

- As a part of the Atma Nirbhar Bharat Programme, a comprehensive initiative for using Technology with Equity, called PM e-VIDYA has been initiated which unifies all efforts related to digital/online/on-air education to enable multi-mode access to education.

- PM e-Vidya has following components:

  o **DIKSHA** – One nation, one digital education platform

  o **One class, one TV channel –** Swayam Prabha

  o **E-content for Open School**

  o **Extensive use of Radio, Community radio and podcast**

  o **E-content for visually and hearing-impaired students**

- Each of the above components is developed in such a manner that the same e-content available on one digital mode is also available on other digital modes.

II.   DIKSHA (Digital Infrastructure for Knowledge Sharing) for School Education:

- 35 states and UTs have their own vertical on DIKSHA along with those of NCERT, CBSE and NIOS of central government.

- Can be accessed through a web-portalhttps://diksha.gov.in and mobile application.

- Consists of e-learning content for students of grades 1 to 12

- Content for students available in 31 Indian languages namely Hindi, Malayalam, Marathi, Bhojpuri, Lepcha, Halbi, Tamil, Bodo, Konkani, Urdu, Sanskrit, Gujarati, Mythili, Sargujia, Kannada, Brij, Odia, Awadhi, Khaasi, Chhattisgarhi, Punjabi, Telugu, Gondi-Dantewada, Gondi-Kanker, Bundelkhandi, Manipuri, Kudukh, Bhutia, English, Bangla and Mizo.

- It also contains modules for capacity building of teachers uploaded in different languages by the states and centre.

- At present the platform houses has more than 1,78,368 pieces of e-content live on DIKSHA.

- **E-Resources for Students**: This consists of language wise, class wise, subject wise and topic wise content such as textbook chapter wise, explanation video by teacher for the given topic, videos on hard spots, slides, concept maps, additional resources for extra learning, test items, worksheets, etc. including e-content for Energized Textbooks,

- **QR coded textbooks** for students and teachers (Energized Textbooks or ETBs): All States have QR coded their prescribed textbooks at relevant places and tagged e-content to the QR code. So far 4147textbooks of states and NCERT have been QR coded and tagged with e-content. This includes 357 textbooks of NCERT. Over 450 million ETBs were printed and distributed to students by states/UTs and NCERT during this period.

  From 1.4.20 to 30.6.21

  o Total Learning sessions on DIKSHA: 317+ crores

  o Total Learning in minutes on DIKSHA: 3,805+ crore minutes

  o Page hits on DIKSHA from 01.04.2020: 2,245+ crores

  o Average daily page hits: 5.3+ crores

- **Teacher Toolkit on DIKSHA**: This consists of Learning Outcomes, Learning Outcomes mapped to curriculum, Pedagogies suggested by NCERT/SCERT, Hard spots identification and remediation, Teacher Energized Textbooks, manuals, etc.

- **Teacher Professional Development on DIKSHA:** This consists of teacher training modules contributed by the Centre (18 modules of NISHTHA for elementary teachers), States and other partners authorized by DIKSHA.

- **Specialized resources for teachers and learners**: These include resources related to PISA, items related to Creativity and Critical thinking, etc.

- **Multiple use cases of DIKSHA**: DIKSHA is also being used innovatively by different States; such as, for assessment by Andhra Pradesh, for parental engagement by Tamil Nadu, for national quiz programmes by CBSE and NCERT, for data capture and analytics for planning by Gujarat, for training of corona warriors by iGOT and Ministry of Health and Family Welfare, teacher training with certification in States like Uttar Pradesh and Madhya Pradesh, learn at home in Maharashtra etc. States/UTs are encouraged to use DIKSHA platform innovatively through their PMUs.

- **Chat Bot:** The TARA (Technology Aided Responses and Answers) Chat Bot can be used by States/UTs for a smooth navigation, interesting user experience and for ease of discovery of content.

- **Vidyadaan:** In April 2020 VidyaDaan was launched as a national content contribution program that leverages the DIKSHA platform and tools to seek and allow contribution/donation of e-learning resources for school education by educational bodies, private bodies, and individual experts. Total number of content pieces contributed on VidyaDaan as on date is 38,206 of which 29,069 content pieces have been approved and live.

- **Energized Schooling:** This facilitates state, school and class level monitoring of progress of individualized students through customization of courses and assessments to be completed by the students.

- **Role of JNV on DIKSHA:** 1140 JNV teachers were involved in creating E- content for DIKSHA. So far, 377 videos created by NVS teachers have been uploaded on DIKSHA portal.

- **Role of KVS on DIKSHA:** KVS has uploaded and published CCT practice (Creative and Critical Thinking Practice) items and videos on Math& Science for classes VII to X on DIKSHA portal under the project 'KVS- CCT Practice Items & CCL Videos'.

III. **Swayam Prabha PM e Vidya channels - One Class One TV channel**

- In the Ministry of Education, a total of 34 channels are devoted to telecast high quality educational programmes.

- Of these, 12 TV channels are earmarked for the one class, one TV channel under the Atma Nirbhar Bharat Programme for the Department of School Education and Literacy.

- These 12 PM eVIDYA DTH TV Channels started functioning for School Education on w.e.f. 01.09.2020.

- All the videos based on chapters have been QR coded and can be found on DIKSHA portal with a feature of coherence. Since launch, telecasts of chapter-wise programmes are being done on each channel.

- Channel 1 to 10 (Class 1 to 10): 2 hours fresh slot with 11 times repeat. The slot starts at 12 O' Clock night.

- Channel 11 and 12 (Class 11 & 12): 3 hours fresh slot with 8 times repeat. The slot starts at 12 O' Clock night.

- Along with telecast of recorded programmes, live interactive sessions, webinar on ICT tools and SAHYOG are also being telecast on a daily basis.

- Class 1 to 10 Live programmes are slotted in sessions of 30 minutes each, which are being telecast on class-based channels.

- For classes 11 and 12, live programmes are slotted in sessions of 60 minutes and being telecast on class-based channels.

- CIET-NCERT has signed MoU with ISLRTC for development of Sign language videos. Till 25 February, 2021 about 300 videos have been recorded on NCERT curriculum from classes 1 to 5. These are being shared on DIKSHA and telecast on PMeVIDYA DTH TV channels.

IV. E-Content for Open School by NIOS: on DIKSHA, MOOCS on SWAYAM and Swayam Prabha:

- Online MOOC courses relating to NIOS (grades 9 to 12 of open schooling) are uploaded on SWAYAM portal. Students and teachers can access all the course modules - text, videos and assessment questions etc.

- Around 92 courses have started, and 1.5 crore students are enrolled.

- Till date 1,125 content of NIOS is mapped class wise and chapter wise with NCERT textbooks for the subjects Science, Social Science, Languages, Mathematics, Accountancy & Business Studies, History etc. and 626 e-Content from NIOS is uploaded on DIKSHA.

- NIOS has also started imparting daily 8 hours live programme of 4 hours each onPM-eVidyachannels, for classes 10 and 12 for providing continued learning support for learners at Secondary and Senior Secondary level including Vocational Courses and Indian Sign Language-based content w.e.f. 01.09.2020. Till now, more than 370 live sessions are already broadcast for learners of Instill now, more than 1064 live sessions are already broadcast for learners of NIOS.

- Earlier, from 7th April to 31st August 2020, NIOS imparted 8 hours live sessions every day including holidays, Saturdays and Sundays for secondary and senior secondary level on Swayam Prabha – Panini (Secondary) and Sharda (Senior Secondary) channels. During this period, 570 live sessions were telecast to provide continued learning support to learners. NIOS guidance and counselling sessions through live video programme were also organised where students interacted with experts. Special sessions on Yoga, Music and Painting were also held to destress the learners and engage them in co-curricular activities.

- Till date 4147 contents (videos+pdfs+e-textbooks) have been uploaded for Secondary level. As a convergence effort, 59 Teachers of NVS broadcasted **284** online classes in SWAYAMPRABHA channel.

V. Extensive use of Radio, Community radio and podcast

- As on 30.6.21, 1,418 pieces of curriculum-based radio programmes (Classes 1 -8) and 06 for class 10 were produced by CIET-NCERT for its dissemination/ broadcast on 88 Radio Stations (12 Gyan Vani FM Radio Stations, 76 Community Radio Stations), Podcasts, and on iRadio and JioSaavn Mobile apps.

- Radio broadcasting is being used for children in remote areas who are not online. Community Radio Stations have also been used to broadcast content for NIOS for grades 9 to 12.

- A Podcast called ShikshaVani by CBSE is being effectively used by learners of grades 9 to12.

VI. E-content for visually and hearing-impaired students

- NIOS is using One DTH channel specifically for hearing impaired students in sign language. For visually and hearing-impaired students, study material has been developed in Digitally Accessible Information System (DAISY) and in sign language; both are available on NIOS website/ YouTube.

- 82 sign language videos for CWSN are uploaded on DIKSHA portal by NIOS. One hour programme in sign language for secondary and senior secondary level content of NIOS are being broadcast on PM eVidya channel 10 from September 1, 2020.

- NCERT has recorded 317 textbook chapters of different grades as audio books and have uploaded on DIKSHA.

- Course material in 20 subjects at secondary level and 5 subjects at senior secondary level are already uploaded on DIKSHA Portal by NIOS

- 141 sign language videos for CWSN are uploaded on DIKSHA portal by NIOS.

VII. E-textbooks AND E-content on NATIONAL REPOSITORY OF OPEN EDUCATIONAL RESOURCES (NROER) by NCERT:

- In the wake of the pandemic the NROER e-resources are being converged on DIKSHA through a systematic taxonomy and user-friendly search systems, to give shape to one nation, one digital education platform.These e-content are also available at: https://nroer.gov.in/home/e-library/

- During the pandemic period, the e-textbooks are also converged on DIKSHA to give a seamless experience to the user through a single platform.

- The NCERT e-textbooks can be accessed using DIKSHA, e-Pathshala (https://epathshala.nic.in/) web portal or mobile app (Android and iOS).

- More than 696 digital books including 377 e-textbooks (grades 1 to 12) and 3,500 pieces of audio and video content of NCERT are available in the public domain in various languages (Hindi, English, Sanskrit and Urdu).

- NROER is an open storehouse of e-content. Nearly 19,277 pieces of e-content are available for all grades for various school subjects. These include 700 collections, 5935 documents, 1453 interactives, 2885 audios, 6421 videos and 2583 images. All the NCERT textbooks on NROER are QR Coded and are mapped to various e-resources for a holistic teaching learning experience.

VIII. OLABS:

- Through a tie-up with Online Virtual Labs (OLabs), practicals related e-content has been made available for senior students.

- It is based on the idea that lab experiments can be taught using the Internet, more efficiently and less expensively. The experiments can be accessed anytime and anywhere, overcoming the constraints on time felt when having access to the physical lab for only a short period of time. These are available at http://www.olabs.edu.in/

- The features include:
  - Content aligned to NCERT/CBSE and State Board Syllabus.
  - Physics, Chemistry, Biology Labs from Class 9 to Class 12; English and Maths lessons for Class 9 and 10.
  - Interactive simulations, animations, and lab videos.
  - The concepts and understanding of the experiment.
  - The ability to perform, record and learn experiments - anywhere, anytime, and individualised practice in all areas of experimentation.
- CBSE also organised virtual training for the Mathematics, Biology, Physics and Chemistry teachers of its affiliated schools on Olabs in which 22,000 teachers participated.

IX. Special resources for teachers: MOOCs modules on experiential learning and competency-based education:

- Activity-based and highly engaging modules focusing upon experiential learning and competency-based educationprepared by CBSE and uploaded on DIKSHA.

X. Cyber safety and cyber bullying:

- A Student-friendly Handbook on Cyber Safety – for students of secondary and senior secondary schools, has been prepared by CBSE.

- This handbook contains content in very engaging and simple formats, with e-content tagged to QR codes at several places to augment the understanding of the student further.

- This Handbook is available at:

  http://cbseacademic.nic.in/web_material/Manuals/Cyber_Safety_Manual.pdf .

- NCERT has also come out with a set of brochures and booklets to tackle cyber-bullying.

- These are available at-

  https://ncert.nic.in/pdf/announcement/Safetolearn_English.pdf

  https://ncert.nic.in/pdf/announcement/Safetolearn_Hindi.pdf

  https://ciet.nic.in/pages.php?id=booklet-on-cyber-safetysecurity&ln=en

  https://ciet.nic.in/upload/cyber%20safety%20and%20security.pdf

  https://diksha.gov.in/resources/play/content/do_31313818793322086411621

- In order to bring awareness on these issues, online training on Cyber Safety was organised by NVS for 702 Teachers during the COVID period.

XI. BOUQUET OF E-CONTENT

- Aside from the above, the NCERT and CBSE also prepared the following and uploaded on DIKSHA:
  - Comic books for students for imbibing 21st century skills
  - Practice book on Mathematical Literacy by CBSE
  - Worksheet by NIOS for Secondary and senior secondary level learners
  - Continuing PISA related capacity building through online modes
  - Cyber Safety and Cyber Bullying
  - CBSE Expression Series for Students

- Several quiz competitions were also conducted online with participation in lakhs by school students. These included:
  - Writing Competition for Azadi Ka Amrut Mahotsav on MyGov.in and DIKSHA
  - Aryabhatta Ganit Challenge 2020
  - National Constitution Quiz with Law Ministry
  - National Yoga Quiz
  - Discover Gandhi Quiz
  - Know our Constitution Quiz\ Independence Day Essay writing
  - Republic Day 2021 Online Contests

1.6.   Teacher Training by DOSEL

I.   NISHTHA (National Initiative For School Heads And Teachers For Their Holistic Advancement) ONLINE:

- This is an online capacity building programme for covering all 42,00,000 elementary school teachers and school heads of the country.

- This programme was conducted face to face before the pandemic. However, in its wake, this programme was contextualised to the needs of teaching and learning during the pandemic and made 100% online.

- In order to facilitate teachers to undertake online NISHTHA training, financial support up to Rs 1000 per teacher for procuring pen-drives, printing of modules and high-speed data-pack has been provided at elementary level on reimbursement basis and subject to successful completion of the training course.

- There are 18 modules in this programme: 12 for teachers, 5 for school heads and one specialised module on teaching and learning during COVID-19 times.

- Each module consists of guidelines, primers, training package with QR coded e-content, videos on each module, and other e-resources.

- NISHTHA Online for elementary teachers was launched on 6th October 2020 and at present all 18 Modules are live on DIKSHA.

- Key usage Metrics of NISHTHA courses on DIKSHA platform as on June, 2021 are as follows:

  - 18 courses in 10 languages were developed and 3 courses were made Live on a fortnightly basis on each State/UT/Central Organization tenant in Hindi/English/Regional languages.

  - 30 States/UTs and 7 Autonomous bodies under MoE and MoD (CBSE, KVS, NVS, CTSA, ICSE, AEES, Sainik Schools) have rolled out NISHTHA online on DIKSHA which was launched on 6th Oct 2021 by Hon'ble Minister of Education. 26 States/UTs and 7 autonomous organisations have completed all the 18 courses at least in one language. (It may be noted that few states/UTs had already completed NISHTHA in face-to-face mode by this time).

  - Approximately 23 lakh Teachers covered in online mode (approximately 19 lakhs teachers covered in face-to-face mode pre-pandemic).

  - 5.17 Crore enrolments

  - 4.61 Crore teachers have completed, and 1.9 Crore Digital Certificates have been issued to the teachers for completing the courses.

II.   Special capacity building of teachers on how to conduct online classes:

- CIET-NCERT organized a series of Webinar starting from 07 April 2020 for the enrichment and professional development of students, teachers, teacher educators and researchers.

- The webinar intends to cover topics related to creation and dissemination of e-contents, Content-Pedagogy-Technology integration, use of ICT in teaching-learning and assessment, OER, use of various ICT tools, creation of AR/VR contents, cyber safety and security, mobile app and AI based platforms etc.

- Till 25 February 2021, about 265 episodes have been conducted and simulcast through NCERT official YouTubechannel, PMeVIDYADTH TV channels and Jio TV mobile app.

- CBSE has trained 4,80,000 teachers (during April-September 2020), KVS trained 15855 and JNV trained 9085 teachers all India. Training was also imparted by NVS to teachers regarding online assessment and GeoGebra.

1.7. Initiatives for disabled children by DOSEL

I. Initiatives under Samagra Shiksha

- The scheme has two components under which the funds are provided to all the states and UTs across the country: 1) Student Oriented Component (SOC) and 2) Resource Support - Financial support for special educators and resource persons

- The revamped Samagra Shiksha scheme includes the following provisions:

  - **Recurring Grant** of Rs 3500 per year per child for children with special needs, including aids and appliances, teaching material, etc. (Student Oriented Component-SOC)

  - **New provision**: Above component to include pre-school children

  - **New provision**: Separate provision of stipend of Rs 200 per month (for 10 months) for CWSN girls in addition to student component from pre-primary to senior secondary level. (Earlier it was part of SOC only for girls)

  - **New provision**: Rs 10000 per camp at block level for holding Identification camps at block level for early identification of disabilities for all categories of disabilities defined under the PwD Act.

  - **New provision**: Provision for Home-based education (linked to NIOS/SIOS, where possible) will be available for children with severe and profound disabilities who are unable to go to schools.

  - **New provision**: Non-Recurring Grant for equipping Resource centres at Block level with equipment for rehabilitation and special training of CWSN.

  - **New provision**: Up to Rs 500 per day of training for special educators and Block resource persons as per in-service teacher training norms.

- NISHTHA has a dedicated module on Inclusive Education.

II. Curriculum related initiatives for CWSN:

- NCERT has developed a very detailed set of guidelines for states/UTs to guide them in developing e-content for Disabled children.

- The issues and concerns related to inclusion and various aspects of accessibility for Children with Special Needs (CWSN) have been integrated into the regular chapters in the NCERT textbooks in a natural and integrated manner.

- Also, NCERT has developed curricular and resource materials for students, teachers and other stakeholders for promoting inclusive education. NCERT has developed e-books for Class I-XII with embedded UNICODE font which enables them as talking books. Users can download any text to speech (TTS) software and use the digital books as audio books.

- Besides these 53 books have been developed as audio books, 11 video programmes in Science, Business Studies and other subjects are available in sign language.

III. Digital initiatives for children with disabilities by NIOS:

- **NIOS** is using One DTH channel specifically for hearing impaired students in sign language.

- For visually and hearing-impaired students, study material has been developed in Digitally Accessible Information System (DAISY) and in sign language; both are available on NIOS website/ YouTube.

- 141 sign language videos for CWSN are uploaded on DIKSHA portal by NIOS. One hour programme in sign language for secondary and senior secondary level content of NIOS are being broadcast on PM e-Vidya channel 10, from September 1, 2020.

- Course material in 20 subjects at secondary level and 5 subjects at senior secondary level are uploaded on DIKSHA Portal by NIOS

- Guidelines for development of e-content for CWSN has been issued.

1.8. Initiatives for mental well-being and psychosocial support by DOSEL

I. MANODARPAN for psychosocial support

- The 'Manodarpan' initiative is included in the Atma Nirbhar Bharat Abhiyan, as a part of strengthening human capital and increasing productivity and efficient reform for the Education sector.

- **'MANODARPAN'** covers a wide range of activities to provide psychosocial support to students, teachers and families for Mental Health and Emotional Wellbeing during the COVID outbreak and beyond.

- A Working Group, having experts from the fields of education, mental health and psychosocial issues as its members, has been set up to monitor and promote the mental health issues and concerns of students and to facilitate providing of support to address the mental health and psychosocial aspects during and after COVID-19 lockdown, through counselling services, online resources and helpline.

- The aim of Manodarpan is to help students to live their lives happily, effectively and productively and become resilient over time with the help of life skills even in the face of challenges and roadblocks. Under the initiative, students from Schools/University/Colleges/Institutions of Higher Education are being covered.

- The following components are included in the Manodarpan initiative:

  o **Advisory Guidelines** for students, teachers and faculty of School systems and Universities along with families.

  o **Web page** on the Ministry of Education's website, which carries advisory, practical tips, posters, videos, dos and don'ts for psychosocial support, FAQs, and online query system.

  o **The webpage is available at:** https://manodarpan.education.gov.in

  o **National Toll-free Helpline** (8448440632) by the Ministry of Education for a country wide outreach to students from school, universities, and colleges. This unique helpline is managed by a pool of experienced counsellors/ Psychologists and other mental health professionals and will continue beyond the COVID-19 situation.

  o **Handbook on Psychosocial Support:** Enriching Life skills and Wellbeing of Students

  o **Webinars, audio-visual resources** including videos, posters, flyers, comics, and short films are also being uploaded as additional resource materials on the webpage. Crowd sourcing from students all over the country will be encouraged as peer support.

  o **National level database and directory of counsellors** at School and University level whose services can be offered voluntarily for Tele-Counselling Service on the National Helpline is being prepared.

  o **Interactive Online Chat Platform** for contact, counselling and guidance by psychologists and other mental health professionals is being developed for students, teachers, and families during COVID-19 and beyond is under preparation.

- A total of about 16673 calls for detailed counselling have been received on IVRS from 21st July 2020 to 9th June, 2021.

- In addition to the Manodarpan, the following activities have also been initiated for mental health and well-being of students:

  o International Adolescent summit on Life Skills, Health, Safety and Well-being was held on 18th December 2020. About 17000 students participated in the summit.

  o National Book Trust (NBT) has published a series of seven (07) booklets related to the psychological impact of the pandemic and how to cope with it.

- Psychological support is being provided by engaging counsellors to all the students of JNV and their parents for mental health and wellbeing through NVS toll free number 1800-180-7992.

- In JNVs, 200 teachers trained by NCERT on Guidance and Counselling are also engaged in providing counselling to students.
- CBSE vide Circular No. Acad-51/2020 dated July 22, 2020 has requested the heads of all its affiliated schools to disseminate information about this facility to students, parents and teachers.

II.   Mental health and well-being manual:

- This manual prepared by CBSE emphasizes the importance of Mental Health and Well Being and encapsulates the role of school, family and community while covering other significant aspects related to Health conditions, risk factors and challenges in adolescent period.
- There is a dedicated chapter on psychological support amidst COVID-19 covering Self Care, positivity, dealing with fear and anxiety, dealing with stigma, importance of social support and staying connected.
- This Manual is available at:https://cbse.nic.in/newsite/attach/CBSE%20MH%20Manual.pdf

III.   NCERT counselling services for school children:

- 'NCERT Counselling Services for School Children' was started in April 2020 on phone/email through its trained counsellors. This service is provided free of charge by about 270 counsellors across different regions of the country.
- Live interactive sessions 'SAHYOG: Guidance for Mental Well-Being of Children' are telecast to deal with providing guidance on handling stress and related concerns of students.
- These sessions are being held by school counsellors and Experts on SwayamPrabha channel daily from 5.00pm to 5.30pm. So far, 210 live interactive SAHYOG sessions (105 hours) have been transmitted on DTV-TV Channels.

IV.   Tele-counselling by CBSE related to pre-board exam, post-result period, and students of residential schools

- CBSE arranged pre-exam and during pandemic it also arranged post-result toll-free tele-counselling for its students in its 22nd edition.
- 75 counsellors and principals in India and 22 in other countries such as Japan, Oman, Saudi Arabia, Nepal, Kuwait provided voluntary service and continued to do so during the pandemic as well.
- CBSE also provided assistance and psychological counselling to 14000 students of boarding schools affiliated with the Board till 15th April 2020, by establishing contact with the residential schools and their school management. Tele-counselling numbers were informed to all schools and given to each child who had stayed back in hostel.
- Due to the corona pandemic, CBSE started an additional Toll-Free Tele Helpline on CORONA VIRUS safeguards for students as well as general public and provided guidance on preventive care and counselled them about their fears and concerns.
- The Board started IVRS facility on Toll free number to enable public to access information anytime, anywhere and even multiple times. The students/parents/stakeholders could listen to pre-recorded useful information on COVID-19.
- With a view to promote coping skills, Audio-visual presentations on issues affecting mental health during this crisis were available for masses on Aggression, Internet Addiction Disorder, Depression, Exam Anxiety, Substance Use Disorder, Life Skills on official YouTube and Face book handles of CBSE.

V.   Observation Of Mental Health Week (From 4th To 10th October 2020):

- The CBSE affiliated schools observed Mental Health Week from 4th to 10th October 2020 on the occasion of World Mental Health Day on 10th October, 2020.

- During the Mental Health Week, following competitions were organised by the schools in an online mode to create awareness on mental health and well-being amongst the students:
  - Story Telling by Teachers
  - Poster Making and Slogan Writing by Students
- 89228 students participated in poster making competition, 773080 students participated in slogan writing competition and 10,055 teachers participated in story telling competition.

VI. MENTAL HEALTH WEBINAR:

- International Adolescent summit on Life Skills, Health, Safety and Well-being was held on 18th December 2020. About 17000 students participated in the summit.
- A Webinar for students, teachers and parents was organised on "Dealing with Examination Stress and Anxiety" on 22nd February 2021.

VII. MID-DAY MEAL:

- The Central Government decided to provide Mid-Day Meal to meet the nutritional requirements of the eligible children under Mid-Day Meal Scheme to safeguard their immunity.

- The State Governments and Union Territories are advised to provide to every eligible child, hot cooked Mid-Day Meal or Food Security Allowance, consisting of quantity of the food grains as per entitlement of the child and cooking cost prevailing in the State, whichever is feasible, till such time their schools are closed due to Novel COVID-19 (Corona) Virus and during summer vacation in2020-21.

- The most suitable modalities in accordance with the prevailing circumstances for this purpose, are to be decided by the respective States and UTs. The ad-hoc grant released, and food grains already allocated to the States and UTs are to be utilized for this purpose. States and UTs have also been advised that all the precautionary measures to face the situation arising out of Novel COVID-19 (Corona) virus, as advised by the Central and State Governments are to be followed.

VIII. FOCUS ON FITNESS AND HEALTH

- CBSE partnered with FIT INDIA movement to engage students in various online live sessions of physical activities arranged for their physical wellbeing.

- Most of these live sessions were conducted by popular sportspersons of national and international repute to inspire children to inculcate a discipline of physical fitness even while confined to their homes during the lockdown.

- These videos can be accessed at: **Fit India Movement You Tube Channel.**

- CBSE also introduced a new subject at secondary level in class IX from the present academic session viz. Physical Activity Trainer.

- Sports teachers of all 645 JNVs conduct live sessions and regularly give exercises and practice schedule to students for their fitness.

- In KVS, online sessions on fitness training and Yoga were conducted to instill the importance of physical fitness in students.

- Students of Kendriya Vidyalayas actively participated in all the online activities under FIT India programme viz -Quiz, Freedom run, Plogging etc.

IX. SENSITIZATION PROGRAMME(S) FOR PARENTS AND TEACHERS:

- CBSE conducted multiple Sensitization Programme(s) for parents and teachers on the need for ensuring continuous learning and skill promotion for their child/wards/students during this period.

- Awareness programme were conducted for Principals, teachers, and members of School Management on the new subject introduced by CBSE at secondary level (in class IX) viz. Physical Activity Trainer on 19th August 2020.

- Sensitization Programme on 'Importance of Physical Fitness in a student's life' with Mr. Pulela Gopichand was conducted on 4th September 2020.

- Second sensitization programme on 'Importance of Physical Fitness in a student's life' is scheduled on 30th October 2020 with Arjuna Awardee Table Tennis player, Ms. Monalisa Barua.

1.9. Alignment of Samagra Shiksha to NEP, 2020, and focus on Access, Teacher Training, TLM, Learning Outcomes, OOSC, etc.

The Department of School Education & Literacy launched an Integrated centrally sponsored scheme Scheme for School Education, Samagra Shiksha in 2018 by subsuming the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. The thrust of the Scheme is to support States and UTs to improve the quality of school education across all levels. The Scheme is in accordance with Sustainable Development Goal for Education (SDG-4) and has now been aligned with the National Education Policy (NEP) 2020 in order to ensure inclusive and equitable, quality and holistic school education. Further, there will be greater emphasis on equity and inclusiveness for areas with significant population of Socially & Economically Disadvantaged Groups, such as SC, ST, Minorities and Inclusive education for Divyang Children.

The major recommendations of NEP which are included in revamped Samagra Shiksha are as follows:

- Emphasis on Foundational Literacy and Numeracy

- Provision for Holistic Progress Card (HPC),

- Introduction of tracking of learning outcomes as well as transition of children,

- Induction of qualified counsellors at secondary and senior secondary level in a phased manner,

- Provision of Language Teachers for non-Hindi speaking states

- Provision of Capacity building of teachers (50 hrs CPD),

- Provision for Bagless days and internships,

- Support for OOSC in age group of 16- 19 years,

- Provision for Activities of PARAKH,

- Provision for Separate stipend for CWSN girl child.

- Provision for identification of CWSN and Resource Centre at block level,

- Expansion of schooling facilities including Residential Hostels, KGBVs etc.,

- Provision for Hub and Spoke model in vocational education,

- Provision for Smart classroom and support for DIKSHA,

- Support for Assessment Cells in SCERT etc.

2. SUMMARY OF INTERVENTIONS BY STATEs & UTs

The following chapters document state/UT-wise interventions undertaken as a part of the overall COVID-19 response by the school education sector. As maybe seen, every state has addressed the issue of reaching the last child in the last mile in its own innovative fashion, borne out of the local context and requirements. Below are tabular summaries of some of the major steps taken/activities undertaken by the states/UTs. The following chapters may be seen for details on individual state's/UT's COVID response. **These have been compiled based on the reports submitted by the states/UTs to DoSEL.**
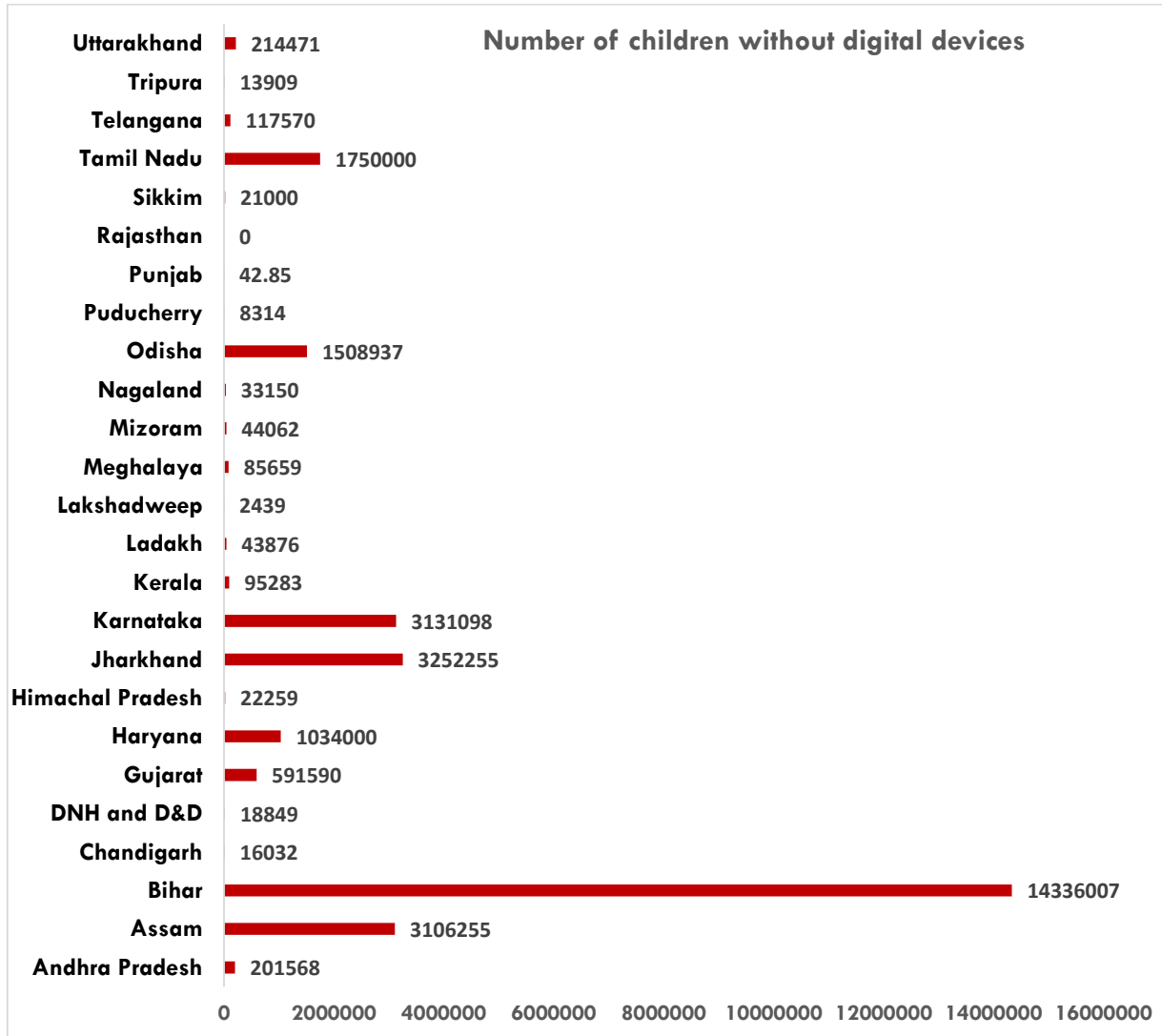
2.1. Survey of Digital Devices

States and UT Governments were requested to carry out surveys of children to ascertain those without digital devices. The information furnished by states/UTs so far (as on 30.6.21) is as follows:

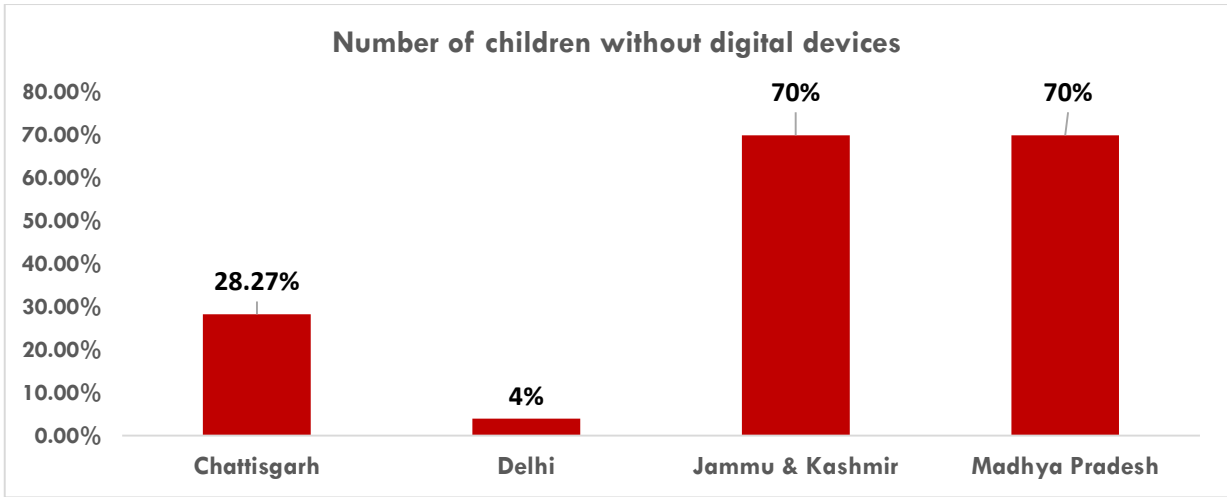| S. No.	State/UT	Number of children without digital devices
1.	A & N Islands	N-A
2.	Andhra Pradesh	201568
3.	Arunachal Pradesh	N-A
4.	Assam	3106255
5.	Bihar	14336007
6.	Chandigarh	16032
7.	Chhattisgarh	28.27%
8.	DNH and D&D	18849
9.	Delhi	4%
10.	Goa	N-A
11.	Gujarat	591590
12.	Haryana	1034000
13.	Himachal Pradesh	22259
14.	Jammu & Kashmir	70%
15.	Jharkhand	3252255
16.	Karnataka	3131098
17.	Kerala	95283
18.	Ladakh	43876
19.	Lakshadweep	2439
20.	Madhya Pradesh	70%
21.	Maharashtra	N-A
22.	Manipur	N-A
23.	Meghalaya	85659
24.	Mizoram	44062
25.	Nagaland	33150
26.	Odisha	1508937
27.	Puducherry	8314
28.	Punjab	42.85
29.	Rajasthan	0
30.	Sikkim	21000
31.	Tamil Nadu	1750000
32.	Telangana	117570

33.	Tripura	13909
34.	Uttar Pradesh	N-A
35.	Uttarakhand	214471
36.	West Bengal	Survey is in Progress

25 States/UTs reported in absolute numbers

Number of children without digital devices

Uttarakhand 214471
Tripura 13909
Telangana 117570
Tamil Nadu 1750000
Sikkim 21000
Rajasthan 0
Punjab 42.85
Puducherry 8314
Odisha 1508937
Nagaland 33150
Mizoram 44062
Meghalaya 85659
Lakshadweep 2439
Ladakh 43876
Kerala 95283
Karnataka 3131098
Jharkhand 3252255
Himachal Pradesh 22259
Haryana 1034000
Gujarat 591590
DNH and D&D 18849
Chandigarh 16032
Bihar 14336007
Assam 3106255
Andhra Pradesh 201568

4 States/UTs reported values in percentage.
For rest 7 States/UTs data is not available

Number of children without digital devices

State	Percentage
Chattisgarh	28.27%
Delhi	4%
Jammu & Kashmir	70%
Madhya Pradesh	70%

2.2. Status of energized textbooks on DIKSHA

The Energized Textbooks or ETBs have proven to be the most popular online resource that can be downloaded and seen offline too. ETBs are textbooks with QR codes containing relevant e-content tagged to every chapter/topic of the textbook. Following is the status of ETBs on 30.6.21.

States / UT	No. of mediums	Total prescribed textbooks	No. of textbooks energized	% Energised
A & N Islands	2	180	139	77.22%
Andhra Pradesh	5	450	136	30.22%
Arunachal Pradesh	2	180	84	46.67%
Assam	4	360	155	43.06%
Bihar	2	180	128	71.11%
Chandigarh	2	190	190	100.00%
Chhattisgarh	1	100	68	68.00%
Daman Dadra & Nagar haveli	1	100		0.00%
Delhi	2	224	224	100.00%
Goa	4	360	67	18.61%
Gujarat	3	270	132	48.89%
Haryana	2	197	197	100.00%
Himachal Pradesh	2	286	286	100.00%
Jammu & Kashmir	1	100	72	72.00%
Jharkhand	2	180	167	92.78%
Karnataka	6	540	452	83.70%
Kerala	5	450	392	87.11%
Ladakh (Using J&K books)	1	100	72	72.00%
Lakshadweep	1	100		0.00%
Madhya Pradesh	3	270	229	84.81%
Maharashtra	6	855	855	100.00%
Manipur	2	180	73	40.56%
Meghalaya	2	180	54	30.00%
Mizoram	2	180	18	10.00%
Nagaland	1	100	20	20.00%
Odisha	3	270	168	62.22%
Puducherry	2	180		0.00%
Punjab	3	270	260	96.30%
Rajasthan	2	227	227	100.00%
Sikkim	2	180	116	64.44%
Tamil Nadu	2	450	450	100.00%
Telangana	3	270	67	24.81%
Tripura	2	180	33	18.33%
Uttar Pradesh	2	303	303	100.00%
Uttarakhand	2	180	72	40.00%
West Bengal	3	270		0.00%
TOTAL		**9092**	**5906**	**65%**

2.3. Status of NISHTHA

NISHTHA began as a face-to-face training programme for teachers. However, in the wake of the pandemic, NISHTHA was transformed into online modules on DIKSHA. The first set of 18 online modules for elementary teachers, of 4-5 hours length each, was rolled out in October 2020. Almost all elementary teachers of all states have completed these modules as on 30.6.21.

S. No.	State/UT	Number of teachers completed NISHTHA offline (Face- to face)	Number of teachers completed NISHTHA Online	Total
1.	Andhra Pradesh	0	94043	94043
2.	Andaman & Nicobar Islands	2962	3979	6941
3.	Arunachal Pradesh	7274	5736	13010
4.	Assam	146889	2227	149116
5.	Bihar	109369	288917	398286
6.	Chandigarh	3549	4018	7567
7.	Chhattisgarh	600	111936	112536
8.	DD & DNH	1584	1854	3438
9.	Delhi	476	24156	24632
10.	Goa	12015	2804	14819
11.	Gujarat	2128	108131	110259
12.	Haryana	88716	63239	151955
13.	Himachal Pradesh	36655	12017	48669
14.	Jammu & Kashmir	32652	92644	125296
15.	Jharkhand	323	88519	88842
16.	Karnataka	60423	145774	206197
17.	Kerala	1454	0	1454
18.	Ladakh	0	4514	4514
19.	Lakshadweep	726	0	726
20.	Madhya Pradesh	498	261996	262494
21.	Manipur	246914	11053	257967
22.	Meghalaya	2812	20475	23287
23.	Maharashtra	3928	23857	27785
24.	Mizoram	6522	2607	9129
25.	Nagaland	15272	1327	16599
26.	Odisha	1830	174197	176027
27.	Puducherry	2825	3611	6436
28.	Punjab	509	614	1123
29.	Rajasthan	258469	173259	431728
30.	Sikkim	4559	0	4559
31.	Tamil Nadu	138425	0	138425
32.	Telangana	96087	0	96087
33.	Tripura	23775	11492	35267
34.	Uttar Pradesh	383119	525911	909030
35.	Uttarakhand	29729	689	30418
36.	West Bengal	0	0	0
	Total	1723068	2265596	3988661

2.4. Summary of State Initiatives for Children Without Access to Devices

A & N Islands :

- Doorstep delivery of textbooks
- Worksheets/ workbooks
- Gram Panchayat/community support for access to TV/radio/digital devices
- IVRS/Tele helpline
- Home visits for CWSN
- Training parents to support children's' learning
- Other interventions
-

Andhra Pradesh :

- Home visits by teachers
- Alternative Academic calendar
- Bridge Courses
- IVRS/Tele helpline
- Home visits for CWSN
- Outreach for KGBV students
- Library books
- Training parents to support children's' learning
- Other interventions

Arunachal Pradesh :

- Alternative Academic calendar
- Worksheets/ workbooks
- Training parents to support children's' learning
- Other interventions

Assam :

- Home visits by teachers
- Home visits by volunteers
- Mohalla/open air classes
- IVRS/Tele helpline

- **Other interventions**

Bihar:

- **Doorstep delivery of textbooks**
- **Home visits by volunteers**
- **Worksheets/ workbooks**
- **Bridge Courses**
- **Mobile school**
- **Mohalla/open air classes**
- **Gram Panchayat/community support for access to TV/radio/digital devices**
- **Library books**
- **Training parents to support children's' learning**
- **Other interventions**

Chandigarh :

- **Home visits by teachers**
- **Doorstep delivery of textbooks**
- **Alternative Academic calendar**
- **Worksheets/ workbooks**
- **IVRS/Tele helpline**
- **Training parents to support children's' learning**
- **Other interventions**

Chhattisgarh:

- **Home visits by teachers**
- **Home visits by volunteers**
- **Worksheets/ workbooks**
- **Mobile school**
- **Mohalla/open air classes**
- **Gram Panchayat/community support for access to TV/radio/digital devices**
- **Library books**
- **Training parents to support children's' learning**
- **Other interventions**

DNH and D&D:

- **Home visits by teachers**
- **Doorstep delivery of textbooks**

- **Home visits by volunteers**
- **Alternative Academic calendar**
- **Worksheets/ workbooks**
- **Mohalla/open air classes**
- **Training parents to support children's' learning**
- **Other interventions**

Delhi:

- **Alternative Academic calendar**
- **Worksheets/ workbooks**
- **Home visits for CWSN**
- **Training parents to support children's' learning**
- **Other interventions**

Goa:

- **Worksheets/ workbooks**
- **Other interventions**

Gujarat:

- **Doorstep delivery of textbooks**
- **Worksheets/ workbooks**
- **Bridge Courses**
- **Mohalla/open air classes**
- **Gram Panchayat/community support for access to TV/radio/digital devices**
- **IVRS/Tele helpline**
- **Home visits for CWSN**
- **Outreach for KGBV students**
- **Training parents to support children's' learning**
- **Other interventions**

Haryana:

- **Home visits by teachers**
- **Home visits by volunteers**
- **Other interventions**

Himachal Pradesh:

- **Home visits by teachers**

- Doorstep delivery of textbooks
- Home visits by volunteers
- Worksheets/ workbooks
- Bridge Courses
- Mobile school
- Mohalla/open air classes
- Outreach for KGBV students
- Training parents to support children's' learning
- Other interventions

Jammu & Kashmir:

- Home visits by teachers
- Doorstep delivery of textbooks
- Mohalla/open air classes
- Outreach for KGBV students
- Other interventions

Jharkhand:

- Home visits by teachers
- Doorstep delivery of textbooks
- Mohalla/open air classes
- Peer/buddy support
- Gram Panchayat/community support for access to TV/radio/digital devices
- Outreach for KGBV students
- Training parents to support children's' learning
- Other interventions

Karnataka :

- Home visits by teachers
- Doorstep delivery of textbooks
- Alternative Academic calendar
- Worksheets/ workbooks
- Bridge Courses
- Mobile school
- Mohalla/open air classes
- Outreach for KGBV students
- Library books
- Other interventions

Kerala:

- Bridge Courses
- Mobile school
- Mohalla/open air classes
- Gram Panchayat/community support for access to TV/radio/digital devices
- Library books
- Training parents to support children's' learning
- Other interventions

Ladakh:

- Doorstep delivery of textbooks
- Mohalla/open air classes
- IVRS/Tele helpline
- Outreach for KGBV students
- Training parents to support children's' learning
- Other interventions

Lakshadeep:

- Home visits by teachers
- Worksheets/ workbooks
- Training parents to support children's' learning
- Other interventions

Madhya Pradesh:

- **Home visits by teachers**
- **Worksheets/ workbooks**
- **Mohalla/open air classes**
- **Gram Panchayat/community support for access to TV/radio/digital devices**
- **Outreach for KGBV students**
- **Training parents to support children's' learning**
- **Other interventions**

Maharashtra:

- **Home visits by teachers**
- **Doorstep delivery of textbooks**
- **Home visits by volunteers**
- **Worksheets/ workbooks**
- **Mobile school**
- **Mohalla/open air classes**
- **Gram Panchayat/community support for access to TV/radio/digital devices**
- **Training parents to support children's' learning**
- **Other interventions**

Manipur:

- **Doorstep delivery of textbooks**
- **Alternative Academic calendar**
- **Bridge Courses**
- **Training parents to support children's' learning**
- **Other interventions**

Meghalaya :

- **Home visits by teachers**
- **Training parents to support children's' learning**
- **Other interventions**

Mizoram:

- **Home visits by teachers**
- **Alternative Academic calendar**
- **Worksheets/ workbooks**

- Bridge Courses
- Peer/buddy support
- Outreach for KGBV students
- Training parents to support children's' learning
- Other interventions

Nagaland:

- Home visits by teachers
- Worksheets/ workbooks
- Peer/buddy support
- Gram Panchayat/community support for access to TV/radio/digital devices
- Training parents to support children's' learning
- Other interventions

Odisha:

- Home visits by teachers
- Doorstep delivery of textbooks
- Home visits by volunteers
- Alternative Academic calendar
- Worksheets/ workbooks
- Bridge Courses
- Mobile school
- Mohalla/open air classes
- Peer/buddy support
- Gram Panchayat/community support for access to TV/radio/digital devices
- Home visits for CWSN
- Training parents to support children's' learning
- Other interventions

Puducherry:

- Mohalla/open air classes
- Peer/buddy support
- Gram Panchayat/community support for access to TV/radio/digital devices
- Training parents to support children's' learning
- Other interventions

Punjab:

- Peer/buddy support
- Gram Panchayat/community support for access to TV/radio/digital devices
- Outreach for KGBV students
- Training parents to support children's' learning
- Other interventions

Rajasthan:

- Home visits by teachers
- Doorstep delivery of textbooks
- Worksheets/ workbooks
- Mobile school
- Peer/buddy support
- Gram Panchayat/community support for access to TV/radio/digital devices
- Outreach for KGBV students
- Training parents to support children's' learning
- Other interventions

Sikkim:

- Home visits by teachers
- Gram Panchayat/community support for access to TV/radio/digital devices
- Other interventions

Tamil Nadu:

- Doorstep delivery of textbooks
- Home visits by volunteers
- Worksheets/ workbooks
- Bridge Courses
- Outreach for KGBV students
- Other interventions

Telangana:

- **Home visits by teachers**
- **Home visits by volunteers**
- **Alternative Academic calendar**
- **Worksheets/ workbooks**
- **Peer/buddy support**
- **Gram Panchayat/community support for access to TV/radio/digital devices**
- **Outreach for KGBV students**
- **Training parents to support children's' learning**
- **Other interventions**

Tripura:

- **Mohalla/open air classes**
- **Peer/buddy support**
- **IVRS/Tele helpline**
- **Training parents to support children's' learning**
- **Other interventions**

Uttar Pradesh:

- **Home visits by teachers**
- **Doorstep delivery of textbooks**
- **Worksheets/ workbooks**
- **Mobile school**
- **Mohalla/open air classes**
- **Peer/buddy support**
- **Gram Panchayat/community support for access to TV/radio/digital devices**
- **Outreach for KGBV students**
- **Training parents to support children's' learning**
- **Other interventions**

Uttarakhand:

- **Home visits by teachers**
- **Home visits by volunteers**
- **Worksheets/ workbooks**

- Bridge Courses
- Mohalla/open air classes
- Gram Panchayat/community support for access to TV/radio/digital devices
- Outreach for KGBV students
- Library books
- Training parents to support children's' learning
- Other interventions

West Bengal:

- Doorstep delivery of textbooks
- Mobile school
- Peer/buddy support
- Gram Panchayat/community support for access to TV/radio/digital devices
- Home visits for CWSN
- Training parents to support children's' learning
- Other interventions

* As per information received from States/UTs for covid documentation and information available in India Digital Report.

S.No.	State/UT	INFORMATION REGARDING DEVICES DISTRIBUTED								
		STUDENTS				TEACHERS/CRCs/BRCs				Remarks
		No. of devices distributed to students	No. of laptops distributed to students	No. of tablets distributed to students	No. of mobile phones distributed to students	No. of devices distributed to teachers	No. of laptops distributed to teachers	No. of tablets distributed to teachers	No. of mobile phones distributed to teachers	Regarding digital device approvals/proposals
1	Andaman Nicobar Islands	NIL	-	-	-	NIL	-	-	-	
2	Andhra Pradesh	21120	2850	18270		NIL		-		Planning to give 44032 elementary and 5133 secondary schools with laptops/tablets. 445 tablets for teachers are approved to elementary schools under PAB ICT component for 2019-20.
3	Arunachal Pradesh	NIL	-	-	-	NIL	-	-	-	
4	Assam	NIL	-	-	-	NIL	-	-	-	
5	Bihar	42			42	NIL	-	-	-	Planned to provide tablets to 250 schools for 60 studentsper school.
6	Chandigarh	NIL	-	-	-	90		90		Proposal in AWP&B 2021-22 for providing smartphones to 3200 students (Class 8-10)
7	Chhattisgarh	NIL	-	-	-	2663	-	2663	-	
8	DNH & Daman & Diu	NIL	-	-	-	73				
9	Delhi	14515		14515		Yes	-	-	-	Tablets have been provided to all regular/guests teachers of Directorate of Education
10	Goa	2170		2167	3	14				
11	Gujarat	11200				40000		40000		
12	Haryana	NIL	-	-	-	1487	1487			One tablet/school for 14355 schools approved in PAB
13	Himachal Pradesh	NIL	-	-	-	NIL	-	-	-	
14	Jammu and Kashmir	NIL	-	-	-	1800		1800		Planned to give digital

No	State									Remarks
										devices to 37800 students (class 6-8)
15	Jharkhand	NIL	-	-	-	Yes				Tablets have been provided to schools and CRCs in 2018-19
16	Karnataka	NIL	-	-	-	NIL	-	-	-	
17	Kerala	NIL	-	-	-	NIL	-	-	-	
18	Ladakh	NIL	-	-	-	NIL	-	-	-	
19	Lakshadweep	1968	-	1968	-	NIL	-	-	-	
20	Madhya Pradesh	NIL	-	-	-	NIL	-	-	-	
21	Maharashtra	718094		-		NIL	-	-	-	-
22	Manipur	NIL	-	-	-	NIL	-	-	-	
23	Meghalaya	100000		-		NIL	-	-	-	Planned to give digital devices to 25989 students of class 11
24	Mizoram	NIL	-	-	-	NIL	-	-	-	
25	Nagaland	1153		1153		NIL	-	-	-	
26	Odisha	NIL	-	-	-	5900				
27	Puducherry	NIL	-	-	-	NIL	-	-	-	
28	Punjab	175433	-	-	175433	3502		3502		214714 smart phones will be provided to class 12 students.
29	Rajasthan	261188		-		10678		-		Planned to provide digital device to 28000 students in 2021-22
30	Sikkim	NIL	-	-	-	86	86	-	-	
31	Tamil Nadu	2469278	2469278	-	-	27279	27279	-	-	
32	Telangana	NIL	-	-	-	NIL	-	-	-	
33	Tripura	274	-	274	-	400	400	-	-	Planned to give 100 I-pad to 10th and 12th class students
34	Uttar Pradesh	NIL	-	-	-	NIL	-	-	-	Approvals under NR grant, tablets will be provided to all Head teachers and BRCs in 2021-22
35	Uttarakhand	NIL	-	-	-	Yes	-	-	-	8827 e-books proposed to be given to class 6 students and 26329 ebooks for class 9 & 11. Desktops given to BRCs
36	West Bengal	852776				NIL			-	
	TOTAL	**4629211**				**93972**				

2.6 Summary of States/UTs for DIGITAL interventions

In June 2020, when it was decided to document state/UT interventions for children with devices, the picture was completely different from what it is now. To give an idea of the progress that has happened in the period since then, the status as on June 2020 is first represented below:

	Activities	Andaman	Andhra	Arunachal	Assam	Bihar	Chandigarh	Chhattisgarh	Dadra & Nagar Haveli + Daman	Delhi	Goa	Gujarat	Haryana	Himachal	Jammu	Jharkhand	Karnataka	Kerala	Ladakh	Lakshadweep	Madhya Pradesh	Maharashtra	Manipur	Mizoram	Meghalaya	Nagaland	Odisha	Puducherry	Punjab	Rajasthan	Sikkim	Tamil	Telangana	Tripura	Uttar	Uttarakhand	West
1.	Smart Classroom	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2.	ICT Labs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
3.	E-content repository	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
4.	E-Books	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
5.	Offline books Text Books	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
6.	Interactive Resources Online	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
7.	Educational TV	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

#		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
8.	Educational Radio channel	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
9.	WebTV Channels	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
10.	E-Learning Portal	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
11.	Computer Based Learning	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
12.	Mobile Application	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
13.	Initiatives for CwSN	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
14.	Online orientation for parents	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
15.	Online Assessments	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
16.	Online Teacher Training	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
17.	Online Psychological support to students	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
18.	Initiatives forstudents without device	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

ANDAMAN & NICOBAR ISLANDS

Data as per UDISE 2019-2020

Number of students

68127

Number of teachers

5342

Number of schools

418
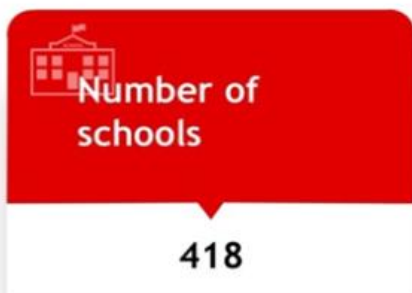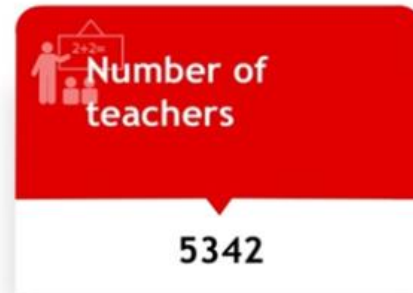
To contain the spread of COVID-19, classes I to III and IV to XII were suspended with effect from13/03/2020 and 16/03/2020 respectively. Summer vacation was announced from 18/05/20 till 16/07/20. Students in the school hostels returned to their home districts by 20/03/2020. Exams were conducted before lockdown. Results were declared for classes I to IX & XI as per the direction of CBSE. There is an unprecedented challenge of keeping the students meaningfully engaged in academic learning through alternative means. This has also allowed exploring the use of IT-based platforms and other means of communication for providing useful learning content to the students at their homes.

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

For mainstreaming out-of-school children, letters have been issued by the SMSA to schools. After identification, all accessory study materials and assistance would be provided as per the requirement. Steps will be taken to give appropriate counseling to both parents and students to make it a regular habit to come to schools and complete their studies without break. SMDC and SMC have also been requested to take note of the issue and guide the parents accordingly

SURVEY OF DIGITAL DEVICES

- Details not reported.

- Some of the students without devices were identified and the Department of Education A&N Administration took the initiative to help them with the contents available and provided teaching-learning materials. Guidelines were given to them on how to cope-up with their studies during the pandemic period at a zonal level which turned out as a source of great help and relief.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I.   Textbooks

- Doorstep delivery at households of a new textbook for the academic session 2020-21for over 30000 students in remote islands was undertaken.New books were introduced in Andaman & Nicobar Islands for the first time which includes Pre-school books for pre-primary, supplementary practice workbooks for elementary classes I to VIII.

II.   Digital content prepared and made available offline

- Services of teachers were utilized to develop digital content for classes II to XII for all subjects and to develop a digital educational repository.

- Offline transfer of digital contents through Common Service Centre, Pen drives, CDs, SHAREit app, etc.

- Students' queries/doubts were solved by teachers on All India Radio every Saturday from 9 - 10 am.

III.   Support to district level

- In all the 03 districts of A &N Islands, places without access were assisted through study materials, supplementary texts to assist the parents and students to continue their studies and not feel depressed or neglected.

- Virtual classes, smart classes were arranged through Doordarshan, Cable TV network, and All India

Radio for Class II to XII and along with repeat telecast/broadcast.

IV.   Support from schools

- Head of the Schools and teachers prepared learning contents, study materials, and materials that were provided to the students who did not have access to devices through their parents.
- School Management Committee and School Management and Development Committee assisted the parents of such students with adequate assistance for teaching and learning during the crucial period of the Covid-19 pandemic.

V.   Mid-Day Meal

- Distribution of raw rice (food grain) for the entire period of school closure and summer vacation at the doorstep of the eligible students since delivery of cooked meals is not feasible in remote islands.
  - Per student distribution for primary class – 10.6 kg raw rice
  - Per student distribution for Upper Primary class – 15.9 kg raw rice
- Food Security Allowance transferred to the bank accounts of students. Per student distribution of Food Security Allowance for Primary class is as follows:
  - Rs. 520.45 of Central Assistance share.
  - Rs. 1230.00 of Cooking Cost and Supplementary Nutrition support from UT share
- Per student distribution of Food Security Allowance for Upper primary class:
  - Rs. 780.08 of Central Assistance share.
  - Rs. 1230.00 of cooking cost and Supplementary Nutrition support from UT share.

VI.   Mental health

- Teachers gave counseling to the students during tele education classes. Zonal Offices also helped parents and students to overcome the mental well-being issues arising out of COVID-19.

VII.   Efforts made at the state level for teaching and learning of children – TV and Radio

- As per the direction of the Ministry of Education and CBSE, to mitigate the anxiety of the students and other stakeholders, the Department of Education, Andaman, and Nicobar Administration has taken many initiatives during the prevailing extraordinary circumstances of Covid-19.
- The Department of Education, Andaman, and Nicobar Islands had taken proactive steps to ensure that the school children do not lose any opportunity of learning due to the closure of schools during the pandemic.
- To facilitate the students with learning activity during the lock-down period the Directorate of Education had initiated an alternative method to provide learning contents to the students of Class II to XII at their home through local Doordarshan Channel, Cable Network, and All India Radio, Port Blair

INTERVENTIONS FOR STUDENTS WITH DEVICES

I.   Digital Learning for students through Tele-classes: Doordarshan Local Broadcast

This is a joint initiative by the Department of Education in collaboration with the Doordarshan, Port Blair to start the broadcast of pre-recorded tele classes for the students of Class X and XII through the Islands from 20thApril 2020. The key highlight of these tele-classes is as follows:

- One-hour slot daily (5.15 pm to 6.15 pm) except on Saturdays and Sundays. Later the time was changed from 4.00 pm to 4.15pm.

- Covered the subjects for Classes X and XII only.

- English, Maths, Science, and Social Science for Class X were taught.

- English, Physics, Accountancy, Geography, Chemistry, Economics, Mathematics, Business Studies, and Biology subjects were covered for Class XII.

- Followed the syllabus as prescribed by NCERT.

- Classes taught using various teaching aids including PowerPoint and other digital tools.

- Telecast covered the length and breadth of the Andaman and Nicobar Islands.
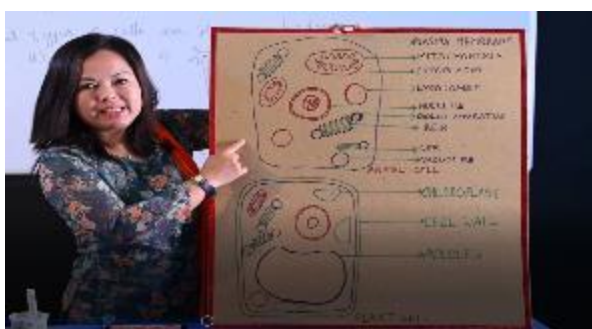
II. Tele-Classes on Local Cable TV Network

The Department of Education had also initiated necessary steps to telecast the pre-recorded digital classes through the Local Cable TV Network for the students of Class VIII to XII. The telecast of classes on local cable TV channels started from 16th April onwards. The details are as follows:

- Initially, 02 hours slot (10 am to 12 Noon) was provided in the channel for the telecast of content, which was later increased to 03 hours (10am to 01 pm) from May 1st onwards.

- Repeat telecast of the same contents are shown in the evening.

- Covered the contents for Class VIII to XII.

- Recording of classes made on HD Quality video using good quality cameras and professional videographers.

- Teachers use various teaching aids including PowerPoint and other digital tools.

- The reach of this telecast is the entire South Andaman District. A copy of the classes is made available to other places also.

- Major subjects from every class are covered by making a balanced telecast schedule.

- Students are provided with Phone Numbers and email IDs to ask queries regarding the topics being taught.

III.   Alternative learning through Radio Classes

An alternative learning method has been started for the Primary and Upper Primary classes (Class II to VII) through the audio classes on All India Radio, Port Blair. Initially, only Classes V to VII were covered in this program but later other Primary Classes (II to IV) were also added. The details of this are mentioned below:

- The broadcast of radio classes for V to VII started from 21st April 2020, later for Class II to IV was also added from 11th May 2020.

- One hour slot (9am to 10am) every day except Sundays is provided to broadcast classes.

- Initially relayed only on AM 684 kHz, and later was also broadcasted through the local FM channel 100.9, which covered the entire South Andaman District.

- All the major subjects like English, Hindi, EVS, Social, and Science are covered by the teachers.

- Special efforts are made by the teachers to develop the contents for the easy and better understanding of students in Primary Classes.

- Doubt clearing session every Saturday.

- Special feature "Kitabon Se Parey Ki RochakDuniya" which covers various topics like GK, Scientific facts, Moral Education, Computer Knowledge, etc.has been introduced every Saturday.

IV.   Online videos on YouTube Channels

- The videos recorded for the tele-classes are also uploaded on the YouTube channel "An Education Dept. Andaman".

- The students who have missed any classes on Television or wanted to see the classes again will have an opportunity to view such videos online sitting at their home.

- More than 50 videos have been uploaded on various subjects.

- Good response from the students has been received and has received good views.
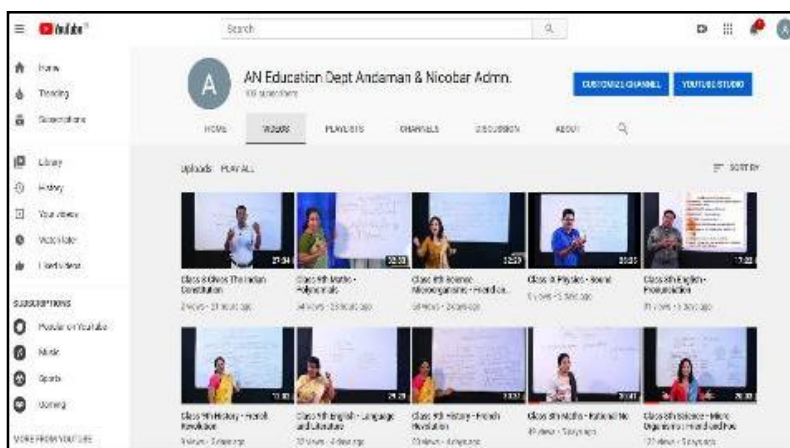
V.   Repository of Digital content

- Considering the demand by the Parents for the video and audio content, the Department has made a repository of the contents which will be provided to the needy students and parents through Common Service Centres (CSCs).

- Digital content is stored in the State Data Centre servers and made available to the public through CSCs.

- Planning to develop a Digital Library of the contents in coordination with the State Institute of Education.

- Starting from 16th April 2020 to 16th February 2021 ten months completed providing these services

successfully and is still in progress.

VI. WhatsApp and other social media platforms

- Groups of schools, teachers, parents, and students were formed.
- These groups formed were of immense help to students, parents, school authorities, and the public to seek timely information regarding the pandemic period and the efforts to be put forward in such situations, monitoring at different levels, and counseling regarding the pandemic situation.

TEACHERS/CAPACITY-BUILDING

- Teachers have imparted capacity-building training by the NISHTHA programme to augment their knowledge and prepare themselves to face any situation boldly by following the SOP Guidelines issued during the Covid-19. NISHTHA was found useful and productive.
  - o More than 2000 teachers (50% of teaching fraternity) and staff of Andaman Administration were engaged as Corona Warriors at a different destination of these far-flung Islands.
  - o Response of teachers throughout the pandemic period deserves appreciation and it was a proud moment for being awarded the LG's commendation certificate to all the teachers engaged in Tele-classes, Cable Network and All India Radio's initiative taken by the State Institute of Education wing of the Department of Education, Andaman, and Nicobar Administration.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Girl child also given equal importance in all field of education. They were also provided with the required textbooks, ration materials at their door steps and other necessary guidance and support time to time by the Education Department.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- During the lockdown phase of COVID, PSRTs, BRPs (CWSN), and SETs visited the house of CWSN students.
- They made the parents and students aware of the guidelines given by the administration and gave home assistance to CWSN students.
- The special teachers took classes online. They also provided teaching material at their doorsteps.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS AND STUDENTS LIVING IN REMOTE AREAS.

- Both Govt. and private authorities through NGOs have distributed groceries and eatables to the weaker and disadvantaged group.
- Students of remote areas were provided textbooks and supplementary books by the SMSA Education Department at their doorsteps.
- Textbooks and uniforms were distributed for more than 30000 students residing in remote islands at their door steps. They were also provided with new textbooks for the academic session 2020-21. New books introduced in A & N Islands for the first time- Pre-school books for pre-primary, supplementary practice workbooks for Elementary Classes 1 to 8. Offline transfer of digital content

through common service centre, pen drives, CDs, SHARE it app etc.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- Parents of students were provided with necessary guidance by the Heads of the Institutions as and when required.

- Parents also were made aware of the seriousness of the situation and urged them to co-operate with the school authorities for self-safety and safety of health of everyone.

OTHER INITIATIVES

- The role played by CBSE, KVs, JNV, and NIOS was very crucial. Keeping in view the safety and health of students, teachers, and other stakeholders, many SOPs were issued in the public interest which was of great support to the UTs administration.

Free textbook distribution

Digital classes through the local TV network

Raw rice distribution under MDM Scheme

Distribution of Free textbook and raw rice
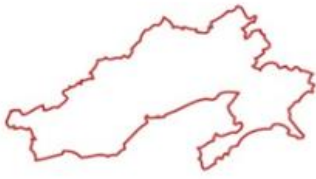
ANDHRA PRADESH

Data as per UDISE 2019-2020

Number of students
8136933

Number of teachers
315843

Number of schools
63824

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

The AP Samagra Shiksha adopted the following alternative ways for mainstreaming the Out of School Children.

I. Direct Enrollment Drive:
- The Out of School Children are identified through special drive every year and directly admitted into KGBVs, Bhavita Centers, Residential Schools, and other Government Schools as per their age-appropriate classes.
- 17206 children were identified for Direct Enrollment for the year 2021-22. After re-opening of Schools, the enrollment drive commences.

II. Non-Residential Special Training Centers (NRSTCs):
- The children who are never enrolled or dropped out from school for 3 months to one and half years are eligible for this training.
- 9359 children were identified for providing Special Training in Non-Residential mode through 468

Centers (NRSTCs).

- After re-opening of the Schools, the said Centers will start functioning as usual.

III.   Residential Special Training Centers (RSTCs):
- The children residing on Hill tops/agency tracks/sparsely populated areas/spent more than one and half years Out of School/never Enrolled - were given Special Training under RSTCs.
- 9001 children were identified for providing Special Training through 180 Residential Special Training Centers (RSTCs).
- After re-opening of the Schools, the said Centers will start functioning as usual.

IV.   Seasonal Hostels (SHs):
- In addition to the Out of School Children, the AP Samagra Shiksha identified children whose parents are likely to migrate to other places in search of seasonal work. Seasonal Hostels were opened to provide education for the children of migrant parents.
- 30396 children of migrant laborers were identified to provide Special Training through 608 Seasonal Hostels in the State of A.P for the year 2021-22.
- After re-opening of the Schools, the said Centers will start functioning as usual.

V.   Urban Residential Schools (URSs) / Urban Residential Hostels (URHs):
- The URSs / URHs were established for a specific category of Urban Deprived Children such as Orphans, ragpickers, Semi-orphans, Beggars, Children of HIV affected parents, children of Sex workers, children from broken families, etc.
- AP Samagra Shiksha is providing all facilities like accommodation, food, cosmetics, stipend, etc., to these deprived children.
- There are 3 Urban Residential Schools and 14 Urban Residential Hostels with the capacity of accommodating 2450 children in the State.
- 1343 children were enrolled in the URHs/URSs for the year 2021-22.
- The instructions were issued to the districts to run the URHs / URSs Centers for Homeless children during the COVID period.

VI.   SIOS / NIOS (Open Schooling Children):
- Identified the children who are admitted under NIOS (National Institute of Open School) / SIOS (State Institute of Open School) in the age group 15 to 19 years.

VII.   Transport Allowance:
- 38410 children (Elementary-31026 and Secondary-7384) were identified during the year 2021-22 to provide free transport/Escort facility @600 per month per child to the classes I to X from sparsely populated areas / urban areas,
- The School going children were identified from sparsely populated areas/urban areas where schools are not available.
- For students studying in the primary school, the Distance of the destination school from habitation above 1 KM, for Upper Primary School students studying distance above 3 KM and for Secondary School students studying distance above 5 KMwere considered.
- Provision for transport facility was made for children in remote habitations with sparse population where there was no reopening of schools or where Gross Access Ratio is low or Where State specific proposal of consolidation of schools is received.

VIII.   Children of Migrant Parents:

- Identified 3841 In-migrant and 304 out-migrant children during the COVID-19 for the year 2020-21.

- 1616 In-migration children were admitted in the age-appropriate classes without insisting on certificates/ documents and the remaining 2225 children went back to their respective places.

- Details of 304 Out Migration children were sent to the 12 states of State Project Directors of Samagra Shiksha across India with a request to provide free education to those children as per RTE Act 2009, to ensure no loss of the academic year for any student due to COVID-19 as stated by MHRD, New Delhi.

IX.   **Survey for identification of Transgender students:**

- With reference to the MHRD instructions, A.P Samagra Shiksha has issued instructions to the Districts for conducting the Survey from 22.06.2021 to 05.07.2021 for identification of girls age 5 to 16 as well as kids belonging to transgender communities who are not enrolled in schools or have dropped-out of school without completing their School Education through the Village Education Welfare Assistants, CRPs (Cluster Resource Persons), IERPs (Inclusive Education Resource Persons), PTI (Part time Instructors). Further, instructed them get the list of transgender communities and admitted in age-appropriate classes in regular schools.

EFFORTS TO ASSESS LEARNING LOSS

- A.P Samagra Shiksha issued instructions to conduct the training programme for URHs, URSs, NRSTC, RSTC and Seasonal Hostels Teacher Volunteers.

- The training programme was conducted in all districts for 5 days to all the Teacher Volunteers of NRSTC, RSTC, Seasonal Hostels, URHs and URSs regarding subject transactions, learning process and remedial teaching for slow learners.

- During the training programme, the modules were distributed to all the volunteers for utilizing in the Centers.

- No specific inputs received from the state with regard to assessment of learning loss through small sample surveys.

SURVEY OF DIGITAL DEVICES

Analysis on student survey on technology facilities to students (Tentative) No of students: 29 Lakh Conducted in the month of May-2021		
Status on Mobile		
Mobile Status	**No of students**	**%**
Student has no mobile access	201568	7
Student parent has basic model of mobile only for making calls	1022469	35
Student uses parent mobile, but it has no network data	457836	16
Student has separate mobile with network data at least 2 hours per day	75425	3
Student uses parent mobile with network data for his purpose 2 hours per day	1146042	39
Student uses relative's / Neighbour's mobile with network data for his purpose 2 hours per day	30715	1
	2934055	
Status on TV		

Status on TV	No of students	%
Student has No TV in his/her home	388670	13
Student has TV in his/her home but not used for education purpose	1817267	62
Student has TV in his/her home, used for education purpose	728118	25
Grand Total	2934055	

Radio Facility

Radio status		%
Community Radio available	6371	0.2
F.M Radio is available	116467	4.2
Radio available to student	35865	1.3
Gram Panchayat Radio available	6907	0.3
No Radio available	2591654	94.0

Desktop status

Desktop status	no of records	%
Desktop available	4769	0.2
Desktop with net facility available	3279	0.1
No desktop available	2574398	99.7

Status on Laptop

Status on Laptop	records	%
Laptop available	5752	0.21
Laptop with net facility available	3249	0.12
No desktop available	174798	6.34
No Laptop available	2573465	93.33

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. Vidya varidhi – Bridge Course

- Level 1 is meant for classes I &II and Level II is meant for Classes III, IV & V. Bridge Coursebooks has been provided to each child for classes (1 to 5) for improving Foundational Literacy &Numeracy.

- The objective of this course is to improve the Foundational Literacy and Numeracy, including reading, writing, listening, speaking, etc. of school children in classes 1 to 5.

- Bridge course material was given to all students in classes 1-5 and day-wise schedules were prepared.

- The program was implemented through video lessons in DD SaptagiriChannel. A class of three were conducted regularly.

- In addition, Orientation on introductory lessons was given for three months to VI-IX Class Students.

II. Mobile classroom of Vidya Varidhi

- A.P. Government has introduced a mobile classroom called Vidya Varadhi to impart lessons to those with no access to computers and the Internet.

- Digital lessons from Science, Maths, and Social Studies, and languages of classes 1 to 10 prepared by subject experts are played on mobile van screens for students in remote villages. Srikakulam, Vizianagaram, and Visakhapatnam districts have more such tribal and agency areas in the state.

III. Toll-free call centre for clearing doubts
- For the first time in the history of the Education Department, this methodology was used.
- Toll-free number 1800-123-123-124 given to students
- To bridge the learning gap Toll-free number was introduced in the State to help students to clarify their subject-wise doubts. Students called the Toll-Free number from their homes and clarified their subject-wise doubts.
- 220 Subject Wise Teachers selected across the State and got connected to the Toll-Free number.

IV. Alternative Academic Calendar developed by NCERT is translated in Telugu and disseminated to Schools. Class-specific learning outcome-based Academic Calendar is designed as per the guidelines of NCERT and communicated to all schools.

V. The syllabus is divided into three parts, Classroom activity, home-based learning, and optional learning. Separate timetables for made-for-school and home-based activities.

VI. Assessments are ensured through worksheets.

VII. Teacher contact: Teachers initiate contact with parents once a week to ascertain children's activity and learning at home.

VIII. Standard Operating Procedures (SoP) issued by the Ministry of Education, Govt. of India is translated by SCERT and disseminated to all schools and advised to have school-specific SoP.

IX. Painting & Drawing Activities for VIII to X students to Govt & Aided Schools.

X. Maa Nestham module in Urban Residential Hostels during the Covid-19:
- "Maa Nestham" a learner-friendly module has been developed by SamagraShiksha to support the children to achieve their competencies in the prescribed time.
- Maa Nestham offers such joyful and self-learning activities to spark enthusiasm and make learning enjoyable as well as rewarding.
- Maa Nestham prepares children through easy learning by observing their surroundings and learning by doing.
- During the COVID-19 period, children staying in URHs used Maa Nestam modules and developed reading skills and environmental knowledge, and simple mathematical basic knowledge.

XI.   State-level "WE LOVE READING" campaign forFoundational Reading literacy skills.

- For development of Reading literacy skills among students of class 3 to class 9, students are provided with different avenues at school, home & village to read in a joyful environment.

- Teachers, parents, youth, retired persons, academicians, NGOs, etc.are also fully involved in the program. Committees are constituted at the State, District, Mandal, and Grama Panchayat level for proper implementation and monitoring of the programme. State Level Monitoring Officer for the campaign and the State Level Campaign coordinators work together in coordination with district-level committee members.

- Objectives of the Programme include- transforming Non-readers into Readers, cultivatinga habit of reading to make him/her independent reader, creating awareness of using e-books and digital libraries, to create awareness among the community on the importance of reading habit and involving them in the process, to achieve convergence of resources by involving Director of Public Libraries and Director of Adult Education in strengthening the school Libraries.

- The whole Campaign was divided into 4 stages:
  - **Preparatory Stage-** November 2020 to January 2021.
  - **Foundational Stage -** February 2021 to April 2021.
  - **Advanced Stage –** May 2021 to July 2021.
  - **Valedictory Stage-** August 2021 to November 2021

- The main activities of the programme to be taken up in this campaign are:
  - Class Room Reading /Classroom Library.
  - School Book Bank
  - Community Reading Center
  - Community Reading Volunteer
  - Reading Melas/Reading Fests
  - Division of children into 4 levels:A baseline test is to be conducted to identify 4 levels of students in each class based on their reading abilities. This practice is to be done for students of classes 3 to 9.
  - 2 Library periods are allotted for Foundational Reading Literacy Campaign in the timetable, one is for Telugu reading and the other is for English.
  - Proceedings, guidelines on preparatory activities, and baseline assessment papers were already sent to districts.
  - After conducting the End line Assessment in November 2021, based on the progress of students, children's literature will be developed by students.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. Implementation of Varidhi Program (Bridge Course) for Primary Level through Doordarshan Saptagiri.

II. Vidya Varidhi (video lessons) for Primary and High School Students on Alternative Academic Calendar through Doordarshan - Saptagiri

III. Vidyamrutham: Special Video lessons were telecasted through Doordarshan for Class X students. A subject-wise and class-wise timetable was given to the students. Teachers used many videos and visuals, like Charts, Flashcards, Maps, and Models to make learning more understandable. Science experiments were telecasted on TV and detailed explanation has been given to students. Specimens were shown while explaining Science lessons.

IV. Vidyakalasam: Radio lessons were transmitted through All India Radio for Class X students

V. Drawing competition for teachers and students during the COVID-19 period.

VI. Webinar based teacher training by using (OBS software) duly engaging 1.2 lakh teacher and with daily assessments

VII. Sign language videos developed for CwSN to bring awareness of COVID -19

VIII. Online Training Programmes for Special Educators and Resource persons on creating Inclusive Classrooms through curricular adoptions.

IX. Toll-free Call centre to students for clearing their doubts.

X. TLM Competitions for teachers online.

XI. Cover page drawing competitions to teachers online.

XII. A mobile application ABHYASA was developed for all academic needs of the teachers and students.

XIII. A YouTube channel was created, and all the webinar videos and e-contents were categorized and kept for students and teachers to utilize. All live videos are streamed with OBS software.

XIV. E-content is developed and mapped with the topics specified in the alternate academic calendar.

XV. Creation of WhatsApp Groups for sending 10th class model paper.

TEACHERS/CAPACITY-BUILDING

- SCERT, Andhra Pradesh innovated a novel idea of reaching teachers through webinars. Subject experts were engaged to discuss many interesting topics on ICT.

- Around 50,000 tech-savvy teachers utilized this training every day.

- The objectives of this training included – ascertaining gaps in knowledge of teachers related to the use of technology, understanding of latest technologies in the teaching-learning process, equipping teachers with new methodologies of teaching, developing new skills.

II. State Level Five Day Online Training Programmes for Special Educators and RPs:

- A Five - Day Online Training Programme was conducted for Special Educators (High School Teachers), Resource persons, and general teachers on Creating Inclusive Classrooms through Curricular Adaptations from 17th to 21stAugust 2020 in coordination with Ramakrishna Mission Vivekananda Educational and Research Institute, Faculty of Disability Management and Special

Education, Coimbatore.

- 2600 participants that include 550 high school teachers, 400 SGTs 617 School Assistants under IEDSS, and 1035 Inclusive Education resource persons) have benefitted from the programme.

III. Teacher Training: Online mode

	Total Numbers of teachers trained from 1.4.20 onwards
General Teachers	1.32 lakhs
Special Teachers (special Educators under IEDSS)	2236
BRPs	2704
KRPs	30 + 1050 = 1080
SRG	260 + 231 = 461

DIKSHA-Digital infrastructure for Knowledge Sharing e-content training program

- DIKSHA e-Content Creation training is designed for increasing content creators in DIKSHA and also to create quality e-Contents on a 3 Day training to the teachers at district level on DIKSHA e-Content.
- Awareness on DIKSHA, Multimedia repositories, CC-Rules, techniques on photography, video shooting, story board writing, using of different Mobile APPs, and will get expertise on Inkscape, Open shot and free mind FOSS tools.
- The training was conducted hands on by hiring well equipped computer labs from reputed engineering colleges.

State level - 130 SRGs trained	• 06/01/2021 to 08/01/2021 • Hands-on training given for 3 days. 130 Videos uploaded on DIKSHA
District level – 1300 DRGs trained	• 20/01/2021 to 23/01/2021 • Hands-on training given for 4 days. 1300 Videos uploaded on DIKSHA
Divisional Level – 4850 MRGs trained	• 27/01/2021 to 30/01/2021 • Hands-on training given for 4 days. 4850 Videos uploaded on DIKSHA
Energised Textbooks	• All textbooks from class IX are energised. • Pre-primary and career guidance textbooks are also energised

IV. KGBV – capacity-building through content specially prepared and by sending YouTube links

- Training II year students as they must attend public examinations this year.
- Training of all the staff of KGBVs to discharge their duties successfully.
- Training of CRTs to enrich their knowledge in their Subjects and to inspire them in teaching methods.
- Training of ANMs of the KGBVs to maintain a healthy and hygienic atmosphere in schools.
- Training of cooks in KGBVs to cook food in a nutritious way.

V. Grading of Teachers' proficiency based on the performance shown in the online Grand test to provide continuous support to teachers.

As there is no chance of gatherings even at schools, the KGBV section at the state level started planning in a innovative way. Teaching and Trainings through virtual mode were conducted. The state has initiated 3 different programs from July 2020 to December 2020.

I.   Online sessions were conducted to the intermediate students in KGBVs & APRIES from 25.08.2020 to 31.01.2021 through KGBV YouTube Channel.

II. Students were monitored by the subject teachers through WhatsApp groups.

III. Children were trained in Covid care and preventive measures through WhatsApp groups.

IV. The KGBV Principals, teaching and non- teaching staff were trained through WebEx on SO module for 20 days under Learning Enhancement Programme from 06.07.2020 to 06.08.2020.

V.   All the CRTs in 352 KGBVs are trained in virtual mode through WebEx under Learning Enhancement Programme from 07.09.2020 to 05.10.2020.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

I.   **Enrollment drive for Children with Special needs**who are Out of School: Door to door campaign was conducted by IERPs, CRPs for enrolling identified Out of school Children with Special Needs in government and government-aided schools in all 672 mandals in Andhra Pradesh.

II.   **Home Based Education**: Home based Education is being provided to CwSN who have been suffering with severe disabilities at Children home by Inclusive Education resource persons.7952 CwSN benefitted by this programme in 13 districts of A.P

III. **Therapeutic Services:** Physiotherapy services have been provided to Children with Intellectual Disabilities, Cerebral Palsy, Multiple Disability and Orthopedic by Physiotherapists in all mandals of 13 districts of Andhra Pradesh. 38, 000 CwSN benefitted by therapeutic services in the State.

IV.   **Awareness to parents of CwSN on Covid-19:** A video was developed on sign language for creating awareness among parents of CwSN on how to protect Children from COVID-19 and it is being broadcasted in Doordharsan (Saptagiri Channel) in Andhra Pradesh.

V.   **Webinars for Special Educators:** State Level Online training programme has been conducted to Special Educators (High School Teachers), Resource persons and general teachers on Creating Inclusive Classrooms through Curricular Adaptations in coordination with National Institute for the empowerment of persons with intellectual disabilities, Secundarabad.

VI.   **Environment Building Programmes at block level**: Conducted different days like World Physiotherapy day, World Disabled day, World Down Syndrome day, World Braille Day and World Autism day at block level and created awareness among parents of CwSN.

VII. S**teps taken to prevent drop out and identification of OoSC CwSN**: Door to door campaign was conducted by IERPs, CRPs for enrolling identified Out of school Children with Special Needs in government and government aided schools of all 672 mandals in Andhra Pradesh

VII. **Medical Assessment Camps at block level**: Medical Assessment camps have been conducted for assessing gravity of disability of CwSN and provided SADAREM Certificates to CwSN in 672 mandals

VIII. **Aids and Appliances:** Distributed Aids & Appliances which includes (BTE Hearing Aid, Tricycles, Wheel chairs, Walkers, Rollators, CP Walkers and CP chairs to CwSN. 6997 Children with Special Needs were benefitted in 13 districts of Andhra Pradesh.

VIII. **In-Service Training Programme**:

- In-service training programme was conducted for Special Educators and resource persons on curricular adaptations in all 13 districts of Andhra Pradesh.1652 special educators got benefitted by this programme.

- Teacher Need Analysis programme was conducted to SGTs and School assistants on IE activities in all 13 districts of Andhra Pradesh

IX. **TLM Kits to Intellectual Disability Students**: Distributed 4000 TLM kits to Children with Intellectual disabilities in coordination with National Institute for the empowerment of Children with Intellectual Disabilities, Secundarabad.

IX. **Orientation programme for Educational Administrators**; Orientation programme has been organized for educational administrators for the effective implementation of IE activities at district level.

X. **Sports and Games:** Sports and games conducted to Children with Special Needs at block and district level asper the guidelines of Special Olympic Bharat.

XI. **Student Allowances:** Transportation allowance, Escort allowance, Reader allowance, and Stipend for girls allowance were provided to children with special needs for improving their regular attendance in government and government aided schools

XII. **Distributionof TLM Kits to Intellectual Disability students:**371 Intellectual disability kits were distributed to Children with intellectual disabilities under ADIP scheme in coordination with Composite Regional Center, Nellore on 12thOctober 2020 in the Prakasam district

XIII. Conducted International Day of Persons with Disabilities on 3ʳᵈDecember2020: Conducted World Disability day on 3ʳᵈDecember 2020 in all 672 mandals in 13 districts of Andhra Pradesh for creating awareness among parents of CwSN on the importance and need of theWorld Disabled day

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS AND STUDENTS LIVING IN REMOTE AREAS.

I. 617 teachers are working under IEDSS for teaching academic skills to 9th and 10ᵗʰ students in all 13 districts of Andhra Pradesh.

II. In order to improve and to encourage the spirit of patriotism between the students both boys and girls , the Scouts and Guides Training (BALA BHATULU) programme was introduced in Child Ashramam, Gollapalem, Allur Mandal.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

I. Under NADU NEDU programme Parents committees are actively involved for the development and school's excellence.

II. Parent committee constituted in all schools as per RTE.

III. PC meeting are being conducted monthly for development of school activities.

IV. Actively utilized the services of Village Volunteers int the bridging the learning gaps and strengthening of the schools.

V. Further panchayaths of village are actively being involved in the establishment of infrastructure.

VI. Parents and NRIs and alumnus members are welcomed to donate and support schools.

OTHER INITIATIVES

I. **PREPARATION FOR BRIDGING LEARNING GAPS, AS AND WHEN SCHOOLS REOPEN**

- Conduct baseline test to identify the learning gaps of the students studying from classes III to X

- Conduct of School readiness/class readiness programme based on learning outcomes as remedial teaching to gear up the students.

- Conduct online orientation to all teachers on reduced syllabus and strategies for achieving class-specific learning outcomes.

- In addition to classroom teaching, Digital Learning activities also continued for the students at the primary and high school-level.

II. **Mana Badi Nadu Nedu**
- To improve the learning outcomes and decrease the dropout rate, this is an initiative for upgrading the school infrastructure by providing the following nine types of infrastructure facilities:

  o Toilets with running water.

  o Electrification with fans and tube lights.

- o   Drinking water supply.
- o   Furniture for students and staff.
- o   Painting at school.
- o   Major and minor repairs.
- o   Green chalkboards.
- o   English labs.
- o   Compound walls.
- o   Beautification

- The theme itself, named as Naadu-Nedu, implies past and present changes in the environment of the school premises.
- Development programs are being undertaken in 44512 Schools in a phased manner over three years from 2019-20, 2020-21, and 2021-2022.
- Phase-I developments are going on in 15715 schools.

NADU – MPPS, Mangampeta, Obulavaripalli, YSR Kadapa District.

NEDU – MPUPS, Mumripalli, Yerragondapalem, Prakasam District

NEDU – MPPS, Mangampeta, Obulavaripalli, YSR Kadapa District

NADU – MPUPS, Mumripalli, Yerragondapalem, Prakasam District

NEDU – UP School, KK Colony, Anantapur Rural, Anantapur District

NEDU – MPPS Kolavenu, Krishna District

III. Manabadi Mana Badyatha:

Initiative by Nellore district during a pandemic for children without access to digital devices

- Programme for weekly monitoring of primary and upper primary schools of 2 mandals for ensuring qualitative education in all government primary and upper primary schools in the district. This program is headed by the District Collector and supervised by the District Educational Officer and Additional Project Coordinator, SPSR Nellore District.

AMO visit
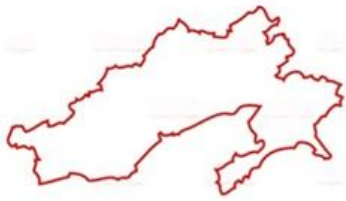
ARUNACHAL PRADESH

Data as per UDISE 2019-2020

Number of students
322795

Number of teachers
23267

Number of schools
3666

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Conducting special training programme for Drop out Children both in Residential and Non – Residential Mode within the school premises.
- Clubbing of school and Redeployment of teachers to ensure propose infrastructure facilities and minimum requirement of teachers as per RTE norms.
- Timely distribution of text books, uniforms, Composite School / Annual grant, MDM, etc.
- Awareness among the parents and Panchayati Raj Institution (PRI) members through Media and Community Mobilization Programme.
- Efforts to involve the SMCs and the supervisory staff to check and monitor the school functioning and teacher's absenteeism and thereby ensures attendance of teacher in the schools.
- Constant dialogue between the school, parents, SMC, Community and regular sharing information

- on attendance and drop out with the cluster, block and district level authorities to ensure children's regular attendance and participation in school activities.

- Creation of a warm and encouraging atmosphere with improved infrastructure facilities, cleanliness, etc. in the school.

- More and more impetus on inclusive classroom practices

- The hand written notes/ content by the subject teachers were shared to the children through the parents by maintaining SOP- COVID 19.

SURVEY OF DIGITAL DEVICES

Survey of Digital Devices will be conducted in the State.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Radio School:** In collaboration with All India Radio, Itanagar, the Dept of Education, Govt. of Arunachal Pradesh did broadcast online radio talk for classes -1 to 5 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 – 1 then class 2 so on.

II. **Worksheets:** As per Alternative Academic Calendar (AAC) developed by NCERT, Worksheets were given to students for class I-XII under the Continuous Learning Programme (CLP). When the pandemic situation subsided, the schools were opened in phased manner during the last academic session as follows:

- For class 10 & 12 from 16th Nov 2020.

- For class 9 & 11 from 4th Jan 2021

- For class 1 to 8 from 1st Feb 2021.

- All schools remained opened till 24th April 2021

- As of now summer vacation is going on, till 30th June 2021 which otherwise should have been opened from 1st June 2021.

III. **Hand written notes**/content by the subject teachers were shared with children through parents.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **Online Classes via Doordarshan** – Arun Prabha Channel: Online live classes were conducted through Doordarshan studios for classes VI- VIII for 40 minutes each six days a week.

II. **Live classes through EDUSAT:** EDUSAT network being used for live classes wherever possible.

III. **State of the art central studio:** A Central Studio is prepared for taking live classes with schools via internet/VSAT under BBNL project.

IV. **Other digital platforms:** WhatsApp groups /webinar / Google meet is being used by teachers to remain in touch with their students directly. These platforms are being used in some urban places; but most of places are yet to have IT connectivity.

TEACHERS/CAPACITY-BUILDING

I.   **Monthly Online training conducted by CoE**, CBSE Guwahati on different pedagogical areas of School subjects were taken up by the Principals/Headmasters/ teachers

II.   **Sensitizations on New Education Policy (NEP) 2020** was conducted through virtual mode (Webinar) by SCERT Itanagar.

III. **Capacity Building Training of the teachers on online classes** (Google class/Google meat/ Google form/Zoom meeting etc.) conducted by SCERT and DIETs

IV.   **Online Course for teachers & Head of Schools on DIKSHA "COVID 19**: Responsive Behaviors", is under process. State Govt. directed it mandatory to produce Course Completion Certificate by Teachers and Head of Schools before opening the new academic session**.**

V.   **Details of number of Whats App or other social media groups formed from state level to district level to BRC/CRC to school to parents/children:**

- A number of whats App group has been formed at different level
- At SCERT level there are 10 nos. of group for district level and DIET level functionaries like as DDSEs Whats App Group/ CLP Nodal Officers Whats App Group/ DIETs Principals Whats App Group etc.
- At district level/ Block Resource Center/Cluster Resource Center level a number of WhatsApp groups have been formed for effective implementation of the state initiative pertaining to the learning of students.
- The district administration of different districts engaged school teachers as Corona Warriors as per their requirement.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

I.   Awareness among the parents and PRI members through Media and community mobilization program.

II.   Efforts to involve SMCs to check an monitor the school functioning and teacher's absenteeism and ensuring attendance of teachers in school.

III. Constant dialogue between school, parents, SMC and community.

Central Studio

Govt. HQ Primary School, Tawang District

Edusat Studio:

Upper Primary School, Kangkong, Lower Dibang Valley District

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Not reported

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

Not reported

Not reported

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not reported

OTHER INITIATIVES

Not reported
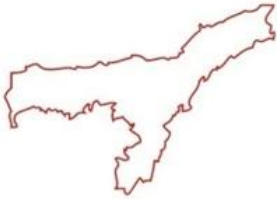
ASSAM

Data as per UDISE 2019-2020

Number of students
7015898

Number of teachers
367814

Number of schools
65907

SURVEY OF DIGITAL DEVICES

State has reported 3106255 students with no digital devices.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Home Visit by Teachers:**Teachers visited the homes of the children to give suggestions for the continuation of children's learning. They met parents, guardians, SMC members, community members and discussed academic issues/areas for the continuation of children's learning.

II. The teachers also organized classes in clubs, community halls, etc. maintaining social distance, etc.

III. The teachers also developed /prepared some activities/TLMs and shared them with the students and parents for children's learning.

IV. Besides teachers, CRCCs, BRP, etc., also visited children's homes and provided academic support.

V. **Tele-Education helpline with the Toll-Free number:**18003453578 has been launched and is functioning at State Mission Office of Samagra Shiksha from 4thNovember 2020 for clarification of academic doubts of children of classes VI to X and addressing psycho-social issues of all the children, teachers, and parents with a focus on health and hygiene (including MHM) issues of girls.

Home visit by teacher

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **DIKSHA, Assam:** For achieving the learning outcomes of students and providing additional support to students, 3000 e-contents (Audio, video, practice resources, interactive contents) are uploaded on DIKSHA, Assam web portal in five mediums- Assamese, English, Bodo, Bengali, Hindi.

- E-contents in Sign Language and audio lessons for CWSN are also uploaded on DIKSHA, Assam Portal.

- The video classes telecasted through the Swayam Prabha channel/PM e Vidya channel are uploaded on DIKSHA, Assam for providing asynchronous access.

- Audio lessons broadcasted through AIR are also uploaded on DIKSHA, Assam for providing asynchronous access.

II. **DIKSHA Mobile App:** Students are also accessing the e-Contents uploaded on DIKSHA, Assam portal by scanning QR Codes printed on Energized Textbooks through DIKSHA Mobile App.

III. **Energized Textbook:**

- 152 textbooks of Elementary, Secondary, and Sr. Secondary level are energized with 2564 QR Codes by covering subjects-languages, mathematics, social science, science, EVS which will be implemented from the academic session-2021-22.

- Energized Textbooks are being developed in five mediums-Assamese, English, Bodo, Bengali, and Hindi.
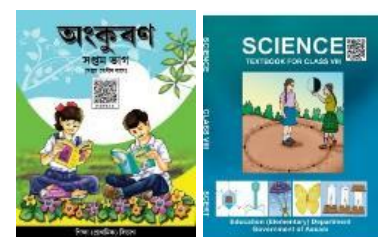
IV. VidyaDaan, Assam

- VidyaDaan programme was launched by Hon'ble Minister of Education on 7thJune 2020 for the State of Assam. In the 1st phase, 48 projects were created by incorporating 135 textbooks for VidyaDaan, Assam.

- Teachers, teacher educators, NGOs, etc. have contributed e-contents through this programme.

- In the 2nd phase, 146 projects are being created by incorporating 146 textbooks for VidyaDaan, Assam. Textbooks from primary to secondary level in Assamese, English, Bengali, Bodo, and Hindi medium are incorporated in different projects of VidyaDaan.
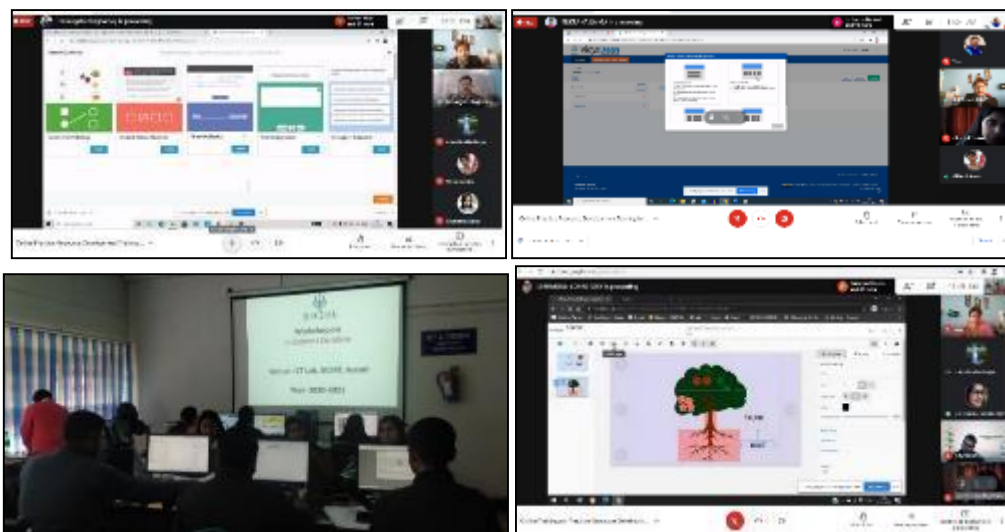
V. Television classes

- SCERT, Assam has been telecasting video classes through Swayam Prabha Channels (PM e-Vidya) for classes 6,7,8,9,10, and 12. The contents telecasted through PM e-Vidya Channels are being uploaded on DIKSHA.

- SCERT, Assam telecasted Video classes in Assamese medium from Primary to Higher Secondary level through Swayam Prabha ETV of MHRD.

- SCERT, Assam in collaboration with AHSEC telecasted Video classes in Assamese medium for Higher Secondary level through Door Darshan Kendra, Guwahati.

- SCERT, Assam telecasted Video classes on Teacher Education Course (D.El.Ed.), through Doordarshan Kendra, Guwahati, Assam.

VI. Launching of Gyan Brikshya Channel

- Live Tele classes are being broadcast for students of classes 1 to 10 by expert teachers on the Gyan Brikshyachannel through cable networks namely ACC and GTPL.

- The subjects covered for classes 1 to 5 are Mathematics and English and for classes, 6 to 10 are Mathematics, Science, and English.

- The classes are also broadcasted on Jio TV.

- Recently Gyan Brikshya has been made live on YouTube and Facebook.

VII. Biswa Vidya Radio learning Programme

- Radio Learning Programme "Biswa Vidya' was broadcasted through AIR Guwahati and Dibrugarh.

- The programme started broadcasting from 6th April2020, three days a week i.e., Monday,

Wednesday, and Friday from 5.45 to 6.00 P.M four subjects viz Assamese, English, Social Science and EVS in Elementary level.

*DRG member Provides support to learners
through a radio programme*

VIII. WhatsApp groups

- Formed by teachers/heads of the institution involving parents/guardians.

- Teachers develop videos on various academic areas and share them in groups so that students can learn from these videos. Teachers also visited the homes of the children to give suggestions for the continuation of children's learning.

- WhatsApp Groups were also formed at state, block, district, and cluster levels, involving officers/officials/BRPs/CRCCs/Resource Persons, etc. of the Education Department. Audio-video clips on academic areas/contents were prepared and shared amongst the group for providing support to children for their learning.

TEACHERS/CAPACITY-BUILDING

I. State-level training

- Conducted online and face-to-face capacity-building training for 1000 Teachers and Teacher Educators on audio, video, Practice Resource, and Interactive content development.

II. NISHTHA on DIKSHA in Assam

- Launched on 19th November 2020 in 5 mediums viz. Assamese, Bengali, Bodo, English & Hindi. Assam is the 1st State to launch NISHTHA in five mediums.

III. Capacity-building programme

- Conducted Online capacity-building training on practice resource and e-content development for Teachers and Teacher Educators for uploading e-contents on DIKSHA.

- Training of 2513 CRCCs across the State on Digital Pedagogy who will in turn train the Teachers of their respective cluster.

- 4373 Nodal Teachers/Head Teachers for Career Guidance Portal; 66 DPO and Programmer and Students of classes IX to XII were trained on Assam Career Guidance Portal.

- 802885students along with teachers, parents/guardians, district officials of classes IX to XII were trained on Career Guidance Portal through YouTube live webinar in November 2020.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

I.   **Online PTM meetings** are held to sensitize parents for continuing the education of their children. For children who could not access online education, concerned teachers/CRCCs help children to learn by providing questions and answers through a home visit or collection from the concerned school on weekly basis.

II. **Online classes for all the children (girls and boys)** from Pre-Primary to Senior Secondary level through various modes like WhatsApp, YouTube channels, TV channel, Tele-Education helpline, etc.

III. **Mental well-being training** for all the Teachers & Wardens of KGBV; Residential Schools for Boys and Girls Hostel; (762 teachers attended)

IV. **Home-based education** is provided to eligible CWSN girls and boys. Aids and appliances were distributed to needy girls and boys.

V.   All other entitlements like TLM, stipend is also provided to KGBV girls

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

I.   As a precautionary measure to prevent the possibility of an outbreak and spread of COVID-19, the Govt. of Assam has already issued an order to close all Elementary/Secondary Schools and Higher Educational Institutions from 16/03/2020. Given this situation, the Inclusive Education Component of Samagra Shiksha, Assam has chalked out and initiated different strategies for providing support to the CWSNs through ICT and digital means.

II.   After the declaration of closure of schools, the first challenge was to collect the contact numbers of the CWSN or their parents/guardians. The District IE functionaries tried to collect the maximum contact numbers of the CWSNand created block-wise WhatsApp groups for the CWSNs who can avail the WhatsApp facility. The collection of phone numbers is under process for maximum coverage of CWSN.

III. The IE functionaries played a very vital role in creating awareness amongst the students about the precautionary measures to be taken against the COVID 19 Pandemic.

IV.   As the CWSNs having severe disabilities need to be supported continuously by parents/guardians for their day-to-day activities and their immunity is also less in comparison to others, it was decided that in the first week of closure, the prime objective was to create awareness in parents/guardians (whose contact numbers were collected) of the CWSN.

V.   In the next step, we have started providing academic support to the students through WhatsApp group, over phone calls, conference calls, etc.

VI.   Parents are requested to share photos /videos of the activities performed by the children at home. Videos on simple exercises have been downloaded from YouTube which is shared in the WhatsApp groups so that children can practice at home. Positive feedback has been received from the parents. Counselling has been provided to parents on a regular basis.

VII. Regular review meetings over phone zoom cloud meetings were organized with the District Officials and the same has been replicated by the District Officials with the block level IE functionaries (RPs, ARPs, and AARPs).

VIII. Along with the Academic Support, the focus was on the physical and mental health of the students and for that, the home remedies of immunity booster as per AYUSH guidelines were shared with parents/guardians.

IX.   CwSN has been assigned extra-curricular and co-curricular activities from time to time.

X.   Drawing competitions amongst the children are organized through WhatsApp.

XI.   The RPs/ARPs* also coordinated with other school teachers so that the Academic queries/hard spots

can be addressed.

XII. All Districts are preparing a database on the extracurricular activities which can be performed by the CWSNs so that support on those specific areas can be provided in the later stage.

XIII. Audio lessons on different subjects/topics/classes have been prepared by the teachers for the Visually Impaired children which are sent to the parents of the CWSN.

XIV. All the activities are monitored by the district-level officials. Two formats have been devised to monitor the block level activities and collect information. Format - I is to be sent weekly to the state office by the districts and Format – II is to be sent by each RP /ARP/AARP to the district office.Formats are enclosed herewith at Annexure-I & II.

XV. Apart from that, the IE functionaries are trying to provide all possible support to our CWSNs and parents/guardians. It is learned that some of the RPs have recharged the internet data pack to the parents/guardians of CWSNs so that the flow of information and communication over digital media can be continued. We are trying our best to mitigate the learning gaps and overall well-being of our Special Children during this lockdown period.

OTHER INITIATIVES

VI. SUPPORT FOR NUTRITION

- 53865 schools covering 42.80 L children were provided Food Security Allowance (FSA) as doorstep delivery.

- To ensure nutrition support to all the children during the COVID-19 pandemic additional food like egg, pitha, and laru (rice cake) was also provided to the children.

- Food grains were distributed to all the KGBV and RSTC girls at the doorstep.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not reported

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

Not reported

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

Not reported

EFFORTS TO ASSESS LEARNING LOSS

Not reported

BIHAR

Data as per UDISE 2019-2020

Number of students

24675490

Number of teachers

599509

Number of schools

90275

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- A door-to-door survey-cum-enrolment drive was conducted between 1st- 15th July 2020.

- During this drive 15,44,710 (7,91,967 boys and 7,52,743 girls) children enrolled in the Government schools.

- During the survey, 58,256 children from returnee families were identified and enrolled in the Government schools.

- Enrolment Drive in 2021: Massive Enrollment Campaign 'Praveshotsav – Special Enrolment Drive' was conducted between 8th to 26th March 2021.

- As a result, about 36.77 lakh (Boys – 18.85 Lakh and Girls – 17.92 lakh) children were enrolled in

Sl.	Districts	Fresh						Direct enrollment	CWSN	Total Mainstreaming
		RST (Revised NRST)	NRST	Madrasa/ Maktab	Seasonal (Residential)	Seasonal (Non-Residential)	Total			
1	Araria	200	643	0	0	0	843	3	268	1114
2	Arwal	0	250	0	0	0	250	91	30	371
3	Aurangabad	0	763	0	0	0	763	411	266	1440
4	Banka	227	1240	0	0	0	1467	1470	151	3088
5	Begusarai	0	707	0	0	0	707	629	162	1498
6	Bhagalpur	55	420	0	0	0	475	444	77	996
7	Bhojpur	100	1497	0	0	168	1765	248	265	2278
8	Buxar	50	445	0	0	0	495	141	50	686
9	Darbhanga	0	581	0	0	0	581	191	56	828
10	EChamparan	0	0	0	0	0	0	1158	600	1758
11	Gaya	0	499	0	0	0	499	253	355	1107
12	Gopalganj	0	0	0	0	0	0	45	40	85
13	Jamui	290	634	0	0	0	924	394	34	1352
14	Jehanabad	600	452	0	0	130	1182	346	134	1662
15	Kaimur	0	90	0	0	0	90	14	32	136
16	Katihar	550	1513	0	0	0	2063	732	36	2831
17	Khagaria	0	0	0	0	0	0	7	18	25
18	Kishanganj	0	0	0	0	0	0	109	74	183
19	Lakhisarai	0	392	0	0	0	392	13	123	528
20	Madhepura	400	1592	0	0	0	1992	2971	353	5316
21	Madhubani	450	3041	0	0	225	3716	797	76	4589
22	Munger	500	1427	0	0	0	1927	612	119	2658
23	Muzaffarpur	0	863	0	0	0	863	149	141	1153
24	Nalanda	500	1924	0	0	0	2424	775	296	3495
25	Nawada	200	1093	0	0	0	1293	9	554	1856
26	Patna	250	2808	0	0	421	3479	2480	416	6375
27	Purina	450	2676	0	0		3126	3747	386	7259
28	Rohtas	0	349	0	0	0	349	34	0	383
29	Saharsa	0	1516	0	0	0	1516	1941	211	3668
30	Samastipur	0	1821	0	0	0	1821	1187	316	3324
31	Saran	0	292	0	0	0	292	4	47	343
32	Sheikhpura	250	796	0	0	0	1046	524	105	1675
33	Sheohar	150	1595	0	0	0	1745	465	94	2304
34	Sitamarhi	550	3214	0	0	0	3764	15156	947	19867
35	Siwan	0	212	0	0	0	212	40	34	286
36	Supaul	136	3379	0	0	176	3691	1652	812	6155
37	Vaishali	150	1058	0	0	0	1208	1030	54	2292
38	West Champaran	600	4315	0	0	0	4915	3856	372	9143
	Total	6658	44097	0	0	1120	51875	44128	8104	104107

SURVEY OF DIGITAL DEVICES

State has reported that **14336007** children have no digital device.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. Mobile Learning Centres

- To ensure continuity of learning of the children who don't have access to any type of digital equipment 'Mobile Learning Centers' was started during the COVID-19 lockdown.

- Covered seven districts of Bihar namely Banka, Purina, Gaya, West Champaran, Patna, Sitamarhi, and Sheikhpura districts.

- UNICEF initiated this activity with the partnership of different NGOs, working in the education sector.

- The Mobile van was 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.

- Special focus was given to Mahadalit/ Mushahar communities.

II. Providing Mobile phones to School Students to continue online studies

- BEPC distributed 42 Android mobile phones to the students of class 10th in one of the schools of Patna.

- The mobile phones were provided by an NGO named 'Going to School'.

- Government Girls High School, Mahuabagh, Patna was selected for this program because the girls studying in that school were not able to attend the classes due to the unavailability of android mobile phones.

III. School-level preparation for continuity of learning

- Department of Education, Bihar started re-opening of schools from 4th January 2021 in a phase-wise manner with 50% attendance.

- Secondary (Class IX & X) and Higher Secondary (Class XI & XII) schools were opened in the first phase from 4th January 2021.

- In the second phase, Upper Primary (Class VI-VIII) schools were opened from 8th February 2021.

- In the third phase, Primary (Class I – V) was opened from 1st March 2021.

- However, due to the second wave of the COVID-19 pandemic, all educational institutions remained closed from 5th April 2021.

- To ensure all the safety precautions, some of the steps that were taken include:

  o **Sanitization of the schools:** Before the re-opening of schools, all the schools were sanitized, and this practice is being followed daily.

- o **Distribution of masks to all the students:** Two masks were distributed to each student and the students were instructed to wear the mask all the time.
- o **Hand washing station/facilities:** Hand washing stations/facilities were setup in all the schools and students were instructed to wash their hands regularly.

IV. Catch-up Course Materials

- To bridge the learning loss of children during COVID-19 and closure of schools, the State has devised catch-up courses for class II to class X students and available on e-LOTs.

- The State has printed the catch-up course materials and distributed them to all schools.

- Subject experts were involved in this process. The 3-month catch-up classes will not only focus on bridging the learning gap of conventional subjects but also on enhancing regional language's ability among students besides environment study, art, and yoga.

- State-level training of Master Trainers was trained and 8 MTs from each district were prepared. These MTs conducted ToT at the district level.

- All teachershave been given orientation training for starting catch-up courses.

  - o Under this course, students will learn Mathematics, Science, and Social Science along with languages for honing up their skills and bridging the gap/learning loss.
  - o Due to the second wave of COVID-19 pandemic and closure of schools, it has not been started so far.
  - o Catch-up courses will be started after the reopening of schools.

V. Engagement of Tola Sewak/Educational Volunteers

- There are 30,000 Tola Sewak/Volunteers in the different parts of the State.

- All the volunteers took special classes in different communities/Tola in small groups to impart quality education to the unprivileged children.

VI. School in Box

- 'The School in Box' has teaching-learning materials, which are being used to keep the education continuing during a disaster like a flood and a lockdown.
- 73 sets of "School in Box" have been provided by UNICEF.

VII. Mentor teachers

- The state is planning to constitute a 'Virtual classroom' in schools for every 20-25 students and nominate one teacher at the school as a "Mentor teacher" for each Virtual classroom. Students of classes 1-2, 3-5, and 6-8, 9-10, and 11-12 shall be vertically grouped and aMentor Teacher will guide the parents and children to engage in self-learning at home, using the learning materials supplied. Mentor teachers shall meet the 'Neighbourhood Learning Group' students as many times as possible in a week, at the least once a week. Well-performing students of senior classes can be identified to help students of lower classes in their learning.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. e-LOTS (e-Library of Teachers & Students)

- State has developed & launched portal: e-LOTS (e-Library of Teachers & Students); {Till date total visitors – 27,97,541}
- All textbooks, concerningthe educational video, reference video along with the link of DIKSHA Portal and other Teachers Resource materials is made available on this portal for the online learning of class I to XII students.
- Digitized textbooks can also be accessed using the QR Code.
- This portal may be accessed through http://bepclots.bihar.gov.in/
- It may also be accessed through android mobile apps. The app can be downloaded from Google Play Store(https://play.google.com/store/apps/details?id=com.bepc.elots)

State efforts regarding online learning have been disseminated widely through print and social media.

II. Web-based learning

- Bihar Education Project Council has initiated aYouTube channel to share the digital contentsfor teachers & students, which can be visited using the link: https://www.youtube.com/channel/UCk-LGy9rQLi6t_A3UXw2GTQ
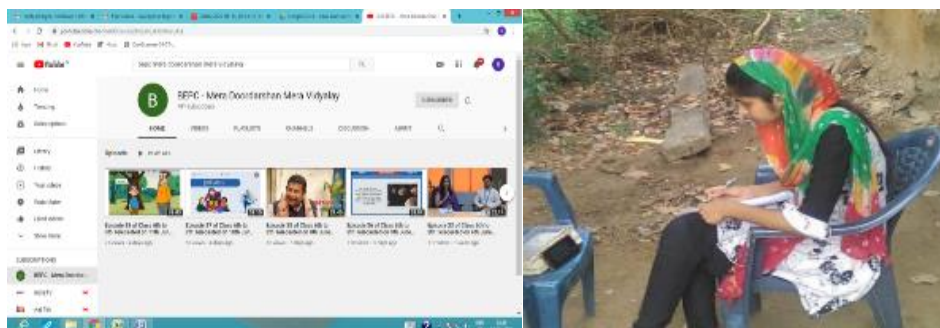
III. MeraDoordarshanMera Vidyalaya

- With the joint effort of Bihar Education Project Council and UNICEF, 5 hours' time slots (one hour each for Class I-II, Class III to V, and Class VI to VIII, Class IX-X, and Class XI-XII) for digital learning

was initiated during the lockdown.

- The state started the telecast of e-content in a phase-wise manner from April 2020 and the telecast for all the classes is continuing and it has been decided that the telecast will go air up to 28th February 2021.

IV.   Digital Education Portal

- Bihar Education Project Council created a digital learning platform on its official website, where all e-contents telecasted on DD Bihar are available: http://www.bepcssa.in/en/digital-learning.php

V.   Vidyavahini App

- The state has developed an educational app for Class 1 to 12th students. This App named Vidyavahini Bihar is available in the Google Play store. It primarily contains all the books of Class 1 to 12th that students can download to read it digitally on their Smartphone, Laptops or Computer.

VI. Unnayan App: Mera Mobile Mera Vidyalaya

- **UnnayanApp**: Mera Mobile Mera Vidyalaya provides subject-wise e-content according to Bihar School Syllabus.

- Students can access e-content for classes VI to XII on the app.

- Students can also ask their doubt on the mobile platform and get their answers from the respective Subject Expert. Children can access this app through mobile and tab.

VII. Bihar Career Portal and App

- After passing 10th and 12th, students have a lot of apprehension about the subject to study further and the career path to be chosen. Bihar Career Portal and App provides them with clear guidance and direction.

- With the joint effort of UNICEF and Bihar Education Project Council (BEPC), the Bihar Career portal was launched in August 2019 for students studying in 10th to 12th and registered in Bihar School Examination Board (BSEB).

- The Portal and App provide all the information related to careers, colleges, entrance exams, and scholarships.

- Students can use their BSEB registration number as a Unique ID and universal password i.e., 123456.

- Around 7.2 lakh children have been registered in the portal/app.

- Various online career counseling sessions through YouTube were organized during the lockdown in which experts and celebrities guided the students.

- Portal can be accessed at https://biharcareerportal.com. Bihar Career App is available in Google Play Store.

VIII. West Champaran

- State initiated a special drive crash course for class10th and Class 12th.

- West Champaran, with their support made the course live on Facebook.

- The district took a live session on Facebook to support children appearing in board examinations.

IX. Muzaffarpur

- Muzaffarpur took initiative to conduct the educational session through the teachers of the Bihar platform.

- The classes were conducted by Govt. Teachers for grades 5 to 10 in Muzaffarpur.

- The classes were conducted live on Facebook during the lockdown period.

X. Gaya

- BRC from Dhobi block in Gaya took the initiative of conducting classroom sessions over YouTube, WhatsApp, and Facebook.
- The classes were conducted as per the Bihar syllabus.

TEACHERS/CAPACITY-BUILDING

I. Training of CRCCs on 'Elementary Language Teaching and Academic Support

- With partnership of UNICEF and 'Language and Learning Foundation', 5 weeks online course on 'Elementary Language Teaching and Academic Support' has been prepared. This course was conducted in two phases. 19 districts were covered in the first phase and rest 19 districts were covered in the second phase.

- This online course was conducted through mobile/tab/laptop. All participants were divided into 40-45 members groups and technical support was provided by their mentors through online meeting, WhatsApp and call. Helpline line number was also available for participants.

- The course was designed in 5 modules and interactive contents like lectures, audio, videos and stories have been used. After completion of all 5 modules an evaluation is conducted, and Certificate is issued.

- Total 4375 CRCCs have completed this course successfully.

- After successful completion of Elementary Language Teaching and Academic Support' course, another course named 'Foundational Numeracy course' has been initiated for all CRCCs.
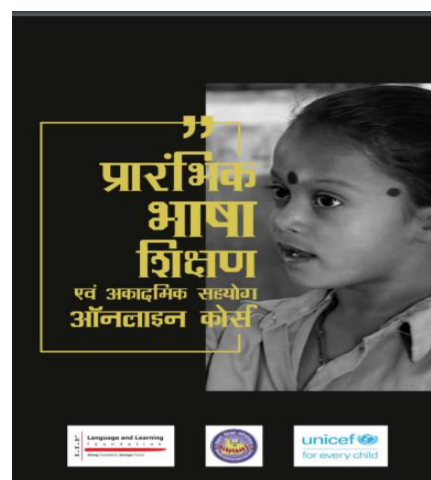
II. Training of Teachers on Child Safety and Security in the schools

- With support of UNICEF, guideline on 'Safety and Security of Children in Schools' developed, which covers all safety issues including online safety and security.

- State level Master Trainers were prepared and 3 days residential divisional level training of 'District Master Trainers' have been completed in 6 divisions (Commissionerate) out of total 9 divisions of Bihar. Around 650 District level Master Trainers have been prepared who will be providing training and hand-holding support to school nodal teachers in their districts.

- Personal Safety Education (PSE) kit developed by UNICEF's technical agency (Arpan) has also been provided to all State and District level Master Trainers. Videos on online safety and security have also been developed and will be used in the schools.

- UNICEF with support from the technical agency (Arpan) would also be developing appropriate IEC on the prevention of abuse in schools targeting students, teachers and parents. Orientation of teachers is proposed in the academic year 2021-22.

III.   Details of Groups Formed

- **The Bihar teacher's history maker:**Group of teachers initiated "The Bihar Teachers History Makers" to support teacher, Students and all other stakeholders associated with Education sector. During COVID-19 pandemic, this group actively supported students of class 1 to 12. The group was also active in different social media platform like Facebook group, Twitter, Telegram, Blog posts etc. During lockdown the group was active in conducting various session for students either running catch up course, Q&A or running virtual classroom. The group has 10000 teachers associated with it within one year and 4,70,000 viewership on its App in the public domain.

- **Teachers of Bihar:** This is another group prepared by teachers. This group is active during COVID 19 pandemic in conducting session for students, teachers etc. The group was active in providing support to students appearing for board exam. The group has 70,000 teachers as members, and has conducted around 100 events, launched 74 initiatives and 40 publications.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

I.   Menstrual Health and Hygiene (MHM) Programmes

- Anintervention for "in school" Adolescent Girls under 'Mukhya Mantri Kishori Swasthya Karyakram'; was implemented in all 5726 Secondary/Sr. Secondary schools of Biharwith support of UNICEF.

- 5 days training program on knowledge and skill enhancement on MHM was done for 152 Master Trainers at state level and one nodal teacher from all Sec/Sr. Secondary school at district level.

- At school level the program focused on:

  o   Behavioral change among adolescence on MHM.

  o   Changes at School Management Level to make schools girls and MHM friendly.

  o   Parents/community Awareness Generation to reduce absenteeism.

  o   Effective implementation of WIFS programme

  o   Ensuring utilization of incentive provided under Mukhyamantri Kishori Swasthya Karyakram (MKSK).

II.   Girls First (Integrated Emotional Resilience and Adolescent Health) Program: During COVID-19

- **About Girls First:** Program focuses on emotional resilience, adolescent health, and gender and helps students build resilience in the face of challenge, conflict, or crisis. It is designed as a curriculum-based peer support intervention led and implemented by trained school teachers for

students in classes seven and eight in Kasturba Gandhi Balika Vidyalayas (KGBVs).

- **COVID Booklet:** A COVID Manual is developed with focus on key concepts of class seven curriculum. Key concepts include discussion to reflect on time in lockdown. Practicing concepts on use of listening skills, character strengths, goal settings, managing emotions, strengthening relationships, safe and unsafe touch at home etc. This is discussed during the virtual training with teachers. Subsequently teachers may help the students to complete the activity and worksheets for the students. All the key stakeholders, teachers, and students of class 8th in 268 KGBVs received COVID Manual which covers all the core concepts of class 7 curriculum.

Teacher and Students interaction, KGBVPiprakothi, East Champaran

Students after receiving COVID Manual at KGBV Garhani, Saran

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

I.   Online Tele-Education of Children with Special Needs (CWSN)

- The inclusive education component of the Bihar Education Project Council decided to teach CWSN with the Tele-Education system.
- "**SANKALP**" guidelines were developed for RT/BRP(IE)/RP to teach CWSNs.
- In May 2020, the State Project Director of Bihar Education Project Council, Patna directed all

District Programme Officers (SSA) regarding Online Tele-Education.

- In this Tele-education project, the Inclusive Education component had fixed the target to complete 10% syllabus each month.
- Approximately 1000 RT/BRP(IE)/RP wasinvolved in tele-education, and they taught 9219 different categories of CWSN.
- After the completion of three months in this tele-education project, the Inclusive Education component decided to conduct the online evaluation of CWSN who were involved through tele-education.
- Total 3638 CWSN (1924 Boys & 1714 Girls) joined in the online evaluation. After evaluation, 3390 (1804 Boys & 1588 Girls) passed with good marks.
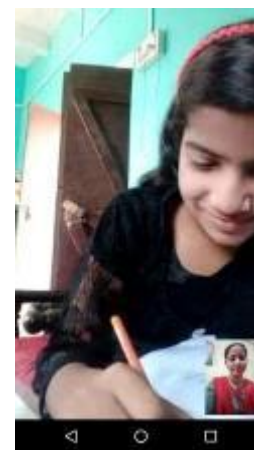
District wise Tele-Education report is as follows –

Sl. No	District Name	No of CWSN appeared in Online Assessment			No of CWSN Passed in Online Assessment		
		Boys	Girls	Total	Boys	Girls	Total
1	Araria	11	23	34	10	22	32
2	Arwal	34	20	54	34	20	54
3	Aurangabad	53	38	91	53	38	91
4	Banka	68	67	135	55	54	109
5	Begusarai	50	49	99	42	48	90
6	Bhagalpur	121	108	229	114	94	208
7	Bhojpur	73	52	125	73	52	125
8	Buxar	41	42	83	28	28	56
9	Darbhanga	75	75	150	61	48	109
10	E. Champaran	73	35	108	73	35	108
11	Gaya	19	34	53	16	30	46
12	Gopalganj	67	70	137	67	70	137
13	Jamui	35	16	51	35	16	51
14	Jehanabad	19	16	35	14	14	28
15	Kaimur	51	33	84	51	33	84
16	Katihar	42	37	79	42	37	79
17	Khagaria	14	15	29	14	15	29
18	Kishanganj	21	31	52	20	21	41

19	Lakhisarai	17	9	26	17	9	26
20	Madhepura	28	20	48	28	19	47
21	Madhubani	61	51	112	52	44	96
22	Munger	37	30	67	37	30	67
23	Muzaffarpur	57	47	104	44	37	81
24	Nalanda	72	49	121	72	49	121
25	Nawada	51	55	106	42	49	91
26	Patna	88	132	220	79	121	198
27	Purina	35	39	74	35	39	74
28	Rohtas	71	39	110	68	38	106
29	Saharsa	33	18	51	33	18	51
30	Samastipur	43	45	88	43	45	88
31	Saran	54	73	127	53	71	124
32	Sheikhpura	21	19	40	21	18	39
33	Sheohar	24	15	39	24	15	39
34	Sitamarhi	56	61	117	56	61	117
35	Siwan	78	58	136	75	58	133
36	Supaul	53	33	86	45	32	77
37	Vaishali	118	103	221	118	103	221
38	West Champ.	60	57	117	60	57	117
	Total	**1924**	**1714**	**3638**	**1804**	**1588**	**3390**

II. Online cultural activities on Independence Day (15 August 2020)

- On Independence Day 2020, the Inclusive Education component of the Bihar Education Project Council, Patna decided to conduct cultural activities (singing, painting, Quiz, etc.)

- This was conducted according to disability-wise category i.e., painting for HI, MR, and OH students and singing/quiz for VI students, etc.

- All district education offices organized these activities in their district and give prizes to first, second, and third place for CWSN students.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

I. To ensure continuity of learning of the children who do not have access to any type of digital equipment, 'Mobile Learning Centers' has been started during COVID-19 lock down. These centers are being run in seven districts of Bihar namely Banka, Purnea, Gaya, West Champaran, Patna, Sitamarhi and Sheikhpura districts.

II. This UNICEF initiative was started with partnership of different NGOs, working in education sector. The mobile learning center has been established in a van which contains TV screen, educational resources such as videos, math games, illustrated posters and toys to teach the children lesson in an interactive method. Special focus is given to Mahadalit/Mushahar communities.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

I. Awareness Campaign for prevention of COVID-19 Pandemic

The Bihar Education Project Council has organized a Covid-19 Jan Movement Abhiyan in almost all schools of the State. The following activities were done from 14th October 2020 to 30th November 2020 during this campaign:

- A comprehensive action plan was prepared to implement the campaign. All DPO-SSA were nominated as nodal officer for implementing the Jan Movement Abhiyan for Covid-19 response.

- All districts' officials were directed to implement the Jan Movement Campaign in phased manner.

- All 38 nodal officers were oriented for better implementation of the campaign.

- The weekly targets were also determined for implementation of the campaign. Weekly reporting format has also circulated through Google drive.

- Campaign related IEC materials were made available to all teachers, guardians and students for awareness generation using various digital platforms like social media, WhatsApp groups, television and radio channel etc.

- Community awareness campaigns were also done through house-to-house visits by teachers for the prevention of Covid-19.

- Praise for prevention of Covid-19 was also done in all schools with the support of teachers.

- Large no. of teachers were engaged in quarantine centre, where migrated labourers were stay for few days for isolation from the family.

- Bihar Education Project Council and UNICEF decided to continue learning through Doordarshan during the Covid-19 pandemic under "Mera Doordarshan Mera Vidyalaya" programme. The Safe Saturday episodes are developed and telecast every Saturday from 09:00 AM to 10:00 AM and repeat telecast from 04:05 PM to 05 PM on DD Bihar Channel. The aim of Safe Saturday episodes is to prepare children to deal with the Covid-19 and upcoming disasters like heat wave, cold wave, fire safety, road safety, lightening and floods etc. Till date 43 episodes has been telecast on DD Bihar Channel. All the episodes are then uploaded on BEPC websites and YouTube channel and also shared through various WhatsApp groups to all teachers, parents and children. Approximately 2.50 Crores of children and 1.00 lakh of teachers are viewing every week across the State.

- Consolidated report of 8 weeks of comprehensive Covid-19 Jan Movement as on 30.6.21 is as follows:

- This programme was conducted in 62,431 schools.

- 4,02,769 teachers participated in this programme.

- 1,45,38,873 children participated in this programme.

- 1,48,08,469 parents were also benefitted from this programme.

II. Training of VSSs (SMCs) members

- There was also the challenge of training and orientation of the members of the School Education Committee.

- In a three- days non-residential training module, three films of one hour each were made for training the members. Through the films, it was reiterated that the betterment of the schools is not

possible without their support.

Not reported
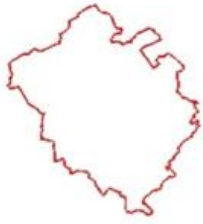
CHANDIGARH

Data as per UDISE 2019-2020

Number of students
238289

Number of teachers
9755

Number of schools
229

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

I. The journey of 'Out of school' children starts with the 'Out of School' survey in December by the Special training centre teachers.

II. When the STCs come across school dropout/never enrolled children and, in December Survey, they encouraged them to study and get themselves enrolled in school. After getting the admissions in April, they motivated children to come to school regularly. They are taught in Special training Centres, under the guidance of Special Trained Teachers, and Mainstreamed as per requirement in Six Months, Nine months, and Twelve months.

III. But this year the teaching was in a changed manner, it was all virtual. In March 2020, due to COVID-19 Lockdown, students could not be formally admitted to a school. However, the STC teachers remained in constant touch with the children through WhatsApp and calls. They were regularly taught and motivated to learn. Different modes used for online teaching for students were:

- WhatsApp messages
- Google meet

- Puppet show video.
- Sharing of worksheets
- Celebration of various activities.
- Training of parents.
- Giving of daily work and checking and guiding.
- Viewing of different channels like Kishore munch

IV. From August to October 2020, when the restrictions of lockdown were removed, these students were formally admitted to a school. The students continued their studies online and worked hard. They showed a lot of interest in learning new things. As a result, these students performed well in the December exams.

V. The STC's teachers discussed the students' performance with mainstream teachers. After much discussion, these students were mainstreamed in main classes as appropriate to their age, so that they could get maximum benefits. After that, the mainstream students are given support and encouragement so that they do not dropout again.

SURVEY OF DIGITAL DEVICES

- A Survey was undertaken in October 2020 for different classes of Govt. Schools to see the availability of smart devices with students so that various interventions for learners' facilitation can be done online.
- The survey revealed that among the students studying from classes VI to X, 91% of the students are havingaccess to smart devices.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. During the peak of the COVID pandemic, the children with no digital devices were being accessed through home visits by teachers.

II. Assignments were provided to students and assessed by teachers through home visits.

III. **Provision of textbooks to all students from Classes I-VIII free of cost:**Distribution of textbooks is a regular annual feature of the Govt Schools as a part of Samagra Shiksha and RTE. The students have distributed books keeping in mind the norms of social distancing and sanitization. In all, there are 20 clusters in the Education Department of UT Chandigarh, which includes 114 schools. A total of nearly 88% of the students, i.e., 64033 students out of 73075 received the books in the early days of the closure of schools. The students whose parents could not come to the schools to collect the books were given the same by the teachers at their home.

IV. **Helplines:**To tackle the academic and general stress of students during the COVID crisis, the next step was the formulation of two helplines - an academic helpline to cater to the academic queries of the students; and the second one was a counselling helpline to deal with the anxiety issues of the students arising out of the pandemic scenario.

V. **Guidance**: In September, the parents were asked to send their wards to schools for

guidance, which received a positive response. The students, especially the ones who did not have access to digital devices came to schools in different time slots allocated to them, in strict compliance with the then SOPs issued by the Ministry of Health and Family Welfare.

VI. The teachers were accessible to the students on phone at any point in time to clear their doubts.

VII. The Links/telecast schedules of programs on KISHORE MANCH were regularly given to the students with access to TV.

VIII. The parents were regularly contacted by the class teacher of their child to motivate them and address their fears so that they are ready to send their children to school. However, no parent was being forced by any teacher.

IX. The AAC (Alternate Academic Calendar) given by the Ministry of Education, GOI was made applicable in the schools from April onwards. This was done to provide the learners with alternate ways of learning at home through interesting activities and reducing the burden of the syllabus in the wake of the absence of normal classroom teaching, resulting in the best possible learning outcomes. All the school students of UT Chandigarh are regularly being provided the link for Swayam Prabha Channel to make the teaching process more interesting.

X. Mentor teacher has been assigned to a specific group of students and are regularly mentoring and monitoring the performance of students.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. In the initial days of curfew when the learning faculty was under stress owing to Corona, a major step was the formulation of two helplines - an academic helpline to cater to the academic queries of the students, and the second one was a counselling helpline to deal with the anxiety issues of the students arising out of the panic scenario.

II. 58000 monthly active students have spent 4.92 million learning minutes on their portal.

III. Maximum students are of class 9th followed by students of class 8th

IV. Home assignments based on programmes of Kishore Manch.

V. In yet another positive move, online classes were held to minimize the academic losses of students. All the schools resorted to alternate methods of teaching by incorporating the beauty of technology with the intellectual acumen of the educators. The syllabus was dealt with effectively by the teachers by formulating well-organized curricula and assignments.

VI. Subject-wise committees were formed which disseminated the teaching-learning material to all the schools to ensure uniformity of syllabus in all the schools.

VII. Access to live telecast of programmes on Kishore Manch Channel of SwayamPrabha and PM e-Vidya program.

VIII. Sharing of videos from NCERT's official YouTube Channel and self-recorded lessons.

IX. Online Project of class 8thfor e-content in Hindi medium by DIKSHA Chandigarh has been completed. Entire e-contents of 8thclass in Hindi medium are nowavailable on DIKSHA.

X. Online development of class 9th e-content in Hindi medium by DIKSHA Chandigarh is under process.

XI. Online assessment of Creative and Critical Thinking - Practice Questions for Science (9.12.20), Mathematics (13.12.20), Reading Literacy English (16.12.20), and Reading Literacy Hindi

(25.12.20) by DIKSHA Chandigarh

XII. Assignments through digital mode by teachers and sharing weekly Creativeand Critical Thinking practice with teachers and students.

XIII. Alternative Academic Calendar Primary, Upper Primary, Secondary and Senior Secondary developed by NCERT has been shared with Heads/Principals/Teachers with the instructions to implement it.

XIV. **Samvaad**- Monthly Critical and Creative Thinking (CCT) Newsletter was launched by Secretary Education Chandigarh on 28thSeptember 2020. The Newsletter showcases the best practices under CCT at the school-level. The CCT Monthly Newsletter 'Samvaad' has also been shared with parents as they must be a part of our journey of moving in the direction of preparing the future-ready generation.

XV. Regular Online classes through web tools, WhatsApp, video calls, voice calls, and SMS,etc.,

XVI. Content Development Teams (subject-wise) from classes III to XII constituted. Content developed is shared with teachers for online teaching through URCs and CRCs.

XVII. To streamline the access of material developed by UT Chandigarh, KVS, NVS, and CBSE a new site Critical and Creative Thinking (CCT) Tracker has been launched by CBSE. This site can be accessed to view and download resource material for CCT developed by UT Chandigarh, KVS, NVS, and CBSE.The credentials for the CCT Tracker to access the resource material available on the site have been shared with the schools.

XVIII. PISA Primer developed by CBSE shared with parents.

XIX. Students' Learning Enhancement Guidelines by DoSEL, Ministry of Education have been shared with all the schools.

XX. **Pragyata Guidelines for Digital Education** by DoSEL, Ministry of Education have been shared with Schools.

XXI. Webinar regarding creating awareness on Creative and Critical Thinking skills for parents of students (Class 6 to 10) was conducted from 4th to 6th September 2020. Director SCERT, District Education Officer/Deputy Directors, Joint Director CBSE, and Subject Expert Group Coordinators sensitized the parents about the importance of Critical and Creative Thinking.

XXII. Modules, Step by Step Booklet for Mathematic Comic Series like Harshit,Sankalp, Mathlete developed by Subject Expert groups of Chandigarh has also been shared with schools.

XXIII. Schools are sending a weekly report of online teaching to O/o DEO. As per the report of 15thweek, approximately 85% studying in Govt. schools from class 1st to 10th are attending online classes.

TEACHERS/CAPACITY-BUILDING

I. NISHTHA Online Course on DIKSHA for Government School Teachers of UT Chandigarh was launched on 21st October2020 by Director SCERT, UT Chandigarh. Approximately 4220 govt. teachers have completed all the 18 courses from 21stOctober2020 to 18thJanuary2021.

II. Training of 226 Teachers from 112 Govt. schools under the School Health Program of Ayushman Bharat was conducted in two batches from 2.12.20 to 9.12.20 and 9.12.20 to 14.12.20. Education Department transferred the Food Security Allowances to all the eligible students (about 93000) to meet the nutritional requirements of children under Mid-Day Meal Scheme to safeguard the immunity which is very vital during the Covid-19 outbreak according to the guidelines of the Ministry of Education, GOI.

III. Online Training/Orientation sessions on PISA/CCT competencies for all teachers taking classes from 6th to 10th conducted from 23rd Oct to 19th November 2020 by COE

Chandigarh and Central Square Foundation (CSF).

IV.   One day Capacity-building Programme for teachers of English conducted on 27.10.2020 from 2:30 pm to 4:30 pm through YouTube /Google Meet by CBSE.

V.   Further, the staff of School-Based Cluster Kitchens (Mid-Day Meal) is also playing an imperative role in this pandemic situation by preparing about 18000 meals per day w.e.f 15-04-2020 for the needy people of UT, Chandigarh on grounds of humanity with the permission of the Education Department, Chandigarh.

VI.   Bharat Scout Guide U.T. Chandigarh have put their best foot forward to collect grocery items for distribution in periphery areas of UT Chandigarh. The campaign was carried out in GMSSS-Dhanas under the able guidance of State Chief Commissioner, Sh. Rubinderjit Singh Brar. The units of Scout and Guide have tailored and distributed more than 3000 masks to the needy. There is an availability of more than one thousand masks in stock for any critical situation in the times to come.

VII. Webinar regarding creating awareness on Creative and Critical Thinking skills for parents of students (Class 6 to 10) conducted from 4th to 6thSeptember 2020. Director SCERT, District Education Officer/Deputy Directors, Joint Director CBSE, and Subject Expert Group Coordinators sensitized the parents about the importance of Critical and Creative Thinking.

VIII. Parents are being oriented about do-able activities for enhancing PISA competencies.

IX.   The teachers are also in touch with parents to motivate them to liaison with the teachers to bring fruitful teaching-learning outcomes.

X.   The parents were contacted by the class teacher of their child to motivate them and address their fears so that they are ready to send their children to school. However, no parent is being forced by any teacher.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

I.   The following **online competitions**were conducted to commemorate the International Day of the Girl Child on 11th October 2020. The competitions included the following:

- Poster Making Competition
- Poem Writing Slogan Writing
- Collage Making on Inspirational Women of India

II.   **The National Girl Child Day** was celebrated on the 24[th]of January2021 under the BBBP Scheme. All the schools enthusiastically participated in the same and a tree plantation drive was conducted in all the schools in the name of Girl Child keeping in mind all the safety parameters. The students were encouraged to plant several saplings, which, over a period would bloom into full-fledged plants in the times to come. Lectures were delivered in various schools relating the girls to these plants and how they must be nourished to elevate the status of society and the country at large.

GMHS 29B, Chd.
National Girl
Child Day

Tree Plantation

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

As a result of the pandemic situation, there has been a shift in the method of teaching and learning processes:

I. Teaching skills shifted from classroom to digital skills-online teaching.

II. Audiovisual media is playing a crucial role in supporting national educational goals and improving the quality of programs and social responsibilities.

III. Capacity-building of special educators through webinars to enhance their skills on how to adapt the techniques in changing scenarios.

IV. School-wise groups were created and Teachers, CWSN In-charges, CRCC's and parents of CWSN/CWSN were included.

V. Along with this separate group of parents of CWSN along with Special Educators have been created for providing counselling, therapies & suggesting various strategies for providing support to CWSN at home by parents and siblings. Resource Teachers in these groups undertake major modifications and sharing videos related to academics, skill training, therapies, and other recreational activities.

VI. Special emphasis was given on learning outcome-based IEP's & Worksheets were provided to students with a focus on curricular and co-curricular activities.

VII. Assignments provided to CWSN are being divided into oral and written.

VIII. Teachers send small topics of the syllabus and related learning material to children for better learning.

IX. Teachers are sharing written, and voice recorded messages for making the parents and CWSN understand how to conduct the activity

X. Time to time follow up of student's performance with help of CWSN In-charges.

XI. Due to COVID lockdown, all the hospitals were closed for General Public for routine treatments as well as therapies, as such, it becomes exceedingly difficult for parents to have access to hospitals and clinics for therapies. Further parents were not trained enough to carry out the therapies on their own at home. As a result of this, a lot of problems arose amongst CWSN. Accordingly, online therapy camps with the help of trained therapists were planned. All the 20 clusters are organizing two therapy camps (speech & Physio) once a month in virtual mode in which all the queries of parents are addressed by therapists and schools are witnessing good responses from parents. Approximately 1080 CWSN are benefitted from virtual therapy camps.

XII. To create awareness for a congenial and welcoming environment for CWSN in schools, quiz competitions, poster making & slogan writing competitions were conducted amongst all students of upper-primary and secondary classes in virtual mode. The theme for quiz completion was awareness among students on different disabilities and appropriate behaviour for inclusion of CWSN. Similarly, the theme for Poster Making completion was Inclusive Classroom. A total of 1413 students participated in this activity. The competitions were conducted at the school-level and the school-level winners further competed in cluster level activities.

XIII. Parents were advised to involve their kids in various daily tasks which are easy to do, and kids can easily understand through visual prompts like dusting, vegetable washing, filling water bottles, vegetables segregation, sandwich making, arranging shoes on the rack, making the bed and various small role-playing games. They were also advised to engage the children with activities like Yoga, gardening playing hide and seek, peek-a-boo, etc.

XIV. Environment Building Programme:
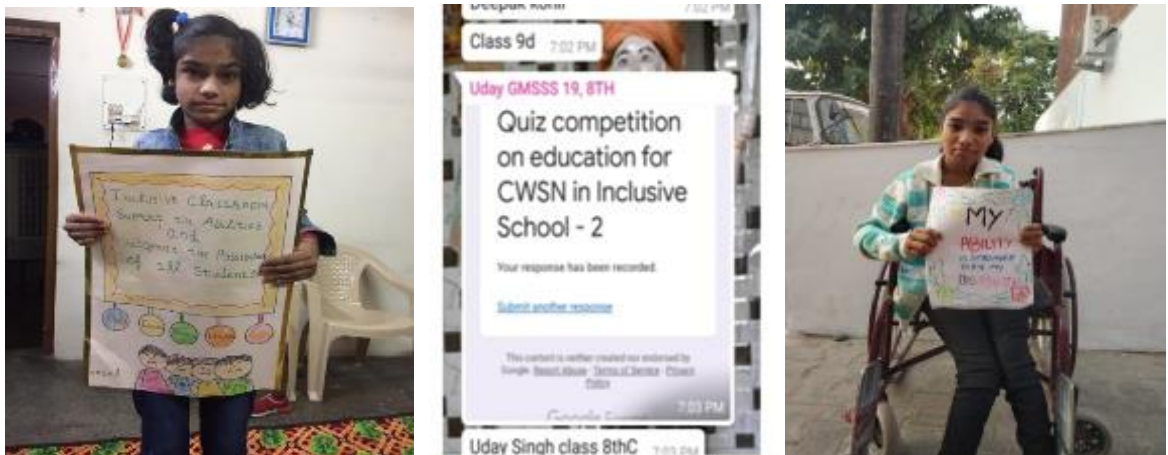
Webinars
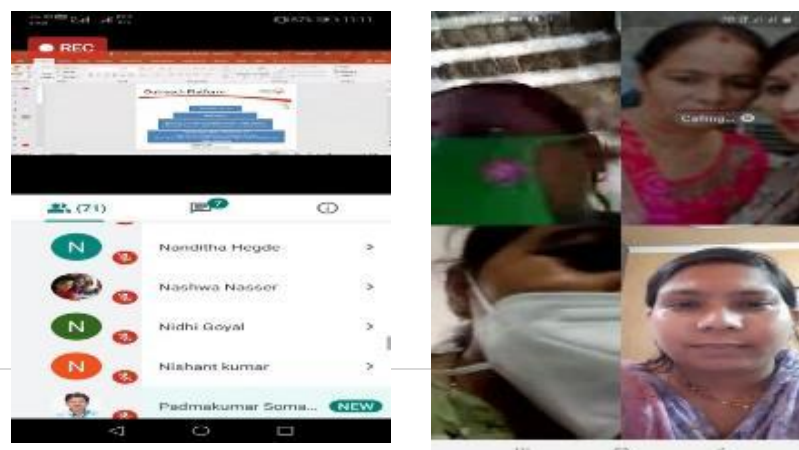
EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

I. When the lockdown was imposed on the entire country, many families migrated to their native places. As a result, the parents of such children could not even occasionally come to the schools to collect the textbooks or reading material or any other related thing.

II. No stone was left unturned in contacting the children and sending the written material to them in the form which was acceptable to them.

III. The parents of all such children were regularly contacted on a one-to-one basis and motivated their wards for studying even while living in remote areas

IV. In accordance with the provisions made under RTE Act, all the Private Recognised schools gave admissions for the students form disadvantaged groups. The reimbursement of students admitted under the same was also done by the Department

OTHER INITIATIVES

I.   DEVELOPMENT OF RESOURCES AND ENGAGEMENT WITH STAKEHOLDERS/CSO

- Joyful learning activities for arousing the curiosity of the students was designed by members of the scientific literacy group during the lockdown period in July. These activities are edited and compiled under the mentorship of DEO, which are shared with students every weekend through school Principals/Heads.

- Three editions of Samvaad- Monthly CCT Newsletter for August, September, and October 2020 published and soft copy of the same circulated to all schools.

- "Step by Step" a Booklet for the students of class 6th to 10th designed by educators of Chandigarh to make the learning of the concepts in Mathematics joyful and to help students enhance the skill of Critical and Creative Thinking.

- Weekly Comic book Series "Joyful Learning/Harshit" developed by Scientific Literacy group in English and Hindi medium for classes 6thto 8th and 9th-10th are regularly being shared with all the schools.

- Weekend Challenge CCT questions developed by St. Johns High School for October2020 have been shared with all the schools.

- First edition of 'Samvaad', the newsletter launched by Secretary Education UT Chandigarh (28th September 2020) to gain visibility into on-ground efforts for PISA and motivation for schools to come up with more PISA-focused initiatives and activities.
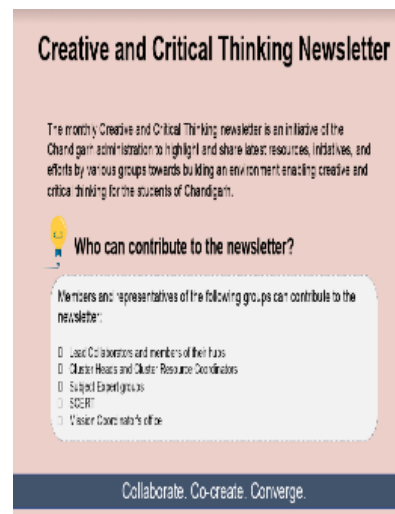
- For students from classes 6-10th of Govt. Schools in Chandigarh, DoEdu collaborated with Khan Academy to make learning Mathematics easy. The content is made available to students in both Hindi and English language for practice. Teachers also download the content and shared it with the students to supplement what is being taught online for practice. The small practice tests by the Academy are helping the teachers and students to identify their strength and areas which needed improvement.

- Collaboration with Aurobindo society for ZIIEI courses for teachers. ZIIEI (Zero Investment Innovations for Education Initiatives) promotes and supports the experiential teaching environment through 'Innovative Pathshala'. A series of books, 'Innovative Pathshala', inculcates experiential learning in the existing state board curriculum. Every chapter of the state syllabus has been re-written to incorporate the zero-investment ideas by teachers of the state that provides options to teach one single topic through ten different activities.

- Collaboration with CBSE and NCERT for all sorts of teacher training programs and digital manuals.

- Collaboration with parents for admission of students from primary to stakeholders: The task of admitting the students to the Govt Schools of UT, Chandigarh was done online. In a novel initiative, the Education Department carried out the process of admitting the students from Classes Pre-Nursery to VIII was done online. The centralized admission to Class XI in Govt Senior Secondary Schools of UT, Chandigarh was also done online. The fee from students admitted in Class XI was also collected through digital mode.

- Online Training/Orientation sessions on PISA/CCT competencies for all teachers taking classes from 6th to 10th conducted from 23rd Oct to 19th November 2020 by COE Chandigarh and Central Square Foundation (CSF).

- Many NGOs and Rotary Club worked at various levels for help in the times of Corona

II.   MID DAY MEAL
- DBT was given for the Mid-Day Meal program and Uniform and Notebooks
- Distribution of ration, wheat, and rice in collaboration with the Department, FCI, and other stakeholders.

III.   WHATSAPP OR OTHER SOCIAL MEDIA GROUPS FORMED

- The WhatsApp groups were the lifeline during the existing COVID pandemic.

- Starting from the Director Level at the department, the groups were formed until the level of the students to cover eachindividually.

- Chandigarh, being a place where many parents and students are aware are connected through various WhatsApp groups.

- The groups have been formed as under:

  o Starting from the level of Director School Education with all the Senior Officers of the Department

  o The District Education Officer relates to all the Principals and Heads through 4 groups: with Principals of Sr Sec Schools, with Heads of High and Middle schools, with Principals and Heads of Private Recognised Schools and Heads of Govt Aided schools.

  o The schools of Chandigarh are divided into 20 clusters. There is a group each for each cluster having Cluster Head and Cluster schools and the CRCs.

  o Further, the Principal of each school is connected to the staff members on an official group of the school.

  o This is followed by a group of Class In-charge and all the students, apart from the subject groups of each section of the class.

  o Also, if the need arises for any specific matter, new groups are formed to suffice the required purpose.

Making of masks with help of students and staff

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

Not reported

EFFORTS TO ASSESS LEARNING LOSS

Not reported

CHHATTISGARH

Data as per UDISE 2019-2020

Number of students
5677203

Number of teachers
265719

Number of schools
56303

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Samagra Shiksha Chhattisgarh has implemented a programme for Out of school Children in partnership with Humana People to People India since Oct 2017 through the Kadam programme.
- This 5-year partnership programme is bridging the learning gap and mainstream the OoSC in the formal schooling system through Residential and Non-Residential Special Training Centers (RSTC/NRSTC).

SURVEY OF DIGITAL DEVICES

- State Samagra Shiksha has surveyed the access of digital devices in Chhattisgarh to know how many families use which type of digital devices and what types of deliverables are appropriate to reach the maximum for education during this pandemic.
- For this survey, we developed a tool and shared it through different social media with our teachers with a request to get the details from their students and then fill a google form.
- Total 4417 teachers responded, and we got the status from 301190 students and their families.
- This survey was undertaken in July 2020 and based on this survey; the state moved towards organizing non-digital programs for the continuation of the education of children in Chhattisgarh.

- The finding of this survey is: (Date of Analysis: 20thJuly 2020, Number of teachers responded: 4417)

#	Question	Number of Responses	Percentage
1	How many parents have simple phone?	164671	54.6%
2	How many parents have a smartphone without internet?	52826	17.5%
3	How many parents have smartphones with internet?	45694	15.1%
4	How many students have a radio at home?	21795	7.23%
5	How many students have a TV at home?	161970	53.77%1
6	How many students have computers without the internet?	3453	1.14%
7	How many students have a computer with internet facilities?	2160	0.71%
8	How many students can see the online classes?	27891	9.26%

#	Question	Number of Responses	Percentage
9	How many of the students have no access to the above devices?	85149	28.27%

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. PadhaiTunharDwar

- To help children stay connected with education at home, the Department of School Education, Government of Chhattisgarh took an initiative by introducing the 'Padhai Tunhar Dwar' program.

- An education program through which government school teachers teach students through online education portals accessed through smartphones.

- However, most of the students did not have smartphones and hence many students staying in remote areas could not befit from this program. To overcome this challenge, school teachers and education volunteers imparted education to children by visiting them and holding classes in small groups, following all the necessary precautions.

- Teachers and education volunteers are using Kadam theme books for teaching student's activity-based learning.

II. Bultu Ke Bol app:

- Localsaddress the Bluetooth as Bultu. Bluetooth is being used for the education of children for audio content. In many rural areas, internet connectivity and smartphone availability are still a challenge.

- To make online learning a level playing field, the department has taken proactive steps to ensure that the students are also able to learn even with a normal feature phone, even if they do not have internet.

- The students can now attend the LIVE classes through Bluetooth and raise doubts. The audio-video content is also broadcasted LIVE on the official YouTube Channel name (PTD Chhattisgarh) so that students from other Hindi/English-speaking States can also view and learn from the classes being held.This practice was earlier being followed in local hat Markets of tribal remote areas where the community used to upload their local songs for entertainment through Bluetooth paying some amount for the same.

III. Motorcycle iskool:

- To provide a face-to-face learning program, many teachers have also volunteered to become motorcycle guruji, wherein selected teachers travel to remote locations across the state and conduct classes for kids in their settlement areas.

- Mobile connectivity and device availability are still a large challenge for a lot of students; hence this type of makeshift arrangement is helping the students immensely. The essential duty of a teacher is to teach a concept, conduct activities in a group, assign homework to students, and ensure that the homework is evaluated and given to the students on the spot.

- The teacher is also using loudspeakers and his smartphone for playing relevant content for the students. Community provided space for learning and students attend their classes in different spaces in different habitations to maintain social distancing. The community also provides local volunteers to support education. As we have a limited number of teaching staff in schools, these teachers become mentors and support the local volunteers to teach in different classes during Corona time.

IV. Loudspeaker School

- Based on the news about the use of loudspeakers for education in Jharkhand, our teachers also got excited to get this done in their villages. This initiative was started in one of the panchayats in Bastar where the Sarpanch arranged the loudspeaker and DJ for education purposes.

- Teachers informed the parents, took their consents, and designed their lessons using loudspeakers. One of the teachers used to teach and the other used to move around to see the sound quality and students' engagement in the teaching-learning processes. Gradually this program got popularity and in Bastar itself, about seventy villages started using loudspeaker schools having loudspeaker through Panchayats. At present, more than 2800 villages are using loudspeakers in the state.

V. Motorcycle Guruji:

- Based on the community demand and sharing some learning spaces along with local person support for teaching, the schools start Mohalla classes in different villages and wards. N
- ow as the school has a greater number of student groups, to keep the distance norms and classes are spread across the villages. The teacher visits these learning centres or Mohalla classes using his or her motorcycle. He or she acts as the mentor to the local youth volunteers popularly called shikshasarathis.

VI. Teaching through stories:

- Some of the teachers have started telling stories to their students. They also seek support from senior local community members for storytelling. Based on these stories, a lot of follow up discussion is continued to make students open with new ideas and learn from their local environment and surroundings.

VII. Two minutes speech:

- This is just like flip classrooms where students are allotted some topics and are asked to collect information on that topic and prepare well about the topic. Students are asked to share what they learned about the given topic within two minutes.

VIII. Using rooftop for learning:

- In urban areas where the houses are remarkably close and connected through their roofs, the teacher asks the students to come on their rooftop and attend their classes. The teacher from his or her rooftop takes the classes and students learn sitting in their respective rooftops.

IX. Community library:

- During this COVID pandemic, in most of the schools, their Muskan Library books are kept open and shared with the community and students to read these books at their homes. The community also shares books as well as the children's edition newspapers to give students an exposure to good quality reading materials.

X. Teaching through puppets:

- CCRT has trained teachers on the use of puppetry for teaching. During pandemic time, such trained teachers were asked to develop awareness programs using puppets. Different interesting lessons and awareness programs were developed and performed through various platforms using puppets by expert trained teachers.

XI. Mission Koutuhal:

- Some of the block-level leaders have introduced Mission Koutuhal to enhance the curiosity of students using science teaching through experiments. Teachers were asked to design different experiments which make the students use their inquisitiveness to generate curiosity and find the answers to the different challenges given to them.

XII. Science from Kitchen:

- Some of the teachers have propagated the idea of teaching science using different items available in the kitchen. They have developed different experiments using kitchen items.

XIII. Teaching through co-curricular activities:

- COVID has also created some emotional issues and trauma among children as they have lost their time, relations and faced economic problems during the lockdown. Mud clay items, Rangoli, Toy making, and many other co-curricular activities were organized in schools during this period.

XIV. Teaching using local TLM/ worksheets:

- The state issued a letter asking the schools to make use of their grants to support teaching-learning processes in Mohalla classes.

- State, as well as different organizations, developed and shared different TLM, reading materials, and worksheets to make students engaged in meaningful learning activities. Teachers could get photocopies of such worksheets and develop TLM for making students learn effectively.

I. PadhaiTunharduvaarplatform:

- The Department of School Education, Government of Chhattisgarh has been making strides in EdTech even before the C19 crisis. The release of the platform – 'PadhaiTunharduvaar' (Education at your doorstep) is a post-covid initiative. The objective of this platform is to connect teachers and students by providing access to good quality educational content from the comfort of their homes. Post-CoVID 19, it has become necessary that children should be provided the opportunity to read, write and learn while staying in their homes. With this, students can continue their studies on the e-platform through a mix of content like LIVE Classes, offline video lectures, simulations, animations, worksheets, podcasts, etc.

- The department of School Education has also worked on creating around 45,000+ virtual schools, where the teachers at the same school engage with their students and provide the teaching and learning material daily. In addition to this, the teachers also guide the students in solving the homework which is uploaded on the portal. In this way, children are also being given homework for home study and are assessed by their teachers.

- Once a student completes homework, he/she can take a photo and simply tap a button to upload it on the portal, and the teacher reviews it using the annotation tools available on the portal and sends it back to the students. In this way, students could focus on their studies to overcome their weaknesses in subjects while staying at home.

II. Setting new records for Online Classes

- Despite many bottlenecks like connectivity issues, lack of good devices at home, etc., many teachers did not give up the spirit of conducting online classes from home. They not just learnt to teach in a new environment but also started conducting virtual training for their peer teachers. To date, more than 18 lakh virtual classes have been hosted by teachers, which is an astounding feat in itself!

- Besides this, around 600 classes for grades 5-12 were also broadcasted from SCERT and CGBSE which were viewed by over 26 Lakh students.

- What is more astounding is the fact that these classes were not only attended by students of Chhattisgarh but also students and teachers from the US, Bangladesh, Pakistan, Nepal, Indonesia, and 7 other countries where Hindi is widely spoken.

III. EDUSAT Network

- ISRO has provided the Bandwidth for the EDUSAT System and demonstrated the efficacy of the satellite system for interactive distance education. EDUSAT is the first exclusive satellite for serving the educational sector. It is specially configured for audio-visual medium, employing digital interactive classroom and multimedia multi-centre system. The School Education department has developed and maintained 330 SITs in Higher Secondary Schools, DIETs across the remote parts of Chhattisgarh.

- Key Achievements:

- o Regular classes for Students by SCERT Faculties and experts.
- o Extensive use for building capacity for Teachers.
- o The project has impacted approximately 12000 Students every year.
- o This network has been used for various Competitive examination Preparation like Engineering and Medical Entrance.
- o Also, this network has been used for conducting Meetings with District Officials.

IV. Crowdsourcing of e-content:

- The department of School Education has taken steps for crowdsourcing content from teachers, NGOs, and other content development firms at zero cost. The idea is to provide a mixed variety of joyful learning material to our students. Once the content is uploaded, they are very carefully reviewed by the experts, and only after the approval; the content is visible to the students.

- As of date, the portal has garnered more than 24,000+ crowdsourced audio-video content, in addition to this, it also has 15400+ image-based activity sheets, 4000+ course material, 1150 audio (MP3) based content.

V. YouTube

- In addition to this, 10 hours of LIVE classes are conducted for all classes through YouTube everyday which has been attended by approximately 20,00,000+ participants from classes 1-12. These features have helped the teachers and students to connect from their homes without the need for traveling outside for various subjects ranging from class 1-12.

VI. Jugaad Studio:

- To promote low-cost, high-quality content, the teachers are setting up a Jugaad Studio in their schools and homes. The prototype of the Jugaad Studio was launched at DIET and CTE in 2020.

- Through proper planning, teachers are invited daily, and recording is made with the help of the technical team.

- A YouTube Channel is also set up where all the videos are available for teachers concerning technical support.

- To set up a Jugaad Studio, a teacher needs to have a smartphone, earphone/collar mic & a mobile tripod.

- Some knowledge on building a PowerPoint serves as an added advantage.
- To promote the usage of FOSS (Free and Open-source tools), training videos are made and uploaded on our official YouTube channel and Portal.

VII. Safe internet practices:

- As the learning is gradually transitioning to online mode, the department has taken measures to ensure there isa safe learning environment for students and teachers. Many times, teachers and students social bullying and becomes an exceedingly difficult situation since such miscreants are mostly unknown and non-treatable. A preventive solution is the best way to combat such elements. Also, at times students get lost on their way to browsing. For this, the department has created lots of 'Do you know and 'Safety first' videos where teachers, students, and parents have been taught to use safe practices while using the internet. All these instructional videos are available on the state YouTube channel: PTD Chhattisgarh.

VIII. Use of Augmented Reality in Classroom:

- The best part about technology is that it is always path-breaking and innovative people will always find a way to use them in their daily life. This is a classic case that happened in the case with the teachers of Chhattisgarh.

- Despite the lockdown, the department continued to conduct many weekly webinars for teachers

and students. One such webinar was on using Augmented Reality in Classroom. The introduction of this technology spread like wildfire and created a huge teaching revolution.

- The webinar was broadcasted on 24thOct 2020 and within 2 months, there were thousands of teachers who started experimenting with new pedagogies of teaching using AR.

- The kids liked a LIVE Dinosaur, Tiger popping out of the tree. Some teachers went near a pond and brought a virtual Shark right out of water. Few other teachers created solar systems right inside their classrooms. Students were now able to see and experience 3 Dimensional models in front of them, what they would have otherwise only heard or seen pictures in their textbooks.

- To boost creativity, a competition was also held, and a team of blog writers wrote stories/case studies on teachers who successfully adopted Augmented Reality in their classrooms. Within no time, the newspaper and local media also started reporting the usage of AR in the classroom by many teachers in the remotest area of Bastar, Dantewada, Kanker,etc.

IX.   DIKSHA (Digital Infrastructure for Knowledge Sharing)

- **Video documentary link:** http://tiny.cc/c2htqz
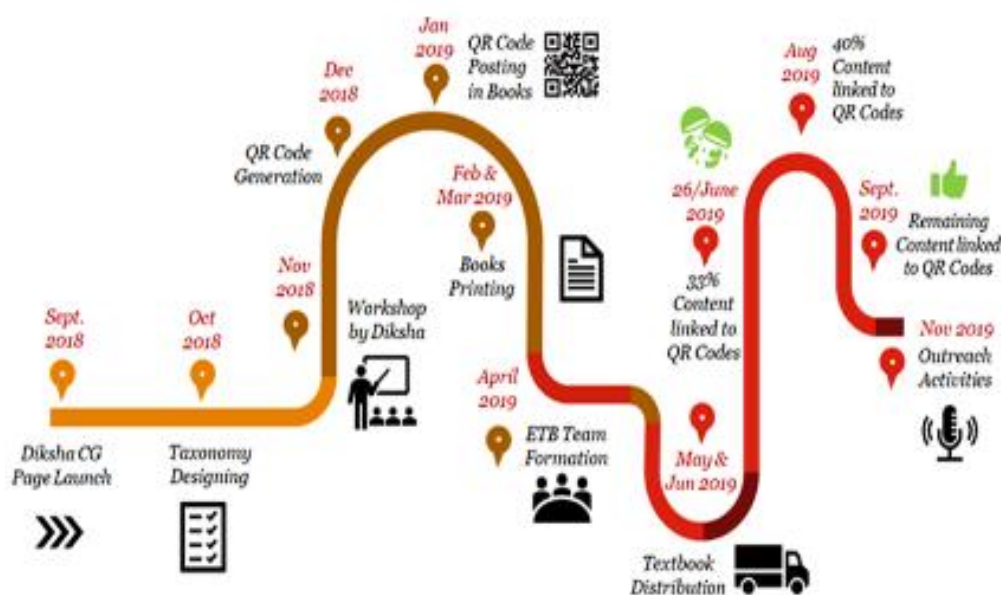
- The objective of this initiative is to provide access to high-quality content created by teachers with the help of a QR code energized on a textbook. The Department of School Education launched the DISKHA initiative in early 2018 with the printing of 4300+ QR codes planted in 67 titles of textbooks for classes from 1 to 10. A student scans the QR code and gets immediate access to the content without the need to spending time browsing content as all the content is contextually placed well within the textbooks. In addition to this, there are also practice assessment questions that are available at the end of the chapter, which the students can use to test their knowledge and improve their knowledge gaps.

- To promote the widespread usage of DIKSHA, SCERT has conducted many campaigns at the ATL and BTL levels which have resulted in wider adoption of DIKSHA in Chhattisgarh. DIKSHA is also being

used to disseminate NISHTHA courses which have seen wider usage among teachers.

X. Charcha Patra as a tool for academic discourse:

- Chhattisgarh SSA is doing a silent revolution in schools by facilitating academic discussions through cluster-level discussion papers. This intervention is very cost-effective and developed at zero cost and circulated state-wide through emails and WhatsApp.

- These discussion papers are used to organize cluster level monthly meetings and every month 10 current issues are raised, and academic discussions and local level planning and implementation are done as follow-ups to these monthly meetings. Schools have experienced a lot of changes through small & simple interventions suggested.

- Different columns like best practices, discussion on pictures, pedagogical ideas, resources to support teachers, teacher of the month,etc. are some of the regular features. These Discussion Papers are of 12 pages and sent before the end of every month so that teachers could gather every Saturday to discuss different agendas given in this paper.

- This tool is successfully being used in the state for continuous capacity-building of teachers. Cluster Resource Persons also feel competent enough to organize good academic discussions during monthly meetings which were earlier used only as a tool for data collection. They can translate different programs in the field and get feedback about different ongoing successful activities which is disseminated with a purpose to scale up.

- For the last six years, State Project Office, Sarva Shiksha Abhiyan is sharing these discussion papers from the state to the grassroots every month without fail and has seen good results in the field.

- During COVID phase, State released issues focusing on different innovative practices adopted for the continuation of education of children. These ideas were collected, and proper Standard Operating Procedures (SOP) were also developed so that other teachers willing to contribute in the same can start their classes.

- Some of the focus areas shared were PadhaiTumharDuar. PadhaiTumhar Para, Motor Cycle Guruji, Loudspeaker Schools, BultuKe Bol, Worksheets, Homework at our doorstep, Shiksha Sarathis, and online pedagogies, teaching-learning etc. Charcha Patra also came out with the ideas of different models of alternative schoolings appropriate to start during school lockdown like- Kondagaon's IMLI MAHUA SCHOOL, Purna Learning Centre, Marudam Farm School, Dr. Prabhu Khera'sAbhyaranya School, Manipur's Floating School, MPs Vina Vadini School, SECMOL-Ladakh, School by Ananya Trust, etc.

- There is a strong follow-up mechanism developed to assess the use of these charchapatras. Teachers share photographs and reports of various activities they perform as per charchapatras and share them in the groups. Some teachers use selfies with the project they implement in their schools to share the proof.

XI. Teaching through Cable TV:

- Some of the districts like Raigarh, Bastar, and Balodbazar have started delivering their online classes using the local Cable TV operator. Based on the number of connections and popularity of Cable TV, the district administration instructed the Cable TV operators to start four or five new channels and arranged for the local efficient teachers to take the classes simultaneously. This program is getting popular, and many other districts are also making use of such available resources.

XII. Cinema Vale Guruji:

- One of the teachers from Korea District is popularly known as Cinema Vale Guruji. He starts his day by visiting different villages and meeting children inviting them to see the pictures through TV. He fits the LED screen on the back of his motorcycle. He runs this LED TV with the battery of the motorcycle or the electricity available nearby. He connects his mobile with the LED TC through an app called Meera Cast. Students can see different educational videos from his LED, and he goes from one village to other to meet students and encourage children to continue their studies.

XIII. Radio Guruji:

- Some of the teachers have collaborated with Bilaspur Arpa Radio to share different talks on education. A special time slot is given for educational broadcast by this FM radio station.

XIV. **Blue Tooth Bulb Master:**

- Some of the teachers are using blue tooth bulbs for educational purposes. Teachers found that there is a bulb which has got speaker which is used at home for entertainment purpose. When we connect our mobile with this bulb through Bluetooth, the audio of our mobile could listen through the speaker. The same is now used by some teachers for educational purposes.

XV. **Teaching through google forms:**

- Our teachers are nowadays well versed with the use of Google Forms. Some of the teachers have started using Google Forms for assessment purposes. Students can appear in the teacher-made tests online and get their scores immediately. Teachers do not need to assess the work of students. Their scores come to the teacher automatically through the set of pre-decided answers. Some of the teachers have started series of unseen passages and selected questions based on those passages. This has improved the reading skill of students through continuous practice.

XVI. **Teaching through Alexa:**

- Teachers from the Bastar district have come out with an innovative idea of teaching through Alexa. They have given exposure to the Alexa machine to students and now they use this machine regularly to ask a question from Alexa. A study was done by the external agency and now a big number of Alexa equipment is distributed to schools from some external agencies to promote this system.

XVII. **Teaching through silent movies:**

- It is a fact that our students are comparatively shy and hesitate to answer questions asked even if they know. There is a need to give them exposure to spoken language and express their thoughts. In this approach, the teacher runs some silent movies or cartoon films, and the students are asked to give running commentary on the activities visible on screen.

XVIII. **Missed Call Guruji:**

- Some teachers share their mobile numbers and allot some specific time when their students can give them the missed call and teachers respond to the queries raised by the students. In many places, teachers form a group as per their subjects and design a brochure which is shared with parents and displayed in public to make students call the given number and clarify their doubts by giving missed calls.

XIX. **Free Conference Call:**

- Teachers have found a way in which they can use a given number in which students can call and connect to have their lectures through conference calls without spending the call charges. The teacher shares the information when he or she is planning to have a lecture through a conference call and their students connect through this call and listens to the lecture of their teacher.

TEACHERS/CAPACITY-BUILDING

I. **Online Training Programs**

- Chhattisgarh has collaborated with more than 22 NGOs in providing various types of training to teachers.

- The capacity-building programs are mainly aimed at improving the skillsets of teachers and enabling them with the latest tools and techniques for improving their classroom instructional

delivery. Many Nonprofit organizations like Million Spark Foundation, TheTeacher App, Language Learning Foundation, etc. have also created customized online learning modules for the teachers in Chhattisgarh that are easily available via their android apps.

II. **Tech4Teachers:** One of the positive sides to COVID 19 lockdown was the digital upskill of many teachers in the state of Chhattisgarh. The digital quotient of the teachers grew exponentially. Many teachers learnt in many ways. Some were self-taught and others relied on third-party tutorials and help videos. To motivate the left-out teachers, the department also rolled out a daily Challenge video via YouTube channel 'Tech4Teachers PTD' where the department partnered with KPMG to create 5–10-minute nugget videos on many interesting topics like

- How to use Canva for graphic designing?

- How to create a Quiz in Google form?

- How to teach Math using Microsoft Math Solver?

- Learning Chemical reaction using Beaker App

- How to create your website using Google site

- How to use Bit.ly

- How to create a QR code?

- How to use Google Maps in classrooms

- How to create like a PRO, etc.

There was an incredibly good response from teachers, as this was given the shape of a self-challenge. So far, these videos have garnered more than 3 lakh views. Many of the teachers started learning from these videos and started posting their self-videos on many social media platforms of them using these techniques in their online and Mohalla classrooms. These videos were also viewed from countries like the US, Pakistan, and UAE.

III. **SAGES Young Professional Community:**

- More than 1500 teachers were newly hired in Chhattisgarh for the newly formed 52 Swami Atmanand English Medium Schools of Excellence. One of the challenges was to keep these newly recruited teachers engaged and give them a platform to develop their teaching skillsets.For this, few group leaders were selected, and members were aligned to each group.

- They took an active interest in creating a group name for themselves and created a Facebook group and took up different kinds of digital assignments for discussion in peer groups. Mentors were also assigned to help them upskill remotely.

- The Principals of these schools were invited to state-Capital - Raipur and given a 10-day residential training on effective School Governance- Including managing and motivating fresh recruit teachers, as they have a huge responsibility in taking the next generation forward. The department is also gearing up to expand this program to other government schools, after the successful pilot.During this pandemic, the state also organized different webinars for the capacity-building of teachers.

I. Project Vijayi (Girls Education Program-Accelerator)

- Girls Education campaign is organized through virtual mode in which e-content is disseminated and videos of T/W and Government Officials taking a pledge for girl education #HarKadamBetiKeSang were shared. 207 officials made GEP poster as their WhatsApp display picture and promoted it among the Adolescent girls through their parents.

- GEP campaign has received State-wide media coverage through different local newspapers. Through this coverage, important messages of continuing girls' education "Har Kadam Beti Ke Sang,School Chutne Nahi Denge Hum" is reaching to each nook and corners of the state spreading the message of promoting girl education.

- To multiply the reach of the GEP campaign, the GEP team came up with an innovative intervention to play messages and jingles related to the GEP campaign on traffic signals. A letter was issued in collaboration with RGSM and district administration in this regard and messages and Jingles of the GEP campaign were played on around 40 prominent traffic signals of Raipur.

- 32 life skill-based radio episodes have been aired through Aakashwani from 17th November to 18th December 2020 and YouTube links of the episodes have been uploaded on cgschool.in for students, parents, and teachers.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

In the absence of regular operation of school due to COVID crisis, the goal of learning and inclusion is being achieved using alternative technology in inclusive education for the direct interaction with children with special needs, their teachers, parents, and teaching/training.

I. Environment Building programme:

- Under this, 29416 general teachers of primary and 3650 general teachers of high and higher secondary school were provided a 2-day Environment building programme which was organized in block-level virtually on important subjects such as identification of symptoms of 21 types of disability, checklist, activities of empowerment, methods of the behaviour of CWSN, Rights of Persons with Disabilities Act, etc.

II. In-Service Training of Teachers:

- For the identification and marking of hearing impaired, ADHD, and autism children, 4673 teachers were provided 4-days online training to provide remedial training to these children.

III. Teacher Need Analysis for Training:

- A total of 3315 teachers have been given online training to create a conducive environment in schools by enhancing the capacity of the teachers under this activity.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

दैनिक भास्कर | 20-Apr-2020 | जगदलपुर Page 1

गरीब बच्चों के अभिभावकों के पास नहीं था स्मार्ट फोन, महाविद्यालय की दो छात्राओं का लिया सहयोग और शुरू कर दी ऑनलाइन क्लास

Due to the transmission of COVID19, various efforts were made to orient the parents in the current session:

- A one-day orientation programme of 2708 parents of children with special needs receiving home-based education was organized online at the district level. The work was completed on zero budget.

- Parents were briefed on the skill development and therapy through video calls or voice calls by the BRPs (CwSN).

- The parents were constantly motivated to monitor the children with special needs.

- In the present condition of the corona, the Children and BRPs who performed outstanding were given a suitable place in the column "our hero" of the PadhaiTuharDuvar website to encourage them

- During COVID times from April 2020, E-content (E-GUPSHUP newsletter, Jeevan Kaushal Pitara) and Podcast of champion parents have been shared to wardens and teachers through state-level Telegram group and District level What's app group.

OTHER INITIATIVES

I. Engagement with CSOs

- The Humana People to People India is implementing "PADAI TUHAR DWER" in 2 Districtsthat is, Raigarh and Mungeli, through our Digital Classroom Project, withthe involvement of the local Govt. Teacher or Education Volunteer since July 2020.

- 5056 children participated in the classes on regular basis through 572 small groups.

- Approx. 9 students participate in a group. 438 students' trio group is formed.

- To date 490 Govt. Teacher and 206 Education Volunteers are in contact with our district representatives in these districts, among them 282 teacher and 67 education volunteers engaged in the implementation of the program. We are communicating with the 153 Schools in 7 districts for better functioning

SURVEY OF OUT OF SCHOOL CHILDREN

Not reported

DADRA & NAGAR HAVELI AND DAMAN AND DIU

Data as per UDISE 2019-2020

Number of students

125686

Number of teachers

4682

Number of schools

483
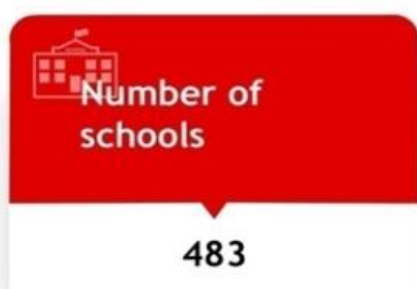
EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Appointment of Educational Volunteers for out-of-school children.

EFFORTS TO ASSESS LEARNING LOSS

- Special Achievement Surveys have not been conducted; however, 3136097 number of tests have been conducted on E-Gyan Mitra Mobile application to assess learning. Therefore, this App is also used for tracking of learning,

SURVEY OF DIGITAL DEVICES

- A survey was conducted by the Education Department regarding Students with devices and without devices during the closure of schools. - All the Government Primary/Upper Primary/Secondary/Higher Secondary schools of all the districts were asked to submit the data regarding Students with digital devices and without digital devices.

- Approximately 71 % of the students of UT are having Smartphones and pursuing online education through E-Gyaanmitra mobile application.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. Textbooks distributed to all the students.
II. For Class 9th to 12th, learning notes were created by expert teachers and circulated.
III. Workbooks prepared for Class 1st to 8th; distributed as per Academic Calendar.
IV. Teachers are visiting habitations to monitor the progress of Students.
V. NSS Volunteers are working as volunteers for group learning at habitation levels in remote villages.
VI. Home visits by Teachers

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **Development of E-Gyan Mitra Mobile application for Class I to XII for English, Hindi, Gujarati, and Marathi Medium**

- 7576 Lectures are uploaded on the Portal.

- 3136097 number of tests conducted on E-Gyan Mitra Mobile application

- 2755 Number of teachers registered on E-Gyaan Mitra Mobile Application.

- Academic Calendar is followed while uploading the video on the Portal.

- Teachers monitor the progress of their Students through Portal

- HM monitors the progress of their school through Portal.

II. Mapping of Students with teachers and regular visits in the field by Education Officer.

III. Awareness creation through media/ regular field visits

IV. TV Channels: Gujarat (Vande Gujarat), and Maharashtra (DD Sahyadri) Learning Channels, and NCERT Channels.

V. **WhatsApp Groups:**

- Around 410 WhatsApp groups were created at State/District/School-level.

- WhatsApp groups were created for resolving the queries of the students.

- WhatsApp groups have helped the students to clear their doubts.

- Training to Teachers has been undertaken for preparation of e-content.
- Elementary teachers have also completed NISHTHA module

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- Registering all Girl Children having digital devices in E-gyaan Mitra Mobile Application for Online

Education.

- Distribution of Notes and Workbooks for practice.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Home based Education by Special Educators.
- Ensured access to Teaching Learning Material for CWSN Children.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

- Ensured 25% Admission of Disadvantage group and weaker section students under Section 12 (1) (c) of RTE Act.
- 227 Children from disadvantage group and weaker sections were provided admission in Private schools under Section 12 (1) (c) of RTE Act.

EFFORTS MADE FOR STUDENTS LIVING IN RURAL AREA:
- Regular visits by Education officers, Head Master and teachers.
- Registering Children in Egyaan Mitra Mobile Application for Online Education having Digital devices.
- Distribution of Notes and Workbooks for practice

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- Parents were mobilized by the Education officer/Head Master/ teachers for accessing online education through E-gyan Mitra mobile application.
- Parents were informed about the facilities provided by Department such as online education, workbooks, notes during the closure of the school.

OTHER INITIATIVES

SPECIAL PARTNERSHIPS

I. CSR Activities:
- Happiness Kit in Coordination with AkshayPatra Foundation.
- Infrastructure facilities such as Science Labs, R.O treatment Plant, Toilet Block for Girls, Library, Mini Science centers, Smart class in coordination with Local Private Partners

II. Convergence with Departments:
- Social Welfare: Disbursement of Scholarships to SC/ST/OBC/EBC/Minorities/ Disabled Students.
- ICPS: Survey of Out of School Children.
- Health: Teachers Vaccinations, Iron Folic & Deworming Tablets to students

DELHI

Data as per UDISE 2019-2020

Number of students

4180617

Number of teachers

149613

Number of schools

5669
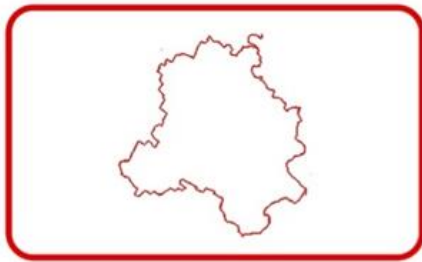
EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Under Samagra Shiksha there is a provision for Special Training for Out School children (OoSC), to mainstream them in formal education.

- To achieve this objective, Samagra Shiksha Delhi, runs Special Training Centres (STCs) to provide bridge courses to the identified OoSC in the progression of mainstreaming them. In the year 2018-19 total numbers of STCs were 572, which increased to 826 in the year 2019-20. The total number of OoSC identified in the year 2018-19 was 30462 which increased to 36813 in the year 2019-20. The total numbers of OoSC mainstreamed in the year 2019-20 were 32378.

- Usually, the foremost share of OoSC is owned by the people from the disadvantaged communities which includes Schedule Castes, Schedule Tribes, Migrants, Economically Weaker sections, Muslims, Children with Special Needs, etc. Since their living conditions are challenging, they are deprived of education and related facilities. STCs act as a bridge between a student and school to fill the gap which is created due to lack of education and opportunity.

- To augment retention and dissuade children from dropping out, a need was felt to make the STCs different from the regular classrooms. In the session 2020-21, 259 STCs were upgraded to Gyan Lok

to provide facilities to all OoSC to encourage retention, continued attendance and to increase the motivation level of students by providing e-learning tools, educational kits, etc.

- The upgraded STCs i.e., Gyan Lok further attracts students from deprived backgrounds as it provides exposure to learn through the latest technology like projector, smart TV, and other educational Gadgets. Apart from this, there are other types of equipment in Gyan Lok like Abacus, Educational kits, etc. which are used in the teaching-learning process in a very innovative play way method. The whole idea of Gyan Lok is to provide an advanced environment of study and it also acts as a pull factor for OoSC and their parents towards education. This is also helpful in decreasing the dropout rate among OoSC. Gyan Lok creates an environment in which student gets motivated to attend the class in STCs by making learning more joyful and interactive.

- STC teachers training (Phase I) = Total 800 Teachers are trained for maintaining PRAYAS Register and Attendance Register.

- PRAYAS register designed by STC Cell to track the OoSC children who remain absent from class for more than 1 week.

- STC Teachers Training (Phase II) = The training was conducted for STC Teachers Diary and STC Manual.

- Teachers were trained on using Teachers Diary and maintaining student records on monthly basis to assess the performance of students studying at STC.

SURVEY OF DIGITAL DEVICES

Class wise percentage of students who do not have access to any mode of digital education:

Class	% of Students
I	3.97%
II	3.84%
III	3.24%
IV	2.63%
V	2.45%
VI	11.96%
VII	5.46%
VIII	4.48%
IX	5.18%
X	2.00%
XI	1.12%
XII	1.59%

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. The ways to reach the children, who had no access to digital devices, were discussed in teacher capacity-building programmes.

II. Worksheets, to be provided to the students, were vetted.

III. Ways to assess the children's achievements were discussed. Providing socio-emotional support to

children as a precondition to academic achievements was emphasized during the pandemic.

IV. An alternative academic calendar was suggested to teachers. Online and offline timetables were prepared. Emphasis on building connectivity with students and ways of reaching were discussed and implemented by schools.

V. Enhancement of Mathematical Calculation Skills with the help of ABACUS.

- Abacus is a simple tool or hardware used for performing rapid arithmetic calculations. The best age to learn ABACUS is 8-10 years, as, at this age, the brain is most active and learns phenomenally. It helps in speed and accuracy in complex calculations, improved concentration, enhanced memory, and retention power.

- The 3-day workshop was held in 136 Clusters and all the participating schools were given one Abacus Kit each. The participating teachers as well as 5 children of one school were provided orientation so that they could further enhance the mathematical skills of the rest of the children in their schools.

- In the year 2020-21, activity was conducted for 136 Govt. and Govt. aided schools having primary sections, for children of class IV at 136 clusters.

- The Activity involves 'Provision of Abacus Kits and Teacher Training under RAA' in primary schools. Virtual Abacus Training/Workshop for teachers of Class IV was conducted followed by the Orientation Sessions for Students that was provided by teachers to their respective classes.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. E-Learning

- During the Covid-19 pandemic, online teaching was initiated to minimize academic loss in the absence of regular classes. Special sessions with teachers were conducted on social-emotional learning to build their confidence and train them in sailing through these difficult times first. So that they deal with students with compassion as pandemic has hit everyone unanimously. Primary Education Cell, Samagra Shiksha, and SCERT took initiative for the development and dissemination of Common e-Learning material for uniform learning in primary schools and all the managements of Delhi under the guidance of the Honourable Secretary.

- The ways to reach the children who had access to digital devices were discussed in a 10-day induction programme for Teacher's training & 5 days induction programme for Heads of Schools, especially the use of Online teaching-learning tools (various categories).

- Worksheets to be provided to the student were vetted.

- Ways to assess the children's achievements were discussed.

- Alternative academic calendars were suggested to teachers.

- Online lecture series" Learning Never Stops" conducted.

- Webinars on educational issues were organized.

- Teachers were oriented on MS Office tools and usage of social media for planning and making their online classes more interesting and activity oriented.

- Since regular classes were not held, the Directorate of Education (DoE) devised stop-gap solutions to continue teaching. This need gave digital platforms a new dimension in utilizing it for educational approaches for the ultimate benefit of our students. Special Educators thrived on structured timetables, routine resource room/therapeutic activities, an Individualized Educational Plan (IEP) - a meticulous, planned operation made to transform all these tasks into an online mode practically by the SETs of DoE.

- All efforts were made to shift to a multimodal strategy- a mix of live classes, recorded lessons,

physical Samarth booklets, etc.

- During the onlinelearning, CWSNs, inter alia, have undertaken activities ranging from the curricular syllabus to co-curricular activities like dance, music, drawing, painting, cooking, computer, indoor games with family members, yoga, etc., and improved their skills/talent in those areas. Guidance and suggestions were given by SETs whenever required and active participation by the parents of the CWSN was also provided. SETs through their online sessions explained and shared certain techniques with the parents to overcome the problems faced by them with wards child at home.

- Directorate of Education, GNCT of Delhi constituted a cohort of teachers to plan online classes and semi online learning material/worksheets for students of KG to class XII. A mechanism was developed wherein students were kept in direct contact with their school through WhatsApp group/SMS/telephonic message so that the learning material /worksheets and assignment reached them on regular basis and the same was duty monitored & checked by their subject teacher. A timetable was prepared for the class-wise and subject-specific worksheets based on the prescribed syllabus and learning outcomes.

- A separate mechanism was developed for the online classes conducted centrally for classes XI and XII as per NCERT guidelines. Live online classes were facilitated and monitored by a team of subject experts so that students were benefitted through their active involvement and participation by raising their doubts and giving responses to the quizzes and MCQs. These classes were highly appreciated by all for their innovative methods of teaching and interaction with the students. All the online classes, related Google forms, assignments, and sample papers have been uploaded on the website of the Directorate of Education, which is available and can be accessed by teachers & students at any time.

II. **Online Poster making Competition on CORONA HAREGA INDIA JEETEGA**: Online Poster making activity was organized at three levels – school-level, District level, and State Level to enhance community participation while following all the guidelines of Covid-19.

- School-level: 1040 secondary and Senior Secondary schools of class IX & XI participated in the activity and prepared posters on topics: Go Corona Go and Corona Harega, India Jeetega

- Best entries were selected at the school level and were awarded a cash prize.

- District Level: The Best Entries were further evaluated at the District level and three best entries from class IX and XI each were awarded a cash prize.

- State Level: State-level activity was conducted on 11th January 2021 at Multipurpose Hall in Samagra Shiksha HQ. The best three entries from class IX and XI were selected based on parameters provided to the committee and the State level winners were awarded a cash prize.

- Some planned and expected Outcome of the activity were:
  o It provided the students with an opportunity to learn by doing, in turn strengthening the learning during the pandemic situation.
  o Students were able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts whatever has happened during lockdown due to COVID-19.
  o This activity helped the students in evaluating their knowledge and helped them in creating opportunities for active discussion and participation.
  o Students applied the practical knowledge learnt and designed a poster to raise awareness on the prevention of Covid-19.
  o It also educated people on the need to improve the importance of Education forthe urban poor in society.

III. **Vocational Education under innovation and quality intervention:**

- Internship/On the Job Training is an integral part of vocational education that gives exposure to the real working environment. Senior secondary students are required to undergo 80 hours of Internship

at the workplace. In these unprecedented situations due to the COVID-19 pandemic, internships were facilitated in virtual form in which students were engaged in online work from home itself. The objective of the online Internship was to:

o To connect students with real employers/markets through online means, calling, and research-based projects.

o To provide students with hands-on skill activities/projects/deskwork which they can perform at home.

o To facilitate **peer learning** by forming groups of interns at one project or workplace.

- Around 6000 students out of 27,988 students have undergone online Internships till 15thMarch 2021. Students did secondary research on topics through an online search and interviewing employers, customers, and users. Some students were also engaged in customer calling and trade-specific work by employers like itinerary preparation, digital marketing, and activities based on online sessions delivered by employers.

- An exit survey was conducted for class XII passed out students of the academic year 2019-2020. The objective of the survey was to track the career path of students and provide them subsequent support on choosing options for career and higher education. 6170 students have responded to the survey, and it was found that 42% of students are interested in a part-time job with studies while 39% want to go for full-time regular studies.

- **The online vocational education content was curated and disseminated to students through Google Forms:** The objective was to create/curate topic-wise content with video learning material and send it across as google Forms to facilitate learning of students and track access to learning material by each student. Trades like Travel and Tourism, IT, Retail, Multi-skills foundation course, and Automobile were covered under this. Vocational trainers of Delhi were involved in creating and curating the content for retail trade while for other trades content was created by other state vocational trainers which were consolidated and disseminated to students. A survey was also conducted to assess the availability of devices with students to access online learning content. Around 7500 students responded, and it was found that around 90% of students have smartphones at home to access online content while only 4% managed to have a computer or laptop

Responses received
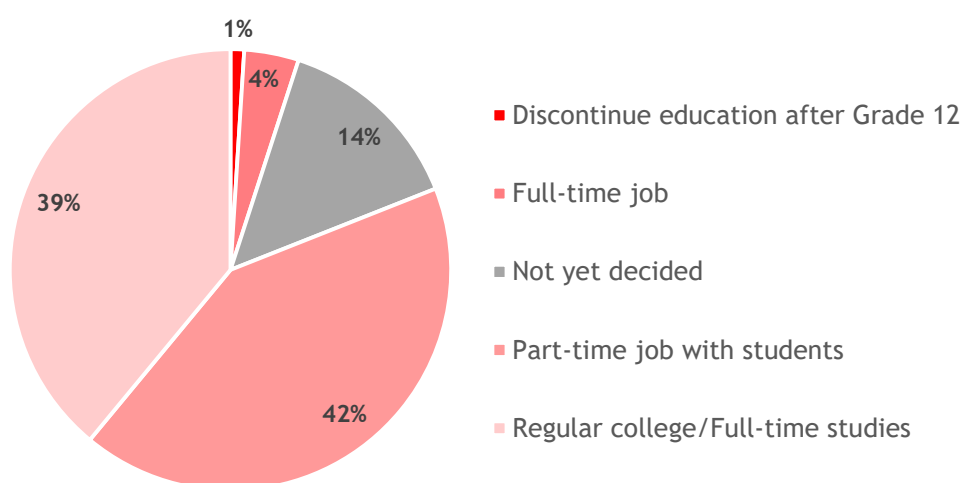
Figure 1: Responses of Exit survey 2019-2020

Glimpses of Online Internships 2020-2021

Travel and Tourism Student explaining her Internship Project service sector.

Automobile Student repairing battery in her

IV. Nukkad Natak Activity- Awareness campaign on the theme of Corona Virus and Importance of Education:

- To increase awareness in the community regarding prevention of communicable diseases through maintenance of better hygienic conditions along with Importance of Education a total of 272 NukkadNataks were organized at the cluster level (twice in each cluster) on the theme of Covid-19 and its related safety measures along with Importance of Education.

- Nukkad Natak was completed in all 13 Districts of Delhi. Expected Outcomes from the Natakswere:

  o To generate awareness among community members and parents living in slum Areas, also investing in youth to create awareness regarding COVID-19 and its safety measures along with the Importance of Education among slum dwellers.

  o It helped the slum dwellers to understand the Impact of COVID -19 along with its safety measures.

TEACHERS/CAPACITY-BUILDING

I. SCERT developed an online INSET App & INSET Website.

II. Developed online training modules and guidelines for online training and Made available online pre-service & In-service training platform.

III. In-Service Training for STC Teachers was organized by SCERT, a total of 794 teachers were trained

in January and February 2021.

IV. One day orientation programme of Subject Teachers under Awareness Campaign of Samagra Shiksha was organized in 12 Districts of DoE in March 2021 to build capacities of teachers on strengths, weaknesses, and other aspects of the development of the children with disabilities.

V. **Details of number of WhatsApp or other social media groups formed:**

- In every school of Directorate of Education GNCT Delhi, two WhatsApp groups were formed by each class teacher- one for admin only where teacher can post the worksheets and messages and second WhatsApp group where children and parents can respond and send home work.

- WhatsApp group comprising DDE (District), and higher officials was formed for monitoring of effective dissemination of digital content and of effectiveness of Teaching Learning Activities

- For dissemination of worksheets/ activities, audio and videos WhatsApp groups were created which included TDC, Computer Science teachers, Head of Schools and along with IT Branch.

- Directorate of Education facilitated learning by ensuring access via Delhi DIKSHA portal –LEAD and all the Digital Content is provided on website of Directorate of Education GNCT Delhi (www.edudel.nic.in)

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

I. **Adolescent and Menstrual Health and Hygiene workshop**cum counseling session was organized in Elementary and Secondary schools under a special project for Equity. This workshop was envisaged to sensitize school children to initiate dialogue and conversations around Menstrual and Sexual Health in schools and making girls mentally and physically prepared for periods by guiding them to prepare Menstrual kits at home.

II. **Online workshop sessions**were organized for 610 DOE schools for classes VII to VIII (both girls and boys) keeping in mind the COVID-19 situation. 20 RPs from NGO Sachi Saheli conducted the online workshops and addressed the queries of all the students during the workshop. An information handbook named 'Mahawari Ki Kahani' with comprehensible language and pictorial illustrations to provide sufficient information about puberty, menstruation, and hygiene management will be procured and provided to girls of Class VIII.

III. The workshop provided a supportive space for girls to talk about **menstruation and menstrual hygiene** without inhibition. Students understood disposal of menstrual waste is a major concern as it affects health and the environment. Guidance on the correct way of disposing of used Sanitary Napkins in Sanitary Napkin Incinerators installed in schools through Samagra Shiksha was provided. Through the workshops, it is intended that menstruation will no longer be a stigmatized subject in schools where orientation workshops were held.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

I. **Home-based Intervention Plan (HBIP)**

- When the schools were closed for face-to-face classes due to COVID-19, TGT-Special Education Teachers implemented a Home-based Intervention Plan (HBIP) for Children with Special Needs (CWSN) studying in schools of DoE.

- To facilitate the education of CWSN during this period a booklet namely 'Samarth' was prepared and distributed to parents of CWSN. TGT-SETs did the follow-up of activities listed in the Samarth Booklet at home. Subsequently, based on the feedback received from parents of CWSN, a need was identified to have a booklet containing a greater number of activities to be used at home for ensuring continuing education to CWSN during the period when schools are closed for face-to-face classes.

- Accordingly, a set of 06'Saksham' booklets on different subjects were distributed to facilitate the follow-up and education of CWSN at home under the supervision of parents to ensure that children with disabilities remain connected to the learning activities and the time at home was effectively used.

II. The Home-Based Education (HBE)

- implemented by Resource Persons (CWSN) engaged under Samagra Shiksha-Delhi for the Out of School CWSN under Inclusive Education –Samagra Shiksha. Screening and Identification of CWSN who require HBE was done by the Resource Persons by visiting homes. Based on the screening and identification Resource Persons conducted educational and need assessment of the child and its family. Door-to-door verification of 649 CWSN identified since 2015-16 was completed during the winter vacation of 2020. Further, a survey of newly identified Out of School CWSN was also completed by the concerned RP (CWSN) during the academic session 2020-21.

- Support provided by Resource Persons (CWSN) under HBE programme 2020-21

- During the Covid-19 pandemic, Food distribution to each CWSN was done by Special Educators in collaboration with District Authorities. Twice a day, a follow-up by Special Educators to ensure food to each CwSN has been made.

- Implementation of Samarth & Saksham Activities/worksheets was done by involving parents/guardians.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

I. Students of aspirational districts:

- Special efforts made in aspirational districts: The process of establishment of Resource Centers (RCs) is being done in two phases. In the first phase, the civil and electrical work of 14 Resource Centres has been completed and out of these 14 RCs, 04 are ready to operationalise.

II. Students living in remote areas:

- Special efforts made for students from disadvantaged group and students living in remote areas: Awareness programmes held at District/Zonal level which included nukkad nataks, plays etc. to ensure admission of out of school children etc.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

I.   **STC Students Parents Counseling Camp**

- This activity was conducted from 01/12/2020 to 16/12/2020, to create awareness among parents of Out School Children on the Importance of Education in the lives of their children so that they can motivate, guide their children to attend school regularly.

- This activity was conducted at the cluster level and parents of STC children were invited to schools to attend this counseling camp. The counseling was done by CRCs, DURCCs, and STC teachers. During this activity, parents participated in great numbers and were present throughout the session.

- Some of the outcomes expected from this workshop were:

  o   This activity will help in reducing dropouts in schools.

  o   This activity will help in improving the enrolment rate at the elementary level.

  o   This will help in improving PGI grading under the access component.

II. **Counseling workshop for Parents regarding Emotional Well-being of Pre-adolescent children.**

- This workshop was envisaged so that parents can perform a pivotal role in imparting quality education to their children in the age group of 11 to 13 as this group is very vulnerable due to physiological and psychological changes and they need special attention and support from their parents.

- 2 Hour counseling session was organized in 1263 schools of DOE, DOE Aided, NDMC, and DCB of Delhi wherein 10 parentsearches of students of classes VI to VIII participated adhering to COVID -19 guidelines on maintaining social distancing.

- Class Teachers of standard VI to VIII also attended the workshop to orient the students of their classes during online regular classes to spread awareness among students related to their emotional wellbeing. EVGCs were deputed to take the counselling session according to modules developed for 'Counselling cum workshop session for parents regarding Emotional Wellbeing of students and address every query of parents that occurred during the session.

- The workshop focused on: -
  o Realistic and appropriate expectations from children.
  o Developing good communication at home.
  o Developing differential attention for the good and bad behaviour of children.
  o Monitor children's behaviour, study pattern, scholastic and co-
  o Scholastic performance.
  o Build a non-punitive, democratic environment at home.
  o Develop problem-solving skills.
  o Build an environment of togetherness through family games.

III.   Activities by Inclusive Education Branch

- Orientation of Parents of CWSN at Zonal Level- For parents of children with disabilities studying in Pre-School to Class XII in schools of Govt., Govt. Aided, MCD, MCD Aided, NDMC, NDMC Aided, and DCB managements.

- Conducted on various topics like precautions to be taken during COVID-19 regarding CWSN and management of CWSN at home and follow up of Home-Based Intervention Plans and psychological impact of COVID -19 on CWSN.

- Further, regular counseling of children with disabilities and their parents is being done at the school level on daily basis through voice/video call/messages by TGT-Special Education Teachers/RP (CWSN).

GOA

Data as per UDISE 2019-2020

Number of students
282218

Number of teachers
12946

Number of schools
1482
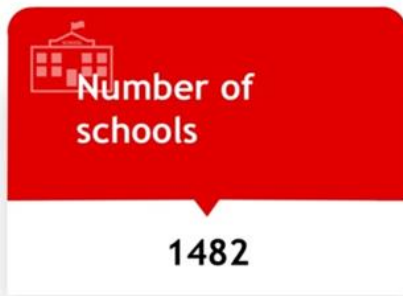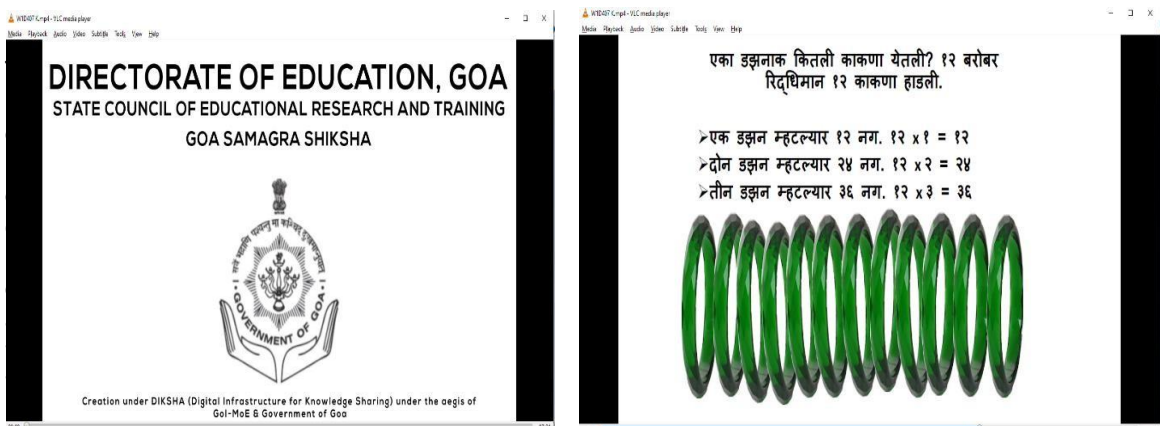
INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **TV lessons – educational e-content**

- During the COVID-19 Pandemic SCERT Goa took the initiative to develop the video TV Lessons and broadcast the same on local TV Channel with the help of CSR initiative for the benefit of the students staying in the remote areas.

-

onal e-content (TV lessons) were prepared with the help of 185 Expert Teachers, BRPs and CRPs. These TV lessons were based on second term portion for classes I to VIII in the subject Mathematics (Ganit), EVS (ParisarAbhyas) and Science and broadcasted on Goa Local TV Channel Goa365 from 5/01/2021 to 31st March 2021 daily from 9.00AM to 11.00AM through CSR Initiative by M/s. Fun minds Learning Tech. Pvt. Ltd, Panaji. Hon'ble CM launched the broadcast of TV Lessons on Goa365 TV Channel.

- For primary students the content is available in Marathi and Konkani medium and for upper primary students in English medium.

- These 120 TV Lessons videos are also uploaded on Goa DIKSHA Portal as well as SCERT Goa YouTube Channel for the benefit of the students

II. Digital InfrastructureForKnowledge Sharing (DIKSHA)

- SCERT Goa has constituted Content Curation Team and Content Creation Team for the primary and upper primary section. Content Creation Team consists of expert teachers for each class – subject wise combination. This team focus on creating good quality learning materials in the form of worksheets, lesson plan, question banks and content-based videos for each class subject wise and chapter wise. The Curation team consists of expert teachers for each class and subject combination for reviewing the existing content created by the Content Creation Team which then will be published on the DIKSHA Platform.
- The whole Content Curation & Creation team has **400 expert teachers.**
- As of now, 64 – Lesson Plans, 119 – videos & 230 worksheets/question banks are uploaded on Goa DIKSHA portal.
- 28 textbooks from class V to class VIII have chapter wise QR codes embedded in them. Only vernacular language textbooks (Konkani/Marathi/ Hindi) are pending and QR codes will be imposed in due course of time.
- The e-textbooks, chapter wise in form of PDF document is uploaded and available on the Goa DIKSHA Portal for all the students across the state.
- **Subject wise Worksheets** / Learning Materials which have been prepared by the subject experts for 1st to 4th week are uploaded Goa DIKSHA Portal and available under each class / subject.
- **120 TV Lessons/Videos** prepared by the Expert teachers along with BRCs– GSS are also uploaded and available on Goa DIKSHA Portal.
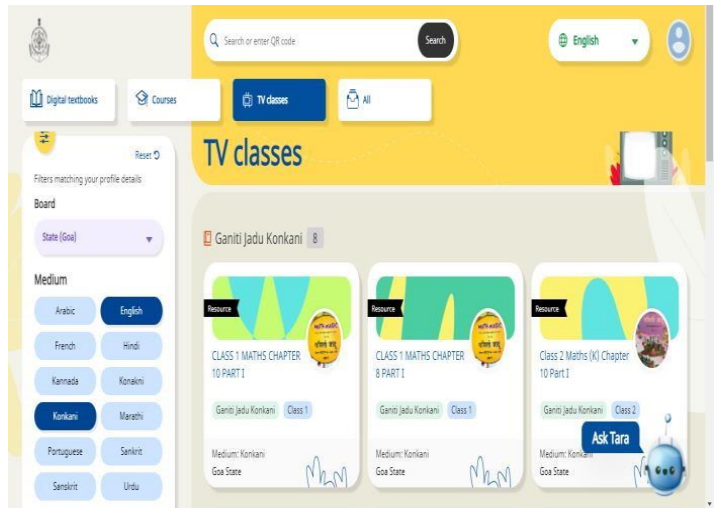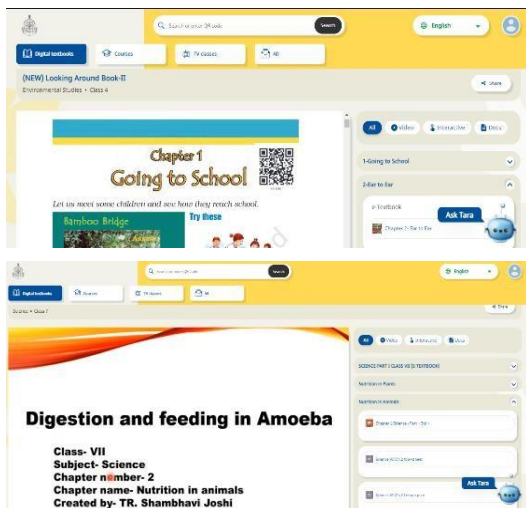
III. Rank improvement programme by JIO EMBIBE

- The Directorate of Education and SCERT – Goa partnered with EMBIBE, an Artificial Intelligence (AI)-powered online platform for learning, practicing and test taking with deep learning outcomes improvement analysis, to benefit the students and teachers in the State. This partnership began with an AI powered diagnostic test on Embibe's Personalized Adaptive Learning platform for Grade 10 students across Goa.
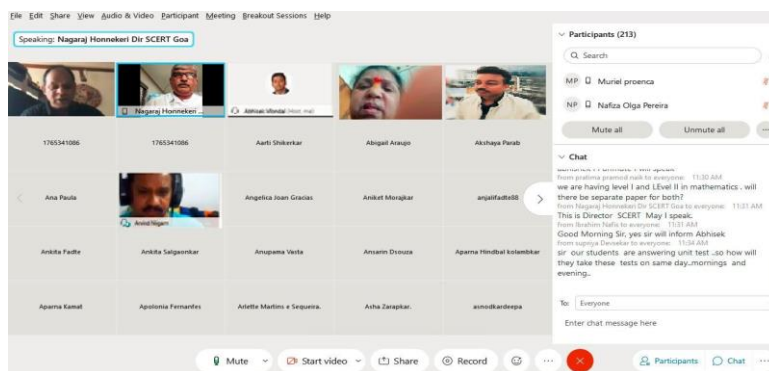

- This helped students, their parents, their teachers as well as the administration to identify gaps in preparation and plan for remedial classes on weak concepts and behavioral correction. The students in grade 11th and 12th, who were preparing for Goa CET, JEE or NEET were offered Embibe's premium Rank Up score improvement platform and It was observed that the platform helped students improve their overall average score.

- More than 88,000 students from grade 6th to 12th were also on- boarded on the platform. Around 1,200 Educators from all 12 Talukas of the state were trained online on the product and later given refresher training sessions so that they could take their classes effectively throughout the Covid period. They were given access to a customized dashboard to identify and remediate learning and behavioral gaps of the students.

- It was observed that more than 73,000 students logged in 6,68,000 sessions, spending more than 1,50,000 hours on the platform. The learning outcomes improvement observed for these students was+26% with 3,26,000 learning gaps identified, out of which more than 94,000 were remediated by the platform through automation without the involvement of teachers.

- With the Grade-X exams being delayed / cancelled for the Academic Year 2020-21 due to the pandemic, the intervention has been further extended to cover more than 23,000 students from over 480 schools of the state. In April-May 2021, a diagnostic test was conducted for these students covering Mathematics and Science subjects. With the help of a dedicated team of academic counsellors from EMBIBE, each student was given a personalized revision plan to improve weak concepts identified in these tests. Rigorous learning and practice sessions have started on these concepts.

- With the dedication of all teachers involved in the project, EMBIBE's AI-powered remedial system and achievement counsellors, this digital intervention has been a great success with learning outcomes improvement demonstrated (in a completely cloud-based implementation) on an unparalleled scale across the state of Goa.

TEACHERS/CAPACITY-BUILDING

I. **Continuity in learning in primary classes:** By engaging expert teachers and BRPs prepared worksheets for all subjects for a period of 4 weeks and distributed to parents to reach out to the students through teachers and instructed the primary schools to continue the teaching learning through worksheets and other learning materials. Same were uploaded on Goa DIKSHA Portal and
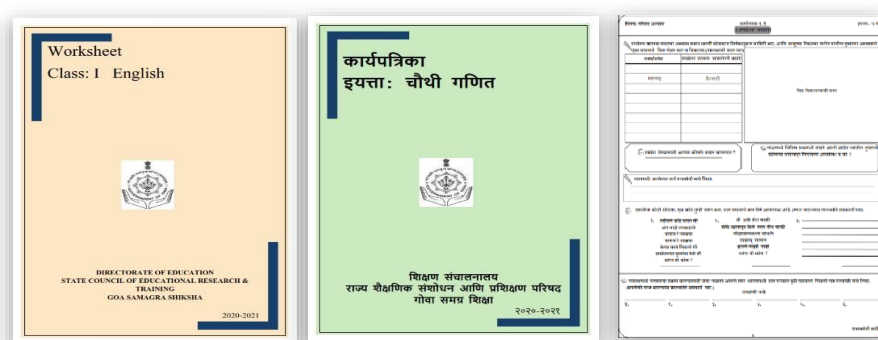
SCERT Website.

II. **Online capacity building programme**: The State Council of Educational Research and Training (SCERT), Goa in collaboration with Million Sparks Foundation (MSF), Delhi conducted Online Capacity Building Programme (OCBP) for Government and Government Aided School Teachers on topics Digital Proficiency (All Teachers (Primary + Secondary + HSS)), Value Based Integrated Teaching (Primary and Middle School Teachers (Class 1 to 8)) & NEP2020: Inclusive Education (All Teachers (Primary + Secondary + HSS)) in the month of January 2021 and February 2021 through ChalkLit app.

III. **Brief Summary of OBCL**

Sr. No	Training Name	Training Month	No. of teachers registered	No. of teachers certified
1	Making Good Videos as Teaching Aid	July 2020	7744	7383
2	Mental Health Awareness - Basics	August 2020	6635	6126
3	Digital Proficiency	January 2021	7692	6800
4	Value Based Integrated Teaching	February 2021	6847	6399
5	NEP2020: Inclusive Education	February 2021	7353	6505
			36271	**33213**

IV. **Training on using online tools for teaching:**

- 555 Computer Teachers trained on Use of Online Tools for Online Teaching and Learning on11th & 12th May 2020.

- Online training to train 406 Master Trainers on "Use of Online Tools for Online Teaching Learning". These Master trainers subsequently trained 11,119 teachers teaching in Primary, Secondary and

Higher Secondary Schools. All Government and Government Aided school teachers were trained in three phases in the Month of May and June 2020.

S.No.	Phase	Training Date	Total Groups	No. of Participants
1	I	13.05.2020 to 16.05.2020	168	5008
2	II	20.05.2020 to 23.05.2020	126	3357
3	III	03.06.2020 to 08.06.2020	94	2754

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- 5 days online training programme on "Effective Planning for Achievement of Learning Outcome for Special Children" for 397 Special School teachers / Resource Room Teachers during June 2020

OTHER INITIATIVES

I. **STEPapp PROGRAM:** Directorate of Education, State Council of Educational Research & Training (SCERT) – Goa in collaboration with Edu is fun Technologies Pvt. Ltd. Mumbai implemented Step app programfor class 6th to 12th to learn the concepts in the subject Science and Mathematics in all Govt. and Govt. Aided Secondary & Higher Secondary Schools of Goa.STEPapp is a gamified, personalized, interactive, and adaptive learning app which makes learning Math and Science fun and interesting for school students from grade 6 to 12th.

II. **HEALTH AND WELLNESS AMBASSADORS TRAINING UNDER AYUSHMAN BHARAT SCHOOL HEALTH AND WELLNESS PROGRAMME:** Trained 812 teachers of VI-XII standards from 472 schools across Goa as Health and Wellness Ambassadors under Ayushman Bharat School Health Programme during February-March 2021 in physical mode.

SURVEY OF OUT OF SCHOOL CHILDREN

Not reported

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

Not reported

EFFORTS TO ASSESS LEARNING LOSS

Not reported

SURVEY OF DIGITAL DEVICES

Not reported

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

Not reported

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Not reported

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not reported

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

Not reported

GUJARAT

Data as per UDISE 2019-2020

Number of students
11481607

Number of teachers
396611

Number of schools
54629

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- For ensuring that learning loss might have happened in the present academic session because of the school closure, a programme for remediation is conceptualized and would be implemented in the new session so that the student's learning gaps can be addressed and bridged.

- The remediation programme would be implemented based on the diagnostic assessment of the learning that the students have acquired from the previous academic sessions and identification of the gaps in the same.

- The teachers would make sure that all the students are enrolled back to the schools in the new session and do not drop out because of the discontinuity

EFFORTS TO ASSESS LEARNING LOSS

Although no achievement surveys have been undertaken, several initiatives have been undertaken to ensure structured assessment of all students at regular intervals:

I. **Assessment of learning-** EkamKasauti-To ensure that the student's learning is assessed by the teachers regularly and the feedback is also shared accordingly, EkamKasauti which is a system of fortnightly assessments have been conducted regularly and the students' notebooks of the filled assessment sheets have been collected by the teachers for checking and sharing remarks. Around 50 Lakh students participated fortnightly in EkamKasauti.

II. **"Prashna Ukelo Inaam Melvo"** for std. 3 to 5, IVRS-based system for receiving responses on learning in November- December, a system has been put in place where a number was shared with the students to call and share the response of the questions asked in the home learning teaching videos. Ten best students who gave the right answers were acknowledged through a digital poster created daily of the champions who have given the right answers and they are being called from CCC to motivate them. Daily 3,000 to 4,000 calls were received.

III. **Swamulyankam Programme:** To undertake a comprehensive assessment, another initiative has been implemented where WhatsApp numbers are shared with the students on which they get the questions on the taught subject and they provide responses one by one in the chat. The data of the number of the students who appeared in the rest (subject-wise, class-wise) and their responses (correct/ incorrect) is consolidated at the state level to understand the impact of the learning initiatives on the actual learning of the students. Few features of this system are 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. A total of 12 lakh students were registered and taking the assessment.

SURVEY OF DIGITAL DEVICES

I. **Rapid assessment of the reach of the students to digital devices by UNICEF:**UNICEF conducted a sample rapid assessment in which 12000 schools participated to understand the access of the students to digital resources. The assessment highlighted that around 60% of the students have access to the internet and Smartphone's whereas 40% of the students do not have access to Smartphone and the internet.

II. **Assessment of students' access to digital resources**: Samagra Shiksha conducted an online exercise of mapping the access of all the students to different digital platforms of learning like –TV, Smart Phone, normal Mobile, Tablet, Radio, or none of these. The objective of the exercise was to understand the percentage of the students who do not have access to any digital platforms and planning and implementation of special interventions for the students who are most vulnerable in the covid -19 situation. The assessment underlined that there are almost 6% of students do not have access to any digital platform. Based on this survey data, State has classified into two categories – Students with Devices (SWD) and Students without Devices (SWoD), and basis it, the Home Learning program was designed further.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Ghare Shikhye:** Materials printed and distributed to support all the students to learn, it was decided that the students must be provided with 'learn at home' self or blended learning workbooks so that those who do not have access to digital platforms can also learn. For this,

monthly blended learning modules for all subjects have been printed and made available to all the students at home. UNICEF has provided the financial support for the development of the material and Samagra Shiksha and GCERT together printed and distributed the materials to the students. The materials have been created for classes 1 to 9 and have been printed in five different languages. Around 48 lakh students were benefited from this program.

II.   **Around 2000 Bal Mitras** that facilitate learning of the students in the Special Training Programme centres have been re-recruited during this period for supporting the learning of the students with no access to digital mediums. The Bal Mitras were facilitated to provide learning support by teaching the students in small groups within the community. Along with this, the teachers, volunteers/ youth/senior students mobilized by the schools also actively participated in Faliya (Hamlet) teaching where they created small groups of the students at different places within the community and provided the teaching inputs.

III. **Creation of Help desks using IVRS:** Samagra Shiksha with the support of the Control and Command Centre (CCC) has established a system where IVRS is used for providing support to the students of secondary grades to solve their subject matter-related doubts. The students can call on the toll-free number and select the subject in which they are seeking support. They get a call from the teacher of that subject available to extend support.

IV.   **Distribution of the text books** for the new sessions the state ensured that all the students receive the textbooks of the new academic session on time. For this, timely printing, and distribution of the materials till cluster and the home level were ensured. Around 51 Lakh students of classes 1 to 12 were targeted for timely distribution of the books.

<div style="background:red;color:white;padding:8px;font-weight:bold;text-align:center;">📱 INTERVENTIONS FOR STUDENTS WITH DEVICES</div>

I.   **'Study from home' initiative by Samagra Shiksha:** After one week of the closing of 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 'Study from Home' 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 through online modes. For sharing of the materials online, network of parents through WhatsApp groups were created at the cluster level for sharing the 'study from home' weekly digital materials, 3200 cluster level parents' groups have been created for dissemination of material. The material was shared from the state offices to the district/ Block resource groups, then to cluster resource person groups, and finally to the parents' WhatsApp groups.

II.   **Home learning initiative' on DD Girnar:** As TV is a medium that a great percentage of the students have access to, it was decided that pre-recorded teaching videos should be telecasted on the DD Girnar channel that the students can watch at home. For this, Samagra Shiksha, GCERT, and Commissionerate of Schools decided to collectively create teaching-learning videos for grades 1st to 12th and a partnership was established with DD Girnar where three hours of learning content was telecasted on the TV as per a pre-decided timetable. Earlier the initiative catered to the students of the grades 3rd to 12th but later classes 1 and 2 were also included and the parents were advised to join the students during the telecast of early grades to get insights into how the children of the age group 6- 7 years can be facilitated. Around 48 Lakh students were covered through the DD Girnar telecast. Apart from regular classes in DD Girnar, co-curricular activities are also included for the holistic development of the children.

III. **Distribution of the digital content through different platforms:** To make sure that the students can re-watch the videos telecasted on the DD Girnar channel, or they can view it in case they missed watching it on TV, all videos are uploaded on YouTube Channel & DIKSHA and daily digital

posters that had links of all the videos telecasted on that day have been shared with the parents through WhatsApp groups. Along with the link to the teaching video, a pdf of the relevant part of the textbook was also shared in the poster. All the teaching videos have also been uploaded on the Diksha platform so that the parents or students can access those through Diksha too. The objective of the exercise was to make sure that the materials are distributed through different channels so that the outreach can be maximized, and all the students can be reached out to. YouTube (Gujarat e – Class), Subscriber 3,81,262 Views 51.5 million.

IV. **Virtual classes with the students through Microsoft teams:** For the students who had access to the internet and smartphones, it was felt that taking live classes would be helpful. For this, 15 teachers (techno-savvy and those who were willing to teach digitally) per cluster level was created and the teachers were provided with the training to use the 'teams' platform for conducting virtual classes. Around 45000 teachers were trained, and their IDs were generated for facilitating them to conduct virtual classes. Team ids were also generated for over 10 lakh students for ensuring that the virtual classes are conducted. During the latter part of the academic session, all the teachers were instructed to conduct virtual classes and the team's id and passwords for almost all 2.5 lakh teachers and 50 lakh students were created. Dashboard for monitoring the progress in respect to the number of teachers conducting virtual classes and schools' performance in respect to that was created and used for review and planning.

V. **Gujarat Virtual Shala Programme for secondary and elementary grades:** To strengthen and support the secondary grades, it was felt that especially for the schools where the Math and Science teachers may not be present, studios established at the state level for conducting live classes. Best teachers were selected through a screening process to conduct live classes that the students can access through YouTube live, Facebook live, or Microsoft teams and interact by using the comment options of these platforms. In the developed studios ICT Infrastructure like interactive screen, set up of camera, and system for going live has been integrated. Under the GVS program, Samagra Shiksha has also taken below initiatives to maintain the student's interest through learning at home: The state wishes to continue the streaming of live classes even after the schools reopen to ensure that the students can get additional support from the best faculty of the key subjects of the secondary grades. The programme for conducting virtual classes for the elementary grades was also included in the gambit of GVS (Gujarat virtual shala) to underline the rationale of using technology effectively for students' learning. Around 29 Lakh students were connected through virtual classes. All the home learning digital initiatives are daily updated on the Samagra Shiksha website and dissemination of all the links of the programs to all the students done through the proper channel.

VI. **Development of Continuous Learning Plan in all schools:** All the schools were asked to develop a continuous learning plan mentioning the plan for supporting the learning of the students who have digital access and those who do not have any access to digital resources. Different ways to reach out to the students with no digital access were suggested through a letter and the home learning course.

VII. **Follow up on CLPs:** Two/ three rounds of detailed review have been taken by the State Project Director, Samagra Shiksha with the DPEOs and the block officials for reviewing the implementation of CLPs. Different available data related to access of the digital content was taken into consideration for reviewing the progress made by each district. Data like the number of views made on Diksha, number of students attending the GVS sessions live, YouTube views, data of the virtual classes, etc. was taken as the base for the review and discussions.

VIII. **Career counseling through live sessions and encouraging access to Gujarat Career Guidance Portal:** Five two hours long live sessions have been held for the students of classes 9 to 12 to facilitate them to understand how they can access the Gujarat Career Guidance portal and YouTube live sessions have also been held on the career opportunities the students have in streams like vocational, biology, etc.

IX. **YouTube channel created by the Vocational trainers:** To ensure that the learning of the students of the vocational subjects they have enrolled in, the vocational trainers were facilitated to conduct online virtual classes or create short videos (with appropriate pedagogy) and share them with the students for ensuring continued learning.

X. **Granthalaya programme:** To encourage the teachers to create or collect stories/ poems or children's (normal & Special) literature as an effort to engage in creative endeavours, the

Granthalaya programme was launched by Samagra Shiksha. Facebook workplace platform was used to get the teachers' and IE Special Educators' entries. A total of around 4000 creations have been submitted by the teachers and 200+ by IE Special Educators. A committee has been formed for the review and editing of these submissions and for evolving children's stories books from the submitted materials.

XI. **Online Self-defense training:** During Covid 19, as physical training was not possible to conduct hence Gender branch of Samagra Shiksha has taken the initiative and developed an online training module on self-defense. This course was uploaded on the DIKSHA portal, and more than 2 Lakh girls enrolled for this course.

TEACHERS/CAPACITY-BUILDING

I. **Various courses have been conducted through the Diksha platform** and webinars, and online training platforms. A list of possible courses that the teachers and block/ cluster/ state officials can do of different international universities has also been compiled and shared with everyone.

II. **Capacity-building of the special educators**: A four-day-long training was planned for all 1800 special educators on home learning of the children with special needs. For this, the partnership was established with the BM Institute of Mental Health for facilitating the trainings. The training has been held using Microsoft teams.

III. **Capacity-building of BRC/CRC:** To enhance the capacity of BRC coordinators/ CRC coordinators and to bring more clarity on their roles and responsibilities an online training module was developed and uploaded in the DIKSHA portal which is completed by all the BRCos and CRCos.

IV. **Online training to develop practical skill:** Samagra Shiksha Gujarat has established Learning by Doing Centres in 780 upper primary schools to develop 21st-century skills among the students. 2 days of online training of Science and Math teachers on the use of equipment provided in the centre was conducted to develop practical skill. Another 2 days training program in association with IIT Gandhinagar was conducted to develop critical thinking and a creative environment in the classroom. Samagra Shiksha also distributed learning by doing kit prepared by IIT Gandhinagar Capacity-building of the Inclusive Education Field Staff.

V. **Orientation on Digital Accessibility:** Conducted 2-day online orientation workshop with all the District Coordinators (37) on how to access Gujarati medium e-Books (std1-12) on Bookshare (Bookshare is a library of more than seven lac books and contains books that are easy to read and useful for people who cannot read print books.) digital platform through Smart Phone & Computer.

VI. **In-Service Teacher Trainings through Chetna Mobile Application:** Around 1.9 lakh teachers have registered on Chetna mobile app and completed online training on inclusive education. The training modules cover key topics like 21 disabilities, the special educational needs of the children with special needs and the development of inclusive classrooms, learning practical tools, techniques, and best practices., etc.

VII. **Distribution of Aids and Appliances:** After the lockdown was lifted, the assistive devices such as Special MR kit, Wheelchairs, CP chairs that were planned to be distributed at the beginning of the sessions were distributed. MR Kit consisted of learning tools such as - flashcards, charts, plastic balls, puzzles, small plastic bat, small table tennis kit, wooden toys of different shapes, drawing book, and colors.

VIII. **Training of the resource group of trainers on Adolescent Education/ Empowerment Programme:** A four-day training plan was implemented for building the capacity of a resource group on different aspects related to the adolescent education programme. In this area like adolescent psychology, issues of protection, health, and nutrition, online safety, etc. were discussed. More than 1 lakh teachers are benefited from this program. Digital sessions with teachers on AEP- The resource group of trainers later conducted a digital capacity-building seminar for the teachers to further support the students. The sessions were facilitated by the District Gender Coordinators, select CRCs/ BRCs, KGBV Wardens/ teachers.

IX. **Assessment of WASH status of schools using Swatchhata Gunak application:** With the support of UNICEF, an assessment of the condition of WASH in schools has been conducted using a mobile application. The questions for recording the status of WASH have been created using the national standard parameters of WASH in schools. The results of the outcomes of status on WASH were highlighted using stars. The list/ percentage of schools that have received the highest 5-star rating, 4 stars, and below were created and shared with the district officials employing two VCs to support them in understanding the status of WASH in schools in their respective districts. The block officials were also capacitated on supporting the schools for the development of an improvement plan in respect to WASH in their schools. The districts are instructed to creating the district level plans too where they map the targets with the requirement of funds and their mechanisms for support and monitoring. The training of the teachers on understanding WASH in schools and COVID was also conducted through the SSG application. Self-learning modules were uploaded on the application and the teachers were encouraged to complete the course and undertake an assessment to finally receive a certificate of acknowledgment. The objective of undertaking this exercise during the COVID time was to underline the need for ensuring quality WASH practices as this holds even more importance especially in the context of COVID and once the schools reopen.

X. **Home learning course for all teachers and parents/ SMC members:** A one-hour simple digital course was created and hosted on the Diksha Platform by Samagra Shiksha for facilitating the teachers, parents, and SMC members to understand the different initiatives that are implemented by the education department to support the learning of the students. The course also highlighted the role of teachers, parents, and monitoring officers in supporting all children.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

I. **Initiatives taken in KGBV:**

- Several activities are organized by Samagra Shiksha Gujarat during lockdown to remain in touch with the girl students at home. Girls' education branch of Samagra Shiksha organises regular virtual meeting with the district gender coordinators and guides them for implementation and monitoring of the different activities planned by the State Office. Regular meetings through Microsoft team's App are conducted with wardens and teachers of the KGBVs.

- Following is the list of activities conducted during lockdown:

- KGBV wardens and teachers are in regular contact with the girls through phone calls.

- 'Study from Home' is an initiative of Samagra Shiksha Gujarat to provide class wise, subject wise self-learning material. Fraction of this material is distributed every week to all the students of the state. All the KGBV girls are getting 'Study from Home' material every Saturday.

- Home assignment and activities specially designed for KGBV girls (reading, writing, numeracy, Art &craft work, clay art, best from waste, collection of folk tales and folk songs, home remedies, recipes, indigenous art and games), are given and regular follow up is done by the wardens and teachers.

- District Education committee conducted Annual exams. All the KGBV girls received question papers at home and shared photos of answer sheets through WhatsApp.

- On May 1st, 2020, 'Gujarat Foundation Day' was celebrated. Painting and Essay writing competitions on 'Corona Warriors' theme was held, KGBV girls also participated in it.

- SCERT has organised curriculum based virtual teachers training on different topics.YouTube links of contents developed by GCERT on prevention and precaution for Corona epidemic, activities, talks, songs; games are shared with the girls.

- Girls are trained to prepare mask for themselves as well as for other family members.

II. **Enrolment in KGBV**

- In 164 KGBVs Total 17185 students were enrolled against the target of 17800 i.e. Till now 96.55%girlsenrolment achieved in the KGBVs.

- KGBV reopened from February 2021 for Std. 9 to 12. Girls' education branch of Samagra Shiksha prepared KGBV reopening guidelines.

III. **Home learning for KGBV Girls:**

- Google form/tracker developed for KGBV staff to monitor how many girls took the home learning.

- Textbook Distribution

- Activity worksheet Distribution

- TV based learning through DD Girnar

- Educational content telecast on Vande Gujarat channels through BISAG

- Virtual Classroom

- Teacher-Student contact program through telephone

- DIKSHA/You-tube links, QR Codes in Textbooks for girls with devices

- Study from Home Materials

IV. **KGBVs staff online Training Course: DISHA on DIKSHA**

- Girls Education branch of Samagra Shiksha prepared "DISHA" KGBVs online course and uploaded on DIKSHA portal for KGBV staff.

- Subjects covered in this online Course- Enrolment, KMC, Health and Nutrition, KGBV Safety & Security, Psycho-Socio environment in KGBVs, Financial Management & Details of Head-sub-head wise Recurring Grant

V. **Self-defense training:**

- In the academic year 2020-21, as physical training of self-defense was not possible to conduct, prepared online course of self-defense training. Total 24 modules were developed based on different basic self-defense techniques.

- This training is uploaded in DIKSHA portal.

- Till now more than two lacs girls were registered and taking online self-defense training.

VI. **Adolescence Education:**

- The Adolescence Education Programme (AEP) is an important initiative that aims to empower young people with accurate, age appropriate and culturally relevant information, promote healthy attitudes and develop skills to enable them to respond to real life situations in positive and responsible ways. Students came to know about the issues of adolescence, which will help them to relate and confidence level of sharing their problems will be increased.

- Experts guided students on the basis of scientific knowledge. Students clarified their doubts and problems which are facing by them. Students got the knowledge about the adolescent age and its behavior Students aware about child rights and POCSO act.

VII. **State level 4 days (per day 2 hours) "Ujash Bhani" online training for MTS and District**

- Gender Coordinators (On Health & Hygiene, Nutrition, Child rights, Schemes, POCSO etc.)

- Online workshop organized from state to district level from this workshop covered 37 Districts, 22,500 Schools and more than one lakh teachers benefitted.

VIII. **Special Project for Equity:**

- Provide Cemented Incinerator and sanitary pad vending machines in 1010 government secondary school and 239 KGBVs.

- Grant given from the state level.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

I. For addressing specific needs of the students with special needs, the special educators took the initiative of creating short videos on different concepts like ensuring orientation and mobility of the students at home, ADL activities, learning different curricular subjects, art activities, therapy activities, etc. The short videos have been shared with the parents to give them insights into how they can support the continued development and learning of their children. A total of around 2500+ videos have been created and shared with the students in the complete academic session. Along with this, the special educators also provided input and took follow-ups through home visits, telephonic conversations, and video calls

https://m.youtube.com/channel/UCtAEwgkreQvmMpXnWRooZFA/channels?disable_polymer=1

II. Embedding Sign language into already existing home learning videos for easy access to std. 10 HI Students.https://www.youtube.com/watch?v=5xp2vcK8FM8&list=PLDas_-OQK0By1q62QZ1yM5BTtPjhZfUoK&index=41

III. Roll-out of Divyaan Application: DIVYYAN App is a mobile App with geo-tagging features to monitor & track the progress of CwSN enrolment, attendance, IEP, provision of aids & appliances, girls' stipend, transport & escort allowance, etc. Rolled out Divyaan Mobile Application and oriented all IE field staff on its usage.

IV. Digital Content Creation for CwSN: Under the Home Learning initiative, Samagra Shiksha will create digital content with the support of the B.M Institute of Mental Health, Ahmedabad. The content will be created around the areas of Early Identification, Multidisciplinary approach for treatment like Medical & Therapeutic, Life skills, and pre-Vocational skills for CwSN. On completion, it will be uploaded on Diksha, YouTube, and other platforms for the knowledge building of all stakeholders and beneficiaries. Capacity-building of HI Specialized IE Special Educators: Will conduct 10-day online training sessions for 450 + HI specialized Special Educators on basic Indian Sign language (ISL).

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

- Teachers have taken special effort to cater the needs of the children living in remote areas. They have visited students' homes and distributed textbooks and workbooks.

- GCERT also developed monthly practice worksheets for co-curricular activities with the name Ghare Sikhiye (learn at home), with engaging activities like drawing, design, storytelling, poetry, creativity etc.

- For supporting continuous learning teachers have been visiting the remote areas once a week and providing faliya (mohalla) learning experience to the students.

- Special Educators deployed at the cluster level are reaching out to Children with Special Needs in remote areas where there is a lack of internet facility and providing one to one academic support by following all covid guidelines.

- State, as a regular practice, conducted Periodic Assessment Tests (PAT) (formative assessments) to assess students' progress on Learning Outcomes, the same was continued under Home Leearning program also, however, with different modalities. While the regular PAT booklets were printed and provided to all the students, GCERT prepared PAT question papers and it was shared and distributed to students through all Physical mediums. Students were asked to answer it in the given PAT booklets. Teachers were asked to evaluate the answers through possible mediums and provide feedback for improvement.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

I. **Parivar no Maalo Salamat ane Hufado**: 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 were benefited from this program.

II. **Support and follow up through calls:**All the teachers were instructed to make at least ten calls to the students and discuss with them regarding the disease, how they are spending time at home, provide emotional support, and talk to them about the learning difficulties that they might be facing at home. Around 1 lakh 20 thousand teachers were involved in this program to cover nearly 32Lakhs of students

OTHER INITIATIVES

I. **School reopening guidelines**: Based on the national framework and guidelines for school reopening, reopening guidelines have been created and shared with the schools for reopening of the classes 10th and 12th. The guidelines are also followed for the reopening of the schools for grades 6th to 8th standards

II. **Risk communication by teachers, special educators, and other education functionaries:** Just after the schools were closed, teachers, special educators, CRCs, and other education functionaries made community and home visits to share about the COVID pandemic, how it spreads, and the precautionary measures that should be followed to prevent getting infected.

HARYANA

Data as per UDISE 2019-2020

Number of students

5653992

Number of teachers

249263

Number of schools

23699

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

Following strategies were adopted to continue and complete the special training for identified children:

I. **First Phase- During the first wave of COVID-19** As the schools were closed so new guidelines were formulated to start Special Training Centres (STCs) with adequate changes regarding the size of the group, venue, timing, monitoring, etc. The opening of centres was started in November 2020, and it lasted till January 2021. Due to the late start, the programme was extended up to June 2021 to complete 6 months of special training at each centre. The below-mentioned strategy was adopted to face odd circumstances due to the COVID pandemic:

- **Small-Group (8-12 children in one group): -** In an STCs 25 students are enrolled but due to distance norms, it was decided to split 25 students into 2 to 4 small groups out of 1 STC. Education Volunteers decided the number of children in a group based on their residence within a specific location.

- **Venue: -** Well ventilated, open spaces were selected as the venue for the small group of children at special training centres. During the first phase of the corona disease school campus was the most preferred venue but despite the parks, religious places, community centres, roof/courtyard of the

house, inside spacious big rooms were selected to conduct the special training.

- **Timings: -** EVs attended at least 2 groups in a day and ensured their presence on alternate days for each group if either four small groups were running out of one STC or the distance between the location of two groups was large. Minimum 2.5 hours were fixed for each group of children (9AM to 11:30 AM for the first group and 12:30 PM to 3:00 PM for the second group on all working days)

- **Monitoring:** - Monitoring of STCs is being done on regular basis by ABRC, BRP, APC, and the NGO representatives. It was a strict direction that at least one officer/official will reach and monitor the venues once a week to ensure the training and safety of students.

- **Provision of Health Kit at STCs: -**Health kits containing Mask, Sanitizer, basic medicine, soaps were provided at each centre keeping in view the safety of children from Corona Virus.

II. **Second Phase-During the Second wave of COVID-19:** When the COVID cases decreased in Haryana, the Govt. decided to open the schools, then the small groups were merged, and training was continued in the schools. The schools were sanitized and funds for thermal scanners, gloves, masks, sanitizers were provided to each school for the safety and security of children under the composite school grant.

III. **Third Phase-During the Second wave of COVID-19**: But as soon as the second wave of COVID 19 hit the Haryana, initially, micro-groups of children were formed out of schools near or amidst the residential areas of these children. Only 4-5 children were allowed in a group to stop the spread of the virus as most of the children were either sibling or belong to one family. Again, funds for thermal scanners, masks, sanitizers, and gloves were sent to each centre.

IV. **Fourth Phase-During the Second wave of COVID-19:** After mid-April, 21, the severity of Corona spread touched the peak and there were strict orders to close the schools for all the classes. Summer vacation was declared in all the schools, so it was not possible to continue the special trainings in micro-groups hence districts were directed for only online classes for children having smartphone facilities and one-to-one teaching for those without smartphones. Currently, special training is being continued by online teaching-learning and one-to-one teaching.

V. **Mid-Day Meal:** When the schools were open, small groups were merged into a group. At that time cooked food was given to the children under the MDM scheme. For the rest of the time, Dry ration was distributed to all the Out School Children for Mid-Day Meal.

VI. **Extension of OoSC Programme up to June 2021:** As the training was started late due to closed schools and due to pandemic, the session for special training was extended up to June 2021 because the centres became functional in November 2020 onwards and further 6 months of training is to be imparted to the children before their mainstreaming as per the approval of PAB.

SURVEY OF DIGITAL DEVICES

- Each class teacher assigned to call all the students of his or her class and talk to parents also
- Each School Head assigned to call at least 3-5 parents from each class of his or her school
- ABRC/BRP/DIET faculties monitor at least 15 parents and 5 teachers/school heads of the clusters they assigned.
- BEOs Called at least 10 school Heads, 10 teachers, and at least 10 parents.
- District level officers were assigned to adopt one block each and call the concerned BEO, 5 school heads, 5 teachers, and 10 parents. All stakeholders updated the report on Google Link that was provided for the purpose.

Outcome: Around 50% of students have a smartphone. 90% of students have access to TV.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

- Teaching-learning ensured for those who do not have smart devices during 2020-21 & also in 2021-22 by Textbooks and Workbooks exchange program. Textbooks and Workbooks of old students were collected and given to new students so that they may study at their own pace.
- Visit at the doorsteps by Teachers, NCC Students, Scout and Guide Students and Students of Higher classes for teaching and checking homework of the student
- Since 90% children have access to TV - Two dedicated hours were allotted to Haryana on Swayam Prabha Channel of NCERT- starting w.e.f. 17.4.2020 Access to Sampark Foundation, CCT, E-Pathshala, NORER Apps, Jio TV, etc
- Extension of lectures on TV through National Channels in collaboration with Ministry of Information and Broadcasting, GOI

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **Details of Approaches adopted for E-Learning**
- Linkage of EDUSAT with Television (DTH, Cable TV, and JIO TV)
- Video on demand by YouTube Utkarsh Society: Students can watch videos of their choice three too.
- Online Classes on Zoom, WebEx, Microsoft Team, etc. (Many teachers of the department are taking online classes daily on the above-mentioned platforms)
- WhatsApp group: All the schools have created WhatsApp Groups of Students and content in form of audio, video, and text is being sent to students. Students. Also, send their homework back to teachers too.

II. **Action Plan Adopted**
- Collaboration with 11 Local Cable Operators
- Four EDUSAT Channels dedicated to School Education for content telecast
- Daily Broadcasting timetable for 5 and 1/2 hours. The Telecast is repeated twice
- Telecast on JIO TV for any time access of learning content
- The subject expert committee prepares the broadcasting schedule as per the scheme of study
- Self-contained instructions to field functionaries have been issued along with FAQs
- Coverage of 90% of students through TV
- Other modes of teaching have also been adopted
- Learning material has been arranged from various resources
- Shanka Samadhan Program has been started to address the queries and doubts of the students

III. **Learning Through EDUSAT:** EDUSAT is a satellite content streaming service owned by the Government of Haryana for sharing educational content with TVs in schools across the State which has been operational for the last 10 years. During the lockdown, EDUSAT is now being streamed through all Cable and DTH TV networks across Haryana direct to student homes.
- Three dedicated TV channels have been launched to show EDUSAT content with different channels showing content for elementary and secondary grades
- Content is streamed throughout the day, with time slots for each grade publicly promoted through a timetable
- Video content is a combination of in-house State EDUSAT content (made by SCERT and State teachers) and videos from academic partners like Pratham, or Tic Tac Learn from CSF

IV. **e-Learning platform** created for 51 lakhs students of classes 1-12 studying in all the schools across the State

V. **Ghar Se Padhao WhatsApp Campaign**: The Campaign has been launched through the network of 200+ centralized teacher WhatsApp groups already created as part of the Saksham Haryana Programme. This campaign connects students and teachers directly through WhatsApp to ensure active learning by students. Central Messages are shared daily with teachers through teacher WhatsApp groups

- Academic videos & worksheets for core subject- Hindi, Maths, Science, and EVS as per SCERT' s month-wise distribution of syllabus

- Simple academic exercises for Classes 1-8 to be shared via SMS to students without a smartphone

VI. **Teachers create WhatsApp group with their class to share daily activities and homework**

- Teachers review students' work through follow up phone calls and message

- Teachers call parents each week to check on progress

- Students maintain a dedicated notebook to record their activities at home.

VII. **Participation in home learning** by both teachers and students is being driven through State. District and Block level campaigns

- Teachers. Students and Officers efforts are being recognized through certificates and in the press

- Weekly short online quizzes are held for classes 5th – 12th on topics shared via WhatsApp in that week.

  o Quizzes for classes 5th – 8th focus on core subjects: Maths, Hindi, Science, and EVS

  o Quizzes for classes 9th – 12th focus on Maths and Science

VIII. **District and block-level reviews are being held regularly and ePTMs** are being conducted: Around 60% of teachers in the State have created WhatsApp groups with their students. Connecting to over 10 lakh (50%) students in the State, with 4.5 lakh students completing homework every day. In the secondary quiz (Classes 9th – 12th) conducted on 30th May, over 25% of enrolled students in those classes completed the Quiz.

IX. **QUIZ Competition**

- COVID quiz competitions are organized for students.

- Question banks are prepared by teachers and experts.

- Online registration was done.

X. **Effective Communication and Grievance Redressal**

- School-level Committees

- Block level Committees

- District level Committee

- Directorate level Committee

- Chief Minister/CM window

  All these platforms have been created to address the grievances of Students, Parents, and the community.

XI. **E-Admission Process**

- To make the process of Admission easier various steps have been taken by the Department.

- A smooth transition has been assured for classes 5th and 8th.

- Paperless admissions

- No fees are being charged in classes I to VIII.

- The requirement of School Leaving Certificate has been abolished

TEACHERS/CAPACITY-BUILDING

I. **NISHTHA:** Approximately 68198 elementary teachers have been trained in six phases during 2020-21.

II. **Online** Capacity-building Programme on DIKSHA Portal: In FY 2020-21, approximately 70000 teachers /educators have been trained online for digital content development.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- During this period, CWSN were provided education through virtual mode by special teachers of the state.

- Lesson Plans for CWSN were made by special teachers and were shared in WhatsApp groups having special teachers and parents of CWSN as members.

- Selected topics were prepared by Special Teachers for CWSN, which were further sent to the State Council of Educational Research & Training (SCERT) for a live telecast on Government Television Channels under EDUSAT.

- Training was conducted for 142 special teachers of SSA and 224 special teachers of IEDSS through virtual mode in collaboration with the Haryana Institute of Public Administration (HIPA) in February and March 2021, wherein, these teachers were given training in different categories of disabilities as per RPwD Act, 2016. During this period, CWSN were provided education through virtual mode by special teachers of the state.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

E- Mega PTM

- Each class teacher is assigned to call all the students of his or her class and talk to parents also.

- Each School Head is designed to call at least 3-5 parents from each class of his or her school.

- ABRC (Assistant Block Resource Coordinator)/BRP(Block Resource Persons) /DIET faculties monitor at least 15 parents and 5 teachers/school heads of the clusters they assigned.

- BEOs Called at least 10 school Heads, 10 teachers, and at least 10 parents.
- District level officers were assigned to adopt one block each and call the concerned BEO, 5 school heads, 5 teachers, and 10 parents. All stakeholders updated the report on Google Link that was provided for the purpose.

EFFORTS TO ASSESS LEARNING LOSS

Not reported

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Not reported

HIMACHAL PRADESH

Data as per UDISE 2019-2020

Number of students

1359469

Number of teachers

99228

Number of schools

18185

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

I. Present status

- In Himachal Pradesh every year a survey is conducted with the help of Head teacher CRCC/CHT BRCC NRST Instructors, NGO Local bodies (Panchayati Raj Institution) Members and SMC of the schools to identify the Out of school children.

- It has also been mandated by the State Govt to all Central Head Teachers –cum- CRCCs and school Head Teacher to identify the OoSC of 6 to 14 years age group in his/her vicinity and to ensure their enrollment in the neighborhood school.

- Special focus of survey is on the temporary habitations and other vulnerable habitations nearby temples, project area, construction sites, slums, industrial areas, and other temporary habitation which exist for a limited period. Supervision in these areas about the identification of out of school

children is continuously done by the local body school teacher (CHT/CRCC and HT) with the help of SMC. If out of school children (OoSC) are found in such areas, parents of the children are motivated by organizing counseling camps to send their children in the NRST Centre and nearby Govt. school. Children can be directly enrolled in the formal school if their competency education level is found appropriate to be enrolled as per their age-appropriate class.

- In the industrial areas, the help of NGOs is also being taken to conduct the surveys and to impart special training to OoSC as per their educational levels. State is also working with NGOs in the industrial areas of Baddi Barotiwala Nalagarh (BBN) in Solan district and Bathu Bathri Talliwal (BBT) areas of Una district. In collaboration with these NGOs, we are imparting special training to the floating population who are hard to enroll and need a constant follow up. Survey conducted recently reveals that most of OoSC identified in state belong to other state. Special Training of three month to two years is being provided to Out of School Children with the help of trained NRST Instructors for children in the age group of 6-14.

- For training purposes, Special Books (Level I, II, &III) keeping in view the age and their Level have been designed and provided to all the NRST centers. After providing the Special training in these Centers these Children are mainstreamed in the formal School.

II. Procedure for providing Special Training and Evaluation of Competence to OoSC:

- Special training is ensured strictly as per the notification of Government of Himachal Pradesh vide letter No EDN-C(A)(3)-3/2011-dated 20-12-2011. After identification, the children are assessed, and special training is imparted to them as per their competence level.

- The particulars of such children are entered in the Village Education Register maintained by the concerned S.M.C.

- The children thus identified are enrolled in the nearest neighborhood school and thereafter they are put to a test to assess the competencies they have acquired and the class to which their competencies correspond.

- On the basis of their achievement levels such children will be imparted special training based on a residential or non- residential bridge course so as to achieve the learning level. The training may last from minimum three months to two years depending upon the learning gap and the pace of learning of such children.

- Special training will be imparted by the NRBC/NRST instructors especially recruited for the purpose in special Non – Residential Bridge course centers or the regular teachers in the schools. Appropriate TLM, various activities including field visits, discussions, linkage with local knowledge and other child friendly methods will also be used for promoting proper understanding amongst the children.

- For regular assessment of the learning levels and the improvement therein, the baseline, mid- term and end term assessment will be conducted by the concerned NRBC instructor or the teacher in the Supervision of Head of the Institution/ Centre Head Teacher/ Head Teachers in such children corresponding to their age-appropriate class. Such special training, as and when the child acquires the age-appropriate class level of competencies the child will be imparted further elementary education in accordance with the procedure laid down in section 29 of the RTE Act 2009 till the completion of elementary education.

III. Special Training Material

- The bridge course material has been developed in accordance with the guidelines of the academic authority for the elementary classes and is used for imparting special training, which in turn is classified into the following levels:

  o Level I material form classes 1 and 2 (age 6-7 years);

  o Level II material for classes 3 and 4 (age 8-9 years);

  o Level III material for class 5th (age 10-11 years)

- o Level IV for class 6th (age 11-12 years);
- o Level V for class 7th (age 12-13 years)
- o Level VI for class 8th (age 13 years and above up to the age of 18 years);

IV. Training of Instructors conducting Special training

- Training of the special training instructors is being provided at the DIET level.

- A suggestive Module of 6 days has been provided to the districts, but the districts have been allowed to train their NRST instructors as per their training needs.

- The resource persons for such trainings are arranged from other districts of the State, SCERT, SPO or NGOs etc., who are well versed in the socio economic and other issues of the disadvantaged section of the society.

- The inclusion in classroom, sensitivity of teachers towards migrant issues, and convergence and multi-grade teachings are emphasized in the orientation of Instructors. It is pertinent to mention here that the Special training process of Out of School children has been hampered adversely because of the COVID-19 Pandemic and mainstreaming could not be done effectively as most of the children moved to their native places.

EFFORTS TO ASSESS LEARNING LOSS

Remedial Programme: A remedial programme has been **launched by the State from April 5th,2021** to help all the government school students of Himachal Pradesh. The program will focus on acquiring the necessary competencies needed for the class appropriate learning.

I. **Objectives and Pedagogy:** The broad objectives of the Remedial Program are as follows:
- To recover the learning loss incurred due to COVID-induced school closure through a dedicated remedial program
- To support students in gaining confidence to become ready for class-appropriate learning

II. **Approach**
- Learning gaps have been identified and remedial measures will be taken accordingly.
- Utilize the first 30 days for improvement of Reading, Writing and basic skills of all subjects.
- The students will be sent remedial material daily based on identified learning outcomes through Har Ghar Pathshala.
- Teachers will monitor the learners' achievement, through Teacher Reports of WhatsApp quizzes and worksheets.
- Teachers should check worksheets of their subjects regularly.
- WhatsApp quiz would be conducted at a weekly frequency, based on material circulated during that week.
- Teachers would also conduct individual remedial classes with the students whose performance is found to be poor in the WhatsApp quiz.
- A specific time period needs to be devoted by concerned subject teacher till all the students attain their identified learning outcomes.
- The Remedial Programme will be regularly monitored and evaluated by school head also.

- E-PTMs will be organized to share the performance of students in the remedial program.

SURVEY OF DIGITAL DEVICES

- The fresh survey on the availability of the devices was recently conducted by Samagra Shiksha.

- It was found that 1.6 Lakh students are not connected to WhatsApp and 40000 are not connected to any means

- Samagra Shiksha launched a device donation campaign – 'The Digital Sathi' through individuals and organizations to the needy students.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Har Ghar Pathshala**: Due to the closure of the schoolson 16th March 2020, all the enrolled students were admitted to the next higher classes.

- The programme Har GharPathshala was launched for the students having WhatsApp facility on smartphones.

- There are about 8709 students at the Secondary and Senior Secondary levels who do not have smartphones. Hence, for the board classes of 10th and 12th, one more parallel programme, Gyanshala, was started to telecast learning material, at Doordarshan through Samagra Shiksha. It started from 10AM to 12PM. All the students of said number got the education through this programme.

II. **Distribution of notes to all the households**:Keeping in view the difficult geographical terrain, where the programme Har GharPathshala and Gyanshala throughDoordarshan could not cater to the demand of offline students, the teachers were asked by the Department of Higher Education to take initiative to distribute the notes to all the households of such students. There are 20,103 such students in the classes of 9th to 12th, who were provided the notes prepared by the teachers, especially in the areas of districts of Lauhal, Spiti and Kinnaur.

- School Management Committees, representatives of local government, employees of fair price shops, and the teachers and staff members were involved in the distribution of these notes to all the students.

- In addition to the notes, the students are also asked to do the assignments, which were returned to the teachers to be checked by them.

III. Still, there are some areas in Himachal Pradesh, where there is less or no network connectivity. The Department and the teachers in such areas took a special interest to teach the students while observing all the norms of COVID-guidelines.

IV. In Spiti, efforts started at the very initial stage in April. A meeting was called by the Department of Education under the chairmanship of the Additional District Magistrate, to tackle the problem. Coordinators at a different level were constituted to execute the online programme of Har Ghar Pathshala and distribution of offline notes where there was no net facility. Workshops were also organized to prepare quality notes and assignments.

V. Despite the net connectivity, in some of the areas like Nerchauk, Ghatingari in Mandi district, and Chamboh in District Hamirpur, community classes were organized especially during 1st and 2nd term examinations. The teachers visited the houses of students and did effective counselling and

solved the hardpoints.

VI.   In some other places, the heads and the teachers called the students of Board classes, at open to sky places, and rotationally took their classes, while observing all the norms of social distancing.

VII.   The learning level of the students was also measured by taking examinations in online and offline mode.

TEACHERS/CAPACITY-BUILDING

- In-service training of teachers under NISHTHA has been started from 27-01-21. 29091 elementary teachers have been enrolled as of 10-02-2021.

- Selected teachers of all the districts in the subject of science and mathematics have been trained by the organization Aavishkaar.

- To ensure that there is a continuous professional development of teachers during the COVID -19 pandemic situation primary teachers are being trained through "The Teachers App" also.

- Teachers are being trained to enable them with digital competencies.

- Under the 'School Health and Wellness Programme' state Key Resource person training was organized in September2020 by NCERT and Health Ministry, GOI.

- Block master trainers training is being organized for the 'School Health and Wellness Programme' in collaboration with the Health Department.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- Virtual meetings were organized for parents of KGBV girls by the warden and DPO office.

- Girls are being oriented for safety measures during COVID period.

- An online continuous learning programme is being implemented for girls studying in KGBVs. Girls are being motivated to continue their education in pandemic situation through Har Ghar Pathshala

- Doubt clearing sessions were conducted by the Part time teachers.

- Girl's progress is being shared continuously with parents through e-PTM.

- Activities of Fit India are being ensured by all wardens.

- In district Shimla Girls are being trained in self defence in the month of March,2021

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- To make inclusive Education effective during the period of COVID -19 Pandemic, the inclusive learning material as per the curriculum designed by NCERT is shared on the "Har Ghar Pathshala "website.

- Special educators, qualified as per the norms of the Rehabilitation Council of India (RCI), who have specialized in educating students with different disabilities, are provided at the block level. They cover all CwSN in their block to provide the necessary support for academic and social development with the goal of full inclusion.

- These Special Educators have modified the learning material according to the mental ability and needs of CwSN, before supplying it to these Children. Special Educators provide modified learning material and homework as per the need of CWSN. Special Educators also check their Home Work daily.

- Pictorial tools/content are being submitted/incorporated with worksheets.

- WhatsApp groups have been formed by Special Educators along with the District coordinator and parents of CwSN of their area/School.

- To streamline the education of children with visual impairment, content in Braille language for different levels is available in an accessible format to video the tab Divyang Chhatron ke liye Shikshan samagry under Har Ghar Pathshala website. Special educators specialized in educating visually Impaired students also help these children in education through WhatsApp groups. Braille books, Braille stationery and enlarged Print books are also provided to these students.

- To streamline the education of children with hearing Impairment the videos of Indian Sign language are available on tab Divyang Chhatron ke liye Shikshan samagry under Har Ghar phathshala website. With the help of the learning material, Special educators specialized in educating hearing impaired students also help these children in education.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

III. **e-PTM**

- Schools in Himachal Pradesh have been shut for the entire academic year 2020-21 due to Covid-19. Therefore, the Government of Himachal Pradesh organized e-PTMs in the state from August 4th to 7th, 2020, in the first phase and from 16 to 19thOctober 2020 in the second phase to continue the

dialogue between the parents and teachers.

- The objectives of the e-PTM were:
  o to create awareness among parents about Har Ghar Pathshala and the Gyanshala initiatives being run in the state for facilitating students' remote learning,
  o to address the parents' questions and concerns regarding their child's education, and
  o to seek their suggestions regarding the reopening of schools.

- It thus served the twin benefits of providing the parents with a platform to have their questions addressed, and a way for the Department of Education to understand the parents' views and feedback, to take necessary action.

- This PTM was conducted even in areas without internet connectivity through conference calls and other available means.

- The initiative has been extremely successful, as over 7.05 lakh students' parents were reached over 4 days by 48,000 teachers, with participation from 98% blocks in Himachal in the first phase. In the second phase, 6, 40,000 parents interacted with teachers online while approximately 1.00 lakh parents interacted offline following all COVID-19 guidelines across the state.

- Feedback was received from parents and further necessary actions were initiated accordingly. These suggestions range from feedback on the Har Ghar Pathshala program, schools reopening, assessments, and daily study content disseminated by the state. Parents reported that they were finding the study material being prepared by the state as a part of the Har Ghar Pathshala program extremely useful. Around 92% of parents found the PTM to be helpful for them and their children, and about 88% of them said that they would like to attend such an e-PTM in the future as well.

- They reported that this platform provided them with critical information about their child's academic performance and, by giving a direct interface with the teachers, also helped them resolve their doubts.

- Additionally, mass awareness drives were also run in the state by the district and block officers in the follow up to August 4 and October,15th to inform all teachers and parents about e-PTMs. Samagra Shiksha also sent mass messages to 1,50,000 parents informing them about the initiative and seeking their participation.

- In both phases, the Education Minister, HP also got involved to motivate teachers, students, and parents to participate in the initiative through a video message in the first phase and a YouTube Live Interaction during the second phase.

IV. e-Samvaad

- Parents were regularly informed of the assessment results of their children via SMSs. This was enabled by an App e-Samwad for facilitating parent-teacher interaction in the state.

V. Har GharPathshala

- Teachers created WhatsApp groups directly with parents to disseminate daily content under the Har Ghar Pathshala program.

- Students also took a weekly quiz through WhatsApp. This made parents aware of the learning progress of their child every week.

- Parents took over the role of invigilators for their wards during the Final and Terminal examinations. They not only supervised their children's homework but mentored them like school teachers.

- Teachers also visited door to door to provide study materials and guidance to parents in many remote areas without internet connectivity.

- Parents also came to collect MDM and school uniforms from school and to meet the principals and teachers.

- SMC also motivated the parents to ensure their engagement with the program at various levels during the pandemic.

Participation of SMCs during COVID

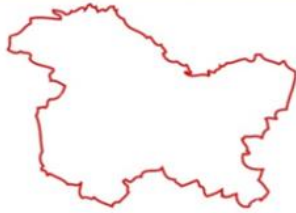*Preparation of school opening*

INTERVENTIONS FOR STUDENTS WITH DEVICES

Not reported

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not reported

JAMMU AND KASHMIR

Data as per UDISE 2019-2020

Number of students
2207296

Number of teachers
172243

Number of schools
28863

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Seasonal Centers are established every year to provide educational facility to the children of nomadic/migratory population within the age group of 6-14 years during the period of their migration (for a maximum of six months) who are either already on the rolls of the school at their original places (catchment area or habitation) or out of school.

- These nomadic children avail themselves of all the benefits like Free Uniform, Free Textbooks, etc. under the scheme.

- Seasonal Educational Volunteers with a minimum qualification of 10+2 are engaged temporarily for teaching purposes and are paid an honorarium of Rs. 4000/- per month. Ministry of Education, GoI sanctions funds @Rs. 0.03 lakh (Rs. three thousand) per migratory child which includes the TLE, TLM, an honorarium of Seasonal Educational Volunteers.

- Even during the lockdown, seasonal centres were made operational from July 2020 for a duration of 04 months wherein 32514 nomadic migratory children have been provided education facility through 1520 centers by engaging 1747 Seasonal Educational Volunteers.

Samagra Shiksha in association with UNICEF-India has geared up to identify Out of School Children through 'Talaash' Programme as a part of "Universalisation of Elementary Education". Moreover, a mobile based App is also being developed for identification of Out of School Children.

SURVEY OF DIGITAL DEVICES

- A survey was conducted jointly through UNICEF-India and Pratham Education Foundation to ascertain how many students studying in Government Schools have access to digital devices.

- The findings of the survey revealed that only 30% of the children have access to digital devices.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

- During the COVID lockdown period, home assignments were provided to students at doorsteps through teachers in those areas where digital devices were a challenge.

- Radio Classes

- Tele Classes

- Online Classes using a local digital platform- JKKN (Jammu & Kashmir Knowledge Network) developed under School Education Department

- JK-DIKSHA Portal/App was formally launched in J&K and popularized among the stakeholders.

- 42 Laptops were distributed in all the districts of J&K for enhancing the output of existing Braille Tactile Readers and providing internet access for Visually Impaired Children.

- YouTube Channel developed for conducting parental counselling and special classes for CWSN

- Inspiring and interesting Tele-Stories were made available for children through a Toll-Free Number on VFS (Virtual Field Support) platform

- To engage students with education and co-curricular activities, Samagra Shiksha J&K organized various online competitions across the UT. Some of these competitions includes the Poster Making competition on World Environment Day (5thJune 2020), the Competition of Yoga Asanas Videos on International Yoga Day (21 June 2020), Essay writing competition on World Population Day (11 July 2020). Overwhelming responses were received in all these events from the students and later some prizes/certificates were also distributed among children

TEACHERS/CAPACITY-BUILDING

- Under the IMPACT initiative, online training was imparted to 34,000 Grade II & Grade III Teachers (RReTs) through J&K Knowledge Network (in-house virtual meeting & knowledge hub developed by School Education Department).

- After completing the first phase (Face to Face) the twenty-one days of field work (second phase) which was to be implemented by teachers in their respective schools was modified by Samagra Shiksha and NCERT and was made applicable concerning the new concept of community classes. This served the purpose of not only the fieldwork mandatory for teachers but also strengthened the practical concept of community classes with proper SOPs. This was a symbiotic step in which both teachers as well the students mostly from marginalized families having no digital access got benefitted. The fieldwork is actual implementation or practical work of the face-to-face training phase. The Phase of fieldwork was followed by four days of reflection and assessment in online mode for certification. Each teacher completed a one-month IMPACT training course and thereby Samagra Shiksha provided more than one million training days to 33423 teachers during Covid-19.

- Besides, capacity-building of faculties of DIETs was also conducted through online mode during the Lockdown.

- **Participation of teachers as Corona Warriors:** Pool of teachers was identified for creating digital content for DIKSHA and VIDYADAAN during the COVID Lockdown who worked from their home. Various training workshops were organized on ECCE, Inclusive Education, MANODARPAN, and other key fields. More than 300 Teachers were deputed at Lakhanpur which is a gateway to J&K. Their services were utilized for maintaining the database of Trucks carrying essential commodities and passenger vehicles on a daily basis. Besides, their services were also utilized by concerned District Magistrates, Health, and other Departments even during the vaccine campaign.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- To provide an equitable education to girls in J&K 88 of 89 KGBVs (Kasturba Gandhi Balika Vidyalaya) have been established and made functional.

- Facilities like free uniforms, textbooks are provided to girls' inmates of these KGBVs.

- Under Inclusive Education, an amount of Rs 11.61 lakhs was disbursed as a stipend to girls' CWSN directly to their bank accounts through DBT till date in 2020-21.

- During the lockdown e-inauguration of 8 KGBVs was done on 05-09-20220 & 2 KGBVs on 13-7-2020

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Different allowances were released directly to the bank accounts of eligible CWSN beneficiaries through DBT as per the following details:

Escort Allowance		Stipend for Girls		Reader Allowance	
CWSN	Amount released	CWSN	Amount released	CWSN	Amount released
4217	6677750	968	1161600	232	496500

- 42 Laptops were distributed to all the Resource Rooms for connecting them with existing Braille Tactile Readers. This will augment their functional output and can provide internet access to Visually Impaired Children.

- A dedicated YouTube Channel "Sahyog"

  (https://www.youtube.com/channel/UCtd5ONHPzomSkhPe4VQuyTA/) has been developed wherein different videos on 'parental counselling', 'Home-based education' and 'Therapeutic Supports' are being uploaded.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

- Special *'Community Classes'* were organized in remote areas of J&K to maintain educational continuity.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- An interactive career guidance portal 'Manzilein' was developed in association with UNICEF-India. The portal carries complete information on 550+ careers, 21000+ colleges, and 262,000 programs in 16 countries along with Information on 1150+ entrance exams and 1120+ scholarships.
- Apart from students, parents can also seek useful information for their children.

OTHER INITIATIVES

- MDM: During COVID -19 Pandemic, 837445 children were provided Food Security Allowance (FSA) consisting of dry food grains at their doorstep and cooking cost into their bank accounts through DBT mode.

EFFORTS TO ASSESS LEARNING LOSS

Not available

JHARKHAND

Data as per UDISE 2019-2020

Number of students
7489137

Number of teachers
223465

Number of schools
45596

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

JEPC is developing digitized system to track OOSC and is also developing special training packages. This is especially important because it is being assumed that more children will be vulnerable to dropping out from school owing to pandemic induced economic/other factors.

I. **Preparing for school through learning activities and community participation includes:**

- Assessment on learning status of children will be undertaken.

- Instructional activities will be conducted to help children "catch-up" and get ready to return with support from community volunteers, such as youth, teachers, bal sansad members, parents etc.

- Community meetings will be organized with parents of children as part of the intervention to keep them updated on their child's progress.

- Children's groups will be set up in communities, so as to encourage a culture of group learning among children and create an atmosphere conducive to children's learning.

- Group activities and projects will be designed to inculcate the culture of peer learning and practice the key competencies of life skills such as communication, team work, planning, problem solving etc.
- All Grade 6-8 children, including out of school children, will form part of these groups.
- Activities will be conducted at the community level to ensure the parents and community members are aware of the activities being conducted with children and to re-create an environment of learning in the communities

<div style="background:red;color:white;font-weight:bold;padding:8px;text-align:center">✎ EFFORTS TO ASSESS LEARNING LOSS</div>

I. **Students' Assessment through Assessment Cycle:**Assessment of students will be done on each learning outcome being learned during classes at Mohalla schools or online. If 70% of the students achieve learning outcomes which were taught to them the teacher will start teaching next learning outcome. If 50% of the students achieve learning outcomes which were taught to them the teacher will conduct remedial classes for those students who have difficulty in learning. If only 30% of the students achieve learning outcomes which were taught to them the teacher will do re-teaching the same learning outcome. The cycle of assessment will be conducted throughout the year, which is given below
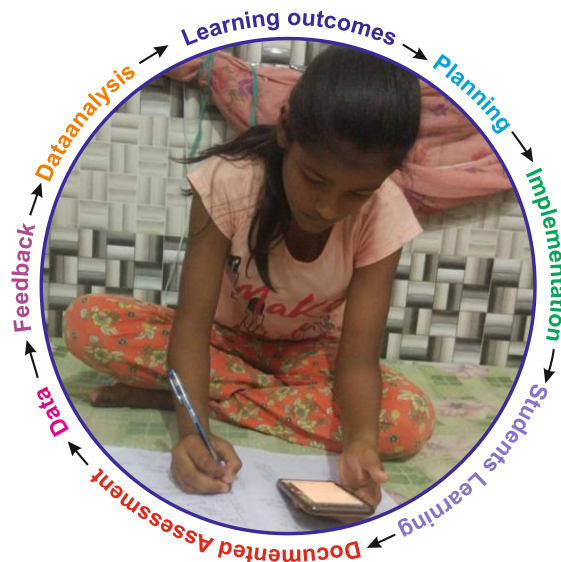
II. State is regularly organizing Online Quiz programme for the students where questions are based on LO and the results are analyzed to know the learning loss of children.

6.7L students participated in the weekly quizzes in the week 5

District	# Total Students (Class 1-12)	# Total Admitted Students (Class 1-12)	# Connected Students (Class 1-12)	Total Participants (Class 3-5)	Total Participants (Class 6-8)	Total Participants (Class 9-10)	Total	% Participation over connected students	% Participation over total students
PURBI SINGHBHUM	177819	185892	61657	34158	22726	6649	63528	103%	36%
SIMDEGA	59282	62942	13957	11517	7189	2044	20750	149%	33%
DUMKA	219090	175049	59101	35015	18057	5027	58099	98%	27%
RANCHI	217893	247864	77690	33868	18612	4973	57453	74%	26%
KHUNTI	59709	70545	15755	9145	4515	1440	15100	96%	25%
CHATRA	195546	208325	74018	28725	15117	4634	48474	65%	25%
HAZARIBAG	205583	205314	90827	25285	16682	6370	48337	53%	24%
SARAIKELA-KHARSAWAN	142741	114328	43109	17261	9939	1846	29046	67%	20%
LATEHAR	139504	145546	36162	13945	9058	2994	25977	72%	19%
RAMGARH	89004	79031	35058	8122	4386	1763	14271	41%	16%
PASHCHIMI SINGHBHUM	251385	240127	56390	24844	12487	2827	40158	71%	16%
JAMTARA	125052	125445	48240	10646	4990	1005	16641	34%	13%
DHANBAD	242343	205618	86076	17016	10549	5255	30820	36%	13%
GODDA	215767	167341	47826	16804	8606	1383	26793	56%	12%
PAKAUR	148527	105210	23451	12583	5004	696	18283	78%	12%
BOKARO	190194	188017	70291	14560	7275	1686	23521	33%	12%
GIRIDIH	406239	321575	130669	28915	13931	3451	46297	35%	11%
KODARMA	105105	97669	42425	4859	3599	1278	9756	23%	9%
GUMLA	128962	139989	26482	6501	5207	805	10511	40%	8%
SAHIBGANJ	208338	164536	48812	8700	3266	634	12600	26%	6%
DEOGHAR	264259	215498	78085	9928	4557	1261	15726	20%	6%
PALAMU	393364	346855	112567	13898	8040	1401	23339	21%	6%
GARHWA	245447	209989	63562	8176	4447	611	13234	21%	5%
LOHARDAGA	72437	61495	20931	2295	1246	305	3842	18%	5%
Total	4503500	4060148	1330378	396557	217445	58334	672336	55%	16%

Note: *Base figures used from June 07 update

9

8.56L students participated in the weekly quizzes in the week 7* approximately

Class	Total Participation
Class 3	141270
Class 4	146314
Class 5	135489
Class 6	91528
Class 7	100557
Class 8	110939
Class 9	58238
Class 10	71915
Grand Total	**856250**

I. While multiple resources and strategies using diverse communication, platforms are being implemented, in order to be able to get a better understanding of how families and children are responding to the current crisis to ensure continuity in learning, a rapid survey is proposed to understand status of students' access to distance/home-based learning and reasons for not using. Results of the rapid assessment will inform and guide policy makers and planners, educators and organizations from the education sector to understand the mechanisms used by states and revising/refining strategies to reach all children in the country in the future.

II. Scope and Coverage Focus of the rapid survey would be on children who are enrolled in the Government school and all state/UTs will be covered in the survey.

III. Main objective of the rapid survey is to develop understanding about students' access to distance/home-based learning during COVID 19. Focus would be on most vulnerable and marginalized group. Specific objectives of the rapid survey are as follows:

- Develop understanding on availability of digital and non-digital facilities at the household level

- Provide evidence on accessing digital and non-digital platforms for learning by gender and social groups

- Identify groups who are most vulnerable at risk in accessing learning • Find out reasons for not accessing digital and non-digital platforms for learning

- Develop profiling of children who will not return to school once the school system is reopened

- Gain better understating about teachers, parents and civil society organizations support in the learning of school going children during COVID-19

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Home-based Learning:** The government has introduced Digi-SATH program for studies in lockdown, but the number of android phones in remote tribal-dominated villages is very low. UNICEF advocated for prioritization of home- based learning- not just in case of access less habitations but in case of children with television and internet access, so that children are not denied the benefits of Digi -SATH. Focus is on promoting routine for education through promotion of home-based learning. Activities such as reading textbooks, developing stories and poems, writing diaries, making budget for home, story reading, writing diaries, using workbooks, Art and craft activities, creating stories/ penning down songs/folktales/recipes, doing small and simple experiments at home are being encouraged. These may help children in developing better foundational skills, enhancing creativity, convergent and divergent thinking skills. Short video clips/ messages on promoting home based learning are being sent to the students and parents.

II. **Community Participation**: Case - Blackboard at the door of students: In the era of Corona epidemic, where children from cities are completing their studies online, children from poor families in rural India are not in a position to get online education. In such a situation, a unique initiative has been seen in the Dumrathar school of Jarmundi Block in the Santhal Pargana division of Jharkhand. Here several blackboards have been made with a short distance on the wall of the house, so that social distancing can be followed. On these blackboards, the students also write the lessons taught by the teacher and

also write the answers to the questions.

III. **Mohalla schools**: 'Mohalla School' is a concept developed by JEPC to reach children who are located in habitations with no or limited access to television or mobile; The initiative also seeks to cover children who may not be able to access television or mobile owing to poverty and social contexts. Within this initiative, teachers are providing short support classes (2 hours) to group of 20-25 children in batches in a staggered manner each week. The venue can either be the local school or community building such as the Panchayat bhavan or any place that is suitable for most students to gather. The idea is that at least each child is contacted and meaningfully engaged by teachers at least once or twice a week. This initiative also tries for involve restricted reach to parents from the side. During the two hours of 'support classes' there is a mix of engaging activities which may include- 10-15 minutes of Yoga/physical activities, 30 minutes of meaningful, reading practice sessions coupled with another 30 minutes of writing practice sessions or workbook-based exercises and some creative art/craft activities. Messages on corona containment and general hygiene are also integrated. Teachers across green zones have initiated classes for 8-10 students to maintain social distancing. This has resulted in continued education for students, especially, who cannot be connected through digital means.

SchoolteacherDr.SapanKumaristeaching the students with a community loudspeaker in hand. According to the news, more than 200 students are reaching to study in this special class. Congratulations to the efforts of the teacher and theguardianof thevillage.

IV. Teaching with a community loudspeaker: School teachers are teaching the students with a community loud speaker. Many students in the community get benefited from this initiative effort. This practice is being done in many village communities in Jharkhand with the support of the teachers and the parents. Such types of practices have shown a boom during the Corona pandemic.

V. **Bal Sansad:** Bal Sansads are playing a prominent role with each Bal Sansad member being responsible for reaching out to 10 fellow students. Peer to peer learning has complemented learning through digital content. A combination of self-study, peer to peer learning and teaching by teachers has evolved over the last two months.

VI. **Roving teachers:** Many teachers, realizing the need for continued learning have begun to undertake house to house visits to engage with their students. These teachers are interacting with students while completing their mid-day meal and other duties.

VII. **Behavioral change:** DigiSATH has led to large-scale behavioral changes among all major stakeholders. Teachers are going out of their way to undertake household visits to raise awareness and teach students. Parents are making extra efforts to prioritize education over other aspects of life. They are not only helping out in teaching the kids but taking extra care for greater involvement between teachers and students.

VIII. **Handbook's development**: Handbook's preparation process is completed to improve quality education of school. Headmaster manual, FLN handbook, Physical Education handbook and a handbook on School Library have been developed by Jharkhand government.

IX. **Model for implementation MTB-MLE with the existing Books in Tribal languages**: In 2015, it was decided by JCERT to add five tribal languages (Santhali, Ho, Mundari, Kharia and Kurukh) and two regional languages (Oriya and Bangla) as additional languages in textbook of primary level and to identify concerned schools and ensure better learning. In all the 5 tribal languages, Mathsand Language books were prepared for class 1&2 in Devnagri script in the selected tribal languages. Total 20 textbooks were prepared. Additionally, for Santhali and Ho in their own scripts respectively Olchiki&Barangkhiti textbooks were translated. As such, 8 more books were prepared. For the 5 tribal languages total 28 books were prepared. In the concerned regions/districts schools were selected. On the basis of enrolled children, textbooks were prepared and were distributed free of cost.In the session

2019-20, it was decided to align language textbook (**Santhali language for Santhali children**) in curriculum for class 3, 4 and 5. For this Santhali, language experts were deployed through JCERT and textbooks were prepared for the three classes. In January, 2020 to develop textbooks in Khortha language Resource groups are selected and workshops were organized where draft of main subject matter is prepared. On this basis textbooks of Khortha language are planned to develop. At present, in the state in 1600 school, MTB-MLE is implemented.

X. **Lesson Plan**: Lesson plans are being prepared by JEPC team for the coming session after reopening of school. Lesson plans are being prepared in a standard format in which monthly and weekly plan are also included. Lesson plans are very much flexible, there is a provision to change the methodology when according to students' needs. When 50% of the students are not able to achieve the learning outcomes, there is a provision of re-teaching.

XI. **Foundation Learning:** Foundation Learning is crucial since it occurs at the time of the biggest growth in brain development in the human body. The early years of a child's life are very important since the brain grows very fast starting before birth and continuing into early childhood. Although the brain continues to develop and change into adulthood, the first 8 years can build a foundation for future learning, health and life success.

The practices adopted both in the government as well as private pre-schools were found to be developmentally inappropriate. Early language and literacy, and mathematics skills are the foundation for future learning. If these are not developed strongly and equitably in the early years (pre-school to Class 3), children are never able to catch up in later grades. This learning gap continues to widen, the texts in the language textbooks and mathematical concepts become more complex and abstract in later primary grades. Therefore, strengthening teaching-learning of early literacy and mathematics is crucial. Therefore, Jharkhand government has decided to work on foundational learning. First draft of Foundational Learning has been prepared by Jharkhand state.

XII. **Students' assessment:** Teachers are doing students' assessment by making question papers based on learning outcomes. Question papers are being distributed to students at their home. They have given time to answer the given questions based on their understanding of a concept. After that filled in answer papers will be collected and checked by the teachers.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **Digi-SATH:** The Jharkhand Government launched the Digi-SATH initiative to digitally reach out to students studying in government schools during the country-wide lockdown. Jharkhand DigiSATH has been initiated as part of Project SATH with the support of Boston Consulting Group and Piramal Foundation. The program has created a tremendous state-wide momentum ensuring continued learning through multiple means - WhatsApp, Television, DIKSHA App, offline learning. Digi-SATH is enabling students to study through both remedial and grade level content being sent out every day. The entire State education administration has been connected through thousands of WhatsApp Groups created at different levels. Multiple steps have been taken to mainstream digital learning for continued learning through the DigiSATH initiative.

II. **DIKSHA App:** The DIKSHA platform offers teachers, students and parents engaging learning material relevant to the prescribed school curriculum. Teachers have access to aids like lesson plans, worksheets and activities, to create enjoyable classroom Experiences. Students understand concepts, revise lessons and do practice exercises. Parents can follow classroom activities and clear doubts outside school hours. Digital content is available on DIKSHA App for teachers and students. Consequently, more and more teachers are getting themselves registered on Diksha. Another App, TeacherApp for capacity building App for teacher, connects them to video lessons. There is mapping of open access, free content developed by partners/ agencies/ available on Diksha Network of 3000+ BRP/CRP and 100,000+ teachers for daily sharing of content. More than 90% teachers and students have given positive feedback on the content and have also begun to realize the long-term potential of digital learning.

III. **DG school App:** All contents are being uploaded in DG App which are being sent to WhatsApp group of students each day. Students can access to the digital content as per their convenience. Digital content is available online on DG school App all the time.

IV.   **WhatsApp**: Student and teacher learning: (30,000 school groups, 90% teachers, 10 lakh students) There is now a state wide network of WhatsApp group covering block and cluster resource persons and video content links are being provided to teachers and students through this network. Digital content is shared every day with Quiz/ interactive activities for assessment. This daily content for students and teachers is prepared as per a structured calendar covering all major subjects and topics. Development of digital content by JCERT with UNICEF and other agencies is being done. High quality student and teacher learning material has been curated for all classes (I - XII). Content messages are being disseminated through 30,000+ groups at fixed time in the morning ensuring continuity and regularity. Teachers across the State are also creating content and sharing with students at the local level.

V.   **Television – Doordarshan**: Once it was realized that there were access related challenges in context of utilization of digital content through WhatsApp, Jharkhand Education Project Counsel (JEPC) and UNICEF engaged with Doordarshan to ensure telecast of regular digital content. From 11 May 2020 telecast of remote learning content for grade 1 to 12 along with life skill content started. Grade appropriate and life skill-based learning content is being shared five days a week, three hour per day from Monday to Friday. NIOS with CBSE and NCERT has started live classes for secondary and senior secondary students. The students can watch the broadcast of recorded programs on: Tata sky channel 756; dish TV Channel 946, 947, 949, 950; Airtel TV channel 437, 438, 439; Videocon channel 475, 476, 477.) There is open access for life skill content: sesame street, Meena stories, etc. Four hours of dedicated TV programming under "Hamara DoorDarshan Hamara Vidyalaya" with special focus on grade X and XII students for Board examinations are being broadcasted. Content has been curated with a collaborative effort of multiple Ed-Tech organizations. Toll free number is given for children to clarify doubts; to be cleared by SCERT every Saturday. Phase 2 of Doordarshan based learning has been initiated; focused efforts to promote DD based learning by the government. Short videos and WhatsApp friendly digital posters have been developed by JEPC with support of UNICEF. These have been circulated across teachers', parents' and students' groups.

VI.   **Dharohar e-Magazine:** Dharohar e-magazine was launched on Teachers' Day- 5th September 2020 during Corona pandemic in Jharkhand. It was developed by the support of HM, teachers and students of R. Mitra +2 School, Deoghar, Jharkhand. Information about all programmes run by Education department at School level and innovative ideas will be published in this magazine which will be published quarterly. It will motivate students for learning and disseminate good messages in the society. Students will get very happy and feel motivated when they look at their own composition published in the magazines. It will be beneficial for holistic development of the child in curricular as well as co-curricular activities.

VII. **Promotion of Career Portal**: JEPC had launched jhcareer.com with support of UNICEF last year for grade 9 -12 children. The portal provides information on 546 career options with more than 2500 career pathways. It talks about starting, mid-point and peak salary for each profession, courses needed, loans/schemes available, personality traits that correlate with a career, time and investment needed. The career portal is gender sensitive and ensures equal representation of men and women in success stories linked to different career fields. It has updated information on both vocational and academic streams. During lockdown, webinars/ promotional drives to encourage students to connect with this portal were undertaken by JEPC. 4.5 lakh students studying in classes 9 to 12, are registered on this portal. The portal provides simple language information on 546 career fields, including both vocational and academic fields. There is accurate and updated information about scholarship schemes, government assistance, training centres related to every field. There are also success stories related to every field so that children do not think that they can achieve success only in government jobs or medical engineering. There are manifold opportunities in business, arts, retail management, web content writing, creative writing, tourism etc that children can take advantage of with relevant information. Many interactive sessions on career being conducted on YouTube and Zoom App. Career planning, exam preparedness and career portal promotion. Webinars on career planning and exam preparedness has been conducted.

VIII. **Saturday Quizzes**: The State also organizes quizzes every Saturday for students of classes 3-10 to strengthen student engagement and ensure regular assessments. More than 50,000 students across grades participate in these quizzes on a weekly basis. 10- 20% improvement in learning has also been observed in grade 9-10 students.

IX.   **Celebrating World Children's' Day'**: World Children's Day is celebrated on November, 20 each year to promote international togetherness, awareness among children worldwide, and improving children's welfare. The day was first established in 1954 as Universal Children's Day. November 20th is an

important date as it is the date in 1959 when the UN General Assembly adopted the <u>Declaration of the Rights of the Child.</u> It is also the date in 1989 when the UN General Assembly adopted the <u>Convention on the Rights of theChild.</u> This Convention sets out the rights that must be realized for children to develop to their full potential. The Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights. It's a day to re-imagine a better future for every child to protect their every right. As the UN children's organization, UNICEF celebrates the World Children's' Day as annual day of action for children, by children. This year, the COVID-19 crisis has resulted in a child rights crisis. The costs of the pandemic for children are immediate and, if unaddressed, may last a lifetime. JEPC has organized a webinar on Child Rights/ Climate Change to orient the different stakeholders so that they can make sure that every child in the state can enjoy all the rights.

X. **Case Study - Constructing a roof top to attend online classes:** A student of National High School Dumka constructed a roof top out of bamboo to attend online classes. He was facing network problem in his village because his habitation was in the shadow area of the network. He purchased a mobile with the support of some relatives and also constructed a 10 feet high roof top in his farm land to attend online classes due to poor network connectivity available at home. Now he is happily attending the online classes because the network connectivity problem has been solved.

TEACHERS/CAPACITY-BUILDING

I. The state govt. has organized many training programs during Corona epidemic through webinars.

II. **DIKSHA Training** was conducted to train the teachers on online teaching-learning process, Digi-SATH, learning content delivery, making the teaching-learning interactive, videos content, question preparation etc.

III. **Jagrik Training** was conducted to train the KGBV teachers on Jagrik tool kit. The toolkit will strengthen students' understanding on rights and duties. The training was focussed on providing technical expertise to integrate Constitutional principles and values in the school curriculum meant for students from grades VIth- VIIIth and IXth-XIIth. The participant KGBV teachers assured that they would work as facilitator and take forward this step in the field. Whereas State Resource Group will be there to help them. However, more training is going to be provided in detail either last week of October or First week of November.

IV. **LSM Training** was conducted to train the teachers on Life Skills Measurement. It is conducted to build capacity of master trainers so that they can smoothly implement the life skills assessment in government schools for students enrolled in grades 6th to 8th. The LSM Tool covers 10 domains of life skills categorized into 3 categories. 1)Cognitive consisting of Problem solving, Decision making and critical thinking 2) Personal consisting of Creativity, Resilience, Self-awareness and Participation 3) Inter-personal consisting of Negotiation, Communication and Resilience

V. **Training on Psycho-social Well-being and Exam Preparedness: To** reach secondary school teachers, parents and students with knowledge and support on psycho-social well-being and exam preparedness during the specific Covid situation, a webinar was organized by JEPC in collaboration with UNICEF on 15th September. This was planned by Education section in convergence with CAP. Clinical Psychologist, Dr Anuradha Wats and Psychiatrist Dr Nishant Goyal from Central Institute of Psychiatry were the key speakers. The webinar was chaired by Secretary, School Education and Literacy. 5562 teachers, parents and students attended during the live session while 45,000 views were reported by the second day of the seminar.

VI. Identification and Certification of Champion teachers: An initiative to recognize extraordinary work on the part of the teachers was made part of the DigiSATH program. Meritorious teachers are felicitated with Certification by the State leadership. This acts as a catalyst in teacher motivation and has resulted in further activation of the teacher base.

VII. WASH (Water Sanitation and Hygiene): Training and certification of teachers on Wash guidelines for school reopening has been conducted. SOP for safe school reopening and quality education has been prepared keeping in view WASH guidelines. Webinar on WASH in School has been conducted

for spreading awareness on school preparedness during Covid- 19 in Jharkhand. Secretary; school education and literacy, SPD; JEPC, CEO; UNICEF; DSEs, DEOs, teachers and other officials has participated in the webinar in which WASH specialists spoken on the topic.

VIII. **Jharkhand Youth Collective:** ComMutiny and UNICEF India have created and nurtured the Jharkhand Youth Collective comprising 12 organizations that bring exemplary impact-based work in adolescent participation through innovative programming, outreach and advocacy. ComMutiny- The Youth Collective in association with UNICEF India is working towards enhancing adolescent participation through constitutional literacy and child rights awareness. The state collective members are engaged in running adolescent leadership initiatives and involved in a shared public initiative using an adolescent participation toolkit – 'The Samvidhan Live! Be a Jagrik' toolkit developed by Community and supported by UNICEF India. 'Jagrik' is wordplay for 'Jagruk' and 'Nagrik' meaning an awakened citizen.

IX. **Mass VCs conducted to orient officials, teachers and parents:** There has been a change in the ways of working of education administration at a massive scale across the State with adoption of video conferencing methods. Mass scale VCs and webinars have been organized at all levels of administration. This has created a momentum for digital learning and ensured direct accountability. VCs with State/District/ Block officials and Weekly VC with HMs/ Prabhari HMs are being conducted VC with ministers at State level also conducted in which Education minister of Jharkhand Shri JagarnathMahto told "To run Mohalla School and teachers should reach to each child through mohalla school keeping social distance, School should be at the door of children.

X. **Psycho-social support aspects in COVID response:** Webinars for teachers with UNICEF support and Central Institute of Psychiatry on providing psycho social support have been conducted. From April to September, through radios/ television/ webinars- the issue of psycho-social support has been discussed with the parents/ teachers/ students. There was even a DD Panel discussion on psycho-social well-being conducted in August 2020. More than 50,000   teachers, students and parents reached out through webinar on psycho-social well-being. The data shows that 5,000 watched the webinar live while the remaining accessed it through recorded session (done in September 2020). 1000 teachers trained as first psycho-social contact points for students with support of Central Institute of Psychiatry. UNICEF continues to engage with the JEPC, Jharkhand on creation of awareness on psycho-social wellbeing during the Covid induced school closures. Discussions to train 1,000 teachers as first psycho-social contact points for students continues- the training schedule is being worked out.

XI. **Shaikshik Samvad:** There are some DRG groups of teachers formed at state level for DIKSHA training online courses for teachers available at DIKSHA portal. Shaikshik samvad is a group discussion of DRG being held at state level with JCERT, district level and at block level on cascading mode. PowerPoint presentation being prepared on DIKSHA training online courses including challenges and suggestions to overcome those challenges by DRG.

XII. **Participation of teachers as corona warriors:** Teachers have participated as a corona warrior by doing following activities:

- To generate data of migrant children and labour

- To distribute ration for MDM of students

- To conduct survey on out of school children

- To conduct home survey for identification of corona symptoms

- To make in charge of quarantine centre

- To distribute textbooks of students in their home

- To distribute DBT for educational kit to students

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

I.   **Building Capacities to Strengthen Adolescent Participation through NSS/NCC/NYKS platforms:** Community the Youth Collective is an association of more than 100 youth engaging organizations in the country. It facilitates leadership journeys for adolescents and young people to build their capacities and knowledge leading to enhanced action taking by them. We have developed a participation toolkit named: Samvidhan Live! Be a Jagrik that offers powerful leadership experiences to young people using the 'Constitutional Duties-Rights framework'. It gets additional strength from the UNCRC framework that intends to make child rights a reality. The toolkit is available in 7 languages at the moment and we are offering training workshops to youth platforms such as NSS/NYKS/KGBV/VikasMitras etc. across 11 states so as to make it accessible to young people, enabling them to participate in matters that concern them the most. The tool is being digitized by UNICEF at the moment for wider adoption across India.

Purpose: The purpose of the training is to create a large enough cohort of experienced facilitators who can support in taking the toolkit to young people as well as create a mechanism for its incorporation in their youth programmes. We have received encouraging feedback from states like Jharkhand where we have a partnership with the state govt. now, Gujarat where NYKS and NSS are ready to take the toolkit into their systems. In Chattisgarh, we have already trained almost 60 NSS/NYKS POs to run this toolkit with their cohorts of youth volunteers.

Workshop Objectives:

- Enhanced knowledge and capacities on constitutional literacy and adolescent participation
- Enhanced capacities to effectively engage young people using the adolescent participation toolkit
- Concrete plans to embed the toolkit into ongoing youth and adolescent programming

II. **International Center for Research on Women:** A comic book used to reach out to students touching upon issues of gender, violence, child marriage etc. was converted into audio visual format and is ready to be shared with students through the Digi-SATH platform. UMANG workers have been following govt. advisory to reach out to adolescent girls in small groups to conduct group education activity (GEA). Information on Digi-SATH is also provided during these sessions and girls are being linked to Digi-SATH.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- During School lockdown, WhatsApp learning for Children with Special Needs: School lockdown does not mean a break from learning. Resource Teachers are reaching out to their students with Special Needs via WhatsApp groups to keep them engaged in the teaching-learning process and encouraging the children with Special Needs (CwSN) to study at home in this pandemic time. A concept paper was developed to guide the Special Educators/Therapists, how to teach these Children with Special Needs in this pandemic situation. Each of 290 Resource Teachers (Special Educators and Therapists) from Jharkhand, those are placed at Block Resource Centers had formed a WhatsApp group with 6 to 8 CwSN members so that children can use the lock-down period gainfully. The objective is to share school related educational information. Through it we are sending e-papers, e-books, audio books developed by NCERT, comics, home assignments, YouTube links and many more learning activities, all together 2,200 CwSNsare connected with this initiative. Apart from this, we regularly hold training for the Resource Teachers on the virtual mode. We have conducted 15 plus webinars for our resource teachers. These training includes how to teach the CwSNs in Home, Curriculum Adaptation, TLM, etc.

I. **Home-based Learning**: UNICEF advocated for prioritization of home-based learning. Focus is on promoting routine for education through promotion of home-based learning. Activities such as reading textbooks, developing stories and poems, writing diaries, making budget for home, story reading, writing diaries, using workbooks, Art and craft activities, creating stories/ penning down songs/ folktales/recipes, doing small and simple experiments at home are being encouraged. These may help children in developing better foundational skills, enhancing creativity, convergent and divergent thinking skills. Short video clips/ messages on promoting home based learning are being sent to the students and parents.

II. **Mohalla schools:** 'Mohalla School' is a concept developed by JEPC to reach children who are located in habitations with no or limited access to television or mobile; the initiative also seeks to cover children who may not be able to access television or mobile owing to poverty and social contexts. Within this initiative, teachers are providing short support classes (2 hours) to group of 20-25 children in batches in a staggered manner each week. During the two hours of 'support classes' there is a mix of engaging activities which may include- 10-15 minutes of Yoga/physical activities, 30 minutes of meaningful, reading practice sessions coupled with another 30 minutes of writing practice sessions or workbook-based exercises and some creative art/craft activities.

III. **Teaching with a community loudspeaker:** School teachers are teaching the students with a community loud speaker. Many students in the community get benefited from this initiative effort. This practice is being done in many village communities in Jharkhand with the support of the teachers and the parents.

IV. **Effortsforstudentsofaspirationaldistrict:** Following activities conducted in 19 aspirational districts of Jharkhand with special attention

- Digi-SATH
- WhatsApp Learning
- Career Portal
- DIKSHA APP
- Saturday Quizzes
- TV- Doordarshan broadcasting
- Home-based Learning
- Mohalla Schools
- Teaching through Community Loudspeaker
- Teaching through blackboard made on wall of houses
- Handbooks development for HM, Physical Education, Library and FLN
- Textbook's translation in five regional languages
- Teachers Training conducted on - DIKSHA, Jagrik Training, Training on Psycho-socialWell-being and Exam Preparedness, WASH (Water Sanitation and Hygiene)
- Identification and Certification of Champion teachers
- Jharkhand Youth Collective
- Mass VCs conducted to orient officials, teachers and parents
- Support through partnership formed like VJEA

I. **Community Participation: Case - Blackboard at the door of students:** Teachers and parents at Dumrathar School have jointly invented a new method for teaching children even during lockdown period. The teachers have constructed more than one hundred black boards (blackboards) at the door of the students, with the help of the community. The students are studying on the blackboard on the wall outside the students' house. For several months, "Education at your door, with the community" program has been run in Dumka. Under this program, teachers elaborate on the content that is sent to children every day, as well as textbooks are being taught to the children. In order to ensure that children do not stay away from education, education is being organized with the community with the help of the community. Children are benefiting from this. Social distance has been taken care of in this program. In view of the situation arising due to Corona, the use of masks has been made compulsory. Students write their problems on the blackboard and teachers solve those problems. This program has been running for many months and there is a lot of support from the community.

II. **Logistics Ease Across Different States (LEADS):** Village level small group meetings with mother group members and parents of pre-school and school children are organized to sensitize the guardians on home-based learning activities of children. Village level learning centers (Gram Pathshala) have been initiated in 10 villages of Bandgaon block of West Singhbhum. Field facilitators conduct regular meetings with Mother Groups and Parents.

III. **DetailsofWhatsAppgroup:**With over **30,000 school WhatsApp groups** and **10 lakh students** connected, the state has been able to reach out to more than **4 lakh students every week** through WhatsApp alone. With 30% TV penetration in the State, learning has been ensured for at least **15 lakh students**

OTHER INITIATIVES

Survey on school reopening: Parents' groups contacted through WhatsApp/online mediums to get feedback on school reopening. 12,500 parents were contacted through Google based surveys. Only 25.76% of these parents were in favor of school reopening while the majority suggested delayed reopening.

Phase wise plan developed for roll out of program

Phase 1: Enrollment of all the excluded/unnamed children in catchment area, Regular school attendance, Support and involvement of community people and parents in children's educational activities, Creating healthy academic environment by school family and Baal Sansad

Phase 2: Ensure foundational skills of language and math, Ensure participation of parents and community members

Phase 3: "Beyond Basics" level of math, language and other subjects to be explored, Children's peer Groups formed for collective learning

Phase 4: Children after mainstreaming still needs in-school and outside school support. Community tracking of children is significant once children are mainstreamed to counter re-drop out. Role of SMCs & Child cabinet is vital.

ENGAGEMENT WITH CSOs:

- **VJEA (Vibrant Jharkhand Education Alliance):** A group of civil society organizations named VJEA has been created by JEPC in collaboration with UNICEF for expanding reach of Digital and Doordarshan based content. It is especially focused on supporting home-based learning for the unreached students living in shadow network area. VJEA constitutes of civil society partners from Plan India, LEADS, Quest Alliance, ICRW, Bharti Foundation, Pratham, Child in Need Institute and Save the children. These organizations are helping in creating greater awareness amongst

community members on importance of learning continuation and use of television/ WhatsApp based learning content. They have started IVRS messages services to provide COVID19 related awareness/ broadcasted the IVRS messages of HMs creating awareness around Digi-SATH. It has helped in enhancing reach of home Unreached girls were reached with home-based learning messages. Number of girls reached through home learning is higher as VJEA has contributed more in context of reaching unreached children, and exclusively reached out to girls. About 7000 parents were provided messages on activities and games which may contribute to learning at home. They are spreading awareness among the children and parents about the online classes. They have accelerated learning support at community spaces with the help of youth fellows, using inclusive pedagogy online offline to reach children and support continuing of their learning especially in mathematics, science and English. They are also providing support to teachers by guiding/training in use of online resources and methods and helping them in reaching out to parents and involving them in child's education schedule during the "stay-at-home" period. There is sensitization on COVID-19 at community level and support to teachers and headmasters of the schools in identification of left out students for admission and mobilizing the children to take admission. Village level meetings with adolescent children in villages focused on home-based education and providing learning support to their siblings. Some of the initiative for promoting home based learning undertaken by civil society partners with support of JEPC are as follows:

- **Plan India:** Youth Fellows are supporting selected children at program blocks – Churchu, KhuntiSadar and Khuntpani. Around 2081 children (1208 girls, 873 boys) are being taught Maths, English &Science subjects in batches. These children have been identified with the support of the headmaster of respective school in the village. Parents have acknowledged receiving benefit as schools are also closed.

- **Pratham:** Muhalla based habit classes for children have been started by community volunteers in 21 blocks of 5 districts. Under this, basic language and mathematic activities are taught for class 3-5 students. Using of mask, social distancing, hand washing is strictly followed in the daily one-hour class.

- **Save The Children: With** support from Partners organization (The Centre of Social Welfare and Rehabilitation in PaschimiSinghbhum and Lohardaga Gram SwarajyaSansthan in Gumla) it has initiated discussions with the SMC members and PRI members to help children from Classes 1-5 in availing content provided through online learning and also helping them in understanding its contents. This ensures that home-based learning of children is continued even during the COVID-19 pandemic.

- **Bharti Foundation: It** supports teachers by guiding/training them in use of online resources and methods and helps them in reaching out to parents and involving them in child's education schedule during the "stay-at-home" period.

- **CINI:** It has conducted many psycho-social activities during lockdown like Main aur Meri Duniya, Mera Dost, Creative Lockdown etc. It also discussed efforts to engage children effectively during lockdown and post lockdown phase. It operated the Lehanti Learning Centre for out of school girls.

KARNATAKA

Data as per UDISE 2019-2020

Number of students
11544885

Number of teachers
449076

Number of schools
77166

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

I. **An App based house-to-house survey -** to identify out of school children and never enrolled children based on various criteria was conducted by the RDPR and UDD departments with support from the Education Department. The App captured data of households in possession of ration cards and also without ration cards. About 80% of the households in Karnataka have been surveyed and the survey is in progress. As soon as the data is entered reports will be generated automatically which will be available for use at all level. The survey was able to identify the childrenunder following category.

- Children with medical condition
- CWSN children
- Children who have met with an accident
- Children from low-income groups
- Children working in family business/work
- Children found on streets

- Children with migratory family

- Children employed in households

- Children who are married

- Children who have run away

- Children who are taking care of siblings

- Children never enrolled due to parents' negligence

- Children having familial issues

- Out of school adolescence children

- Orphans

- Children without access to school

- Children finding school un-attractive

II. **Vidyagama programme -** guidelines were issued directing district administrations and school authorities to track migrated children into/outside districts and plan for grouping them into regular Vidyagama virtual classroom groups and involve them in all academic activities extended to children at that point of time in the district.

III. **Ouduva Belaku**– a library programme to encourage reading habit among children was initiated by the RDPR and Education Dept.   All children were registered and provided membership in gram panchayat libraries closest to them and the fee was provided from the library cess. The programme which was implemented in Nov. & Dec 2020 involved children in the age group of 6 -14 years. The said programme was administered to all children in the state including disadvantaged children.

Sl.No.	Details	Numbers
1	Children enrolled in libraries as part of the campaign	7,70,135
2	Digital library users	34,235
3	Books collected through donors	3,09,711

SURVEY OF DIGITAL DEVICES

- In June 2020, the Department undertook the drive to know the access to digital and other tools with the children of the State. A new feature was introduced in SATS (Student Achievement and Tracking System) where all the school heads were asked to enter the details of gadgets and other tools available with their students.

- The survey revealed that 58.4% of the children from Class 1-5 had smartphone and internet access. 57.5% of children from class 6-8, and 63.8% of children from class 9-10 had access to smartphones and the internet. Based on this data, online education guidelines were prepared which further led to the implementation of the Vidyagama program.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Vidyagama:**

- Vidyagama program was started in a government school in the first phase across the State on 04-08-2020. The program was based on the guidelines of the committee for online and offline education.

- Vidyagama program is designed in such a way that teachers take a personal interest in the learning by visiting the child's home or a community place where groups of children assemble.

- Many places like community centres, temple premises were identified where small groups of children, up to 10-15 students, assemble with physical distance.

- Teachers were informed not to conduct regular classes. They had to involve children in basic learning, distribution of worksheets, clearing doubts, etc.

- Vidyagama program was halted temporarily due to the surge in COVID cases. It was restarted on 01/01/2021 with new guidelines. The new guidelines included starting Vidyagama in school premises with necessary precautions. Even private schools were encouraged to implement a Vidyagama program in their premises with necessary precautions.

II. Alternative Academic Calendar

- Based on the guidelines from the Ministry of Education, Government of India, the Education Department in the State implemented the Alternative Academic Calendar from September 2020.

- Workshops were organized in advance to prepare materials for all classes. Materials were sent to all teachers and a copy was uploaded on the website as well.

- A book which included all the materials/worksheets for all the classes were released every month, which included essential learning for those classes for that particular month. This meticulously planned activity was welcomed by both teachers and parents/students across the State.

- Link to materials – http://dsert.kar.nic.in/easp/learning_material.asp

III. Partnership with civil societies:

- Partnership with civil society organizations has become increasingly crucial to the delivery of a wide range of public services. Various programs are conducted by the state in partnership with Room to Read India, Agastya Foundation, and Shikshana Foundation to reach the grassroots level during Covid-19.

IV. Room to Read India

- Room to Read initiated an intervention of the school library program on 6th June 2007. The Library Program aims to develop reading habits among children in government schools. 140 schools, in Bengaluru South &

North, Ramanagar and Chikkaballapur are the three districts covered under this program.

- Various social media platforms were used to reach children in the pandemic situation. Room to Read initiated 24 Radio & 16 TV episodes, which brought many changes in children listening/reading & writing.

- RTR engages children in writing and reading activities with kits.

- They also celebrated ILD and conducted Read-A-Thon on 8th September in presence of teachers/HMs at schools and communities; district and block officials encouraged it through their experiences of reading.

V. Agastya Foundation

- The foundation collected parents 'WhatsApp numbers with the help of teachers and created digital camps for students and started posting activities every day.

- Activities are designed such that students can undertake them with the available materials at home. Each activity makes students think critically.

- With the help of local volunteers, they created 8 groups and then extended them to 18 with the help of media.

- They also distributed education kits to 200 Govt school teachers of the North Karnataka region.

- In collaboration with the local cable network, they arranged for revision classes for grade 10 in Science and Mathematics. Virtualscience fair, Art fair, and important days were organized and celebrated during lockdown via google meet.

- They also conducted state level and regional level art competition and Acharya Model making for teachers and students with the support from inner wheel club,

- Students were also encouraged to participate in the Forest department and ISRO competition during the lockdown.

VI.   Shikshana Foundation:

- Shikshana Foundation designed self-learning modules aimed at Foundational and Grade minus 1 Competency under its Shikshana @ Home (Learning Continues) program. Shikshana @Home was developed to enable children to retain the basic concepts and what they have learnt earlier (given the fact that they are likely to get minimal support if the schools do not open). It included the following: -

    o Through local retail fundraising, provided learning inputs to 3,00,000 students across the state just before lockdown

    o Customized Learning Achievement Path (CLAP) modules (related to Foundational Learning) – for 5,00,000 Students post lockdown

    o As part of Project-Based Learning (PBL), project work related to WASH (Water Sanitation and Hygiene) - need of the hour during the pandemic & Grade minus 1 topic – for 18,00,000 Students post lockdown

    o Online Skilling Training (Sankalpa) – for 5,000 Students

    o Online training (in partnership with Narayana Health) related to COVID – 19 safety measures, protocols & nutrition for ~ 2,00,000 Education Dept. Staff, Teachers, Parents, and Students

    o Backend support to recruit volunteers for Aptamitra call centre

    o Set-up software to manage COVID response War-Room at Ramanagara

    o Developed ASHA workers App (for Ramanagara) to survey households for COVID – 19 related symptoms

VII.   Collaboration with Jal Jeevan Mission:

- In January 2020, a baseline survey was conducted jointly by Samagra Shiksha, Karnataka, Centre for Environment Education, and UNICEF to assess the status of water, sanitation, and hygiene in schools of the State.

- Schools were allotted star ratings ranging from one star to five stars. During this survey, the school was allotted one star if poor water and sanitation facilities are there in the school.

- During the COVID Pandemic importance was given to health and hygiene aspects and with support of Jal Jeevan Mission, launched 100 days campaign to ensure potable water supply in schools for all purposes.

- Water supply was provided by the gram panchayat. Tap water connection was provided with a 500-liter water storage capacity. Some pipelines were drawn to the school kitchen, hand washing platform, and toilets with multiple taps for usage.

- Jal Jeevan Mission has supported and helped the schools in getting a continuous water supply.

Fig-1:Nelwy installed over-head tank

Fig-2 Water Pipeline to the toilet

Fig-3 :
Water pipe connection to the handwash unit

VIII.   Jyana Devige Tab Distribution:

- JyanaDevige program was launched by Public TV in collaboration with Rotary Club, and a fund was collected to distribute tablets for rural students to enable them to attend an online class.

- With the help of donors, SSLC children in the government schools were provided a free tablet. Rural students were mainly benefited from this program.

CASE STUDY OF INITIATIVES TAKEN BY A SCHOOL

- All teachers, led by Headmasters during Covid-19, met, and discussed comprehensively the activities that could be undertaken for children's learning and safety. The following activities were undertaken to keep the students engage in educational activities.

- Firstly,collected the mobile numbers of all parents" and created a WhatsAppgroup named"*VIDYAGAM*" for those who have a WhatsApp facility.

- The content of the lesson was shared via video, picture, and messages to students via WhatsApp. The activities were also guided by teachers with a lot of feedback from the parent'sWhatsApp group.

- Students who did not have WhatsApp were provided with content-related activities/home work by visiting their home with the help of school staff and guest teachers. The teachers visited student's homes at least twice a week and reviewed the home work given.

- Photocopies of homework were sent to each student's home. Then after every 2 or 3 days, teachers approached the student and checked the homework and guided them and also handed over the photocopies of the next homework. This resulted in a positive response from the parent's community.

- Started a YouTube Channel called *"Simple SCIENCE by MSM"* to support students learning with video classes. It was helpful to reach subjects, to the students by all the teachers. Video lessons were prepared by the teachers.

- "Survey Heart" a Quiz App was created to check students learning assessment through WhatsApp, quiz questions and related to the lessons.

- Following the Covid-19 rules as directed by the government of Karnataka(*"VIDYAGAMA-1"*), the students are organized into small groups. Teachers carried blackboards where they live and placed the blackboards in the temple of the village, under the shadow of the trees. Started teaching started *employing safety precautions*.

Picture of teaching with a black board in the village 'SABHA BHAVAN'

- Teachers were also involved in activities to beautify and protect the school environment. Planting trees on the school premises and watering them was done by the teachers.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. Guidelines for Technology Enabled Education in Karnataka

- The Education Department of the State received many complaints on the unscientific usage of ICT tools for teaching children. The government issued an interim notice to ban the unscientific usage of online resources for primary school children. The matter was also heard in the Hon'ble High Court of Karnataka and based on the directions received, an expert committee was constituted to devise guidelines for the State on online education.

- The committee was formed under the chairmanship of **Prof M K Shridhar, a member of the NEP drafting committee**. The committee included noted educationalists, child law experts, a mental health expert from NIMHANS, members from the associations of private schools, pre-primary schools. The committee consulted with other stakeholders like parents, other school heads, civil society organizations, and government representatives, and came up with a comprehensive guideline '**Continuation of Learning in School Education of Karnataka- Guidelines during Covid-19 pandemic for technology-enabled education and beyond**'.

- The guidelines analyzed research from national and international academics, think tanks, and other organizations, analyzed the data in the State on the availability of devices and best practices in many countries. The guidelines issued included details not only for online education but also for conducting offline education during pandemic (with necessary precautions along with SOP)

- Link to the document is available at -https://drive.google.com/file/d/1V6R4PLX2JlYDyJX VTkPMvaxlqOMfgDEY/view?usp=drive_web

II. Makkala Vani YouTube channel

- The department started a **YouTube channel called Makkala Vani.** This YouTube channel was created to engage the children who had internet access at home.

- The videos were shot at the DSERT studio and were presented by Government school teachers.

- One episode of 30 mins was released every day during May 2020.

- The videos had engaging content such as live experiments, jokes, skits, interviews with experts, songs, storytelling, etc.

- Teachers were encouraged to make engaging videos and send them to the Makkalavani team. The best videos were streamed online.

- MakkalavaniYouTube channel received a good response from both students and parents. The team made 50 videos and one video was released every day for 50 days.

- Link:https://www.youtube.com/c/MakkalaVani/featured

- Various trainings were held in the online mode for Nalikali, SDMC members, vocational education, TALP, and SISLEP (training for HMs). The trainings were enthusiastically participated by teachers, community members, and vocational training instructors.

INNOVATIVE TEACHING AIDS PREPARATION CARRIED OUT DURING COVID-19

- A continuous teacher training program was held via online mode and on the NISHTHA platform. Total 18 modules of NISHTHA were translated and developed; teachers from grades 1 to 8 participated in this training.

I. Social media Groups

- In the Vidyagamaprogramme guidelines were issued to schools to ensure that the mentor teacher ascertain the types of communication devices available in the house of children allotted to them and make WhatsApp groups accordingly.

- Incase students had no access to smart phones, teachers made SMS groups to reach children.

- District administration and DIETs were directed to ensure that the teachers were in constant touch with students and parents through such groups.

II. MID DAY MEAL SUPPLY

- Due to the pandemic, the schools were closed for an indefinite period and the supply of mid-day meals was stopped. To ensure a healthy meal for each child, the department supplied an equivalent amount of ration to each child.

- As per the guidelines, distributed 100 gm of rice and 60 gm of a red gram to students of up to 5th standard per day and 150 gm of rice and 95 gm of a red gram to students from 6th to 10th standard per day.

III. MONITORING VISITS

- State-level officers visited and inspected government schools and held meetings with block-level officers. They clarified issues on starting regular classes for 9, 10, 11, and 12th grade across the State.

- The visits included monitoring and reporting the status of all the interventions undertaken, understanding the issues faced by field level officers, and speeding up the implementation process for other interventions.

INNOVATIVE TEACHING AIDS PREPARATION CARRIED OUT DURING COVID-19

Computer Education

Nali- Kali Teaching

Children engaged in study

Demonstration of Clock
Craft Work

The Plantation

Vegetable Garden

Community Survey at Surathkal and Krishnapura, Mangalore
Health Camp and Covid and Awareness programme on Novel Corona- Covid -19, Frequent Hand Washing and wearing a Face mask.

Children's Birthday

Parents Meeting
Clay Modelling

Children Committee

Children engaged in Learning.

*** Parental Engagement during Covid-19***

*** Teaching during Covid-19***

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- **Dry ration** is provided to homes of all girl children of KGBV Type I

- The **Vidyagama programme** (inclusive of the alternate academic calendar) in which learning of children was addressed through alternate methods was meticulously executed by all the KGBV personnel.

- All the girl children studying in the KGBVs were brought under **WhatsApp groups** and they were provided academic support by giving **worksheets/projects/assignments** and their progress was tracked and documented.

- **Teachers visited homes** of children once every week/15 day to provide emotional and academic support to students. Awareness was created among parents on how to support their wards in academic activities and create stress free environment at home.

- Organized girl **child rights awareness programmes** through zoom meets by experts in the field in a group of 50 each. Students with smart phones/digital devices with internet connectivity where identified and groups were formed. Link to the same was sent to them and an interactive session of 2 hours was conducted.

- **Yoga classes** were conducted online at one hour per week. These classes were conducted by physical education teachers trained in yoga. The children were advised to continue practice at homes every day. Breathing exercises and simple asanas were taught.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- A certificate is required for CWSN to avail relaxation in the SSLC examination. Due to the pandemic, many students were not able to get this certificate directly from the hospitals.

- District-level medical camps were organized in many districts of the State to facilitate this program. These camps helped the CWSN in availing subject relaxations. Parents and students actively participated and took advantage of this program.

- In the Kalyana Karnataka Region which includes the two aspirational districts Raichur and Yadgir, the KKRDB has sanctioned has sanctioned funds to mainstream school dropouts. Using this budget various activities were planned and 980 many children were mainstreamed out of 557 children in the two districts

- In the month of April/May/June of 2020, students attending the class 10th Board Exams were provided with a **crash course** to prepare the students for the 2020-21 Board Exams.

- The said crash course was conducted for 28000 children for 28 days by 2100 teachers.

- **Online contact** with children was established through WhatsApp groups/SMS groups and trained teachers prepared their **own teacher blogs/bridge courses/activity sheets** and transacted the same to students regularly.

- The Commissionerate of the aspirational district announced reaching children to learn either through online/offline modes as a **campaign** and encouraged teachers to reach children in virtual mode.

- When the administration realized that most children were not reached in online mode due to lack of availability of digital devices/smart phones with children, the **VATARA SHALE** concept in which teachers reached student groups physically assembled children in community centres following the SOP of the pandemic and engaged children in learning activities 2 to 3 times in a week.

- D.Ed and B. Ed apprenticeship students and graduate **volunteers** worked along with NGOs and Gram panchayat to support teachers in providing learning environment and also creating awareness among community about precautions to be taken during the pandemic.

- **Programmes initiated** to help connect to students and fill the gaps of lockdown period which was hampered by the pandemic.

  o MakkalaHakkugalaJagruthi (Awareness regarding child rights)

  o AaharaArogya (Nutrition and health)

  o JagruthiKaryakrama (Awareness Programme)

  o MakkalaSamasyegalaArivu (Understanding student problems)

  o MakkalaDani (Voice of students)

  o MojinondigeKalike (Learning with Fun)

  o VygnanikaManobava (Scientific temper)

- ○ ParisaraArivu (Environmental awareness)
- ○ MakkalaGramaSabe (Panchayat for children)

- The Additional Commissioner for school education Kalburgi, guided teachers to prepare a robust bridge course which was based on the learning outcomes of the previous class to bridge the learning loss and prepare children to learn the present class concepts/language skills.

- The Commissionerate has also taken interest to prepare guidelines which provides experiential science learning students.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- Parental presence was made mandatory while children in classes 1-5 engaged in online learning.

- Teachers mentored parents regarding supporting children emotionally and in academic activities through WhatsApp groups.

- The academic alternate calendar prepared for homebased learning is accompanied by a facilitator module which gives details about how particular learning activities should be executed/transacted at home.

- Parents were encouraged to accompany their children to gram panchayat libraries/school libraries to pick up books for reading.

- Parents accompanied their children to **Makkala Grama Sabhes** and partook in the activities organized at the gram panchayat level.

	Details	Numbers
1	Makkala Grama sabhes conducted	3735
2	Children who participated	2,10,962

EFFORTS MADE IN ASPIRATIONAL DISRICTS

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panchayat to support teachers in providing learning environment and also creating awareness among community about precautions to be taken during the pandemic.

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    - o AaharaArogya (Nutrition and health)
    - o JagruthiKaryakrama (Awareness Programme)
    - o MakkalaSamasyegalaArivu (Understanding student problems)
    - o MakkalaDani (Voice of students)
    - o MojinondigeKalike (Learning with Fun)
    - o VygnanikaManobava (Scientific temper)
    - o ParisaraArivu (Environmental awareness)
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- The Comissionarate has also taken interest to prepare guidelines which provides experiential science learning students.

EFFORTS FOR STUDENTS FROM DISADVANTAGED GROUPS

- **Dry ration** is being provided to homes of all children through parents/volunteers
- **Room to Read (RtR)** organization initiated 24 Radio and 16 TV episodes for identified children from disadvantaged groups which enhanced children's listening/reading/writing skills. Reading and writing activity kits were provided to children. Read-A-Ton programme was celebrated in school campuses in the presence of teachers/HMs/community on the 8th of Sept.2020 following the SOP of pandemic situation.

EFFORTS MADE FOR STUDENTS LIVING IN REMOTE AREA

- **Dry ration** is being provided to homes of all children through parents/volunteers
- **Digital camps for science learning** through WhatsApp groups was conducted by Agastya International Foundation.
- Since many children couldn't come to science centres even in the lean period of the pandemic **mobile science labs** were initiated to reach children in remote areas to encourage development of scientific temper and support science learning
- **Transportation facilities** provided to students in remote areas to attend the class X Board Exam

OTHER INITIATIVES

Not Available

KERALA

Data as per UDISE 2019-2020

Number of students
5842611

Number of teachers
271634

Number of schools
16665

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- 112 Special Training Centers have been functioning in Kerala to mainstream Out of School Children in the state.

- Educational Volunteers (EV) are working there in face-to-face mode, keeping social distancing protocols with an intention to mainstream them.

- Each tribal community in Kerala have their own dialect. The EVs appointed at each center belongs to the same category so that they can easily communicate with the students in their dialect.

- The EVs of STC in migrant dominating areas are the ones who can handle languages like Hindi, Assamese, Bengali, and Tamil.

- The children are given bridge courses based on age and are enrolled in age-appropriate classes.

SURVEY OF DIGITAL DEVICES

- A study conducted by the SSK in the first week of May 2020 revealed the biggest hurdle to the successful implementation of the digital class initiative.

- The study showed that 2.6 lakhs of children in the state did not have any access to digital equipment.

- **Community engagement to provide devices**
  - o Various levels of community engagement were put into action immediately, and this number was reduced to 12 thousand within a three-and a- half-week period.

  - o With the launch of digital classes on a trial basis from June 1, and the availability of online links through YouTube and Facebook, efforts to identify the children in need of these facilities in all the 14 districts of the state were fruitful, and steps were initiated to bring those outside the network within its fold.

  - o Following are the figures of the community response exercise:

  - ✓ Children with no access to digital equipment at the start of engagement- 2.61 lakh

  - ✓ Children engaged within 3.5 weeks -1.45 lakh.

  - ✓ Children outside digital reach reduced to 17,774 (June 2020)

  - ✓ Succeeded to ensure digital reach to all (June 15th, 2020)

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. Online Classes

- Kerala started online classes for classes from 1- 12 from June 1st of the academic year using KITEVICTERS,the education channel of the state and using YouTube. This digital streaming is christenedas '**First Bell**'.

- This helped familiarize the learners with their syllabus and kept them interested and engaged in the learning process. In case a student missed a class because of interruptions during the broadcast, these classes were made available via social media such as the Department's YouTube channel and Facebook page.

- These served as reliable replacements for the missed academic digital sessions.

- Each digital session lasting 30 minutes was prepared for each class. For Higher secondary, it was a 1-hour session.

- The time schedules of the classes were published in the media (print and visual) and posted on the official web portals and social media as well.

II. Reaching Out Through social media

- The entire learning community in the school section of the state has been connected to their teachers through new media.

- This facility has, in fact, multi-dimensional merits.

- First, the teachers at the field level can keep in touch with the learning progress of learners.

- Secondly, teachers can provide additional learning support to their children. They clear the doubts

of their learners.

- Above all, the learners derive a lot of consolation and security when they contact their beloved teachers. This fact has been highlighted by many of the parents.

III. Online SRG Meetings and Planning

- An inspiring factor noticed in the lockdown period is the voluntary adaption acquired by the schools of Kerala in tune with the changed social scenario.

- Most schools started convening online School Resource Group meetings to plan the school-level activities during the pandemic.

- The innumerable number of social media groups are the culmination of this initiative. In a single school, there are school-level groups, subject-level groups, class-level groups of teachers and students, and groups of PTA and SMC members

IV. Online Class PTA Meetings

- Several schools conducted online PTA meetings during the pandemic time.

- These meetings helped the school authorities monitor the learning activities of learners, identify, and address the problems the children face related to online learning and give necessary directions to the parents on dealing with the academic and emotional issues of the children.

- These meetings helped the parents to recognize their roles in the home-based learning of children.

V. Common Digital Learning Centres

- In areas where these devices could not be provided, facilities were made possible for children to view and engage in digital learning in public spaces like local bodies, libraries, community centres, single-teacher schools (MGLC), Anganwadis, Block Resource Centres (BRCs), and KudumbasreeKendras.

- These centres set up by Samagra Shiksha are called common learning centres. As a result of all these efforts, the number of children who could not attend digital classes dropped to 17,774 by June- 11, 2020.

- Toaddress this issue, GO (RT) Fin. 3510/2020, dated 10/06/2020, directed all Members of the Legislative Assembly (MLAs) in the state to use their Asset Development Funds and Special Development Funds to support the bridging of the digital divide.

NGOs heading to a tribal village withTVs.

TEACHERS AS CORONA WARRIORS

- Despite numerous activities initiated in school, Cluster, and Block levels, several teachers were deputed to activities as part of the State's COVID related activities.
- They served along with health and police officials in COVID First-line treatment centres, Testing Centres, Railway stations, and airports.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

I. Whiteboard (CWSN)

- Providing learning experiences for the differently abled students, however, proved to be a challenge till the Samagra Shiksha Kerala (SSK) came forward with a unique initiative titled 'White Board'.

- Separate digital classes were prepared for each category of CWSN, and they were made available through the YouTube channel.

- As part of the White Board online initiative for CWSN, learning resources were developed in the 168 BRCs that function under SSK, with 2,500 resource teachers, co-educators, other teachers, and DIET faculty members.

- The content production was done at the BRC level, which was later subjected to scrutiny by the SSK State Office and SCERT.

NO. OF CWSN STUDENTS	NO. OF VIDEOS PRODUCED
133461	1025

White Board Outreach

II. Jalakangalkkappuram (Beyond the Windows) (CWSN)

- Reaching out to their friends at several parts of the state in a context that arrested all physical movements beyond the boundaries of their homes was a boon to the thousands of CWSN of the state.

- Making friends with children of their age, sharing their happiness and anxieties, performing their talents, etc., are some of the initiated programme objectives.

- In addition to the CWSN, this online opportunity gave their parents a chance to get acquainted.

- This programme contributed much to develop fraternity and communal harmony among the CWSN and their parents.

- This online twinningprogramme was launched on the children's day of 2020, and it was still in progress.

S. No.	No. District	No. of CWSN Participated
1	Thiruvananthapuram	8566
2	Kollam	5933
3	Pathanamthitta	1165
4	Kottayam	5916
5	Idukki	4786
6	Alappuzha	3058
7	Ernakulam	5841
8	Thrissur	9709
9	Palakkad	8296
10	Malappuram	9936
11	Kozhikode	14451
12	Wayanad	3017
13	Kannur	5958
14	Kasaragod	3982

OTHER INITIATIVES

I. **ENGAGEMENT WITH VOLUNTEERS - Isolation Wards**

- NSS volunteers in various districts helped set up isolation wards in schools adhering to COVID protocol.

- Thirty-two NSS units of the VHSE assisted in preparing the COVID-19 Quarantine centres. Posters were put up in various places to create public awareness.

II.   EXAMS CONDUCTED UNDER COVID HEALTH SAFETY PROTOCOL

III.   LAB @ HOME

IV. MASK MAKING

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

Not Available

SURVEY OF OUT OF SCHOOL CHILDREN

Not Available

TEACHERS/CAPACITY-BUILDING

Not Available

EFFORTS TO ASSESS LEARNING LOSS

Not Available

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

Not Available

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Not Available

LADAKH

Data as per UDISE 2019-2020

Number of students

46895

Number of teachers

6141

Number of schools

1054

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

UT Ladakh has achieved a good result to reach out to 100% of these children to return to school. Since Ladakh has less population it has fixed the target to achieve 0% Out of School Children in the next academic year.

SURVEY OF DIGITAL DEVICES

- In June 2020, the Department undertook a survey by local school teachers and data was collected on mobile phones.

- It was found that 79% of students from 1 to 8th do not have a digital device, and 72% of students from 9th to 12th classes do not have a mobile device.

- Accordingly, Online Education strategies were developed and mobile/tablets (device) were proposed for all students in UT of Ladakh.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Free Tablet Distribution to students:** Pre-loaded Tablets with educational content has been procured for free distribution to 12300 students at all Govt. schools (6th to 12th classes) of UT of Ladakh. The tablets contain video lectures, e-books (National Council of Educational Research and TrainingNCERT and Jammu and Kashmir Board of School Education (JKBOSE), various learning Apps, and virtual meeting apps. 1000 Tablets has been distributed to the students in the 1st phase of distribution to the students in remote schools and rest of the distribution will be completed within a month.

II. **Information Communication Technology (ICT)/Smart classrooms for Higher Secondary (HS)/Higher Senior Secondary (HSS):** Smart Classrooms/ICT Lab has been sanctioned for 82 Govt. High School and 36 Higher Secondary School in Union Territory of Ladakh. The schools with ICT Labs/Smart classrooms will facilitate the learning of subjects with the aid of Information and Communication Technology (ICT). Interactive Broad with Content Management System for class 9th to 12th (NCERT-base) with all digital technologies has been added in ICT labs. The procurement of hardware has been completed and will be installed by June 2021.

III. **Community Classes were arranged:** Community classes were arranged in an open space in collaboration with local PRI members on the agreement of local parents. The classes were seated in an open space with social distance. As such no spread of the virus has been found during community classes.

IV. Conducted/organized a special offline camp at a sub-divisional level in November 2020.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **Telecast of TV Lectures on DD Kashmir:** TV Classes (Video Lectures) for 10th and 12th classes (Science Stream) telecasted from DD Kashmir/DD Kendra Leh for 2-hour slots daily. Video lecturer/e-contents developed by School Education Department, UT of Ladakh. Teachers/Master and Lecturers were engaged in the development of content.

II. **AIR Radio classes:** Audio Tutorials for 10th to 12th Classes (All Stream) aired from All India Radio Kargil and Leh for 2 hours on daily basis, respectively. Audio Lectures were recorded by the Teachers/Master and Lecturers of the School Education Department UT of Ladakh.

III. **DSEL Online Education Mobile Android Apps:** School Education Department, UT of Ladakh developed Android Mobile Apps (DSEL Online Education) for online education during COVID 19 pandemic lockdown. The Apps contains a class-wise Tab with a subject-wise page. The apps were developed for the students of 1st to 8th classes for all subjects in the 1st version. Later, it was upgraded to 12th class for all subjects.

MOBILE APPLICATION

DSEL Online Education

IV. **A dedicated website**(www.dselmyhomeschool.org):A dedicated website (www.dselmyhomeschool.org) has been developed for the students who use Desktop/PC for online education. The lectures developed for Mobile Apps are also uploaded on the portal on regular basis. The Website has class-wise Menus and subject-wise pages for the students of 1st to 12th classes for all subjects.
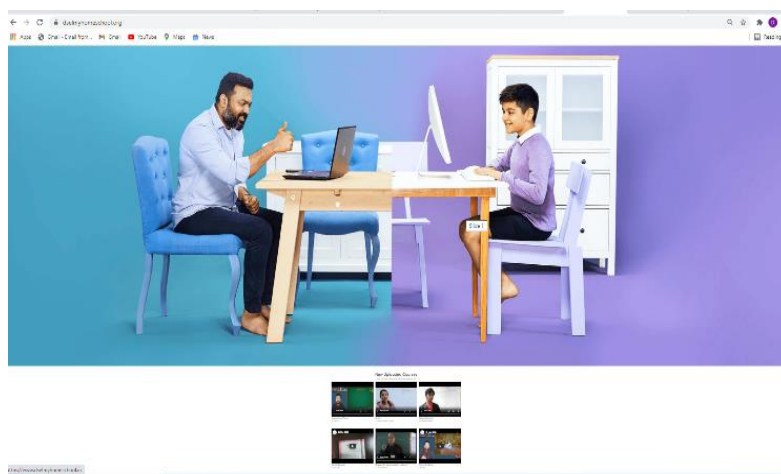
V. **DIKSHA Portal/App** was formally launched in Ladakh and popularized among the teachers and students.

- Developed e-contents utilizing VidyaDaan for DIKSHA: Ladakh has successfully sourced more than 500 pieces of e-learning material which is available free of cost via the DIKSHA app and web portal.

- Online Portal Developed on Vocational Education for providing holistic information to Trainers and students.

- **WhatsApp/Social media groups**: Different WhatsApp groups were developed for different domains of school education:

  o Teacher Training Groups: To guide teachers for the development of e-content and other resources through online trainings.

  o Admin Group: to monitor the online education status and assessment of students during the lockdown.

- o Trade Specific Vocational Groups: Special trade-specific e-contents were shared through these groups and classes were conducted through some freely available software.

VI. **Many online** co-curricular activities have been conducted and workshops for Master Trainers conducted at District Head Quarter of Leh and Kargil. Nodal Officer has been designated to carry out activities in both the district.

- Poster Making competition on World Environment Day

- Kala Utsav completion

- Menstrual Hygiene Day

- Pariksha Pe Charcha

- Tele counselling Helpline

TEACHERS/CAPACITY-BUILDING

- **UT of Ladakh Teacher Training Report** Under IMPACT, online training was imparted to 4,000 Primary teachers.

- **DRISHTI Training** for 4000 Teachers was also conducted in collaboration with Kaivalya Education Foundation.

- 20 days Induction Training for Teachers: 78 Teachers of each district were conducted for newly recruited teachers through online mode, Besides, capacity-building of faculties of (District Institute of Education and Training) DIETs was also conducted through online mode during the Lockdown.

- After completing the first phase (Face to Face) the twenty-one days of field work (second phase) which was to be implemented by teachers in their respective schools was modified by Samagra Shiksha and

NCERT and was made applicable to the new concept of community classes.

- (National Initiative for School Heads' and Teachers' Holistic Advancement) NISHTA was launched in November 2020 and NISHTA 18 Modules have been completed by 100% of teachers in UT of Ladakh by 31st March 2021. **DRISHTI Training** modules developed by Kaivalya Education Foundation have been uploaded on the DIKSHA portal under TPD.
- Groups of Educational Administrators: The groups so formed helped in implementing the various initiatives at ground level. The officers worked like corona warriors and coordinated the work at the zonal level.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- To provide an equitable education to girls Kasturba Gandhi Balika Vidyalayas have been established and made functional. Facilities like free uniforms, textbooks are provided to girls' inmates of these KGBVs.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- During Covid-19 pandemic lockdown 2021, the special educator of Samagra Shiksha visits different locations for providing home-based education to CWSN children with severe disabilities. She also contacts these children through WhatsApp and phone calls regarding their studies and other issues.
- CWSN also attend the Community classes that are in progress; special educators also facilitate CWSN in these classes.
- **WhatsApp Groups for CWSN**: Special home assignments were shared with some of the CWSN which were later evaluated by the Special Educators as a part of IEPs (**Individual Education Plans**).

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

- *'Community Classes'* were organized in remote areas of J&K to maintain educational continuity.
- Besides, 1000 Tablets have been distributed to the students in the 1st phase of distribution to the students living in remote areas of Ladakh.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- An interactive career guidance portal www.ladakhcareerportal.org was developed in association with UNICEF-India. The portal carries complete information on careers, colleges, and various programs along with Information on 1150+ entrance exams and 1120+ scholarships.
- Apart from students, parents can also seek useful information for their children.
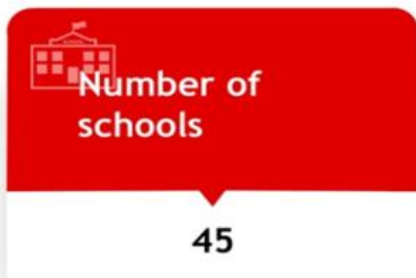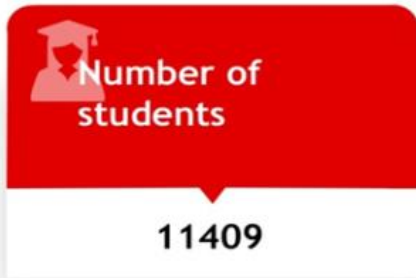
OTHER INITIATIVES

Not Available

EFFORTS TO ASSESS LEARNING LOSS

Not Available

LAKSHWADEEP

Data as per UDISE 2019-2020

Number of students
11409

Number of teachers
1100

Number of schools
45

SURVEY OF DIGITAL DEVICES

2493 students have been reported to have no digital devices.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I.   Learning Outcome based worksheets were prepared by teachers in all the islands through cluster meeting these worksheets were handed over to parents on specified dates and through parents it as shared to students.

II. Teachers in small groups visited the households by observing all Standard Operating Procedure (SOP) in force and checked and guided the learners in completing the tasks

III. Teacher-aided learner Empowerment and Nurturing Programme (TALENP) was implemented in all the islands to ensure engagement of learners in the learning process to ensure continuity of learning.

IV. Textbooks of all classes were given to the home of all students on all islands.

V.   Lakshadweep Radio Pathshala programme aired through All India Radio Kavaratti from 10.30 to 12 noon for classes 10th, 11th, and 12 two subjects per day. Two classes for 30 minutes duration followed by 15 minutes discussion through the phone were organized on all days till September first week.

VI. Classes partially started to function from 21st September 2020 onwards for classes 6 to 12th on alternate

days/sessions.Partial functioning of the class started for students of class 1 to 5 from November onwards with proper SOP and conducted a home-based assessment to all classes except classes having board examination.

INTERVENTIONS FOR STUDENTS WITH DEVICES

Due to slow network connectivity in the islands, online classes have a lot of hurdles in islands. We are following two streams Kerala pattern and CBSE.Kerala board has broadcasted online classes of all chapters from 1 to 12 through KITE Victor's channel and directed all the students to follow the same through Television and ensured that same was accessible to all.

I. Learning Outcome based worksheets were prepared by teachers in all the islands through cluster meeting these worksheets were handed over to parents on specified dates and through parents it as shared to students.

II. Teachers in small groups visited the households by observing all SOP in force and checked and guided the learners in completing the tasks.

III. Video lessons and notes downloaded from State Council of Educational Research and Training (**SCERT**) Kerala websites, and the DIKSHA portal by teachers were shared with all students of class XI and XII on their tablets which are provided by the MP LAD scheme during last year to all senior secondary students of Lakshadweep.

IV. Some talented teachers with the guidance of the department started a YouTube channel named share class and the videos based on various chapters, classes and subjects shared through this between islands and shared to the students in all islands.

V. Class-wise WhatsApp groups were created in all the schools and shared notes through it. Audio and video classes were also shared, and students' queries were addressed by teachers on a regular mode.

VI. Group SMS and parents were invited to schools to collect notes and discussion regularly to clear the doubts of students.

VII. Some of the photographs of Radio Pathshala and links to the Share Class YouTube channel are enclosed herewith for kind reference.

VIII. State is following two streams Kerala pattern and CBSE.Kerala board broadcasted online classes of all chapters from 1 to 12 through KITE Victers channel and directed all the students to follow the same through Television and ensured that same was accessible to all

IX. Video lessons and notes downloaded from SCERT Kerala websites, and the DIKSHA portal by teachers were shared with all students of class XI and XII on their tablets which are provided by the MP LAD scheme during last year to all senior secondary students of Lakshadweep.

X. Some talented teachers with the guidance of the department started a YouTube channel named **share class** and the videos based on various chapters, classes and subjects shared through this between islands and shared to the students in all islands.

XI. **Committees Formed:** To ensure proper engagement of students during the pandemic, Parents and Panchayati Raj Institutions along with teachers' various ward level committees were formed in all the 10 islands as per the list given below. In all the islands various wards are formed and each ward elects a member to represent in the Village Dweep Panchayath which is the only PRI in the islands along with the District Panchayath at Kavaratti.

Constitution of the committee
Ward member: Chairman
Teachers of the ward:Members
Parent's representative & SMC: Members
NGO representatives in the ward: Members

Name of the island	No of Wards	Number of committees formed
Agatti	8	8

Amini	10	10
Androth	11	11
Bitra	3	3
Chetlat	6	6
Kadmath	8	8
Kalpeni	8	8
Kavaratti	12	12
Kiltan	8	8
Minicoy	11	11
Total	**85**	**85**

Role of the committee: coordinate and monitor the engagement of the learners in the constructive teaching-learning process and provide aid as and when needed and communicate the same to the headmasters and principals for smooth implementation of the programme.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- CWSN resource persons/ Special Educators are appointed under Samagra Shiksha in all the islands.

- All incentives approved under Samagra Shiksha has been provided to the eligible children as per the norms approved in PAB 20-21

- Home-based education was also given to children by special educators and CWSN RPs,

- Special initiatives were taken up at BRC And Roth island in a pilot project mode with the assistance of NGOs supporting CWSN children including setting up resource rooms with additional learning resources.

TEACHERS/CAPACITY-BUILDING

Not Available

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Not Available

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

Not Available

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

Not Available

EFFORTS TO ASSESS LEARNING LOSS

Not Available

OTHER INITIATIVES

Not Available

MADHYA PRADESH

Data as per UDISE 2019-2020

Number of students

15780097

Number of teachers

606980

Number of schools

133379

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Mainstreaming of OOSC with diverse conditions and differing needs is a challenging task. The online system http://www.educationportal.mp.gov.in facilitates the automation of various processes involved in the identification of the OOSC, their registration and efforts being made for their enrolment and mainstreaming.

- After the registration, the OOSC are admitted in any of the institutions under AIE that is appropriate for the child. With RTE implementation now the special training of such children for admission to age-appropriate class will take place.

- The portal also facilitates the Citizen to register online any OOSC with in their locality and work area. Presently, Out of School children are being monitored, tracked and facilitated using the portal. The portal has also brought transparency in the operations and management of the institutions being run for the mainstreaming activities.

- The mainstreaming of identified out of school children will be done after opening of schools.

- The 65378 children who came back with the migratory laborers have been mainstreamed.

EFFORTS TO ASSESS LEARNING LOSS

- As a result of the COVID-19 induced lockdown and subsequent school closure in the State, multiple initiatives have been undertaken to ensure learning till the last mile.

- Some of the efforts made include Digital learning through DigiLEP programme. DakshataUnnayan remediation program was also conducted through the State's multiple at-home learning initiatives under the Hamara Ghar Hamara Vidhyalayaprogramme in AY 2020-21.

- However, despite the State's best efforts, it was impossible to reach the last mile students through various at-home learning media. As a result, there has been a drop in the learning levels of students in the State, which has resulted in widening the learning gap.

- Multiple studies have been undertaken by NGO partners i.e. Azim Premji University, UNICEF and Pratham within the State which has helped the State in creating a holistic strategy to bridge the learning gap.

- Study conducted by Azim Premji University in 5 States (including Madhya Pradesh) titled 'Loss of Learning during the Pandemic' shows the following results:

S.No.	Grade	Subject: Hindi % Children who have lost at least one specific language ability from the previous year
1	Grade 2	92%
2	Grade 3	89%
3	Grade 4	90%
4	Grade 5	95%
5	Grade 6	93%

S.No.	Grade	Subject: Maths % Children who have lost at least one specific ability from the previous year
1	Grade 2	67%
2	Grade 3	76%
3	Grade 4	85%
4	Grade 5	89%
5	Grade 6	89%

- Consequently, the State has decided to develop a strong plan to continue targeted remediation programs in AY2021-22 to ensure bridging of the learning gap emerging due to COVID-19.

SURVEY OF DIGITAL DEVICES

Based on a survey conducted by SED in April 2021 in Madhya Pradesh:

- Total Students: 98 lakhs

- Elementary (Gr1-8): 67 lakhs

- Secondary (Gr9-12): 21 lakhs

- Students having access to smartphones: 26lakhs (30%)

- Students having access to radio: 57lakhs (65%)

- Students having access to TV: 53lakhs (60%)

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

As a response to COVID-19, the following stepshave been undertaken to continue the learning activities under the theme "Ab PadhaiNahiRukegi", keeping in mindallpossible safety measures:

- Teachers have been asked to adopt differential learning strategies for students that have digital access. Vs. those without, to ensure learning parity between these segments of students through regular phone contact and home visits.

- Based on the state's instruction, teachers have been calling 5 parents on an ongoing basis daily to interact with both the parents and their students. In the parental interaction, the teacher is required to help the parent understand their role in their child's education in this critical time and provide them with the right guidance and motivation.

- In addition, some teachers are also making voluntary home visits and conducting Mohalla classes for students who are digitally disconnected.

- Teachers have distributed textbooks and DakshataUnnayan workbooks to 96% percent of the students in the state.

- Immediately after the declaration of the nationwide lockdown, a radio school programme was launched across the state via AIR to ensure continuity of education. The programme was inaugurated by the Honourable CM narrating an old story based on concentration and achieving goals for the benefit of all students.

- Since April 8, educational videos have been sent out to students via WhatsApp under the DigiLEP programme. More than 50 thousand WhatsApp Groups have been created for this purpose. Teachers have been asked to ensure that students who do not have access to a mobile phone are accessing content via the teacher's / neighbour's mobile

- Under "HamaraGhar-Hamara Vidyalaya", printed daily timetables beginning from 13th July have been provided to all students of grades 1-8 to ensure continuity of learning.

- Under "HamaraGhar-Hamara Vidyalaya", students are being engaged in daily activities from 10 am to 12pmtaking help of their parents from the safety of their homes.

- For all students, the time slot from 5to 6pm has been fixed for sports, artistic yoga and music activities with a special radio programme being broadcasted in this slot. From 7.00 PM to 8.00 PM, parents have been advised to tell stories to their children which the children are then supposed to write in their notebooks.

- Under "MastikiPathshala", interesting activities for students like children's songs, stories, etc. are organized every Saturday.

- 50-60% of students across the state are getting benefited through Akashvani and Radio Vanya programmes.

- KhoobPadho campaign has been initiated from August 24 to develop reading habits in the students of all the government primary and secondary schools of the state.

- Under KhoobPadho Abhiyan, the teachers are encouraging all the students to practice smallhome-based activities related to mathematics and language to build their literacy and numeracy skills.

- ConsideringCOVID-19 circumstances, the grade 1-8 syllabus has been restructured to fix 60% for face-to-face instruction and 40% for project-based teaching.

- A WhatsApp-based assessments system has been launched across all districts in the state for grades 1-10 focusing on competencies covered under the Hamara Ghar Hamara Vidyalaya program. Teachers are ensuring that students who do not have access to digital devices are accessing the quiz on the teacher's device during home visits.

INTERVENTIONS FOR STUDENTS WITH DEVICES

- In response to the COVID induced school shutdown in the state, MP launched radio schools for all classes from April 1, in which a one-hour slot from 11am-12 noon was dedicated to academic inputs and half hour slot from 5-5.30 in the evening was dedicated to co-curricular activities

- This was followed by the launch of the DigiLEP programme from April 8, under which a network of more than 50000 WhatsApp groups reaching from the state to the parents was created, and curated digital learning material was sent out through WhatsApp daily.

- Through these groups, more than 21 lakhs parents across grades 1-12 are connected to WhatsApp

- From May 11, 2020, daily TV classes were started on DD MP for Grades 9-12, with one hour each for grades 9-11 and two hours for grade 12. TV classes have also been started for students of grades 6-8 from January 2021

- In addition, the state undertook the free-of-cost distribution of textbooks for all students of grades 1-8; and the free-of-cost distribution of DakshataUnnayan workbooks (remediation program workbooks) for all students of grade 3-8. As per ASER 2020, 96% of the students in the state had received their textbooks.

- To sync the different modes of learning to a single learning objective daily, the state launched the 'HamaraGharHamaraVidyalaya' program on July 13. The objective of the programme was to ensure that students continue learning in a structured and effective manner, even when at home.

- The program provides a daily timetable to students to study from home with clearly defined learning outcomes for students and links all other ongoing learning mediums –radio programs, DigiLEP videos, home-based activities, and textbooks/worksheets to the defined learning goals to create a 'daily learning package' for students.

- The state has prepared a 'HamaraGharHamaraVidyalaya' booklet for dissemination to teachers and students that includes the learning goals calendar for students of different grade groups, along with relevant linkages of those learning goals with all other learning mediums available.

- District/block level ShaikshikSamvaads for teachers were also organized across the state as part of the HGHV programme to provide teachers with a peer interaction platform and increase their readiness for successful operationalization of the HGHV program.

- A WhatsApp based assessment system has been launched from Sep 2020 for the students of grade 1-10 in the state.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- Special efforts were made in order to protect the girl child from dropping out of the school system due to early marriage or increasing digital divide because of preferential treatment towards boy child at home.

- State's Umang helpline receive

- d 10 complaints of early marriage and they were immediately forwarded to the concerned department. Since girls and boys have very different experiences with respect to digital access, department also launched several non-digital interventions to reach students at the last mile. Textbook based structured learning were planned and regular phone check-ins by teachers (with a special focus on girl child) were conducted by teachers. Department also instructed teachers to regularly visit houses of their students and interact with them and their parents personally to motivate them and provide counselling, if needed.

- Online PTMs were also organized from state level and several schools also organized PTMs at their level and continued learning for girls was focused in these interactions. The admission process of children of private schools seeking admission in government schools was also eased out in the state to ensure that girls dropped out of private schools could be retained by the government system. In areas where NGO partners of School Education Dept have presence were also asked to improve their outreach of girl child to ensure continuity in education.

- In order to provide equitable education to girls in MP, 207 KGBVs (Kasturba Gandhi Balika Vidyalayas) and 324 Balika Chhatrawas have been established and made functional

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Webinar for content developer/faculties of Curriculum Development

- Webinar for Script writer content developer/faculties of Curriculum development

- State Level Webinar for DPC/Principal DIET and APC (IED)

- State Level Webinar for Mobile Resource Consultants, Special Educators (MRC)

- State Level Webinar for CWSN Parents

- State Level Webinar for Resource Centre

 EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

- Madhya Pradesh has a large proportion of children in rural areas especially tribal areas where the digital connectedness is either absent or very low. Special focus has been laid by the Department to cater to the students who cannot afford digital devices or cannot access network in their areas due to poor connectivity.

- Department of School Education collaborated with the Rural Development dept to ensure learning. Some of the activities done together include:

  o LED TV available in every panchayat building is being utilized for ensuring access of TV programmes to all students while following proper COVID-19 safety norms.

  o Awareness drives related to all programmes are being conducted by fixing posters and banners at all the village panchayat level at ration shops administrative buildings and also by promoting the programmes through the women of SHGs.

  o In coordination with local teachers, broadcasting of daily radio programmes via loudspeakers is being facilitated by the village panchayats to ensure access to all students.

- Apart from these efforts, Teachers have distributed textbooks and Dakshata Unnayan workbooks to 96% percent of the students in the state so that children can study without the online mode as well. Under "Hamara Ghar-Hamara Vidyalaya", printed daily time-tables beginning from 13th July have been provided to all students of grades 1-8 to ensure continuity of learning. In an open-air area or School Corridor (highly sanitized) group of 4/5 students were engaged in teaching learning process.

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- As a response to COVID-19, the following steps have been undertaken to continue the learning activities under the theme "Ab Padhai Nahi Rukegi", keeping in mind all possible safety measures:

  o Teachers have been asked to adopt differential learning strategies for students that have digital access. vs. those without, to ensure learning parity between these segments of students through regular phone contact and home visits.

  o Basis the state's instruction, teachers have been calling 5 parents on an ongoing basis daily to interact with both the parents and their students. In the parental interaction, the teacher is required to help the parent understand their role in their child's education in this critical time and provide them with the right guidance and motivation.

  o Teachers have distributed textbooks and Dakshata Unnayan workbooks to 96% percent of the students in the state so that children can study without the online mode as well

- Immediately after the declaration of the nation-wide lockdown, radio school programme was launched

across the state via AIR to ensure continuity of education. The programme was inaugurated by the Honorable CM narrating an old story based on concentration and achieving goals for the benefit of all students.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- District/block level ShaikshikSamvaads are being organized for teachers across the state as a part of the HGVG programme to provide teachers with a peer interaction platform and increase their readiness for successful operationalization of the HGVG program.

- The state also held several YouTube Live events where the SED leadership addressed the field officials and teachers directly to orient them on various key activities conducted.

- SED leadership also addressed parents and students directly through multiple media including TV, Radio, and YouTube Live.

- The state also launched a dedicated app for parents called Top Parent in association with CSF.

ENGAGEMENT WITH LOCAL SELF GOVERNMENT

- LED TV available in every panchayat building is being utilized for ensuring access to TV programmes to all students while following proper COVID-19 safety norms.

- Awareness drives related to all programmes are being conducted by fixing posters and banners at all the village panchayat level administrative buildings and by promoting the programmes through the women of SHGs.

- In coordination with local teachers, the broadcasting of daily radio programmes via loudspeakers is being facilitated by the village panchayats to ensure access to all students.

INITIATIVES FOR ASPIRATIONAL DISTRICTS

Several digital and non-digital initiatives were taken up in the aspirational districts with a special focus on quality and close monitoring of the programs. The main programs for digital learning include:

- **WhatsApp based DigiLEP program**
- **TV classes for Gr 6-12**
- **Radio School for Grades 1-8**

- **WhatsApp based Assessments**

To supplement the learning through HGHV and to assess the learning improvement among students, MP launched a WhatsApp based assessment tool in partnership with ConveGenius.

TEACHERS/CAPACITY-BUILDING

Not Available

OTHER INITIATIVES

Project NEEV: Development of Technology-Enabled Model Digital Primary Schools in Madhya Pradesh

I. Bharat Learn is the education initiative of PrakashBindu Foundation, a trust registered under section12AA. Under the project NEEV – MP, Bharat Learn has been running implementation of Film Based Teaching Methodology (FBTM®) in selected primary level Government Schools of Madhya Pradesh in partnership with RajyaShiksha Kendra, Bhopal, and district administrations.

II. The scope of the project includes:

- Installation of equipment (TV, Computer, Solar panels, inverter & batteries)

- FBTM® content for Primary level Mathematics and Environmental Science (EVS)

- Teachers training and handholding

- Measurement & Tracking implementation

- Community engagement & other activities
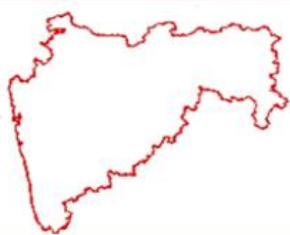
MAHARASHTRA

Data as per UDISE 2019-2020

Number of students

22174625

Number of teachers

767288

Number of schools

110229

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Equity Department of State council for educational research and training has developed supplementary material for Age-Appropriate students.

- Equity Department has developed 'Vidyarthi Mitra' – Std. 1 to 4 Marathi, Hindi, English, and math, 'Vidyarthi Mitra' Std. 5 to 8 Marathi, Hindi, English, and math. Department has also developed teacher's guideline books for Age-Appropriate mainstreaming.

- There were 13784 Out of Schools students in the academic year 2019-20. Those students were admitted to regular school as per rules.

- The Equity Department has conducted online training for teachers, who were teaching these students with the help of supplementary material and teacher's guideline books. Two days training programme was arranged by the Equity Department of SCERT for teachers. About 4038 teachers attended this session. Pre-test and post-test have been taken and certificates were allotted

SURVEY OF DIGITAL DEVICES

Survey has been initiated in the State

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I.   **Broadcasting "Dnyanganga" programme on Doordarshan:** SCERT, Maharashtra has executed a TV programme called "Dnyanganga" for 9th to 12th std. students during the period of 25th October 2020 to 29th January 2021 on DD Sahyadri channel. This programme has been run daily from Monday to Saturday 7.30 am to 12.30 pm. All subjects have been covered in these online sessions. Expert teachers from each subject delivered their lectures for all students in the state.

II. **Broadcasting of programme "A Special English Hour "on Doordarshan: State** Council of Educational Research and Training, Maharashtra in collaboration with NGO Pehle Akshar started a special programme on English "A Special English Hour" for std.1st to 8th students from 4 January 2021 every Monday to Thursday during 3.30 to 4.30 pm and 5.00 to 6.00 pm.

III. **Community Blackboards, Loudspeaker schools:** There are various display boards installed at the corners and junctions of roads by youth mandals, organizations, institutions, and gram panchayats. Teachers use those boards to display standard-wise educational activities, reading-writing assignments.

IV. **Community, Home visits, Teaching by Covid Captains and Galli Mitras**

V.   **Printed worksheets distribution:** For the students who lived in faraway areas with no network access, worksheets were sent to the students to practice. All the districts in Maharashtra did a thorough analysis of the context and the demography and created programs in which the children can engage at the local level. Some of the noteworthy programs are as follows:

- Marathi Language Promotion Fortnight
- Science Day competition
- KalaUtsav Competition
- Teacher home visits
- worksheet and learning material creation for offline learning
- Activity creation for students to engage at home
- Engaging with local volunteers

VI. **Some of the noteworthy programs which were run at the school-level are as follows:**

- Study Groups for Offline Learning
- Balrakshak movement
- Growth circles for the students and the stakeholders.
- Teacher's home visit to the houses of the students to keep a progress check on learning
- PTMs and training for the parents to get them involved in the education of the children
- Galli Mitra

- Loudspeaker schools in villages.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I.   **Abhyasmala Campaign leveraging DIKSHA platform:** SCERT, Maharashtra in collaboration with Leadership for Equity started the Abhyasmala initiative to provide students with academic as well as

co-curricular content. DIKSHA core teams (content and outreach) are established at the state level, who coordinate the work of Abhyasmala. Daily a WhatsApp message containing links of digital content was shared by the SCERT director with students through officers and teacher networks. The initiative was started in April 2020 and was implemented continuously for 209 days. Post-June 2020, the content shared through Abhyasmala was focused on academic learning during the weekdays and co-curricular learning on weekends. During festivals like Ganeshotsava and Diwali, the content shared was relevant to activities and information for these festivals.

II. **Missed Call Do Kahaani Suno (Give a missed call to listen to a story):** The initiative is run in collaboration with Pratham books to provide students access to good stories without the requirement of the internet.

III. **Education through JIO TV and JIO Saavan:** In collaboration with JIO, State Council of Educational Research and Training (SCERT) has started 12 educational channels named "Dnyanganga" for 3rd to 12th std. students. These lectures also can view on JIO mobile app. The average views of lectures for 10th to 12th standard are 44000 students and for 3rd to 9thstandard is 55000 students. Mahawani radio channel has been run by SCERT on JIO Saavan. The educational programme called "We learn English" was broadcasted on it.

IV. **Saturday Stories:** With the help of UNICEF and Pratham Foundation, an online program called Reading Audio for All Students has been launched on Saturday for the development of reading skills among students. In which audible and readable things will be read every Saturday.

V. **Availability of e-contents for all 1st to 12th grade on DIKSHA App and platform:** E-content for all grade students of all 9 mediums including Evaluation worksheets, scholarship content, science experiments and projects, co-curricular activities, etc. available on DIKSHA.

TEACHERS/CAPACITY-BUILDING

I. **Virtual Professional development (Online Adhikari Vyavasatik Vikas Manch):** Virtual Professional development forums started as a response to the COVID 19 crisis with the intent to ensure a continuous learning platform for field officers across Maharashtra. The platform enabled administrative & academic officers and teachers across the state to interact with eminent personalities across education, business, sports, theatre, politics, and much more directly. The platform has sessions in workshop and webinar mode to accommodate many officers across the state. Some targeted VPDFs were also conducted with different DIETs to enhance the knowledge of officers on program design and evaluation. It was completely online using the Zoom/WebEx application used to deliver these trainings. Education experts, health practitioners, poets, authors, political and administrative leaders have conducted virtual sessions for officers. Net promoter score, online surveys, digital poll during and after the training were conducted to check the usefulness of these sessions. From April 2020 to August 2020, these sessions reached out to more than 2000+ officers across the State

II. **Google classroom training:** Google Classroom training is being imparted to all teachers online with the help of Google for Education through the State Council for Educational Research and Training, Maharashtra, Pune, so that students and teachers can interact even during the Corona Outbreak. Initially, a total of 1 lakh 37 thousand teachers in the state had registered for this training, out of which 40 thousand teachers participated in online training in the first phase. Under this, free **G Suite Id** is being provided to the teachers which can be used for the betterment of student learning and overall interactive learning can be continued. A free "Digital Tools for Education" training was organized through YouTube on 22nd to 23rd December 2021 from 10.00 am to 12.30 am for all the teachers in the state.

Image: - Tweet from Hon' Varsha Gaikwad - Minister of School Education, Maharashtra

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- Menstrual awareness week

- program for social awareness on well-being, hygiene, and personal cleanliness for girls, was organized by the education office in association with an NGO, in some selected schools in online and offline mode

- workshops on professional guidance and different problems of girls, through the counsellor deputed, in different schools, in online and offline manner.

- celebration of cleanliness and management of MHM week, the regional, district, and school-level competitions are organized by DIETs, such as essay competition, slogan competition, thali decoration, rangoli, and drawing competition.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- A search operation was carried out for out-of-school children in the age group of 3 to 6 and 6 to 14. It also included disabled students up to 18 years of age. The campaign was widely publicized in local newspapers, WhatsApp groups.

- Partnerships were explored locally to make sure disabled students have equal access to education.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS AND STUDENTS LIVING IN REMOTE AREAS.

- 'Ek gaon, Ek balrakshak' campaign was carried out across the state in a village in Lockdown.

- Balrakshak, teachers enroll out-of-school, migrant children in school.
- The school was closed but the teachers started responding to the program and all the studentscontinued their online/offline education.
- Due to the availability of age-appropriate supplementary educational materials (Marathi / Urdu) in Marathi, English, Mathematics, Hindi, etc. The learning of 1st to 8th class students was enjoyable.
- As online training of age-appropriate educational materials was given to the teachers, the teachers were taught based on action, demonstration.
- Guided the Balrakshak by understanding their work problems by holding online meetings.
- Provided online link for disabled 10th/12th class students/writers to be available.
- Issued guidelines for School Management Committee (SMC)/School Management and Development Committee (SMDC) so that out-of-school students can continue their education.
- For out-of-school children, to compensate for the loss of study done by the students while the school were closed due to Covid-19.
- Special search campaign for out-of-school, irregular, and migrant children.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- Sindhudurg: A booklet entitled A Step Towards Empowerment of Children with Special Needs was developed and published by DIET, in which 346 learners participated.
- Nashik: Parent's help was taken in the Digital Palak Margadarshak Program. The activities and programs were for students. These were arranged by parents at home.
- Solapur: Adarsh Palak Upakram was organized to help parents contribute to student learning
- Washim: Awareness programs regarding online and offline learning were organized for parents and students.
- Thane: Home learning package survey; Workshop for the parents of CWSN and programs on parents' involvement in educational advancement were taken up.
- Akola: Online parent-teacher meetings were organized to help parents deal with the social-emotional needs of the students during the covid times.
- Satara: Sarpanch Conference was organized to empower the gram panchayats of the villages in terms of education of the students in the rural areas.
- Sangli: Various initiatives were organized to cater to issues such as career guidance, counselling of 10th and 12th std students, guidance on online education, and the right to education were organized.
- Chandrapur: Swadhyay upakram was organized in which the parents were guided by the HMs and resources person to ensure student participation on the web-based material created by SCERT.
- Yavatmal: Campaigns such as 'My home my school; Temple School and Chawdi shala' was launched to ensure home learning through parental engagement

OTHER INITIATIVES

- Friendship with Science and Mathematics

- Online Guidance & Counselling portal

- SWADHYAY (Student WhatsApp based Digital Home Assessment Yojana)

- Conducting Cyber Security Sessions for 6th to 12th-grade students

- Children's day celebration week (Online)

- Doubt solving and necessary guidance sessions in an online format for 10th and 12th class students.

- Question bank for 10th and 12th St. Students.

- शाळाबंद,शिक्षणसुरु (Schools off, Learning on) Educational series

- Online scholarship training.

- Virtual assessments on WhatsApp and written assessments from home

- Virtual classroom observations and visits.

- WhatsApp-based assessment SWADHYAY.

- JIO TV and JIO-SAAVN radio channel for academic content telecasting.

- Virtual classrooms on zoom and google meets for all subjects.

- Virtual parent meetings

- Virtual student engagement events

- Virtual science fairs and fun events

- School-based WhatsApp groups.

- Google Classroom training was conducted with Google India for 40,000 teachers.

- Training program on Child Rights and Security for more than 1,50,000+ teachers conducted on YouTube/ Facebook Live.

- Virtual Professional Development of teachers conducted online for more than 15000 teachers.

- Training for the teachers regarding the change of 12std syllabus was conducted on YouTube live for more than 79523 teachers.

- Teacher talk series was organized by UNICEF for 3000+ teachers.

LOCAL GOVERNMENT INITIATIVES

- Low-cost science experiment material production workshop

- Online Scholarship practice exam

- Student and teacher poetry collection

- Online Scholarship guidance series

- The walls of the village house take the study

ENGAGEMENT WITH Civil Service Officers (CSOs):

Name of NGO	Nature of partnership (SRG member/technical support/implementation of programme/teachers' professional development/ assessment/any other)	Quality component (CCE/library/Early reading/early math/upper primary math or science/English teaching/bridging programme for tribal children/special training for	Coverage area	Period of partnership

		OoSC/any other)		
ShyamachiAai	Technical Support for assessment	MoU with Government for assistance Aptitude Test for students in Class X Avirat teacher training	36 Districts	4 years
Tata Trust	Technical Support	English Teaching	9 Districts	2 years
British Council	Technical Support /Academic Support	English Teaching	9 Districts	2 years
Muttha Foundation	Technical Support /Academic Support	Mulya Vardhan Programme (Value Education)	36 Districts	3 years
Leadership for Equity	Technical Support /Academic Support	MoU with Government for assistance to various program run by state	state	
Thermax	Technical Support	Professional Development	36 Districts	----
Gram Mangal	Technical Support /Academic Support	PSM Training	1 District	----
Gyan Prakash	Technical Support /Academic Support	PSM Documentation	36 Districts	----
Humana People to People	Academic Support	Special Training for OoSC	3 Districts	1 year
Aatman	Teacher Professional Development	Training Programme for Teacher	36 Districts	2 years
Margika	Teacher Professional Development	Training Programme for Teacher	State Level	1 year
UNICEF	Technical Support	Cluster Head Development Technical and state-level training financial support for kp-alp program, early reading, and numeracy. Support in career guidance.	34 Districts	3 Years
QUEST	Technical Support	Early Reading and numeracy Faculty strengthening,2-year course	34 Districts	3 Years
Khan Academy	Technical Support	Upper Primary Math and Science	All Schools	3 Years
Edugenie	Teacher Professional Development	Upper Primary Math teacher training	36 Districts	3 Years
EkStep	Technical Support	All subjects- A technology platform for DIKSHA	36 Districts	3 Years
NYASS TRUST	Teacher Professional Development	Upper Primary Science	36 Districts	3 Years
ARHAN Foundation	Teacher Professional Development	Upper Primary	36 Districts	3 Years
Leadership For Equity	Technical Support for DIKSHA	Technical Support for e-content	36 Districts	3 years
Digital Sakshar	E-content support	Standard wise Digital content for DIKSHA	State	1 year

Pratham	E-content support	Standard wise Digital content for DIKSHA	State	1 Year
WWF	E-content support	Standard wise Digital content for DIKSHA	State	1 Year
PehlayAkshar	E-content support	Standard wise Digital content for DIKSHA	State	1 Year
Tic Tac Learn	E-content support	Standard wise Digital content for DIKSHA	State	1 Year

EFFORTS TO ASSESS LEARNING LOSS

Not Available

MANIPUR

Data as per UDISE 2019-2020

Number of students
644263

Number of teachers
45018

Number of schools
4663

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **RADIO CLASS:**Samagra Shiksha, Manipur in collaboration with All India Radio has initiated the production of the drama based on an Educational Programme called RADIO CLASS in (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 all episode's students are allowed to join 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.

II. **Notes and Solutions:**The Education Department (Schools) has also taken up the responsibility of preparing textual notes and solutions for Pre-primary to XII Primarily because the reach of the educational videos is limited particularly to student groups residing in the remotest parts of the State mainly due to their being from the most financially deprived families and access to technology for them is still a distant dream. There is also the issue of poor network

connectivity in most of the rural and hilly areas. The prepared notes are being uploaded on the website of BSEM and www.lairik.net after proper review by an expert team. The task of preparation of Notes/ Summaries/ Solutions to the Questions commenced from 27th May 2020.The department is hopeful that this venture will help reduce a little bit of the burden on our young students in this area. Apart from uploading in the dedicated websites, these notes, and solutions so prepared will be distributed to all the schools' students of all districts of Manipur through the ZEOs. During the process, nearly 150 numbers of teachers of various categories have been involved. For clarity and to facilitate early completion of the task assigned 7(seven) teams were formed each headed by a team leader. The notes and solutions so prepared were further reviewed by a separate group of teachers for bringing about a balanced work output.

INTERVENTIONS FOR STUDENTS WITH DEVICES

III. Jio TV Channel:Manipur's first-ever dedicated educational TV Channel called "Lairik" was launched under the platform of Jio TV to provide benefits to both the Teachers and Students. Through the channel, students can watch the contents easily on a mobile phone instead of depending on a TV unit. (Smartphones or even Jio Phone is capable of showcasing Jio TV). Lairik channel will be visible across India.

IV. Jio TV channel is managed by the Department of Education, Manipur. Lairik, which means book, can show programmes in the local language as well as English. Live programmes like classroom sessions can also be integrated within it. The channel can be watched anywhere in the country. Jio TV is providing the platform to the Manipur government for running the educational channel free of cost.

V. E-Learning:Given the unpredicted crises, the world over due to the spread of Novel Corona Virus/ COVID-19 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 in such trying times 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), Manipur 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).

VI. Lairik App/ Lairik website: Adaptation of e-platforms in the sector of education by the Government department has rather been late. 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 workshop 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 the students. All digital e-contents are available in it. This is an initiative taken by Samagra Shiksha Manipur to provide access to knowledge and education to the students of classes 1 to 12

VII. 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 withthe 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 made a remark, "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 Class 1 – 12) with compulsory subjects first. The project on completion will produce 2000 hours of digital audio-visual e-content.

VIII.   YouTube channels: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 & 1, 37,700 viewers.

TEACHERS/CAPACITY-BUILDING

Not Available

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Not Available

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

Not Available

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

Not Available

SURVEY OF OUT OF SCHOOL CHILDREN

Not Available

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

Not Available

EFFORTS TO ASSESS LEARNING LOSS

Not Available

SURVEY OF DIGITAL DEVICES

Not Available

OTHER INITIATIVES

Not Available

MEGHALAYA

Data as per UDISE 2019-2020

Number of students

946703

Number of teachers

55759

Number of schools

14730

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Mainstreaming children to formal schools was not left unattended despite all the crisis and challenges during the 2020-21 sessions. As informed above, we have been continuing with the teaching-learning process all through the lockdown in whatever possible ways, we could therefore keep the children attached to the centre through the session.

- To ensure that these children do not lose their one year of schooling, centre conducted an evaluation on major academic subjects in February 2021 and based on hard work and sincerity in studies teachers/ EVs promoted the children to the next class as well as listed several children to be mainstream to formal schools, and at the beginning of Academic session 2021, these children were mainstreamed to different formal schools and the process is continuing. Children mainstream have been evaluated based on assessment.

Special efforts made for mainstreaming out of school children:
 Preventing dropouts

- **Steps taken through online mode:** Several Special Training Centre located in few urban areas; teachers conduct online classes through WhatsApp group. Notes in the forms of questions and answers were prepared and circulated to all children. Some centres conduct classes through Google meet for children of classes VII & VIII.

- **Steps taken through offline mode**
  - o In some districts, teachers conduct Home Visits to reach the Out School Children. During visits notes and assignments were circulated to them.
  - o In other districts, few centres with less enrolment of OoSC, teachers run the centres as usual and following proper SOP guidelines of social distancing and health guidelines with mandatory wearing mask and washing hands.
  - o As the lockdown period was relaxed, some centres inform the children to collect the notes which will serve as the assignments for study. The notes are based on few selected important topics, which the students need to acquire, with varieties of questions and answers. The teachers made every effort to follow up with the students by giving assignments and activities.
  - o Soon after receiving the permission from the concerned headmen, few centres started the classes at the special training centre with a limited number of children following the alternate-day method and following proper SOP guidelines of social distancing and health guidelines with mandatory wearing masks and washing hands.
  - o Distribution of notes was provided to them at their resident by few teachers. Sufficient time was given to the students to complete their assignment for one week after which the teacher collected the completed assignment from their perspective houses.

SURVEY OF DIGITAL DEVICES

Details (IN 3482 SCHOOLS DURING 2020-21)	Class I-Class XII		
	Boys	**Girls**	**TOTAL**
Total Enrollment	136022	157137	293159
Total number of students having Accessibility to Android Phone	37700	47959	85659
Total number of students having Accessibility to Desktop	4483	4278	8761
Total number of students having Accessibility to Laptop	2923	3274	6197
Total number of students having Accessibility to Radio	19391	22104	41495
Total number of students having Accessibility to TV	43258	48548	91806
Total number of students having Accessibility to Jio TV	4127	4463	8590
Total number of students having Accessibility to Digital TV	8099	9709	17808
Total number of students having Accessibility to Digital Content	7131	8248	15379
Total number of students having Accessibility to CR School	3430	3467	6897
Total number of students having Accessibility to Zoom	3610	3715	7325
Total number of students having Accessibility to Google Classroom	2860	4787	7647
Total number of students having Accessibility to WhatsApp Group	33070	42673	75743
Total number of students having Accessibility to other media	5991	8341	14332

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

- ICT Policy Guidelines for schools shared.
- Cyber Safety & Security materials shared with schools, MBOSE, etc.
- Meghalaya-Learning Enhancement for Academic Development (M-LEAD) platform launched for online, offline & home learning.

- M-LEAD SRG constituted for content development, curation & quality control of learning materials.

- Multi-tier delivery system for material distribution in portable storage devices up to cluster &school-level involving community members, CRPs, BRPs, VECs, etc. established.

- Content developed for home learning with the help of volunteers, teachers, siblings &parents.

- Identification of hardest to reach students being undertaken by teachers &schools. Home visits by teachers to select students wherever possible.

- The content is loaded on portable devices & distributed through a multi-tier delivery system in portable storage devices up to cluster &school level involving community members, CRPs, BRPs, VECs, etc. established

- The Meghalaya School Improvement Program (MSIP) ensures that all schools prepare continuous learning plans to address learning losses at the institution level. It also enables the school-level personnel to address local problems through school/local level solutions.

- There are District Managers & Monitoring Officers of the Dept. who coordinate all-district, sub-district &school-level activities for content creation for learners without digital devices with the help of schools. These are shared with SRG.

INTERVENTIONS FOR STUDENTS WITH DEVICES

- State Level Steering Committee for Content Creation constituted

- PMU for Content Creation constituted

- SRGs for content creation created.

- M-LEAD platform launched for online/offline learning through digital devices.

- JioTV, DDK, AIR, YouTube, CR School

  Network of Communities of Learners (teachers) formed at State, district, blocks to assist in content creation, curriculum & syllabi adaptations, Learning Outcomes mapping for assessment.

  DRGs constituted under the MSIP provide the district-level support under the guidance and leadership of the SRG.

- There are District Managers & Monitoring Officers of the Dept. who coordinate alldistricts, sub-district &school-level activities for content creation for learners having access to digital devices with the help of schools.

These are shared with SRGs & then to the DERT which is the nodal agency for uploading, broadcast, telecast through their various platforms.

Efforts made/initiatives taken by local self-government.

Community Leaders and Durbar are at the frontlines in setting up Quarantine centers, Corona Care Center, and massive IEC drive.

Special partnerships at state/district/school-level

Three-level stakeholders. Engaging in all aspects for safety, complying with SOPs and IEC programmes.

TEACHERS/CAPACITY-BUILDING

- Exceptional participation for NISHTHA

Online training of teachers on Instructional Design & using ICT for learning provided by the DERT

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- Parents are always the core stakeholders in the affair of school closures and effective continuous learning.
- Home learning activities & resources for parents to self-learn uploaded on the DERT website.

Details of the number of WhatsApp or other social media groups formed:

WhatsApp group.

These groups are highly effective in terms of communication, monitoring of programmes, disseminating information, and receiving reports and evidence on programmes.

Many teachers were inducted into the Corona Care Centre, COVID Duty, involving in IEC programmes for vaccination, SOPs, etc.

EFFORTS TO ASSESS LEARNING LOSS

Not Available

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Not Available

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

Not Available

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available

OTHER INITIATIVES

Not Available

MIZORAM

Data as per UDISE 2019-2020

Number of students

270098

Number of teachers

22086

Number of schools

3924

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

Training of CRCC for identification of OOSC:

Meeting with Stakeholders at Village Level:

Reaching hardest to reach group:

Home Visit:

Children of agricultural land labour:

RSTC:

EFFORTS TO ASSESS LEARNING LOSS

- A 'Study on Effectiveness of Online Learning During Covid19 Pandemic in Mizoram' has been conducted between Jan - July 2021 by engaging Dr. R.Lianngenga, Assistant Professor, Govt. Champhai College, Department of Mathematics.

- The Project has covered the whole Mizoram, on a random sampling basis. The report has been recently received and necessary corrective measures are being undertaken in accordance with the report.

SURVEY OF DIGITAL DEVICES

Section	Enrolment	No. Of Students with Access to devices for online teaching class (e.g., TV, Mobile Phone, computer, etc) in	No. Of Students without Access to devices for online teaching class (e.g., TV, Mobile Phone, computer, etc) in	Percentage of Students with access to digital devices	Percentage of Students without access to digital

		percentage or numbers	percentage or numbers		devices
PRIMARY	50090	24880	25210	49.67%	50.33%
UPPER PRIMARY	41149	26572	14577	64.58%	35.42%
SECONDARY	16150	12997	3153	80.48%	19.52%
HIGHER SECONDARY	7616	6494	1122	85.27%	14.73%
TOTAL	115005	70943	44062	61.69%	38.31%

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

- **Home visits** for support to students' studies especially in rural areas. Written home assignments were distributed by teachers during home visits and students submitted the assignments to the school on pre-assigned date and time, evaluation and assessment of the students learning outcomes were conducted with the help of these assignments.

- **The '4-Week Alternative Academic Calendar for Elementary Schools in Mizoram'** prepared in 2020-21 by the SCERT was utilized by all Elementary Schools during the suspension of normal classes. On convenient days, Teachers and Students attend School on alternative days for taking Classes.

- **The 'Week-Wise Plan'** for Secondary and Higher Secondary Schools prepared in 2020-21 by the MBSE was utilized by all Secondary and Higher Secondary Schools during the suspension of normal classes.

- Dissemination of **printed learning materials**.

- **Conduct of physical classes for a small group of children** without access to digital devices with the approval of Village Level Task Force and Village Councils following SOP of Covid-19 Pandemic on strict basis.

- **Assessment** - Collecting a small group of children without access to digital devices by Teachers in their areas for assessment.

- **Peer support** - Inclusion of children without digital devices through their neighbour or their classmates with digital devices.

INTERVENTIONS FOR STUDENTS WITH DEVICES

The School Education Department decided to conduct Online Classes through Internet and Television broadcast of tutorial classes as there is less access less to smartphones, computers, and reliable Internet connection. The actions taken were as under:

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

II. **Broadcast/dissemination of the programme through electronic media:** From 13th April 2020, telecasting of Tutorial Classes for Elementary and Secondary School Students through DDK, Aizawl, and two private TV channels (Zoned & LPS) was started with timings, 3:05pm, 2:00pm, and 4:00pm respectively (Monday to Saturday). Doordarshan Kendra, Aizawl Programme covers a vast part of the North-eastern States and it also reached some of the neighbouringcountries like Bangladesh and Myanmar. Students in remote areas and urban areas could receive the programme equally. The two private TV channels-ZONET and LPS also have a huge number of subscribers as they reached a good number of villages in the state.

III. **YouTube:** Besides broadcasting through DDK, Aizawl, and 2 private TV channels, the contents of Tutorial classes are made available in School Education Departments YouTube Channel

- (Zirna Huang: https://www.youtube.com/channel/UC38ssuQLMmPPyo2yi8cEboQ) and SCERT Mizoram's Channel

- (ZirlaitePuitu: https://www.youtube.com/channel/UC4rCYqo5ur0pb5OllNBcCAA)

- Students who missed the Scheduled Time in Television can access to YouTube Channel as per his/her convenience

IV. **Compact disc:** In Mizoram, Science and Mathematics are considered as difficult subjects by students. In addition to this, there are several schools where Mathematics and Science Teachers are not available especially in rural and remote areas. Therefore, some of the contents of Tutorial Videos (Class IX and X- Science and Mathematics) is written in Compact Disc and distributed to all the District Education Office and all the DEOs circulated the same in all the concerned Schools which greatly helped both the teachers and students in the rural and remote areas.

V. **Educational TV programme:** 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 timeslot at 6:00pm- 6:30pm. Through this programme, various activities of the Department including Tutorial Video Clip are publicized and disseminated for the public interest.

VI. **Social media:** School Education Department, Government of Mizoram telecasted Tutorial Classes for Elementary and Secondary School Students. As there was no physical contact programme at school during the lockdown period, headmasters and teachers at 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 could connect to students and advise them to learn their lessons from home. Many other important information regarding Education is also given through social media for the public interest.

VII. **Subjects' coverage:** Through the programme, the following subjects in different classes were covered:

- **In Secondary Schools:** Class 9- English, Mathematics & Science, Class 10- English, Biology, Physics, Chemistry & Mathematics, Class 12(Science Stream) -Mathematics, Biology, Physics & Chemistry, Class 12 Commerce-Accountancy, Economics & Business Studies

- **In Elementary Schools:**Class 1 to 8- English, Mizo, Mathematics, Science, Environmental Studies.

VIII. **Virtual learning/schooling:**Digital Learning/Virtual Learning helped both the students and teachers in timely coverage of the syllabus without losing time and money. Teachers can give Homework/Assignment to the students from any topic which is available in the Tutorial Videos. Students who are not in network area can access Television by engaging himself/herself in the scheduled time. Students who missed the Scheduled Time in Television can access to YouTube Channel as per his/her convenience. Digital Education reached the unreached and enhance the quality of learning and teaching as students can learn all the subjects from home without physical contact with teachers and others.

IX. **BOARD EXAMINATION:** In Mizoram, amidst COVID-19 Pandemic, Board Exams like High School Leaving Certificate Examination, 2021, and Higher Secondary School Leaving Certificate Examination 2021 were also conducted successfully throughout the state following SoP strictly.

Sl/No	Activities undertaken for children with access to digital devices at the state level
1	Circulating teaching-learning process-related information to BRCs, CRCs, and Teachers during Covid-19 Pandemic induced Lockdown.
2	Monitoring performances of BRCC, CRCC, and Teachers through online mode.
3	Survey among children with access to digital devices and without access to digital devices and make a concrete plan for the conduct of the teaching-learning process among such children.
4	To explore ways and means for distribution of mid-day meal to all the eligible children even during Covid-19

|		
		Pandemic induced Lockdown
5	Training of Teachers through online mode	
6	Online Class	
7	Online Assignment	
8	Online Test	
9	Online Exam	

TEACHERS/CAPACITY-BUILDING

I.   **NISHTHA on DIKSHA:** SCERT Mizoram launched the NISHTHA training programme on the DIKSHA portal on 15th October 2020 which concluded on 15th January 2021 in 6 batches. Number of Teachers who have completed NISHTHA training is **6522** against the target of **8951 teachers in face-to-face mode** and **2607** against the target of **2250 teachers in online mode**.
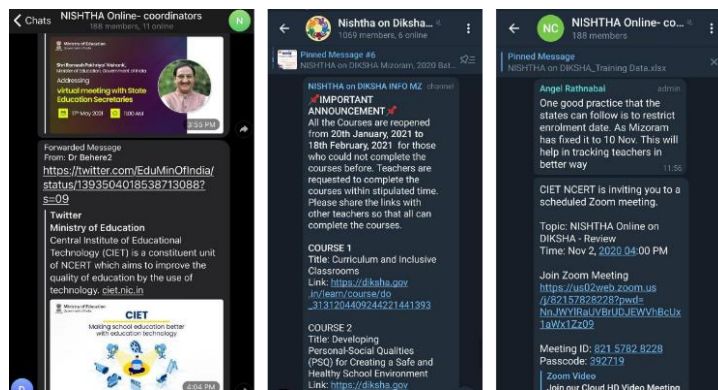
II. **Certificate in Early Childhood Care and Education:** A 6-month Certificate Course on Early Childhood Care and Education (ECCE) for in-service teachers was initiated in on 1st May 2020 and was completed in blended mode on ~~~~~~ disruptions brought on by the COVID-19 par~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~e.

III. **Online School Health and Wellness Programme:** Capacity-building Programmes in 3 Districts (Mamit, Champhai, and Siaha) were conducted during March 2021 for School Health and Wellness Ambassadors (Heads and Teachers of High Schools) in online mode in collaboration with MHoFW under the aegis of Ayushman Bharat.
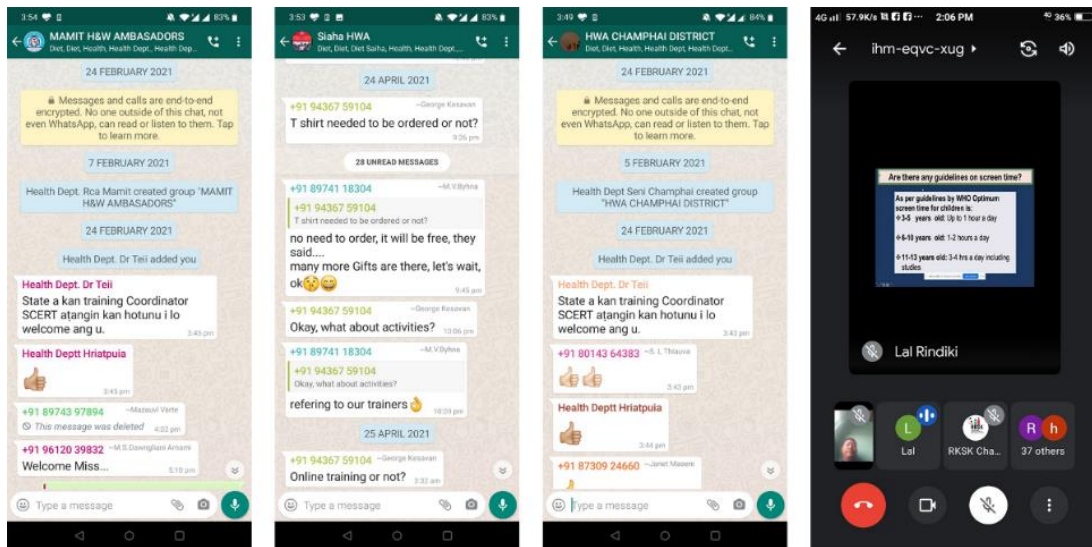
IV. **Certificate in English Language Teaching:** The first batch of 6-month Certificate in English Language Teaching (ELT) for in-service teachers was initiated on 3rd November 2019 and completed on 5th February 2021 under severe restrictions imposed by Lockdown during the pandemic.

V. **Online Modules on School Leadership in Regional Language:** Online Modules on School Leadership in Mizo are developed by the SCERT and are available at http://pslm.niepa.ac.in/ for school heads and teachers willing to upgrade their knowledge and skills in School Leadership.

Remarkable Teacher's Participation as Volunteers during Covid-19 Pandemic
- Teachers are actively involved in Village Level Task Force / Local Level Task Force
- Teachers are assigned for duty in Covid Care Centre duty, Quarantine Centre duty, Airport duty, Essential Commodities duty, and Contact Tracing duty
- 1 Day Teachers salary has been donated to Chief Ministers Relief Fund
- Teachers are actively involved in the rehabilitation of Covid-19 affected families and providing foods to the poor and needy family during Covid-19 induced lockdown

- Some teachers have volunteered themselves for duty in Border Check Gate and are detailed for Disinfection Team, Screening Point, Data Entry, Medical Supporting Staff (having medical background)
- Teachers give support to their respective VLTF/LLTF in cash or in-kind

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- Online class for all students including girls
- Online class through Hostel warden
- Collection of learning materials and assignment through Hostel workers

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Provision of materials through Resource Person (CWSN)
- Distribution of Students oriented components through DBT
- Distribution of Aids and Appliances through Resource Person (CWSN)
- All students including CWSN are given equal treatments for the continuation of the teaching-learning process during the Covid-19 Pandemic

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- Online classes are conducted with the support of parents
- Assignment, test and evaluation through online are also conducted with the active participation of the parent
- Continuous feedback from parents is duly entertained while conduct of online classes
- Encouraged to create conducive learning environment at home

OTHER INITIATIVES

Activity

- Donation of 7 Ambulances by Teacher Federation
- Teacher Federation Provided Food for Covid Care Center in cash or in-kind
- Some of the teachers of the Health Care Trade-in VE are volunteered as a frontline medical team to fight against the Covid-19 pandemic
- Individual Teacher donated cash or in-kind in their locality for 'Fight Against Covid-19Pandemic'; some of the remarkable ones are:
  - Mr. C. Remsangpuia, Headmaster, Govt. Tualpui P/S delivered a ration quota of rice free of cost to 21 families in his Village, Tualpui.
  - 8 PS Teachers and 4 MS Teachers of Khawruhlian Cluster of Aizawl District have donated Rs. 17000/- for Village Level Task Force.
  - Teachers of Venglai Cluster in Lunglei District have donated Rs.20000/- to District Level Task Force
  - NSS Volunteers and Students Police Cadet (SPC) of High Schools & Higher Sec. Schools students are actively involved and engaged in helping the authorities to perform various social duties in

the market, banks, etc to help and encourage the people to maintain physical distancing, wearing of Face Mask properly

- o Organizing various online competitions for School children during lockdown period, such as Face Mask Making competitions, Short Video clip making competitions on Covid-19 Appropriate Behaviour, etc

- o Free distribution of Face Mask to the public during festival seasons to encouraged people in wearing face masks properly.

- o Putting up of Street Banners/hoardings for awareness campaign on Covid-19 Appropriate Behaviour

- o Making of short video clip and uploaded in various social media platforms for awareness campaign on Covid-19 Appropriate Behaviour

- o Making of Shout-Out short video clips by well-known Mizo Sportsperson, such as JejeLalpekhlua, Footballer, Jeremy Lalrinnunga, Weightlifter (World Youth Olympics champion), on Covid-19 Appropriate Behaviour

- o Putting up of ChristMASK Tree (Christmas Tree decorated with Face Mask) in a convenient public place during Christmas time as a strategy of Free Distribution of Face Mask to the public to encourage in wearing of Face Mask

Efforts made/initiative taken at District Level for involvement in VLTF/LLTF

- Deployment of DPO Staff in various district-level activities as per requisition from Deputy Commissioner
- The staff of DPOs, BRCs, CRCs, and Teachers are detailed for Covid Care Centre duty, Quarantine Center duty, Airport duty, Essential Commodities duty, and Contact Tracing duty
- Cooperating with District Level Task Force
- Providing information for details of Covid Executive Duties
- Teachers also participate in Village Level Task Force or Local Level Task Force Committee

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available
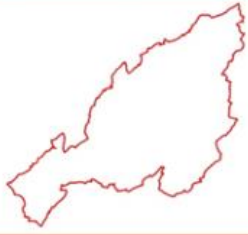
NAGALAND

Number of students

373667

Number of teachers

31413

Number of schools

2758

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Out of 723 identified OoSC during 2019-2020, training was provided to 680 and 414 were mainstreamed during 2020-21.1912 OoSC were identified during 2020-21.

- To prevent the drop out during lockdown period, online teaching learning was initiated by the department through Radio, Televised lesson CDs and learning materials were distributed to those children, who do not have smart phone.

- Mid-Day Meals were also provided to 2200 children in 40 training center under National Child Labour Project in Dimapur District.

SURVEY OF DIGITAL DEVICES

- The Department conducted two Online Surveys using the Online Evaluation Portal.

- The first was conducted among the Head of Institutions of Govt. High Schools and Higher Secondary Schools in order to find out the extent to which the Online Education has reached among students so that remedial measures and further planning could be done for improving the reach and benefit of the

Programme.

- The second Online Survey was conducted among Parents of all students in the State for seeking their opinion on matters related to reopening of schools after the lifting of lockdown

- Below are the findings of the survey: -

Sl. No.	District	% of students Having full and unlimited access to Only Radio but NOT to TV and/or to Internet	% of students Having full and unlimited access to TV/Radio but NOT to Internet	% of students Having full and unlimited access to Internet through laptops, tablets, desktops, cell phones	% of students Having limited access to TV channels and/or Radio, but NOT to the Internet	% of students Having limited access to Internet through laptops, tablets, desktops, cell phones	% of students Do not have access to any mode of digital education - TV, Radio, Internet based devices, mobile.	% of students Receiving notes, assignments, worksheets etc
1	Dimapur	4.4	12.7	15.8	12.9	20.1	20.2	81
2	Kiphire	1	3	4	4	10	29	70
3	Kohima	11.5	10	27.5	12.6	24.2	16.9	113.1
4	Longleng	12.5	1.7	14.9	9.2	19.5	24.4	72.3
5	Mokokchung	5.5	9.9	18.2	15.1	22.9	14.4	87.7
6	Mon	1.6	1.9	4.5	3.6	10.1	38.5	76.6
7	Peren	3.5	8	9.2	12	14.6	40.9	163.6
8	Phek	5.1	6.6	18.6	11.9	17.7	27.2	91.7
9	Tuensang	6.7	4.9	11.9	16.5	10.9	28.3	88.8
10	Wokha	13.6	9.5	12.6	9.9	14.4	29.5	82.6
11	Zunheboto	9.7	9.7	7.1	6.5	9	19.7	82.7
	State Average	6.52	7.47	13.49	10.51	16.14	25.72	90.18

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Tele/Radio Online Education:**The department has selected nearly 50 best teachers residing in and around Kohima for delivering lessons through the digital media and a temporary video recording studio was setup at the Directorate of School Education. A private production unit was commissioned to make the videos and few Directorate officials guided the teachers in the task of delivering lessons in the studio and coordinated shooting of the episodes well ahead of the proposed date of telecast.

II. Memorandum of Understanding were signed between the Department of School Education, Doordarshan Kendra and All India Radio for daily broadcast of the recorded lessons in the 3 hours per daytime slots. The Video/Radio broadcast of lessons through Doordarshan & All India Radio commenced from 1st May 2020. Initially, the broadcast was done for students of classes 8 to 12 and subsequently was extended for students of classes 5 to 7 from the month of June 2020.

III. **Inclusive Education:**The State has incorporated using Sign Language Interpretation in the video lessons being broadcasted from the month of July 2020 for the benefit of Children with Special Needs.

Nagaland is the First State in India to include Sign Language Interpretation in the video lessons for school children.

IV. **Study Materials Provided for Continuous Learning:** The department directed schools to device mechanism for preparation and circulation of notes and exercise materials for the lessons being broadcasted. Teachers prepared Assignments/ Worksheets etc. and distributed to students. The completed Assignments & Worksheets were collected by teachers and feedbacks were given to students. Teachers also prepared experimental/practical oriented exercises on different themes and got them done by students as stated above.

V. **Supplementary Study Materials:** The department ensured that schools prepared notes and exercise materials for the lessons being broadcasted and circulated to all students. The department also made Pen Drives of the entire telecast and distributed to interested parents, teachers and schools.

VI. **Continuous Learning & Online School Monitoring:** Due to the inability of a section of students, particularly from the remote areas to access the Online Education, the department has initiated steps to ensure that the process of Continuous Learning is sustained in all Govt. Schools throughout the State during the lockdown period. A special cell named, '**TheContinuous Learning & Monitoring Cell'** under the Chairmanship of the Principal Director, School Education was constituted on 18th July 2020 and the Cell has been entrusted with the task of working out a suitable action plan for carrying out appropriate teaching-learning activities during the lockdown period. The cell also monitors the teaching –learning activities being carried out during the lockdown period.

VII. The Department has developed a **School Monitoring Software** to monitor the entire teaching – learning activities being carried out in all Govt. Schools across the State and made functional from 13th August 2020. The 'Continuous Learning & Monitoring Cell' oversees the implementation of the project.

VIII. In order to ensure maximum coverage for the DD and AIR broadcast across the State including the remote areas, all the District Education Officers, Sub Divisional Education Officers and School Heads were directed to work in association with the District Administration in each district and make necessary arrangements for students who do not have TV facilities at home to view/listen the broadcast at a common place like Village Hall, School Auditorium etc. The broadcast schedule was made in such a way that children could follow the norms of social distancing while viewing the broadcast from public places.

IX. Some of the initiatives taken at District Level were:

- Distribution of books and notes to all the students through District Official

- Campaign on encouraging general public to donate smart devices such as Laptop/ Tablets/ Mobiles were appealed at the district, block and local level

- Kala Utsav and Painting competition were conducted

- Home visits by teachers

- Home base "Skill @ Home" Initiatives for Vocational Education students

- Engagement of Communities and Church leaders to ensure the continuous learning of children

X. Some of the initiatives taken at school level were:

- Sharing of notes and text books to all the students

- Youth and Eco club activities such as tree plantation, fitness activities with social distancing, awareness campaign etc.

- Home visit by teachers to ensure continuous learning of students

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **Efficient Utilization of social media:** As the digital social media platforms have more influence on people, all the videos telecasted through Doordarshan are also shared with the public through the YouTube channel of the department, '**DoSE Nagaland'** , the Facebook Page '**School Education, Nagaland'** and also through Jio TV. As of now, the Youtube channel of the department has more than

31,000 subscribers and the Facebook page has more than 16,700 followers. The Online Digital Education Programme of the Department has earned the appreciation of people from different walks of life and thousands of students from other States have also subscribed to the department's YouTube channel.

II.   **Inclusive Education:** The State has incorporated using Sign Language Interpretation in the video lessons being broadcasted from the month of July 2020 for the benefit of Children with Special Needs. Nagaland is the First State in India to include Sign Language Interpretation in the video lessons for school children.

III. **Online Evaluation Portal:** Evaluation is an integral part of education and is very much essential for guiding students towards development. As the conventional tools of evaluation could not be used during this period of crisis, the department has developed the Online Students Evaluation Portal **'https://dosenl.in'**. The portal is developed in such a way that it could be easily accessed through any Mobile/Laptop/PC and would work efficiently even in 2G internet connections. On the specified date and time of evaluation, students will have to login into the portal and give response to 20 numbers of Objective Type Multiple Choice Questions by clicking against the correct options within the given time limit. The page will be made active only during the specified time and will become inactive after the scheduled time. The result analysis of the 'Online Tests' were made available to all stakeholders so that they could employ appropriate remedial measures. Best performing students were rewarded so that it will serve as a motivation for all others. The main objective of conducting the online test was to encourage students to keep them engaged with the processes of continuous learning and the marks scored in these tests were not considered for any purpose of formal evaluation.

IV.   **Using DIKSHA for Online Education through 'Coherent Access':** As the DIKSHA platform could be effectively utilized for carrying out the Online Education Programme being conducted by the Department of School Education, the department in association with the DIKSHA Project Management Unit (PMU) has commenced working on the **'Coherent Access' Project**. A six-member Technical Team was constituted for this purpose and the team worked in close association with the DIKSHA PMU. Important video lessons were broadcasted for the benefit of students appearing for the HSLC, HSSLC and Class 11 Promotion Examinations through the DHIKSHA platform.

V.   **Launching of "India 4.0 - Dr. APJ" Project in Nagaland:** The Department of School Education, Nagaland in association with M/s iBHubs,Hyderabad is implementing a project named "India 4.0 - Dr. APJ" under which a total of 15,000 children from the State of Nagaland belonging to economically backward families studying in classes 5th to 10th will be given FREE 4.0 EDUCATION by M/s iB Hubs up to the age of 21 years. The first batch of the programme commenced on 15th October 2020 and nearly 3000 students are pursuing the course.

VI.   **Learning App** such as Bright Tutee, My Studygear, E-learning App were introduced by NBSE to help students and teacher during the lockdown. The content was developed with the help of subject teachers from the state and further approved by NBSE.All the district in Nagaland were ensure that students have access to digital devices.

VII. **Number of WhatsApp and other social media groups formed**

- WhatsApp group was formed at every level of school administration- State,District, Block and Schools
- Schools formed class-wise and subject-wise WhatsApp groups to connect with the students
- A total of 32,414 WhatsApp groups were created
- Facebook, Youtube and Tweeter platforms were used for disseminating information to students, parents and teachers
- WhatsApp was found very effective as most students have access to it. Notes, learning materials, short video lessons were shared to parents and students by teachers. Assessment was also done mostly through WhatsApp. This platform was found most commonly used and effective.

VIII. Some of the initiatives taken in districts are:

- Doordarshan and Radio broadcast of class wise lesson to students
- Online Evaluation through website and prizes were given to first 3 students of each class to encourage other students

- Virtual assignment and assessment through WhatsApp from home
- JIO TV, YouTube and Facebook were made available to students for all the digital content

IX. Some of the initiatives taken at school level were:

- Virtual classes through Zoom, Google Meet and WhatsApp
- School base WhatsApp
- Assessment through virtual mode
- Virtual guest lecturers for Vocational Education Students
- Virtual home visit through Google and WhatsApp

TEACHERS/CAPACITY-BUILDING

- Online NISHTHA training was conducted for elementary teachers and head teachers during 2020-21. 843 teachers completed the online NISHTHA.
- Conducted orientation programme through virtual mode for teachers on Covid-19 Appropriate Behavior during 2020-21.
- State level training conducted for District/Block Resource Persons on Foundational Literacy and Numeracy and School Management Committee/School Management and Development Committee Training and Meeting.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- Awareness program on health and hygiene
- Self defense training in two district of Kohima and Kiphire
- National Highways and Infrastructure Development Corporation (NHIDCL) in association with National Dairy Development Board's (NDDB) provided flavored milk to more than 3000 Elementary students (special focused on adolescent girls) in two district of Kohima and Dimapur

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Assessment camp were conducted in all the district for identification of Disability
- Spectacles were provided to visually impaired children by H&FW dept under National Programme for Control of Blindness and Visual Impairment (NPCB&VI)
- Corrective surgery was conducted
- **Mobile and Tablets** were provided to visually impaired children with screen reader app to assist them during the lockdown

Special efforts made for students of Aspirational District Kiphire

- Tablets with preloaded contents as were provided to Class 8-12 students during 2021-22
- Virtual orientation programme was conducted for the teachers of Aspirational District on 11th June 2021
- Kuhying Concept (Gurukul system) a traditional morung system of education was introduced during 2020-21 a blended system to promote traditional system of education and improve learning of core subjects like math, science and social sciences.
- Mobile Teaching unit with teachers and learning materials was introduced during 2020-21 to impart education in the remote villages. Focus was made in core subjects

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- Parents were oriented on Covid -19 Appropriate Behavior though EBRCs to ensure proper compliance of Covid-19 SoPs at home.
- Parents were sensitized through EBRC Resource Persons to conduct learning activities for children and engage them in conducting fitness activities at home.

OTHER INITIATIVES

Efforts/initiative made by local self –government

- Churches, village councils (Panchayat), Village Development Boards and Students Unions played critical roles in conducting various activities to prevent learning losses of children in the respective town wards/villages by organizing free tutorials.

ENGAGEMENT WITH CSOs:

- **Project Lighthouse-** World Bank Funded Project to enhance the governance of schools across Nagaland as well as to improve teaching practices and learning environments in select schools for the period of 5 years.

- **Gurushala Teacher Training Programme:**DoSE Nagaland in association with 'Pratham Education Foundation' is implementing the Online Teacher Training and Professional Development initiative 'Gurushala' funded by Vodafone Foundation and Indus Towers Ltd from December 2020 for all Govt. School teachers throughout the State.

- MoU with Lend A Hand India for Technical Support in PMU of Vocational Education and Implementation of 04 Vocational Education schools without any financial cost to state for the period of 5 years.

- MoU signed with Central Square Foundation for Technical support in FLN for the period of 2 years.

- Eleuthero's Christian Society for technical support in innovative concept of SOCHUM (Traditional Gurukul of Chang tribe)

- Sign language were included in video classes through Disability Commissioner of Nagaland.

- M/s Nischals Smart Learning Solutions, Hyderabad donated 04 (four) numbers of Integrated Portable & Micro Scale Laboratories costing Rs.30.00 lakhs.

- The C.R. Rao Advanced Institute of Mathematics, Statistics & Computer Science, Hyderabad in association with M/s Cognizant Technologies Services, Chennai donated 2 (two) numbers of Mathematics Laboratories costing Rs.3.50 lakhs

- Career guidance in 44 Govt. Higher Secondary school were initiated with Dept. of Youth Resources & Sports and YouthNet Nagaland

- Spectacles were provided to visually impaired children by H&FW dept under National Programme for Control of Blindness and Visual Impairment (NPCB&VI)

Not Available

ODISHA

Data as per UDISE 2019-2020

Number of students

7686894

Number of teachers

348249

Number of schools

67020

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

Special efforts made for mainstreaming Out of School Children through Special Training

The instruction is issued to district functionaries for coverage of out-of-school children through educated volunteers or by teachers with adequate safety measures and the consent of parents

SURVEY OF DIGITAL DEVICES

1508937 students have been reported to have no digital device.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

- The schools have been closed in the State since 17th March 2020 for the safety of students due to the

pandemic situation arising out of COVID-19. Govt. Of Odisha has adopted various strategies to reach out to students to facilitate their learning. The Head Masters have assessed the class-wise and child-wise availability of different forms of digital devices and uploaded School wise, class-wise status in a link created on the OSEPA portal. Accordingly, steps have been taken to impart education to students having a digital device with internet connectivity, students with limited connectivity in partial online mode, and students with no device in offline mode.

- **Distribution of Textbooks at Doorstep**: As a first initiative, all Textbooks have been distributed to all the students of Grade-1 to 8 at their doorstep by teachers during April-May 2020. Besides, the textbooks for Secondary and Higher Secondary students were made available for purchase. Further, all textbooks of Grade -1 to 10 have been converted to energized Textbooks providing QR codes to each chapter and uploaded to DIKSHA Portal as well as the OSEPA website. The Textbooks of Higher Secondary grades were also made available online.

- **Distribution of LEP Books**: To bridge the learning gaps, LEP books **UJJWAL** for Grade 3 to 5, **UTHAN** for Grade 6 to 8, and **UTKARSH** for Grade-9 have been prepared and distributed to students at their doorstep to facilitate learning at home. The Foundational Numeracy book developed with the support of the Akshara Foundation for students of Grade 1 and 2 has also been provided in addition to the prescribed textbook.

- **Radio Pathshala:** The educational programme Radio Pathshala was broadcasted simultaneously from all Stations of All India Radio and Vividh Bharati Cuttack for students of Grade 1 to 8. The chapter-wise Audio lessons were developed by experienced teachers and recorded at Biju Patnaik Film and Television Institute, Cuttack. The programme was broadcast for 2 hours a day from Monday to Friday, i.e., one hour of original content and one hour of repeat content. It is heartening to note that students in remote villages sat around a radio available in any household/community/ school and listened to the
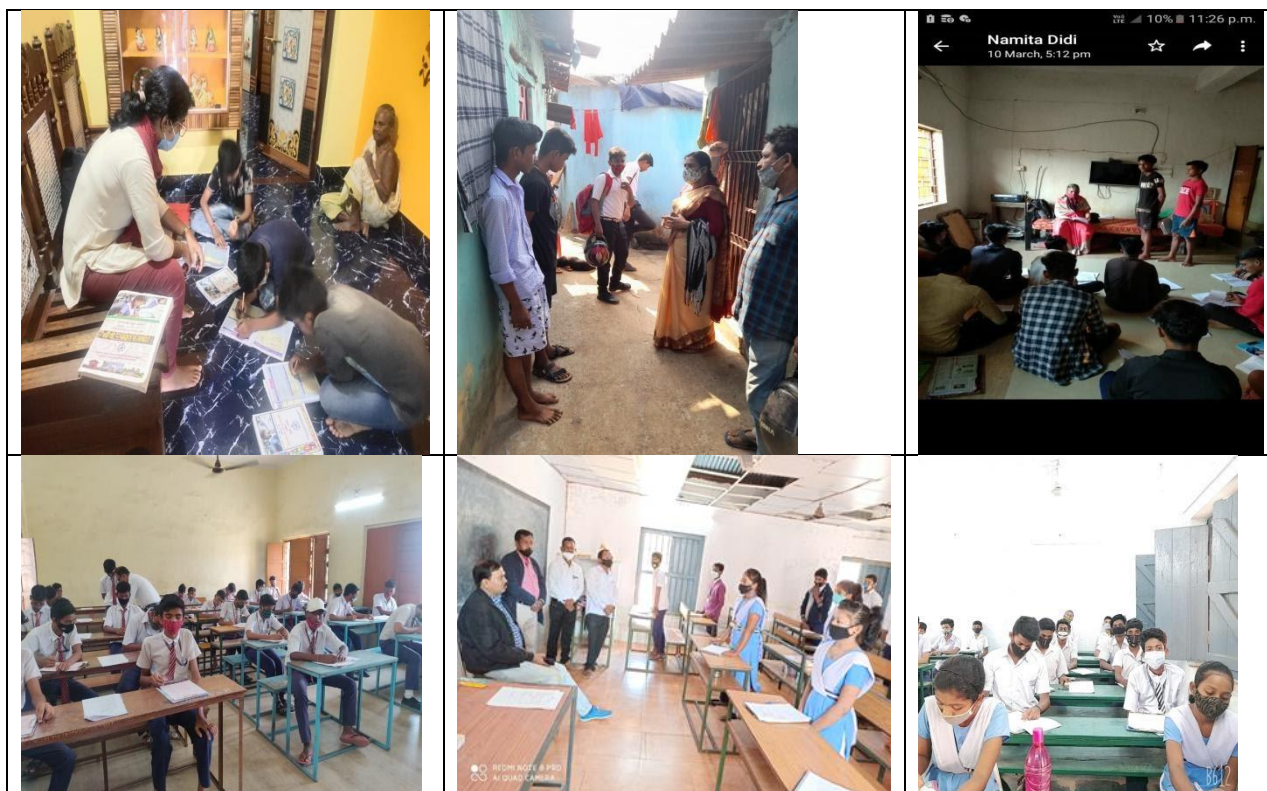
programmes.

- **Community/Home-based teaching-learning programme:** Thecommunity-based teaching-learning programme adopted in different parts of the State to reach out to students who are not connected through online mode. The district and block education officials developed strategies depending on the local condition to reach out to students at their doorstep and facilitate home-based learning. The programme Shiksha Shikshar (Khordha) Shiksha Setu (Bargarh), Shiksha Sankalpa (Jaipur) Shiksha Sanjibani (Bhadrak), Mo Shiksha Sathi, and AsharaPathe (Sundargarh), etc are examples of area-specific learning initiatives during the COVID period.

- **Regular Telephone calls to parents/students:** The teachers were guiding home-based learning by making regular phone calls to students and their parents. This was particularly helping students having a basic feature phone.

- **Reduction of Syllabus:** The syllabus of grades 1 to 12 was reduced by 30% by respective State authorities, i.e., SCERT, BSE, and CHSE, and distributed to students and made available on the respective website and OSEPA website for information of students, parents, and teachers.

- **Alternative Academic Calendar:** Following the NCERT Guidelines, and as per the local need, an alternative academic calendar was developed and shared

- **Mentoring by Teachers of Class-X students at Doorstep**: After the improvement of COVID situation in

the State, Govt opened schools for Grade 9 to 12 in phase manner. A calendar was prepared to complete the reduced syllabus of Grade-X students in 100 days including Sundays to prepare them for the Board examination. One teacher was given the responsibility of mentoring 10 students on daily basis to encourage, counsel, contact parents, subject teachers, make home visits, etc. to facilitate their learning. The State level Nodal officers assigned to each district visited schools of respective districts including on Sundays for monitoring the teaching-learning progress and maintenance of COVID protocols for the safety of students. The Principal Secretary himself also visited schools of many districts to see the classroom transaction. Practice tests were also conducted by the Board of Secondary Education which was attended by a large number of students.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **Odisha Shiksha Sanjog (Learning Through WhatsApp): Odisha** Shiksha Sanjog, a digital learning programme through WhatsApp groups has been implemented to engage students in the teaching-learning activity by sharing digital content and to facilitate their home-based learning.

- The class/subject teachers have created individual WhatsApp groups with students of different classes both at secondary as well as elementary level for sharing study materials. The students of classes II to X participated in the programme. The DEO, DPC, BEO, ABEO, BRCC, CRCC, HMs, teachers, and students are included in different groups.

- The e-contents like written explanations, video explanations, audio clips, video clips, etc. collected from different digital platforms and developed by teachers have been shared in the class-wise WhatsApp group constituted for the programme.

- The worksheets based on expected learning outcomes are shared with the students after posting the learning materials.

- The subject teachers also remain online to clarify the doubts raised by the students in the concerned WhatsApp group.

- The Answer key is posted in the evening for self-assessment or assessment with help of parents.

- The students have been asked to record all given worksheets with their answers in their notebooks for physical verification by teachers after reopening the school.

- The Time table has been prepared at the district level for posting learning contents in different subjects for the programme.

- The teachers also interacted with parents and encouraged them to guide students for home-based learning and facilitate peer learning particularly for students having no smartphone.

- About 34% of students could be connected through this platform.

II. **Shiksha Darpan (Telecast of video lessons on T.V.):** Video lessons were developed subject-wise and chapter-wise for students of Grade-9, 10, and 12. The said e-contents were telecasted under Educational Programme 'Shiksha Darpan" (from Monday to Friday) in Doordarshan Odia for 3 hours a day. The students having no TV at home are encouraged to watch the educational programme with peers /TV available in the community maintaining social distance. The episodes are also made available on the DIKSHA platform, OSEPA website, and YouTube platform for easy access and convenience of learners. The telecast for Grade -10 students started with EDUSAT contents available with ORSAC from 20th April 2020 for two hours a day. Thereafter fresh e-contents recorded in all subjects for Grade 9,10 and 12 and the telecast continued up to April 2021.

III. **Madhu APP**: Being inspired by 5T mantras of Hon'ble Chief Minister, the Ganjam district developed a syllabi-based e-learning App in Odia language called Madhu App to provide mother tongue-based virtual classroom experience for self-learning and self-assessment of learning outcome. The initiative was launched by the Hon'ble Chief Minister of Odisha on 3rd December 2019. Madhu App played a key role to facilitate continuous learning of students during lockdown situations caused due to the outbreak of pandemic COVID-19 in the state. It helped the child clarify doubts at his/her own space of learning and so also helped parents to guide their children's learning at home.

IV. **Digital Knowledge Sharing (DIKSHA):** The digital content developed through different sources from Class-I to X has been linked with QR codes in the DIKSHA portal. The use of the DIKSHA platform has been increased to a great extent during the pandemic. The e-content from DIKSHA is also used in Odisha Shiksha Sanjog. The audio and video lessons broadcasted and telecasted on Radio and TV are also made available in DIKSHA. The Hon'ble Minister, School & Mass Education, Odisha also created awareness on DIKSHA through media to popularise among teachers, students, and parents. The following graph shows the coverage of content in the DIKSHA platform during 2019-20 from different sources.

V. **E-class through Microsoft Teams/ Zoom/ Google Meet Platforms**: The online classes were conducted for students wherever possible through different virtual platforms.

VI. **E-Vidyalaya App: The** e-contents developed for ICT @ Schools for class-IX and X have been uploaded in the e-Vidyalaya App for easy access of students.

TEACHERS/CAPACITY-BUILDING

I. **Training on Online and Remote learning by IBM STEM for Girl**: Teaching through virtual mode was a big challenge for teachers with the outbreak of pandemics as they were not acquainted with various digital learning platforms. OSEPA planned for the training of master trainers for training on 'online and remote learning' with the support of IBM who are working for the STEM for Girls programme in the State. 200 teachers from 100 Centre of Excellence Schools, two Teacher Educators from each of 30 DIETs, and 30 Principals from 30 Higher secondary schools one from each district were imparted 5 days training on how to use different digital platforms and reach out to students. The Hon'ble Minister, School & Mass Education Department inaugurated the training on virtual mode on 4th August 2020. These teams after being trained imparted training to their colleges and supported the teachers in their respective block/district

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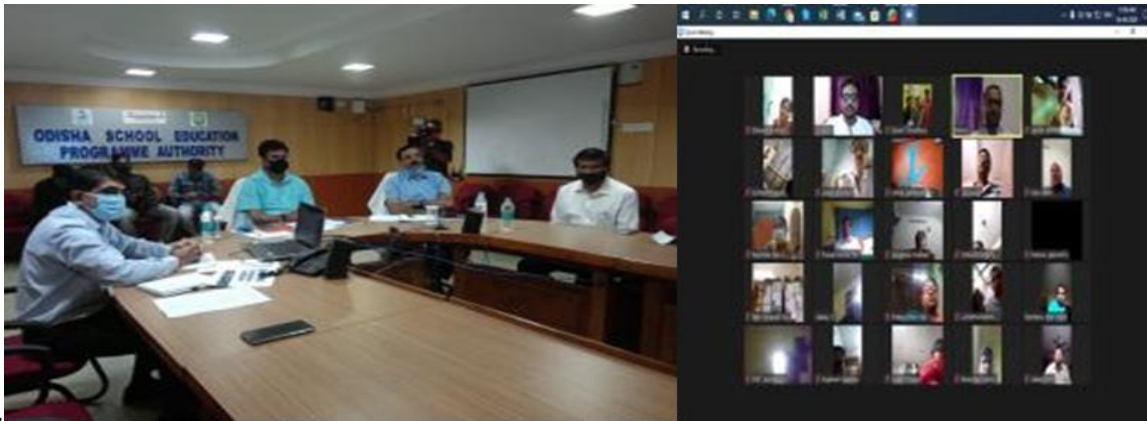
II. **Training on Video making - 1.7lakh teachers**: To facilitate WhatsApp-based learning programme 'Odisha Shiksha Sanjog' and VidyaDaan Programme of DIKSHA, 170303 teachers trained on how to create educational videos through Smart Phones. The training was imparted through the Chaklit platform with the support of the Million Spark Foundation.

III. **Training on Mental health and well-being to 1.4 lakh teachers**: Understanding the mental health and wellbeing of self and students is very crucial during pandemic situations due to lockdown/ shut down, etc. In addition to NISHTHA training, 1.40 lakh teachers of State trained through the Chaklit platform on Mental health and well-being to build up their capacity to properly handle students during the COVID-19 pandemic situations

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

During Covid 19 pandemic, the Children with Special Needs are learning at home using the Diksha App, Madhu E-learning App, Radio Pathshala, TV programme, SikshaaSurabhi, Audio version of Parikshya Darpan, Shiksha Sanjog, OSEPA YouTube channel used by all students through digital mode.

I. **Sikshya Surabhi Community Radio Programme for CWSN:** Sikshya Surabhi, a community radio programme designed to provide inclusive education to children with special needs especially for visually impaired students has been launched in July 2020 in collaboration with the Radio Surabhi Community Radio programme. The radio programme comprises 100 episodes providing subject and topic-wise adapted audio learning materials for the children with special needs of classes I to V. Sikshya Surabhi episodes cover Maths, English, and other subjects that have been prepared by subject teachers. This Radio programme is broadcasted 4 days a week and repeat telecast through 19 community radio stations which have been highly effective for the children with special needs during the closure of schools due to the Covid 19 Pandemic. The audio Mp3 files of all episodes are shared with the parents of CWSN in remote areas through WhatsApp Group through the Block Resource Teachers, Inclusive Education Volunteers, School Teachers working at Block, G.P and School-level.

II. **Audio Version of Parikhya Darpan for class X CWSN.**: The Audio Version of Parikhya Darpan, the Practice Test Papers for class X students appearing HSC Exam was developed in collaboration with District Education Office, Khordha for the visually impaired and other Children with Special Needs (CWSN). The YouTube link has been shared to all the CWSN as well as general students through WhatsApp, Facebook, and YouTube through the Block Resource Teachers, IE Volunteers, and school teachers to remote areas. The audio formats are also distributed to all the visually impaired students through pen drive. This initiative has immensely helpful for the CWSN in preparation for the HSC exam at the home level during the closure of schools due to the Covid 19 Pandemic.
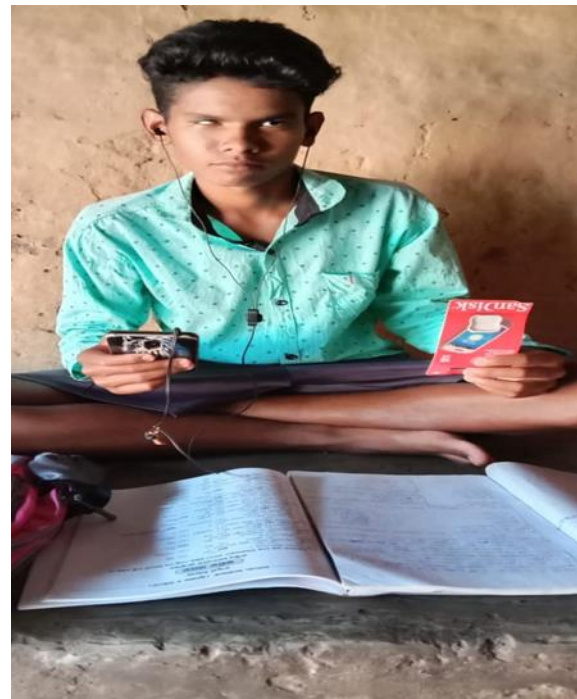
INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

I. **State-wide Parent Teacher Meetings:**

The State-wide Parent Teacher Meetings were conducted for Class -10 students in all High Schools across the State on 13th February 2021. The meeting was organized in a well-planned manner with the following

key objectives:

- To orient the parents about 100 days academic plan
- To ensure the availability of Parikhya Darpan
- To aware the parents of safety precaution on COVID-19
- To orient parents and able to make school safety and development plan.
- To prepare their students for the upcoming Annual Examination given the COVID-19 situation

These Parent Teacher Meetings were attended by Hon'ble Minister, Principal Secretary, Directors, District Nodal Officers, Collectors, and educational field functionaries

OTHER INITIATIVES

Mid-Day meal (Food Security Allowance) was made available to all eligible school children as admissible during the closure of schools due to COVID-19. The parents received MDM rice and the IFA tablets were also distributed to students at their doorstep.
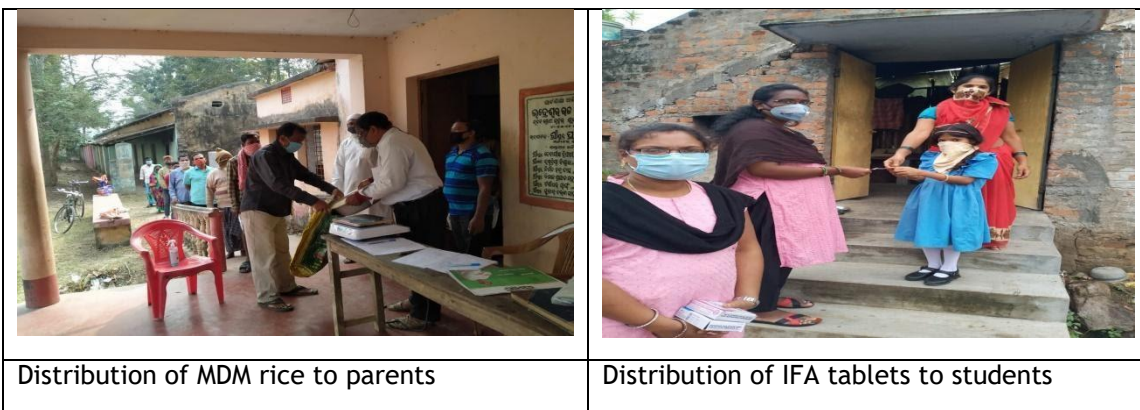
Distribution of MDM rice to parents	Distribution of IFA tablets to students

EFFORTS TO ASSESS LEARNING LOSS

Not Available

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Not Available

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available

PUDUCHERRY

Data as per UDISE 2019-2020

Number of students
240268

Number of teachers
13212

Number of schools
741

IDENTIFYING STUDENTS WITHOUT DEVCES

8314 students have reported which have no digital device.

INTERVENTIONS FOR STUDENTS WITH DEVICES

Department of School Education has taken many innovative and path-breaking initiatives to strengthen and build upon existing infrastructure to cater to the needs of the students and build the capacity of the teachers. The following digital initiatives have been taken by Puducherry to alleviate the problem of remote learning for students:

- **Community Radio:** UT of Puducherry is exploring the feasibility of setting up Community Radio stations in 2 or 3 locations to cater to the educational needs of the students and public. **DTH TV Channel**: UT of Puducherry is exploring the feasibility of launching a dedicated education channel for the benefit of students.

- **Partnership with Civil Society**: State Project Office, Samagra Shiksha, and Directorate of School Education, Puducherry is collaborating with Learning with Vodafone (Pratham Education Foundation),

Sri Aurobindo Society, Azim Premji Foundation, and Atal Incubation Centre, Pondicherry Engineering College to encourage the role of civil society in taking up Digital Education.

- **VetriNichayam**: To address the needs of Class X students going for the examination, VetriNichayam (Success Guaranteed), a programme was initiated through local cable TV. This involved one hour recorded session followed by 1-hour Question & Answer session.

- **Virtual Control Room and telecasting the classes through local TV channel**: Dedicated subject-wise WhatsApp numbers were created for doubts clarification to X std students. They can send their doubts through voice calls or video recordings. Tamil, English, Mathematics, Physics, Biology and Social Science subjects were covered. We had an overwhelming response from the students

- **Online Textbooks**: The UT of Puducherry follows the textbooks of CBSE for classes 1 to 5 and for classes 6 to 12 it follows the textbooks of Tamil Nadu, Kerala, and Andhra Pradesh. Online textbooks are available on their respective websites. Digital Repository -A team has been formed to create a digital repository of e-content. YouTube channel for the Directorate of School Education has been created to upload the recorded classes & webinars.

- **ICT Infrastructure**: All Secondary and Higher Secondary Schools are equipped with ICT Labs in UT of Puducherry.

- **Establishment of Studio in the Directorate**: Higher Secondary Subjects are recorded in the studio with the subject experts, and these are relayed in the YouTube Channel of DSE and Local Channel. There are nearly 167 videos that have been uploaded to the YouTube channel.

- **A YouTube Channel** name "Health Department Puducherry" has been inaugurated by Hon'ble Health Minister, Puducherry on 11th September 2020. This channel was created specifically for COVID-19 updates and awareness. So far 30 awareness videos have been uploaded. Daily updated videos on COVID-19 are being uploaded since inauguration.

TEACHERS/CAPACITY-BUILDING

I. To facilitate online classes for Teachers: The department, in association with the Atal Incubation Centre, Pondicherry Engineering College, conducted a webinar on how to conduct online classes for students for the teachers. Around 3,660 teachers attended the webinar. This equipped teachers to conduct online classes.

II. Capacity-building of Teachers through Webinars: To fortify new professional inertia and for scaffolding new learning to teachers. A series of webinars have been conducted for improving the capacity-building of all Heads of Schools and Teachers on various topics. From 6th April 2020 to 5th November 2020, 79 numbers of webinars were conducted. It is planned to continue the same.

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

Not Available

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Not Available

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

Not Available

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

Not Available

EFFORTS TO ASSESS LEARNING LOSS

Not Available

SURVEY OF DIGITAL DEVICES

Not Available

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

Not Available

OTHER INITIATIVES

Not Available

PUNJAB

Number of students

5475865

Number of teachers

266886

Number of schools

28775

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Children of age group 7-17 years are prepared for age-appropriate classes through Non-Residential Special Training by regular teachers of government schools under the supervision of the concerned School Head.

- The concerned Heads of Schools ensure for the attendance & regularity of children, appropriate teaching-learning activities, and timely provision of educational facilities and other entitlements.

- The process of mainstreaming of these children is going on. In the year 2020-21, as many as 2593 Out of School Children in the age group of 7-14 were identified; out of which 1790 children were mainstreamed till 31.03.2021.

EFFORTS TO ASSESS LEARNING LOSS

- After aligning the curriculum, text books and assessment system to Learning Outcomes as per the guidelines of NCERT, Punjab conducted online Punjab Achievement Survey (PAS) on the pattern of National Achievement Survey (NAS) to assess learning status of government and aided school

students to find learning gaps for taking remedial measures to improve the learning outcome of students and to strengthen the school education system of the State. Students from primary to 12th classes participated in this assessment test.

SURVEY OF DIGITAL DEVICES

- A survey was done through all teachers and school heads for grade 6th -12th and also for grade 1st to 5th to have an idea of the access or students Informal estimate were taken through records and also via recurring meetings with teachers and school heads & virtual PTMs.
- The findings of the survey regarding access of students to different devices are as follows:

What percentage of learners in grades 1 to 12 have full	and unlimited access to TVchannels and/or radio, butnot to the Internet?	What percentage of learners in grades 1 to 12 have full and unlimited access to the Internet for continuing learning at home through various devices such as,laptops,tablets,desktops, cell phones?	What percentage of learners in grades 1 to 12 have accesstoonlyRadiobut not to TVchannelsand/orto the Internet?	What percentage of learners in grades 1 to 12 have limitedaccess to TVchannelsand/or radio,but not to the Internet?	What percentage of learners in grades 1 to 12 have limited access to the Internet for continuing learningat home through various devices such as,laptops, tablets, Desktops,cell phones?	What percentage of learnersdo not have access to any mode of digital education - TV, radio, Internet based Devices, mobile, landline?
TV Access	Radio Access					
1st- 58.4%	1st- 35%	1st- 42.6%	1st- 5.4%	1st- 25.4%	1st- 13.4%	1st- 12.4%
2nd - 56.3%	2nd - 35.4%	2nd - 43.7%	2nd - 5.3%	2nd - 26.3%	2nd - 12.3%	2nd - 11.3%
3rd - 53.6 %	3rd - 37.5 %	3rd - 46.4 %	3rd - 7.5 %	3rd - 30.6 %	3rd - 11.6 %	3rd - 10.6 %
4th- 51.4%	4th- 38.5%	4th- 48.6%	4th- 8.5%	4th- 31.4%	4th- 14.4%	4th- 12.4%
5th - 48.5 %	5th - 40.6 %	5th - 51.5 %	5th - 10.6 %	5th - 34.5 %	5th - 12.5 %	5th - 12.5 %
6th - 69.2%	6th - 33%	6th - 59.6%	6th - 13%	6th - 53.6%	6th - 10.6%	6th - 17.9%
7th - 72.6%	7th - 45.6%	7th - 58.9%	7th - 12.6%	7th - 52.9%	7th - 12.9%	7th - 14%
8th - 71.4%	8th - 56.2%	8th - 61.7%	8th - 12.2%	8th - 55.7%	8th - 11.7%	8th - 10.3%
9th - 76.7%	9th - 70.0%	9th - 63.9%	9th - 10.0%	9th - 56.9%	9th - 13.9%	9th - 10.1%
10th - 80.6%	10th - 75.6%	10th - 71.9%	10th - 11.6%	10th - 67.6	10th - 10.6%	10th - 9%
11th - 78.5%	11th - 82.1%	11th - 73.7%	11th - 13.1%	11th - 63.7%	11th - 8.7%	11th - 8.6%
12th - 84.2%	12th - 83.3%	12th - 75.3%	12th - 11.3%	12th - 70.2%	12th - 9.2%	12th - 8.4%

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

The state of Punjab has taken the following steps for learners who do not have access to any digital device or have limited access to digital devices for continuing learning from home.

I.   **A Buddy System** in a school is where a child gets paired with another child. Buddy System helps to promote friendship, better support, course work, behavioural, social needs, & care a foster a greater sense of belonging and a more inclusive school community. These groups have been formed and study material is shared on daily basis through buddy groups.

II. **Weekly projects** of all subjects are being assigned to students which can be easily prepared at home. After completing this project, students share their observations with their teachers and buddy partners.

III. **Physical fitness:** In addition to subject-specific activities, students are motivated to do some work out at home for their physical fitness like Stretching exercise, skipping, dance, Yoga, indoor games, etc. with the help of teachers and buddy partners.

IV. **Community engagement:** The following institutions/persons are involved to help the identified learners in various ways:

- School Management Committees,
- Panchayats,
- Local NGOs and their volunteers,
- Mid-Day Meal Helpers,
- Pre-Service Students
- COVID volunteers

V.   Parents as volunteers are involved in facilitating the teaching and learning process through various online/offline modes for the following purposes:

- They share their learning materials.
- Can attend TV lessons together (by taking precautions given WHO).
- They help in motivating and guiding the students in continuing their learning involving themselves with children.

INTERVENTIONS FOR STUDENTS WITH DEVICES

With help of our teachers, officers, and some NGOs, many initiatives have been taken in the field of education to sail through the current scenario. Fortunately, the e-content had already been prepared for almost all classes and almost all subjects and was being streamed through EduSAT. Some of the prominent initiatives taken by the Department of School Education are listed below:

I.   **TV Slots:**

- Subject-wise Video Lessons are being telecasted on DD Punjabi **(7 hours Daily) for the classes Primary, 9th-12thclasses till January2021**
- SwayamPrabha/**PM eVidya channel** (for 4 hours daily) for classes **6th,7th,8th, and 12th till January 2021**.
- Video lessons from class Primary to 12th were started again on DD Punjabi w.e.f 5th May 2021 as school was closed.

II. **Harmonizing Learning**: Structuring of content dissemination has been completed. Three key processes were adopted to make the content streamlined and coherent, and are owned by different teams:

- **State Resource Team**: Creation of TV lessons

- **Digital Sikhiya Team**: Creation of supporting resources like audio-visual content, quizzes, activities, and assignments

- **Digital Sikhiya Sahayak Team**: Review of, and feedback on TV lessons as well as other resources being created.An important part of the process is continuous feedback from stakeholders on the content and resources being shared. This review is aided by a review form on **Darpan — an app that is used state-wide to capture and make sense of various kinds of data**, all the way from support being given to teachers to challenges faced by parents, to review of content.

% of TV lessons in which innovative teaching methods were used
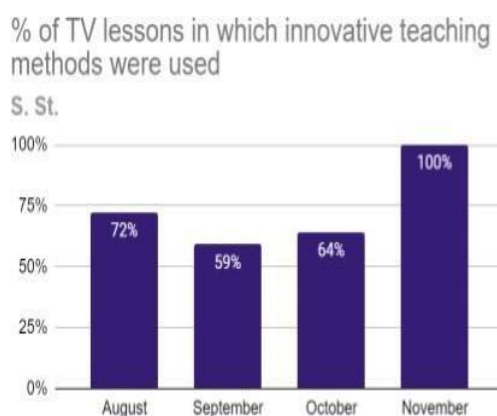
III. **Radio Programs:** Radio lectures were broadcasted daily for one hour (Five subjects English, Punjabi, Hindi,Social studies, and Science) on FM Patiala 100.2.

IV. **Social Media usage:** To reach out to maximum students through various mediums Department of School Education Punjab is using Facebook and YouTube to disseminate information, learning material.


a. Words of the day, Udaan on GK program and other learning resources, TV schedule, Daily slide (Time Table)

b. Subject wise Daily Slides of each Grade (Primary and Upper primary)

c. Video lesson, Link to Online lectures.

d. **Virtual classes:** Teachers have been regularly engaging with maximum students through various online platforms.

e. **Punjab Educare App:** To take care of all educational needs of students and teachers, Department has launched an App that has all content available for students and teachers with just one click.

- Rating: 5 (Overall Rating 4.5 out of 5)
- App download: - 15,20,855, App + Web-User: - 21,11, 039

- Total Page Views: - 16,51,40,940
- Use of App by other states - Uttar Pradesh, Rajasthan, Haryana, Himachal Pradesh, Delhi, Uttarakhand, J&K, etc.

Main features of the App:

- User-friendly, easily accessible, and very easily navigated.
- Teacher/Students/Parents Using the App
- It helps students and teachers to go through the content at any time.
- Teachers and students have hassle-free access to the syllabus, textbooks in PDF form, video lectures, worksheets, assignments, quizzes, etc. through the app.
- Study material is available catering to the needs of students from pre-primary to 12th, Material of other campaigns by the state like "Aj Da Shabad", "Uddan sheets" are available for students to enhance their knowledge.
- Covering PSEB and NCERT syllabus and the same is updated on daily basis.

f. **Online learning through Khan Academy:** In the present scenario where, online **education** needs to go hand in hand with school teaching, the School Education Department Punjab has taken the initiative of providing its students access to a free online education portal through Khan Academy. School department has got the content for classes 6 to 10 translated in Punjabi for the convenience of students. Teachers can Assign and view their progress in real-time, the department is currently working on developing the Punjabi version of the platform in collaboration with Khan Academy India.
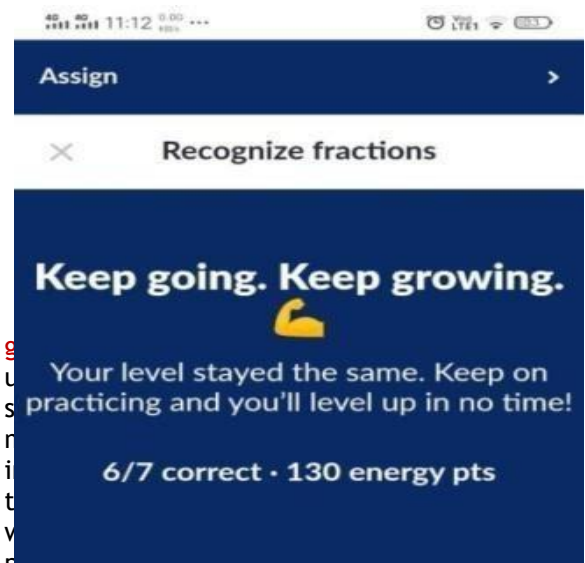
these specific chapters to be covered in a specific month can be taken out by the students and the teachers. Some of the schools are even taking books of senior students, which they no longer need, and giving them to the junior students without compromising any restrictions imposed due to lockdown**G**

h. **Mobile Phone:** Due to COVID 19, the studies of the students have been affected badly. For imparting online education, more than **1.75 Lac Mobiles phones were distributed (in 2020-21)** by State Government to the students studying in 12th class in government schools,   and approx. **2.14 Lac more smartphones have been proposed to be distributed in the current year 2022.**

i. **WhatsApp**: The teaching-learning process had been actively initiated by the Department even before the lockdown in the state. Students' WhatsApp groups for each grade had already been created. Subject teachers post daily assignments in such groups according to the distribution of the syllabus. Teachers also organize classes, give assignments, and check the homework assignments through the WhatsApp group. Small tests in the form of quizzes are being conducted through WhatsApp using the Google form link and reports are automatically generated for the participants. The analysis of data of results is done by the teachers.
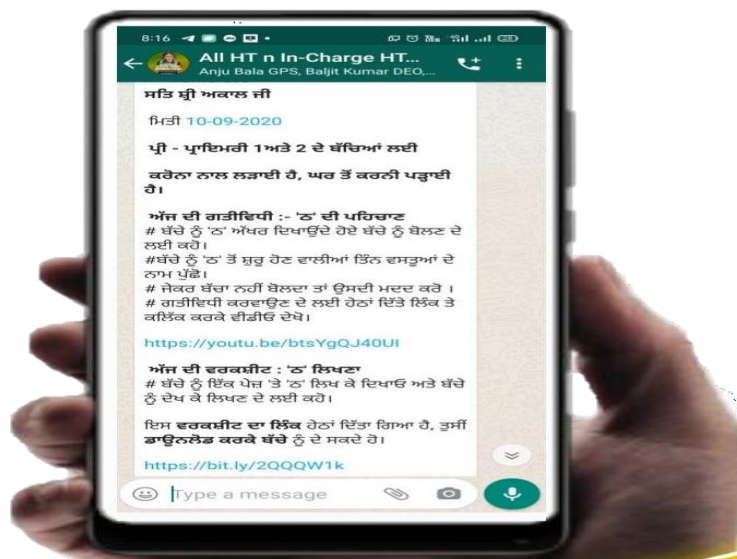
j. **Online Admission**: Each school created Online Performa as directed by state HQ for online admissions. School heads and teachers individually interacted with parents/ students and motivating them for online admissions. Dedicated nodal officers have also been deputed at state, district, and block-level for this purpose. Helpline number for every district has also been created for this purpose.

k. **Word Wall Activity**: This activity was used to prepare the students for map work in a play-way method. This activity is shared with students on WhatsApp. It is a very popular activity among both, students as well as their teachers.

l. **English Booster Club:** The Department of School Education has created English Booster Clubs (EBC) in all the Government schools of Punjab. It has proved a boon for   students to enhance their listening and speaking skills. An audio clip and a PDF file on any topic of spoken English are shared weekly with the students of classes 6 to 8 and classes 9 and 10 through DMs, BMs, and teachers. The students listen to the audio clip repeatedly to finally record videos in their voices. The videos are selected and analyzed at the Block level and District level to examine different aspects like the pronunciation of words, clarity of sound, the confidence level of the student, etc. before forwarding the selected video to the State team for sharing on the Department's Facebook page.

TEACHERS/CAPACITY-BUILDING

I. **Capacity-building program-Teachers:** Under "capacity-building program for teachers" various webinars and online trainings were conducted at State, district, and block level. Online training was given to a Total of 1,10,149 Teachers from Primary to Upper primary on IT tools for the online teaching-learning

process as follows:

- Usage of various tools for online Quizzes
- How to make Video Lectures while using innovative processes
- How to use Podcast in the teaching- learning process
- How to prepare Forms for data analysis.
- How to conduct webinars and online classes.
- How to set up a virtual Classroom.

II. **Capacity program through Diksha:**

- **NISHTHA**: All 18 Modules were released and completed by teachers of Punjab. These courses were created and modified by a team of Resource persons as per the context of Punjab state.

- **Teacher orientation program Punjabon Diksha**: ICT modules were created on Diksha and shared with all teachers to enhance their skills on Technical tools. Modules were created on Various topics like a virtual classroom, Animation in Lessons, Effective ways to engage with students, etc. A total of 12 modules were uploaded.
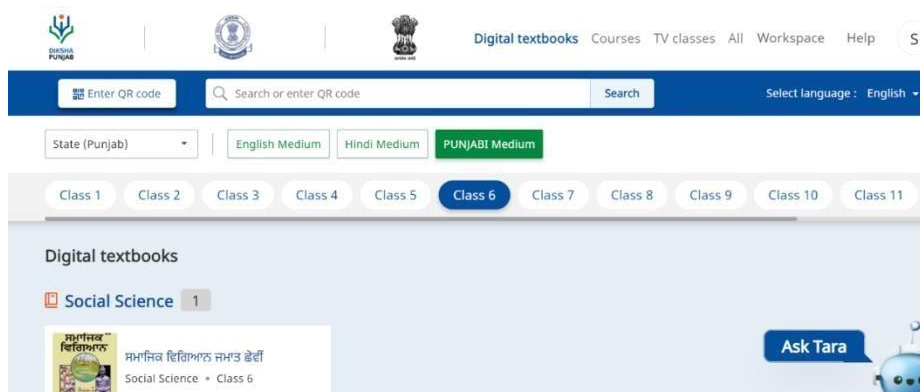
III. **Pre- and in-service training calendar:** To update the teachers with modern trends and techniques of teaching & learning, the state ensures regular pre-service and in-service teacher training through its academic authority *State Council of Educational Research and Training (SCERT), Punjab* as per the specified norms under the integrated scheme. The SCERT, Punjab has designed a comprehensive annual calendar for pre-service and in-service teacher training for Elementary, Secondary, and Senior Secondary teachers in all the Govt. and Govt. Aided schools in the state. The annual training calendar includes training of teachers, head teachers/principals, induction training for the newly recruited teachers, School Leadership training (with support and guidance from NIEPA), training of educational administrators, training of Resource Persons with the help of State Resource Groups of various subjects. The calendar also consists of all the details about the dates, duration, venue, and number of participants for the training programmes as per the needs of the Learning Enhancement Programme & its strategies defined under '*Padho Punjab, Padhao Punjab'* Programme.

IV. **Need based training:** SCERT, Punjab has taken the inputs from all the DIETs for formulating teachers' training plans. All the DIETs have emphasized need-based teacher training by taking inputs and feedback from the last year's training programme from the BMTs, CMTs, BMs/DMs of different subjects concerning training programmes. This system can also be utilized by DIKSHA Portal later. The Training Tracker App is operational in the State for all subjects for primary, upper primary & secondary teachers. The Teaching Modules for the subjects of Math, Science, English, Social Studies. Punjabi, Hindi, etc. have been published to orient the training programme on how to build the capacity of the teachers to enhance the learning levels of the students.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Punjab state has taken various steps to ensure education and retention of the girls briefly listed below:

- Online education was imparted to all the girl students through various modes such as TV channels, Mobile apps, YouTube channels, etc.

- The state government has distributed smartphones to all the girls of classes 12th to facilitate them in their online education.

- Funds were transferred into bank accounts of girls from residential government schools/hostels for facilities such as Food & Lodging, Stipend, Stationery, and Medical. It has been ensured to provide basic facilities like food, stationery, sanitary napkins, and required medical help to girls at their homes.

- Textbooks and other study material were distributed to all the girls.

- Mid-Day Meal was also provided to all the eligible girls at their doorsteps.

- Online PTM Meetings were held regularly to sensitize parents for continuing education of their girls.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Learning material and questionnaires for classes I-XII are provided online on websites of SSA PUNJAB and Punjab School Education Board Special assignments; Quizzes are being prepared for the same.

- Online classes are being taken by a Resource teacher to teach CWSN.

- YouTube links and videos have also been prepared by these teachers and shared with parents.

- Guidance has also been given to parents for dealing with the psychological issues of their children during the ongoing COVID-19 pandemic

EFFORTS UNDERTAKEN FOR STUDENTS FROM ASPIRATIONAL DISTRICTS.

- Punjab State has two Aspirational Districts namely Ferozepur and Moga.

- Many initiatives like Padho Punjab Padhao Punjab Project, Smart classrooms, use of e-contents, English as the medium of instruction, Pre-primary classes, and need-based teacher training, etc. are being taken by the Department of School Education to improve the Learning Outcomes of students at Elementary and Primary Level.

- It is further pertinent to mention that learning outcomes in mathematics and language at the elementary level of districts Moga and Ferozepur are consistently getting better

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS.

Department of School Education, Punjab has been doing below mentioned activities for the accessibility of online education to students related to disadvantage group without any sort of discrimination:

- **Daily slides:**The practice of 'daily slides' has been initiated by SCERT to disseminate the continuous learning plan on the daily basis, based on the prescribed syllabus and on learning outcomes.

- After understanding the access of various technologies available to all students, various medium to impart education are being used:

    o Grade-wise and subject wise -TV lessons on different channels.

    o Grade-wise and subject wise - Radio lessons.

    o Grade-wise and subject wise -Assignments

    o Grade-wise and subject wise - Worksheets

    o Grade-wise and subject wise - Quizzes

    o Grade-wise and subject wise Weekly play-based activities designed   according to the curriculum.

- Under *'Parho Punjab, Paraho Punjab'* project (a state initiative to enhance quality of education) has developed special supplementary reading materials which are being sent to all students including students related to disadvantage group to support the teaching-learning process.

- Supplementary materials are designed for reading and number system which is being transacted to all students including students related to disadvantage group through multiple sources like TV, radio & YouTube channels, Whats App group, mobile app etc.

- Special efforts have been made to deliver textbooks to students of disadvantages group.

- Hardcopies of Daily home - assignments, reference material, worksheets etc. based on prescribed syllabus are provided to all students including students related to disadvantage group. This is being done by teachers with the help of community volunteers, and especially for those students who have no access to internet.

- All students are also being continuously reached through phone calls by teachers and District Mentors (DMs), Block Mentors (BMs).

- Learning material and questionnaire for classes I-XII are provided online on websites of the Department and The Punjab School Education Board. Special assignments, Quizzes are being prepared for the same.

- Learning outcome-based learning material and questionnaires are being provided to all students.

- Teachers are in touch with their students through whats app groups and special guidance and support is being provided to them.

- Weekly projects of all subjects are being assigned to all students which can be easily prepared at home. After completing this project, students share their observations with their teachers.

- State has started an initiative "Activity of the week" for mathematics, English and science. These activities are being prepared in an interactive way on a technological platform.

- In addition to subject specific activities all students are motivated to do some work-out at home for their physical fitness like: Stretching exercise, skipping, dance, Yoga, indoor games etc.

- Spoken English drills, public speaking, vocabulary building activities are done for strengthening our students' language skills in English.

- There are various methods including online as well as offline physical mode adopted for dissemination of learning material to students by department such as:
  o WhatsApp group
  o Punjab Educare app
  o Department's website
  o Bodh Sikshalokam platform
  o Facebook activity page

- The students who have no access to any sort of digital device are provided hard copies through teachers and volunteers.

- Daily assignments are also based on learning outcomes.

- Weekly activity/project work of all the subjects is also designed on the bases of learning out comes.

- Virtual Parent Teacher Meetings are also being conducted and it is a part of the process of imparting education to all students.

- Teachers also contact their all students and their parents telephonically.

- Largely the T.V. is available in homes of all students; however, at few places' TV is arranged at local Community Centers by taking all precautions given by WHO.

- Buddy Groups are formed by teachers which consist of three to four students. The main aim of these groups is to share their learning experiences, and learning material with each other.

EFFORTS UNDERTAKEN FOR STUDENTS LIVING IN REMOTE AREAS.

I. Separate Cadre for Border Areas:

- It has been observed in Punjab, that many posts of teachers in backward and difficult areas normally remain vacant; even though the State has sought to fill posts in such areas on priority basis, yet after some time teachers get transferred to places of their preference around more developed areas for different reasons. In this background the State of Punjab has created a separate cadre of teachers for borders areas in order to address the problem

of shortage of teachers in border areas. The teachers once recruited or opted for these districts will remain in these districts only. In recent past, the Department of School Education has recruited 3582 Master cadre teachers and most of them have been posted in Amritsar, Gurdaspur, Ferozepur, Fazilka, Tarn Taran and Pathankot districts.

II. **Recruitments:**

- The Department has been making efforts to fill all posts of teachers and school heads through direct and promotion method on regular basis. In the year 2020-21 department filled 15080 posts under various cadres, break up thereof is as under:

Name of Post	Number of Posts
Pre-Primary Teachers	8393
Elementary Teachers	2364
Subject Teachers	3704
Lecturers	21
Head Master	337
BPEO	75
DPE	13
Principal	173
TOTAL	**15080**

Further, all efforts made for students from disadvantaged groups were also made for students living in remote parts of the state.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- **Virtual Parent Teacher Meeting:** As physical PTM is not possible amid the COVID-19 pandemic scenario, Virtual Parent Teacher Meeting is being organized in collaboration with *SanjhiSikhya*, an NGO to understand the concerns of parents, build meaningful relations between parents and teachers and inform the parents about the department's policy on learning and take feedback from parents. There is overwhelming participation of parents in these meetings.

SPECIAL PARTNERSHIPS:

- Various groups and teams were created of officers, teachers and students at the state level, district level and school level for development of e-content and transaction thereof to students. WhatsApp groups were created at different level to facilitate speedy communication and sharing of material among groups.

OTHER INITIATIVES

Not Available

RAJASTHAN

Data as per UDISE 2019-2020

Number of students
16775668

Number of teachers
759602

Number of schools
106240

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

I. **Specific to COVID response** – Since learning needs of all children who are out of school previously and out of school due to school closure were addressed hence separate report for mainstreaming is difficult to generate. However, the state followed its processes, and children in learning camps were enrolled in schools. This helped schools to track and bring back these children in schools.

II. **Regular interventions** – In previous years, the state followed the following process-

- After identification, out-of-school children are enrolled in a nearby government school in age-appropriate class and allotted scholar number.

- Once enrolled in a neighbourhood school, a baseline assessment is being done by Education Volunteers (E.V.) or government teachers. Accordingly, learning level is determined and special training is imparted through a condensed course package as per the requirement following the competency level.

- A student can achieve competency of a class level before or in 3 months period according to his/her learning speed/skills as it varies from child to child. In the state's package for accelerated learning, one grade is expected to complete in 3 months, which varies with the child's learning pace.

- After a period of special training (3/ 6/ 9 Months) is completed, the inter-block level officers team assesses the competency level of the out-of-school children and determines their learning level of mainstreaming.

- The child is mainstreamed in the same school where he/she has been enrolled after identification.

- Those OoSC, who developed competency of age-appropriate class according to the external evaluation, study in regular classes [mainstreamed] after completion of special training.

- PEEO and CBEO are responsible for the whole process in Panchayat and block, respectively

SURVEY OF DIGITAL DEVICES

Number of students without digital devices have been reported zero.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

During the school closure, the state has taken many initiatives for continuous learning of students from primary, upper primary, and secondary, senior secondary level. The brief of these programmes for children who do not have access to digital devices are as follows-

- **Shiksha darshan –** Educational content was telecasted via TV - DD Rajasthan to reach students of Rajasthan w.e.f. 01.06.2020 for all classes. 195 minutes of content shared from Mon to Saturday for Grades 1 to 12 via DD Rajasthan (one hour each for class 1 to 8 and class 9-10; 1.15 hour for class 11-12)

- **Shikshavani -** Radio broadcasts for students who do not have access to smartphones (Education via Radio) - This is being broadcasted via 25 stations of All India Radio. Content also includes interesting stories, recordings on life skills for children. 55 minutes of stories (Meena ki Kahani – which talks about social issues), and study material shared via radio at 11 am daily

- **AaoGhar Par Seekhen (SMILE V.2) -** Textbooks and workbooks were delivered to students at their homes. Homework along with SMILE materials was scheduled to deliver to students- (1) every Monday to Class 1-5 students (2) twice in a week on Monday and Wednesday to Class 6-8 students. Those Students who did not have digital devices were also allowed to come to school to take these materials and homework. This homework is used to assess the performance of the students and recorded as student's portfolios. Grade level Workbooks of Hindi, Maths, and English were provided to Class 1-5 students. Below Grade, workbooks were provided to Class 3-8 students. Teachers have supported students via phones to clear their doubts while using the workbooks. 6 Months' Time table was also shared along with these workbooks.

INTERVENTIONS FOR STUDENTS WITH DEVICES

During the school closure, the state has taken many initiatives for continuous learning of students from primary, upper primary, and secondary, senior secondary level. The brief of these programmes for children who have access to digital devices are as follows-

- **SMILE program (social media Interface for Learning Engagement) -** This is currently reaching students in 12.78 lakh households via 9226 WhatsApp groups and 3.28 lakh teachers via 9768 WhatsApp groups every day. Approx. 2.5 lakh children viewed the videos daily. Under this initiative, students and teachers receive daily video content via WhatsApp, which curated content for competencies across grades 1 to 12.

- **Hawa mahal –** Joyful Saturday- Every Saturday, a poster with a short description of stories and games is shared via WhatsApp groups. Students across age groups can give a missed call to a number to listen to these stories and play the games as directed. Over 25,000 students hear the stories weekly.

- **Online career guidance via YouTube –**Live career counselling sessions on YouTube for secondary students. Available every Monday, Wednesday, and Friday at 5 PM. counselling helpline number also launched. These sessions were attended by over 3 lakh students

- **DIKSHA RISE (Rajasthan Interface for School Educators) -**2501 topics from 28 books for classes 1 to 10 made live on the portal. Over 45 L views were received on the content.

TEACHERS/CAPACITY-BUILDING

- In 2019-20, 230512 teachers of the elementary segment underwent NISHTHA training, in 2020-21

- Online NISHTHA training was approved for 10590 elementary teachers. Online NISHTHA has been conducted for the elementary school teachers who did not undergo NISHTHA training in 2019-20.

- 9813 teachers were trained through NISHTHA online against the target of 10590. However, in the entire state, more than 1.5 lakh teachers have undertaken the NISHTHA online mode. Other Training like ROTPD, DIKSHA, LLF, etc

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

State has a web-based MIS (Shala Darpan) to collect data on Out-of-School children. Child-wise disaggregated details are available in the portal. The state had already developed a web based OoSC application that includes student registries in form of gender, age, Category.

I.   **Self-defence training**-State, in partnership with Rajasthan Police Academy, had conducted training of girls from upper primary and secondary schools on Self-defence.

II. **Adhyapika Manch**- Providing a platform for women teachers to acquire leadership skills. This has been facilitating the creation of a collaborative environment for women teachers and girl's child-friendly environment in schools.

III. **Samvaad** - Engaged girls in discussion at various levels to know about their opinions, challenges, and demands from the school education. This also helped in bringing their voices in implementation and policy concerns.

IV. **Kishori Mela -**Taking help of online exposure of teachers and students. This helped in connecting girls with schools through a project-based activity. Schools provided necessary stationery at home and encouraged to video record their projects and presentation, using smartphones.

V.   Meena-Raju manch at the elementary level and Gargi manch at secondary level for conducting various adolescent programmes specific to girls

VI. **Career Guidance for Girls -**Rajasthan is one of the pioneer states which had created a platform for students, grade 9 to 12, to provide information on career options, entrance exams, scholarships, and opportunities for higher studies. State organized online sessions with girls on YouTube live and engaged girls and boys to ask questions with the experts. Total 7 thematic sessions were conducted besides two sessions on the use of the Rajeev Gandhi career portal. State, in partnership with UNICEF and technical agency, also conducted an online aptitude test for girls on Rajeev Gandhi career portal, where more than 13000 children attempted the test, and an aptitude report card (summary and detailed) was generated for each child.

VII. **Online Safety & Digital Learning -**State had developed a set of posters and booklets on cyber safety for teachers with support from UNICEF and Cyber Peace Foundation. Besides the state also going to launch two months "Student's Cyber-safety Awareness campaign" with the overall objective to create awareness, critical thinking, and logical reasoning and infuse a sense of

responsibility and resilience amongst school-going children, while interacting in the online space. The primary target group of the campaign was students from classes 6 to 12. This included select sessions with 1200 students from a different district, covering all zones, and online competitions on cyber safety. State also conducted one consultation CYBER CHARCHA with approx. 200 participants consisting of departmental officials, parents, teachers, and Police to inform next year intervention.

VIII. **Menstrual Health & Hygiene Sensitization**- The MHM scheme conceptualized and rolled out in Rajasthan in 2018 includes the distribution of sanitary pads in schools. Streamlining of the distribution and unleashing a comprehensive, gender-equal, evidence-based collaborative intervention in all schools of Rajasthan called "chuppi-tod, khulke bol", a unique approach based on four pillars. This was a joint effort of DWC, MoHFW, and DoE. This intervention needs to be institutionalized within the school as part of Samagra Shiksha.

IX. **Kasturba Gandhi Balika Vidyalaya** -KGBVs have been established to provide access and quality education to girls belonging to disadvantaged groups by setting up residential schools/hostels from upper primary to senior secondary level and to ensure a smooth transition of girls from elementary to secondary and up to Class XII wherever possible. The scheme is being implemented in 186 educationally backward blocks and 14 minority concentrated areas across 33 districts. At present, a total of 316 KGBVs are in the State. Out of it, 80 are in Type I, 129 in Type III, and 107 in Type IV.

X. **Educate Girls:** Ensuring learning continues for the most vulnerable children - India, with an increasing number of COVID cases, is among the worst-hit countries in the world. With a focus on relief, recovery and reform, Educate Girls in partnership with the Government has been mitigating the direct impacts of COVID-19 on the most vulnerable girls and the communities Educate Girls operates in. As part of the immediate response to COVID-19, Educate Girls launched its large-scale community awareness campaigns for COVID prevention and Government support schemes, and a mega ration distribution drive that reached nearly 1 million households. Based on the shift in Government priority to learning, Educate Girls initiated Camp Vidya – a community-based learning endeavor to ensure Education does not stop for our most vulnerable children, especially girls in over 7,000 villages of Rajasthan, Madhya Pradesh & Uttar Pradesh.

XI. **Camp Vidya:** The closure of schools has increased the risks of children dropping out of schools, learning losses, malnutrition, child labor, human trafficking, and domestic violence. Girls from the most marginalized communities in India are bearing the brunt of the pandemic. Away from Education and no connection with friends and teachers, girls are seeing patriarchy, illiteracy, and poverty combining to trigger regressive mindsets. As the COVID-19 situation further aggravates, girls will face the worst economic and social marginalization. Increasing pressure to care for their families will directly impact their emotional growth. Disruption in the education system is threatening the right to education of the most vulnerable girls.

Camp Vidya is a community-based learning initiative by Educate Girls: It is a community-based learning initiative where our Team Balika volunteers and our staff are collaborating with their communities and the local government machinery to hold short-term activity-based learning camps, with all COVID preventive measures in place. The communities are ensuring the right infrastructure is provided for Camp Vidya and that the children from their villages attend the camp through word of mouth. Educate Girls has seen good traction from village influencers, community leaders as well as government machinery to hold Camp Vidya in their villages.

Camp Vidya goals

- To create a safe environment for our children to regularly come together to communicate and keep learning through various activities.

- To create an environment of learning that ensures learning never stops and there is an improvement in children's levels for Hindi and Math.

Camp Vidya learning framework is spread across 4 modules. One module is of 3-4 weeks with specific objectives around improving Hindi literacy and Math numeracy. While it focuses on improving the learning outcomes of all children (both boys and girls), it enables social protection as well. Through Camp Vidya, Educate Girls is creating a safe and fun learning space for the underserved children, among their communities. Camp Vidya is enabling children to maintain contact with their peers, friends and ensures that the most vulnerable kids have emotional connection and support from their community.

Team Balika - Champions of Change

As the COVID-19 pandemic spreads, our army of Team Balika volunteers has been the backbone of their communities. They have ensured the safety of their villagers through awareness of COVID prevention, distribution of relief materials, and ration to teaching children in Camp Vidya. Many of our Team Balika have been recognized as Corona Warriors for supporting their communities in these tough times.

Helping communities during lockdown

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

As mentioned earlier State has a web-based MIS (Shala Darpan) to collect data on Out-of-School children. Child-wise disaggregated details are available in the portal. This web based OoSC application includes 5 categories of children in the disadvantaged background and CWSN including the type of disability. These categories were included in the OoSC survey.

The state has been offering quality and inclusive learning opportunities to children with special needs and working on various activities under inclusive education such as running Model Resource Room/Resource Room at the block level, conducting a medical and functional assessment, distribution of aid and appliances, mobiles and laptops, providing braille and large print books, a celebration of International day for persons with disabilities, capacity-building, and training, the appointment of Special Teachers to cater to educational needs of CWSN, etc. Mainstreaming and socialization of Children with Special Needs are the most important aspects of Inclusive Education

I. **Braille Books and Large Print Books**- State has been providing Braille and Large Print Books to blind children and with low vision who are unable to read the regular font size textbooks.

II. **Escort Allowance -**Provision of escort allowance for escort of CWSN. This allowance helps to ensure the regular attendance of such children in regular schools.

III. **Identification and Assessment (Medical Assessment Camps)**- Rajasthan had been organizing Functional Assessment Camps for children with special needs at district/block. It is being organized with the help of the Medical Board; Specialists from ALIMCO Special Educators and various volunteers. In this camp, CWSN was accurately assessed for aids and appliances. With the help of other departments, children were benefited from Bus Pass, Rail Pass, and submission of scholarship form, etc.

IV. **Aids and Appliances -** For Children with special needs to move independently, access education, and for social accessibility; need-based aids and appliances were provided to those children who were assessed in medical assessment camps with the help of ALIMCO under the ADIP Scheme. Low vision devices/spectacles were also provided to the needy children with low vision as per their specific needs under this subhead.

V. **Rehabilitation/Therapy specialist -** A total no. of 301 Resource Rooms has been established (one at each block) in the State. To provide therapeutic services to CWSN at resource rooms, provision has been made to hire the services of the rehabilitation specialists (Physiotherapist, Speech Therapists & psychologists) at the district/block level.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

- **Survey of students from Disadvantaged Group:**Department of Education did a household survey to identify Out-of-School children. The format used to identify OoSC covers all categories. All specified 5 categories have been included in the revised household survey.

- **Awareness:**Various measures were undertaken for publicity and awareness about the provision of admission of children belonging to disadvantaged and weaker sections in the private schools like - Wide publicity by print (Advertisement in newspapers) and electronic media, Active participation of NGOs in publicity, every private school is bound to advertise this provision in its catchment area.

- **Students Living in Remote Areas:**The state has provided for transport /escort facilities up to

secondary level for children in remote habitations with a sparse population where the opening of schools is unviable or where the Gross Access Ratio is low.

- **Model schools in remote areas**: There are 134 Swami Vivekanand Govt Model Schools in remote rural areas in Rajasthan. These Model Schools are established for providing qualitative education, technical facilities to the socially and economically backward students of these areas. These schools are science stream English medium schools affiliated with CBSE New Delhi. They are designed based on Kendriya Vidyalaya schools. These schools have been established as Centre of Excellence. Presently 52000 students are studying in model schools, and each school has band equipment including 25 instruments for the overall development of the students.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- SMCs are actively undertaking community mobilization through various programmes like - Beti Bachao Beti Padhao, "Padhe Bharat Badhe Bharat", "Rashtriya Avishkar Abhiyan", "Shala Siddhi" program, Bal Sabha, Community Awareness Day, Annual Functions, etc. Every school in the State

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- has SMCs/SDMCs which include representatives of local authorities, academicians, subject experts, and officials, representatives of disadvantaged groups, women, and parents/guardians of the student. The members of SMCs are made aware of the various programmes government is running for children, the learning levels of their children are shared with them; they are engaged in school planning and the school development process.

OTHER INITIATIVES

- **Community Learning Centres for all OOSC children**– This was initiated in partnership with UNICEF and an online meeting with NGOs held on 10 July 2020. Accordingly, the state-supported NGOs in implementation of community learning centres. Since these centres are being run by NGOs hence have no financial expenditure from the Samagra Shiksha. So far, five NGOs supported on the issue of Access, namely – Educate Girls, Room to Read, Pratham, Bombard Charitable Trust, CFC. About running centres for OoSC in partnership with NGOs, the access component of the state office actively worked with Educate Girls and Room to Read. The target of 16800 OoSC in PAB 2020-21 was achieved with the help of REI partners Room to Read and Educate girls, etc.

- **Engaging Volunteers for Special Training of OoSC identified**-District's level officials engage EVs (Educational Volunteers) for special training through SMCs, who were from local area i.e., from the same habitation/ village/panchayat level. In case of non-availability, a person available in the nearby Panchayat was given preference.

- **Honorarium given to Volunteers**– State provision: Education volunteers are paid Rs. 4500/- per month. As a practice, EV gets 90% of the amount per month, and the rest of the 10% amount (of his/her honorarium) is paid after external evaluation of the competency of children enrolled in RSTC/NRSTCs.

- **Orientation of Volunteers**- Education volunteers were given 7 days and 3 days of additional training. Out of this, training of 7 divine training was given along with the commencement of the camp. At the beginning of the camp, the education volunteer helps in the work of a teacher designated by an ex-officio primary education officer or nodal officer for conducting the camp by being present in a special training camp for 2 hours a day for the first 5 days and was trained in the CBEO office.

Special partnerships at state/district/ school-level

- **Specific to COVID response**– During school closure, Educate Girls and Room to Read came as the biggest partner to conduct community learning centres for OOSC and children out of school due to school closure. The nature of engagement is non-financial, where SSA provides target groups and field implementation & mentoring support and NGOs run the centres.

- **Regular Interventions**– In previous years, the state continued to have non-financial partnerships with organizations working in the field of OoSC. During 2020-21, the state worked together with UNICEF to revise the household surveys to cover all possible reasons for being out of school. Besides, Pratham and Educate Girls support the state for OoSC. Pratham supports distance learning for older girls. Wherein they are facilitating second change education to drop out girls in the age of 14+ to 19 years to re-start their education through distance learning. Another partner, Educate Girls facilitates enrolment drive and retention of girls and boys in schools through their village volunteers, Team Balika.

Not Available

SIKKIM

Data as per UDISE 2019-2020

Number of students

122650

Number of teachers

14400

Number of schools

1277

SURVEY OF DIGITAL DEVICES

- Nearly 20% in urban areas and 35% in rural and semi-urban areas, the students are without devices. For their education, the lessons are delivered through Radio, Television, etc. Further laptops with Preloaded teaching materials of different classes were supplied to all the Block level for easy access to needy students for continuity of teaching-learning with the help of CRCs. Especially for the children of kindergarten to Class VIII, even the concept used for higher Classes.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

- Many lessons of Science and Mathematics of different classes are delivered through Television. SCERT Sikkim identified teachers and facilitates them to take classes for elementary and secondary level students and delivered the Lessons through All India Radio.

- Pre-loaded Laptops with study materials of different classes have been sent to Block level and remote areas to deliver the lessons through CRCs where there are network problems and without access to digital devices.

- Homeschooling: The concept of homeschooling is "If the child cannot go to school, let the school go to the child". Many teachers and volunteers are teaching students of nearby areas at suitable locations and homes. The concept is for catering to the educational needs of students from kindergarten to Class VIII since basic elementary education is being Fundamental Right of children.

- An alternative academic calendar has been prepared by reducing the syllabus for 2nd term session 2020 aligning with the learning outcome keeping in view the importance of content while reducing the syllabus. The alternative academic calendar was prepared in consultation with DIET, SCERT, and Language section.

INTERVENTIONS FOR STUDENTS WITH DEVICES

- Sikkim EdTech app. is being used for the teaching-learning process, contents of various subjects for Classes I to XII are uploaded and can be accessed by the teachers and individual students for online learning, other local online modes like local TV, and local social site, etc. were also used delivering lessons.

- Voice recordings of the lessons were sent through WhatsApp by the teachers to the students of respective classes, other apps like zoom were used to deliver the lessons by the teachers.

- SCERT conducted live interactive radio training to teachers for the effective teaching-learning process in subjects like English, Mathematics, and EVS for elementary classes. During the meeting, Primary teachers were oriented on newly developed textbooks of English, EVS, and mathematics of class I to V.

- YouTube channels are also used as a teaching-learning medium.

TEACHERS/CAPACITY-BUILDING

- SCERT conducted online training for teachers through Zoom meeting, Live interactive Radio training during July-August 2020 for English, Mathematics, and EVS subjects for Elementary level.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Resource Teachers RTs/Special Educators SEs have visited the house of CwSN regarding the status of the online classes being carried out with the focus primarily on their respective schools.

- RTs/SEs was maintaining constant contact through conversations over the phone with most of the CwSN Students.

- Special educators were teaching through home-schooling mode accordingly to needy children.

- To promote digital learning and e-content among CwSN of class VI-XII, use of mobile apps like e-Pathshala, Vedantu, YouTube channels, where they can get study materials, chapter-wise classes, and animation videos, etc. are encouraged.

OTHER INITIATIVES

- As per the guidelines issued by the district authority, the school implemented all the instructions and kept records of children and syllabus coverage of the lesson as well. For Home-schooling teachers voluntarily visited the home of children and delivered the lesson from time to time.

- As per guidelines issued by the Headquarter, the districts implemented all the instructions and collected necessary data from Block Level for maximum coverage of students and lessons as well.

- Panchayat Bhawan is used as a centre for delivering lessons through television as well as for Home-schooling duly adhering to Covid SOP.

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

Not Available

EFFORTS TO ASSESS LEARNING LOSS

Not Available

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

Not Available

TAMIL NADU

Data as per UDISE 2019-2020

Number of students

12057823

Number of teachers

536886

Number of schools

58897

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Entry level assessment has been done for all the children studying in special training centers by testing basic reading, writing and arithmetic skills. Based on their achievement, level fixing is done for each child.

- Level fixing is done Standard-wise and subject-wise. Based on their learning level, teaching process takes place. Slip test is conducted at regular interval.

- At the end of each term, assessment test is conducted by the Education Volunteer/ teacher and BRTE (Block Resource Teacher Educator) of the school. Grades are given on the basis of children's achievement. Children in grade D & E are given special coaching to improve their learning level.

- At the end of the academic year, to assess the academic performance of the children covered under NRSTC and RSTC centers, Assessment test are being conducted at their door steps by Educational Volunteers and NGOs in April - 2021.

- Based on the performance of the assessment test children are mainstreamed into regular schools.

- 2958 out of school children who need special training for one more year will be continuing their training for the year 2021-22

The status report for 2020-21 is detailed below:

Year	Target no.of OoSC as per PAB (Project Approval Board) 2020-21	No. of children identified as per survey	No. of children mainstreamed in 2020-21	No. of children continuing for the year 2021-22
2020-21	29568	33591	30633	2958

EFFORTS TO ASSESS LEARNING LOSS

I. **Initial Level Learning Online Assessment**

- As schools were reopened after 7 months of lock down, the students were found to be at different learning levels. In order to help the teachers to plan their academic classes, SCERT developed assessment tools for the classes 9 to 12 to assess their initial learning level.

- The assessment tools were administered to 14 lakhs students of classes 9 to 12 through online mode using Hi-Tech Labs.

- The results were analyzed school wise, class wise, and subject wise and given to the teachers in order to plan their teaching according to the needs of their students.

SURVEY OF DIGITAL DEVICES

- It has been identified that 5 lakh students studying in 11th std and 8 lakh students studying in 9th and 10th grade, and 9 lakh students from classes 6 to 8 have access with the digital devices. The remaining, do not have access to the digital devices in the State.

- In the academic year 2020-21, Tamil Nadu Government has provided 5.15 lakh laptops to 12th std children.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Development of Prioritized Syllabus for remote learning:** An expert committee has been constituted to advise the State Government to come up with alternate strategies to mitigate the learning loss due to the Covid-19 lock down. The Expert Committee recommended prioritizing the syllabus for classes 1 to 12 for the current year to reduce the burden of the teachers as well as the students during this pandemic situation. Based on the recommendations, SCERT developed a Prioritized content for all classes involving SCERT and DIET faculty members and teachers through online mode which could be completed in the truncated academic year. The Prioritized content was

developed in such a way that students would not miss any Learning Outcome prescribed for each class.

II. **Bridge Course Materials:** To minimize the learning loss, a Bridge course material for each class has been developed incorporating the basic concepts based on learning outcomes for classes 2 to 9 and given to all students in the year 2020 – 21. Even though the Bridge Course materials are distributed to the children, teachers' intervention has to be ensured. Keeping this in mind, video lessons for the classes 2 to 9 based on the Bridge course material have also been prepared and they are telecast through Kalvi TV. The schedule has been prepared and given to all schools. Students are asked to do the assessment part of each lesson given in the bridge course after listening to the video lessons for better comprehension.

III. **Work Book:** In the academic year 2020 – 2021, to practice what students have learned through Kalvi TV, work books based on the learning outcomes have been developed for the students of classes 1 to 9. The students can practice on the work books from their homes. In order to enhance their practice, video contents for the classes 2 to 9 based on the work book have been prepared and the video contents are telecast through the Kalvi TV. The Video classes have facilitated students to understand each unit and do the activities in the workbooks on their own and handed over to the subject teachers through alternate mode like WhatsApp and other social networking sites.

IV. **Mainstreaming:** Recent dropouts are directly enrolled in formal schools, and some are enrolled in KGBV/Access Residential schools/ National Child Labour Project Centers. After that, the children in special training centers can continue special training for a minimum of 3 months to 2 years. The children are mainstreamed into regular schools / KGBV.

V. Home Visits: Due to pandemic, Educational Volunteers and NGOs are providing online academic activities like subject videos, worksheets, etc. through WhatsApp. Academic progress of students continuing in RSTC is being regularly monitored by the RSTC volunteers concerned over the phone and in person. Volunteers visit the children's home, who belongs to the same block, and provide academic support like homework and activity sheets on each subject are monitored.

VI. **Education at doorsteps - Homeschooling for tribal and remote areas:** Since there is no internet connectivity in remote and hilly areas, the Educational Volunteers and NGOs working at 67 Residential Special Training Centres are directly going to the villages and taking classes for the children with their parents' consent and following Covid-19 precautions.

VII. **Radio Lessons:** To reach the students hailing from the families where there is no internet and Television facilities, 1011 radio lessons (15 minutes duration) have been prepared by SCERT and Samagara Shiksha in the first phase and they were broadcast through 10 stations of All India Radio (Chennai, Coimbatore, Madurai, Trichy, Puducherry, Tirunelveli, Ooty, Dharmapuri, Karaikal and Nagercoil) on Monday to Friday from 5 PM – 6PM. The monthly schedule of this has been given to all schools by the School Education Department. The students of classes 10 and 12 were benefitted.

VIII. **Verifying Free schemes received:** Government free schemes issue registers are being verified by BRTEs during their school visit in all schools. The children who have not received their free scheme benefits are listed out, and then with the help of the Head Master and class teachers; steps were taken for these students to receive the free items.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **Kalvi TV:** The School Education department repositioned the Kalvi TV, to continue the teaching process paving for students to learn without any interruption while staying at home. Similar to the timetable used/followed in schools, a week 's schedule was framed according to the class and subject from class 2nd to 11th Standards for the telecast of the video lessons prepared by the Teachers of Tamil Nadu. All the video lessons are energized with QR codes. This new format of the content is being telecasted from July 14th, 2020. 11 other private channels, government cable channel, Airtel DTH, Sun DTH, and TATA SKY DTH are the few other transmitters who volunteered for the telecast of our Kalvi TV programmes.

II. **YouTube:** To overcome the difficulties of those who missed the previous day's Kalvi TV telecast

programmes, is made possible to view the videos through Kalvi TV official Youtube channel. The timetable and the other required information are made available on KalviTholiakatchi website (www.kalvitholaikaatchi.com). In a short period, all these arrangements have resulted in gaining a large spectrum of responses from 1,30,000 subscribers and 1.2 million viewers for the YouTube channel. More than 15,500 content-oriented programmes are being telecasted. Through the internet platforms, the same content can be downloaded and used for future reference purposes.

III.   **Hi-Tech Laboratory facility:** In all 2939 Government Hr. Sec. schools, all the video lessons prepared for class 12 were uploaded in the free laptops issued by the Government of Tamil Nadu, through the Hi-Tech laboratory facility available in the School Premises. Out of 1481 video lessons, 414 video lessons in the first slot were uploaded to laptops of 4,20,624 students', and in the second slot remaining 1067 video lessons are being uploaded.

IV.   **QR CODE:** More than 10,000 QR CODE tagging has been done in textbooks for grades 1 to 12, for all subjects.

V.   **KALVI THOLAIKAATCHI – TELECAST:** Due to COVID 19 pandemic, to overcome the difficulties faced by students on their learning teaching experiences, through the "Veetupalli" alias School at-home project, the classroom environment is taken to the homes of students. This was started from July 15th 2020 and it benefits students from classes 2 to 10. The lessons are prepared and telecasted from morning 8.00 am to 7.00 pm during weekdays. From September 14th, 2020, telecast services were scaled up to 11th standard and the video lessons were telecasted from 5.30 am to 8.00 am and once again from 7.00 pm to 10.00 pm.

VI.   **Psychological Counselling:** During this crucial period of COVID 19, the programme "UillathanaiyathuUyarvu" was telecasted by Kalvi TV to overcome the psychological stress and to maintain the mental well-being of students and parents.

VII.   **Art and Culture:** On every Sunday through the programme named "Azhagiyal", art and culture-based programmes are being telecasted. The programmes are presented by the faculty members of the Government Art and Culture department. This programme also honors the artistic talents of teachers and Government school students.

VIII.   **Thadaiyum Vidaiyum:** Under the programme named "ThadaiyumVidaiyum" for 10th and 12th standard students, every Saturday from morning 8.00 am to 7.00 pm, Question and answer content videos are being telecasted to overcome doubts of students.

IX.   **English version video lessons:** From November 2nd it is being telecasted every Monday, Wednesday, and Fridays. It is a question and answers-based telecast for the Tamil (version) medium students. On Tuesdays and Thursdays, it is also telecast for the English medium students.

X.   **Documentary:** To broaden student's knowledge many documentary videos on important historical events, leaders, and natural sites (resources) are prepared and being telecasted on important days.

XI.   **Short Films:** According to U.N.O and Indian calendar, based on historical events, informative short films are prepared and being telecasted on international days.

XII.   **National level competitive examination programmes:** Programmes based on the National level competitive examination for medicine, engineering namely NEET / JEE, are telecasted for student preparation. Video lessons are prepared by many expert Teachers and being telecasted as one hour programme by the channel

TEACHERS/CAPACITY-BUILDING

I.   During the COVID -19 pandemic lock down, SCERT in association with Samgra Shiksha has organized need-based 'Material preparation workshops for Capacity Building of Teachers and Teacher Educators'.

II.   Training Manual on Safety of Children in Schools: SCERT developed Training Manual concerning safety of children in schools, based on the material provided by NCPCR. The online course was conducted in collaboration with Samagra Shiksha in December 2020. BRTEs and teachers were

motivated to undergo this course as it provided self-paced learning through DHIKSHA portal. The salient feature of this course are School Structure, Health and Hygiene, Psychology and Social Aim, Prevention of Child Abuse in Schools, Responsibility and Duty of Various Stakeholders in Safety of Children and Monitoring. The online training course on children's safety and security was launched on 18/12/2020. 1,80,347 candidates had enrolled for the course. As on 19/01/2021, 1,44,084 candidates have successfully completed the training. The participation of such a large number of candidates (Teachers and teacher educators) indicates the extent of the reach of digital technology in the field of Education and teacher empowerment. The completion rate of 79.89% demonstrates the efficiency of SCERT and DIKSHA portal in organizing training course online during the pandemic.

III. **Manual on Developing the Managerial Skills of SMC (School Management Committee) and (School Management and Development Committees) SMDC Members and online training:** School Management Committee and School Development Committee play a crucial role in preparing School Development Plan based on the Community appraisal of the needs of the school in terms of infrastructure, safety and learning environment. The local community ensures adoption of SOP in their homes, neighborhoods and schools. The training manual focuses on the features such as Problems with SMC, The Size of SMC, Role of SMC, Community Audit, School Infrastructure Facilities, Gender Equality School Hygiene, Rights of Children and Acts for Children's Rights.   The training course also threw light on "Disaster Management, Innovations in education and Shaala Siddhi (National Programme on School Standards and Evaluation-NPSSE). Finally, the course discusses the process of quality monitoring. The SMC and SMDC online training course were well attended by 86,736 teachers and teacher educators of whom 58903 have completed the course successfully. This amounts to 67.87% of success highlighting the reach of online course through TN DIKSHA.

IV. **Online Training Course on Pre-School Education on the anvil**: Kindergarten serves as the bridge to primary schooling. As it is a school preparation programme, the State decided to involve senior secondary grade teacher to teach K.G. children in 3580 centres housed in Middle schools. The salient features of training module are listed below.

- Illustrated pictures for every learning activity

- Preparatory/Motivational song for each session.

- Incorporation of interesting riddles and puzzles to keep the children engaged in the learning activity.

- Detailed guidelines for using all authentic Materials.

- Inclusion of interesting stories to help the teachers sustain the motivational level of children throughout the day.

- Optimum utilization of Flash cards with attractive pictures.

- Language games are provided to ensure mastery of language skills.

- **Preparation of Training Manual for Pre-Kg/Anganwadi workers:** SCERT has evolved a comprehensive training manual for Anganwadi workers. It deals with the play way teaching methods to be adopted in Anganwadis. The language training content covers storytelling, Action songs/Jingles, Strategies to enhance the observation skills of AWWs. It also includes how children can be facilitated to identify shapes of letters, join letters to create words, read phrases and understanding them, understand emotions of peers and elders using facial cues and non-verbal communications. Assisting children with physical exercises that strengthen psycho-motor coordination and practice to listen to others and wait for their turn to express their feelings. In language, children are exposed to activities such as playing with clay and lacing to strengthen their fingers. Activities such as visiting park and identifying letters of alphabet using alphabet rhyme water games, colouring, spotting differences enhance the aesthetic skills and creative abilities of children.

- **Training Manual for teachers of class LKG:** The training manual has been prepared with the objective of enhancing the learning experience of tiny-tots by understanding their immediate environment. The activities recommended in the manual provide a platform for children to explore their own understanding of new concepts introduced to new in EVS, Math and languages. Children would get to learn the letters of the alphabet in both Tamil

and English languages. Counting, colouring and touching authentic objects will create interest among the learners. Plenty of motivational songs have been introduced to enable children to gain interest in learning the new lesson or theme. A large number of colourful pictures have been incorporated into the training manual tips have been to teachers as to how the reading of letters and words can be initiated using recommended strategies. The unique of this manual is that learning outcomes are inter-woven into the manual in the appropriatephrases. Reinforcement rhymes are given each letter is taught with related fun activities Numbers and Geometrical images are introduced judiciously. Digits 1 to 10 are introduced playfully. The Module also introduces activities to learn about fruits, vegetables and seasons playfully.

- **The training manual for UKG teachers:** The training manual focuses nurturing the ability of children to think, recognize objects, learn to read small words, phrases and express themselves meaningfully to peers and elders. The children are to be given skills in personal grooming and hygiene. Teacher is guided to train children to do their daily routine tasks such as brushing the teeth, shopping with parents, negotiating meaning from the world around them. The module also enables teachers to develop language skills and numeracy. To become a useful member of the society, children are to be taught how to make friends to receive new ideas and express creative imagination through all drawing and performing arts. Strategies to inculcate reading, writing and sparking skills are also discussed in detail.

- **Webinars:** Due to Covid restrictions, DIETs decided to conduct online interactions between various stakeholders of education across the world. In all, 70 webinars have been conducted in DIETs on various themes. Some of the topics include "Story telling" a boon for ELT", Animated video creation skills, Digital Evaluation tools usage and General skills".

- **Online Training for Post Graduate Teachers:** During the pandemic period when the schools were closed, to effectively use the time to upskill the teachers to the needs of 21st century and enable them digitally, the following training programmes were conducted online for the teachers:

  o Python on-line training programme was conducted for 2500 Post Graduate Computer teachers working in Government and Government Aided schools for effective teaching of Python Program for students.

  o Online training on the Tally Program was given to 2100 Post Graduate Commerce Teachers.

  o Online training for 6000 Physical Education teachers was given to improve foundation skills for various sports and games.

  o Online training was given for 2100 Post Graduate Mathematics teachers on Applications of Mathematics.

  o In service training programme for 345 Agri Instructors was organized virtually through Tamil Nadu Agricultural University in partnership with Tamil Nadu State Development Council and SCERT.

- **ICT - Teacher development programme on ICT facilities- Level 1 & 2:** In response to the prevailing COVID- 19 pandemic situation, to ensure learning continues for children online teaching was the alternative method. Teachers have to be facilitated to use technology and to develop online and offline learning materials. In realizing the imminent need of knowledge and skill of using digital tools for the teachers 'teacher development programme on ICT facilities- Level 1 & 2' was provided in online mode to the willing Government school teachers in coordination with ICT experts from a reputed institution. Hands-on experience on the use of ICT tools was provided rather than theoretical explanation. The program exposed teachers to various features that are available online (free tools) which would help reduce their content preparation time and increase the efficiency of teaching. 10500 teachers were benefited and they were provided certificates. This hands-on training was found very useful to the teachers as they learnt about the different ICT tools and to prepare their own teaching materials by using them. Positive feedback was received from the teachers.

- The competencies focused upon included:

- To create their own PowerPoint presentations with Images and videos
- To create meet link for an online class, attendance, recordings etc
- To use online whiteboards, to prepare the presentation and to type equations using online tools.
- To create and edit own videos for Online Classes
- To conduct online exams with inbuilt automatic evaluation enabled setup and generate the reports online.
- New perspectives on teaching with the help of Augmented reality and virtual reality to conduct virtual classes even more interesting.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- **Menstrual Health & Management Programme Samagra Shiksha, Tamil Nadu:** Gramalaya, an NGO with vast experience works with the Teachers and Students of the Government Schools in Tamil Nadu and Puducherry has evolved the necessity of educating the Adolescent girl students about their health and hygiene. Virtually, the students were taught to break the myth and misconceptions about Menstrual cycle and educated about health and hygiene practises to be followed to manage happy periods. The awareness on Menstrual Health and Management (MHM) also included learning about the available Menstrual products, their good and bad effects and Nutritional values to be maintained to experience their Menstruation with confidence and courage. This awareness was given by Gramalaya with their trained Health Educators to all the Adolescent girl students to make them aware of things to be taken care of. Gramalaya's education on hazardous chemicals free, eco-friendly culturally maintained menstrual products has been instrumental in saving many villages of water scarce districts.

- **KGBV:** KGBV teachers and staff undertook field survey with all safety measures in the month of June 2020 to identify dropouts for enrolling those students in KGBV school. Most of the identified students were connected through WhatsApp group. Students who did not have a mobile phone or smart device were facilitated to watch the course Telecasted in 'Kalvi Tholaikatchi'. KGBV teachers also prepared TLM for their subjects which were used for the online classes as well. The teachers tried their best to engage the students to continuous learning process and tried various methods of teaching, according to the availability of students' resources in their environment. Student assessment by the teachers was done by using mobile.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- **Sign Language Method:** Telecasted student modules for grades 9th and 10thfor deaf and dumb students integrating sign language method on Kalvi TV.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- Due to COVID-19, training was imparted to all the SMC/SMDC members through Online mode/Offline mode.
- SMC training was meant forengaging communities to take an active role in the planning,

implementing and monitoring of development of the students and the school in this present scenario.

- For the year 2020-21, training was given to 6,50,610 members of SMC/SMDC from 37119 Government schools in elementary and secondary level.
- Awareness Slogans on COVID-19, Health and Hygiene were written in the school premises.
- Competitions were held for students along with community participation on wall painting to create awareness about pandemic situation.
- 14417 Helpline is functioning to give counselling to students and parents.

OTHER INITIATIVES

Not Available

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available

TELANGANA

Data as per UDISE 2019-2020

Number of students
6665475

Number of teachers
291897

Number of schools
42575

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- 7834 out of school children have been identified during January, 2020 through a survey, including OoSC and migrants.

- Enrolment drive conducted during June and July, 2020 by Cluster Resource Persons and enrolled in age-appropriate classes.

- Captured the details of out of school children and details of out migrant & in- migrant students and uploaded "child info".

- All 1553 In-migrant children were admitted in schools during the month of September, 2020.

- Out of 5234 out migrant children, 2996 are within the State are admitted in schools.

- Out migrant students of other States were 2238. The details of these students were communicated to the 15 other States across India

EFFORTS TO ASSESS LEARNING LOSS

- The Department has launched a robust monitoring strategy to ensure that learning reaches students. In addition to instructing teachers, HMs, CRPs, Complex HMs, and MEOs to continuously monitor the delivery of online content to the students through a web application and Mobile App on a daily basis, it has also recently commenced a phone-based high frequency monitoring program for students.

- The objective of this exercise is to gauge the real time feedback from students and parents, and to unearth any possible challenges they might be facing with the current online strategy.

- This would enable the Department course-correct, and make student learning more efficient and enjoyable. A similar exercise targeting teachers is underway.

Web application and App

A web application and mobile app are created for monitoring no of students attending e learning classes and modes of reaching them on a daily basis. There is also a weekly report with student wise updates on interaction and learning progress for over 18 lakhs children from Grades 3-10 attending e-learning classes.

High Frequency Phone-based Monitoring

Monitoring Team Structure:

A team of 66 motivated Cluster Resource Persons (CRPs) have been selected, @ 2 per district, to assist the Department with conducting phone-based surveys with parents, students and teachers. These CRPs are in turn supervised by an SSA Sectoral Officer at the district level, and a Central Monitoring Group at the state level.

Modus Operandi:

The exercise is a sample survey with an aggregate target of 6600 student calls. Each CRP is provided with a list of students to be contacted and the sample is constructed such that it ensures the appropriate geographical and demographical diversity of students. So far, over 4500 successful calls have been conducted since the launch.

Insights:

An analysis of the calls conducted so far (˜70% of the target) revealed no gender disparity among students with respect to access to ICT devices such as TV, PCs/laptops, smartphones, notebooks, and worksheets. Over 85% of students have access to TV and more than 60% have access to smartphones. Most students have been contacted by teachers since the launch of the program, although the percentage is relatively a little less in rural areas. Most teachers preferred to contact students via phone call or WhatsApp.

Monitoring of Learning through WhatsApp Bot Assessments:

As the children at the bottom of the pyramid have limited (or no) access to good quality online courses and to necessary guidance from qualified teachers, the department has been providing asynchronous access to high-quality content and teaching support through a WhatsApp bot in a program named *'Intinta Chaduvula Panta'*. This solution has the following features

- Adaptive Assessments: Dynamically adapting the test to student needs

- Adaptive Content: Recommending alternate content to the student based on their performance

- The assessments are in sync with SCERT's alternate academic calendar and weekly learning outcomes prescribed by the same.

SURVEY OF DIGITAL DEVICES

- Number of children without access to any digital device: 1.17,570

- Digital content for these children was made available at Gram Panchayats, by pairing with peers and through personal visits by teachers & volunteers.

- 59,000 WhatsApp groups created to track, monitor and assess the children.

- The results of the survey were also confirmed by School Education department when started digital classes transmission through Doordarshan (DD) Yadagiri and T-SAT (Nipuna& Vidya Channels) for classes III to X. State Institute of Educational Technology (SIET) prepared lessons in Telugu, English and Urdu media and transmitted simultaneously. The viewership of the digital lessons is as follows.

  - Total Number of students (3 – 10 classes)   -   17,27,892
  - Number of students viewed digital lessons on average through DD / T-SAT   -   11,34,900
  - Number of students viewed through Smart phone / Laptop / Computer   -   2,22,680
  - Number of students without any access to any digital device.   -   1,17,570

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I.   Prepared Worksheets: Worksheets developed to ensure academic connect for students in virtual mode of learning.

  - Level-I for revision of previous class to assist transition.

  - Level-II for the current academic year.

Worksheets developed class-wise, subject-wise and medium-wise in seven (7) media, Telugu, English, Hindi, Urdu, Kannada, Marathi and Tamil.

II. Telecast of Digital Classes: Transmission of digital classes through Doordarshan (Yadagiri Channel) and TSAT (Nipuna and Vidya) channels simultaneously from 01.09.2020. The State Institute of Educational Technology (SIET) and SCERT prepared schedule and e-content for digital lessons through inhouse resources. Students without any digital access mapped with TVs at Gram Panchayats, and paired with co students. More than 62,000 WhatsApp groups were created by teachers to evaluate learning process. Districts have initiated their own local TV channels and YouTube channels to reach out to all students in the district.

Coverage of Lessons (transmission through TSAT Channel

	SLOT-1	SLOT-2	SLOT-3	SLOT-4	SLOT-5	SLOT-6
TIMINGS	9.00 am – 10.00 am (Primary)	10.00 am to 11.00 am	12.00 pm to 1.00 pm	2.00 pm to 3.00 pm	3.00 pm to 4.00 pm	4.00 pm to 5.00 pm
CLASS	3rd to 5th Classes	10th Class	7th Class	6th Class	8th Class	9th Class

T-SAT Nipuna Channel – 1 ½ hour duration (from Monday to Friday)

	SLOT-1	SLOT-2	SLOT-3

TIMINGS	11.00 am – 11.30 am	11.30 am – 12.00 am	12.00 noon to 12.30 p.m.
CLASS	10th Class (Urdu Medium)	3rd to 5th Classes (Urdu Medium)	

DDK- Yadagiri – 2 ½ hours duration (from Monday to Friday)

- Primary -10.30 a.m. to 11.30 a.m. in subject areas of Telugu, English,EVS Maths for Classes III to V
  (Non-language subjects in Telugu Medium)
- Secondary -11.30 a.m. to 1.00 p.m. in the subject areas of English, Maths, Physical Science and Bio Science for Classes VIII to X
  (Non-language subjects in Telugu Medium)
- Non-language subjects in English Medium also added in the schedule from 15thSeptember, 2020.

During the academic year 2020-21, the SIET has developed 1760 digital lessons in different media of instruction and transmitted 1760 digital lessons including already available digital lessons in English / Telugu Medium through T-SAT and DDK Channels for the benefit of school children in the Covid-19 pandemic period.

III. Live Phone-in Programme: Live Phone-in Programme conducted every Saturday for clarifying doubts of students telecast by TSAT and DD Channels

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **Alternate Academic Calendar**: Alternative Academic Calendar was prepared in view of COVID-19 pandemic, initially for 16 weeks and further continued based on NCERT guidelines. Model transactional plans and timelines were prepared for Teachers to engage the students in educational tasks and enable them to keep in regular touch with their learning.

II. **Rationalization of syllabus:**Rationalization done for subjects from class I to X based on the analogy of CBSE (i) essential core concepts/units for classroom(70%) and (ii) activity/project based concepts for home activity(30%).Reduced number of question papers from 11 papers to 6 papers of Board Exam for class-X. Designed enrichment material (Abhyasa Deepika) for class X students to enhance their understanding of key concepts and practice questions for self assessment in Telugu, English and Urdu media.

III. More than 59,000 WhatsApp groups were created by teachers to evaluate learning process. Districts have initiated their own local TV channels and YouTube channels to reach out to all students in the district.

IV. **TSAT App:**Digital Lessons transmitted through TV channels uploaded in TSAT App for the benefit of students to view at convenient time. This App registered 1.2 million downloads and 56.2 million views.

V. **Live Phone-in Programme:**Live Phone-in Programme conducted every Saturday for clarifying doubts of students telecast by TSAT and DD Channels.

VI. **Phone based high frequency Telephonic Survey**: Daily phone based telephonic survey conducted through CRPs to take feedback from parents on access & usage. Survey was conducted over 6600 parents and students to understand various aspects of access, teacher and parent engagement related to remote learning. Analysis of the calls conducted revealed that over 91% of students have access to TV and more than 71% have access to smart phones.

VII. **Tic Tac Learn Videos:**10000+ Videos and 875+ Hrs of Content for Maths classes (I-X) and EVS & Science classes (III-X) of SCERT Curriculum are linked with the School Education Official website. All the Videos are Animated and of High quality. Videos are byte sized (4-5 mins) &pedagogically sound.

VIII. **At-home learning solutions WhatsApp Chat Bot**: WhatsApp Bot No.8595524405 disseminated to

students to access from smart phones for Weekly assessment of children to help, identify and address learning gaps. Worksheets designed for classes I to X for all subjects linked with WhatsApp Bot. Questions pertaining to two subjects per week can be practiced by students on the Chat Bot. After practice, answer key is sent. Based on students' answers chat bot sends relevant video links for further learning. Reporting (Live dashboard) is linked with School Education Website for DEOs to track their district's usage and review with MEOs and Teachers. Helpline no. 011-40747485 is created for technical queries. Providing asynchronous access to high-quality content and teaching support through WhatsApp to the children is the critical part of this solution.

IX. **DIKSHA:**Energizing textbooks with QR (Quick Response) codes has been initiated in Telugu and English media for classes 6th to 10th covering languages and non-language subjects (Maths, Science and Social). SCERT has conducted virtual workshops for Resource Persons (e-content developers), for technical support and guidance to prepare E-content.

X. **Video lessons on Yoga and Music:**25 music video lessons pertaining to Carnatic, Light, Folk music, Patriotic songs were developed as a part of Art & Cultural Education and transmitted through TSAT. 24 Yoga video lessons are developed as a part of and Health & Physical Education for transmission.

XI. Designed e-talking books with the help of Room to Read India and communicated to all the primary teachers in turn teachers shared the e-talking books to all primary books to improve the listening and reading skills.

XII. In Vikarabad and Mahabubnagar districts, Hon'ble Member of Parliament provided 632 Televisions to Gram Panchayats, where the students without any digital devices can view digital content.

TEACHERS/CAPACITY-BUILDING

I. **Webinar Sessions:** SCERT has started capacity building programmes for teachers through interactive sessions daily for teachers starting from 27.04.2020 both on subject related topics and others that include usage of technology in teaching – learning, physical and mental well being of students etc. The sessions also include inputs for headmasters and teachers to reach students in the context of delayed opening of schools to ensure continuous learning of students. The sessions were telecast live on SCERT, Telangana Youtube channel and the questions sent by teachers on chat box were addressed at the end of the session. The viewership of many of the webinar sessions has crossed the one lakh mark. The teachers can use the materials and resources developed and made available by SCERT in their teaching. Teachers are also encouraged to adopt different strategies of online teaching like conduct of webinars, use of local TV channels, WhatsApp groups, youtube and other platforms to reach students and help them learn.

II. Online Certificate Programmes

- The first batch of 'English Language Proficiency Course (ELPC)' co-developed by SCERT, Telangana and Azim Premji University (APU) was conducted in blended mode during 2019. Now the course is transformed to entirely online mode in view of lockdown due to COVID 19 pandemic. As on date 469 teachers have completed the course and 1170 are undergoing training. The target is to train 10,000 teachers in the next two years.
- SCERT in collaboration with NIRD has conducted a certificate programme for teachers on 'Management of Mental wellbeing during COVID-19' from 18th to 20thMay, 2020. More than 55000 teachers have participated and were issued certificate.

III. SCERT in collaboration with CDAC, Hyderabad under Information Security Education Awareness (ISEA) project phase II, Ministry of Electronics and Information Technology, Government of India has conducted a programme on 'Cyber Safety and Security' to teachers from 27th to 30th May 2020 to provide information on the risks and safety measures in view of the present demand of usage of ICT for ensuring continuous learning of students. More than 55000 teachers have participated and were issued certificates in this programme.

IV. Training of teachers for implementing Happiness Curriculum (Harivillu):Samagra Shiksha in collaboration with Blu ORB New Delhi conducted 5-day virtual training to all the primary teachers in the state for the effective implementation of happiness curriculum in the schools.

V. TSAR (Teachers Self-Assessment Rubrics):2-day orientation on TSAR was conducted to all the teachers in the state in virtual cascade mode.

VI. WhatsApp Groups: 59854 WhatsApp groups are formed covering all the districts to assess the children performance based on digital content transmitted during that week.

VII. Capacity Building Programmes conducted on use of technology for teachers, teacher educators through webinars and live on YouTube Channels.

VIII. Management of Mental well-being programme conducted during COVID-19 in collaboration with NIRDPR-NERC (National Institute of Rural Development & Panchayati Raj-North Eastern Regional Centre), Assam and Cyber Safety and Security programme conducted in collaboration with the CDAC(Centre for Development of Advanced Computing), Hyderabad. These two programmes found place in the Telugu Book of Records for highest number of live viewers which crossed 55,000

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

Activities taken up in KGBVs during pandemic for retention, learning and empowerment of girls:

I. Online Teaching:

- Online coaching via Zoom Webinars conducted for EAMCET aspirants. Out of 102 students, 49 students have secured seats in Engineering and 44 is B. Pharmacy Colleges.
- WhatsApp Lessons- Micro-teaching Strategy - For class 10 and class 7 English medium, small videos of less than 5 minutes duration prepared and posted on WhatsApp.
- Foundational Literacy- Reading Challenge activity to make need assessment in reading skills, through voice messages.
- Everyday girls of KGBVs post voice messages on WhatsApp reading a given paragraph aloud. Presently need assessment is in progress. Started in November 2020 and currently on.

II. Capacity Building of SOs & CRTs working in KGBVs:

- School Leadership Programme conducted to empower Special Officers of KGBVs in partnership with NIEPA, New Delhi and SLA, SCERT, Telangana.
- Parental & Student Counseling Sessions: The special officers of KGBVs and CRTs keep in continuous touch with parents.
- SOs and CRTs personally visit homes of students to ensure student learning and ensure they are not put engaged in manual labor or married off.
- In August, 2020, as part of GCEC **(Girl Child Empowerment Club)** Orientation given to HMs and Special Officers of KGBVs.
- A programme for Cyber Security is also rolled out in convergence with Women Safety Wing, Telangana Police.
- Details of all 10th pass students are tracked on the website:**http://183.82.97.97:8020/deshyd/**

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

I. Tele service by Special Educators

- State has taken an innovative initiative to provide Tele-service to parents of CwSN during COVID-19 pandemic.

- Initially, all Special Educators (Inclusive Education Resource Persons) were trained virtually in the month of September/October 2020.
- The training inputs include Balancing mental health, Strategies to work with families of CwSN, Behavioral management, Emotional regulation, Remedial Teaching strategies.
- After training, Special Educators have provided tele-service to parents of CwSN who are under School Readiness Programme and Home-Based Education.
- Child wise action plan adopted by the Special Educators so as to cover each child at least twice a week and guided parents on how to handle the children and follow up action to be taken for improving their skills.
- Totally 10528 children were benefited under this special initiative.
- Providing Assistive Devices-ALIMCO (Artificial Limbs Manufacturing Corporation of India)

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

- As the access to Bhavita Centers/ IERCs has been affected owing to the pandemic, the department initiated a program to reach out to the CwSN through tele-services. Training has been provided to 797 Inclusive Education Resource Persons (IERPs) to reach out to the parents of CwSN via telephone calls, conference calls, or individual calls to offer support for better mental health of CwSN and the parents. These trained IERPs have been educating parents of CwSN reaching out to them on a daily basis to empower them to support CwSN better and to take online remedial classes for them. In total, 7188 CwSN are benefitting from this program

- The Tribal Welfare Department of Telangana State is running (326) Govt. Tribal Welfare Ashram Schools, (1426) Govt. Tribal Welfare Primary Schools and (136) Pre matric Tribal Welfare Hostels, catering the needs of the Agency area tribal students.Due to Pandemic of covid-19 and lock down during 2020-21, the Tribal Welfare department was not able to provide Education, Physically to Tribal students as schools were closed. Hence, the following strategy was adopted by the Tribal Welfare department to provide education to the Tribal students.

  o Telecasted video lessons (online) through TV channels like Doordarshan, Yadagiri and T-SAT.

  o Free National Text Books were given to the students by calling the parents to the schools

  o Sufficient free note books were given to the students.

  o Identified the students not having the TV or Android phone and attached them to the nearby students who were having digital facility and also arranged TVs at Gram Panchayat, etc.

  o Identified the villages which were not having power supply, TVs, Phones etc. and for the Tribal students of these villages, worksheets were provided by the Tribal Welfare Department.

  o Each tribal welfare department teacher was given one or two villages adoption to monitor the online/offline education of the Tribal students.

  o WhatsApp groups were created by the Teachers, for the students/parents having android phones and monitored the online/offline education.

  o E-studio was established in the O/o the Commissioner for Tribal Welfare, Hyderabad and online video lessons were telecasted through the Tribal Welfare Department.

  o The Tribal Welfare Department has provided ''Oaks App" online Education to the Tribal students free of cost as the ''Oaks App" company has agreed to extend their education on free of cost.

  o The Tribal Welfare Department has uploaded all classes video lessons in Academix website and made available to Android phone having Tribal students.

  o The Tribal welfare department has also provided "Tele App" through e-studio to Tribal students in which all classes video lessons are available.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

The department of school education has been taking measures to overcome the crisis of pandemic and to minimize the loss to the students. These measures will be successful only when the parents and community are actively involved. In the present situation, in addition to teachers, it is mandatory that the parents and community should take the following responsibilities:

- Parents attend the meetings conducted by school heads to know the details of online teaching.

- Ensure that the children attend the online classes regularly and be attentive to the lessons.

- Parents shall provide the required information by responding to the teachers' phone calls.

- Interact with the children and encourage them to clarify their doubts with the help of teachers.

- Alert and motivate their children to watch the lessons telecast for their respective classes, on T-SAT/ Doordarshan, as per schedule.

- In case of students using smart phones / computers with internet, relevant cyber safety precautions shall be ensured.

- Presence of parents / guardian is to be ensured whenever required since parents are important stakeholders. Proper sitting posture also shall be ensured.

TRIPURA

Data as per UDISE 2019-2020

Number of students

703132

Number of teachers

46352

Number of schools

4940

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Special Coaching has been provided through the mode of House to house visit for the student of Residential Special training.
- Non-Residential Special Training provided to the Migrant Children maintaining all precautionary measures of COVID-19.
- During the year 2020-21 a total number of 200 (two hundred) out of school children have been mainstreamed.

EFFORTS TO ASSESS LEARNING LOSS

- To assess the loss in learning level of the students of Class III-IX due to such school closure an Interim Assessment was undertaken from 8th to 13th February, 2021.
- This was followed by Mega Parent Teacher Meeting on 14th Feb, 2021, where 2.77 Lakhs parent

attended.
- In the Interim Assessment, 63 % of the above students were found able to read and 38 % able to do Division.

Comparative figures furnished below

% of students found appropriate			% Of Students with gap in reading level		
Baseline (Feb,2019)	Annual Exam (March,2020)	Interim Assessment (Feb,2021)	Baseline (Feb,2019)	Annual Exam (March,2020)	Interim Assessment (Feb,2021)
43.22	94.33	63.06	56.78	5.67	36.94

- Taking into account of such loss in learning, under **'Nutan Disha 2.0'** a 100 days Mission was initiated. Under this it was planned to conduct Refresher Courseson Teaching at right level **using Combined Activities for Maximized Learning (CAMaL)** methodologies for teachers , Key Resource Persons (KRPs), Academic Coordinators; taking One extra class of minimum one hour duration on each schooling day exclusively for students with gap in learning level beyond the scheduled school hour with conduction of weekly tests to assess the level in periodical manner.
- But, due to closure of Schools pertaining to resurge of COVID -19 Pandemic situations, the initiated process could not be accomplished as planned. Presently, classes are being conducted through the Departmental Educational Channel **"Vande Tripura".**

SURVEY OF DIGITAL DEVICES

DISTRICT	Total Enrolment	Smart phone User	Keypad phone User	Without Phone
DHALAI	40986	12023	14964	13999
GOMATI	37405	14076	13663	9666
KHOWAI	26046	11167	12706	2173
NORTH TRIPURA	48423	11698	14120	22605
SIPAHIJALA	40567	10809	10925	18833
SOUTH TRIPURA	39539	16377	17996	5166
UNAKOTI	28022	9641	10719	7662
WEST TRIPURA	61309	25827	21573	13909
TRIPURA (State)	322297	111618	116666	94013

DISTRICT	Smart phone Available	Keypad phone Available	Without Phone
DHALAI	29%	37%	34%

GOMATI	38%	37%	26%
KHOWAI	43%	49%	8%
NORTH TRIPURA	24%	29%	47%
SIPAHIJALA	27%	27%	46%
SOUTH TRIPURA	41%	46%	13%
UNAKOTI	34%	38%	27%
WEST TRIPURA	42%	35%	23%
TRIPURA (State)	35%	36%	29%

Neighborhood classes in Tripura | Photo via Twitter

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I.   NEIGHBOURHOOD CLASSES: In an open-air area or School Corridor (highly sanitized) group of 4/5 students were engaged in the teaching-learning process. Several groups were made and teachers went to the neighborhood of students and took classes. Pupils from grades 3 to 12 in government and government-aided schools have been invited to join this initiative. The classes start with a 10-minute introduction on Covid-19 and advice on precautionary measures. "Over 27,500 teachers would go to the students' locality and teach them in small groups in open space, consisting of maximum five students by maintaining social distancing,

II. Classes were taken through cable TV channels (most of the local channels came forward at the call of the Department & Education Minister). Nearly 600 classes were taken on TV.

III. Students who have mobiles are requested by the schools to share it with at least one student who does not have a mobile.

IV. Through VANDE TRIPURA – a dedicated Educational Channel of School Education is made available over Jio Tv and local cable Network

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. Each school formed a subject-wise WhatsApp group.

II. Took classes through a digital app.

III. Gave assignment as per the alternative academic calendar.

IV. Encouraged students to use QR codes (where applicable) to explore reading material.

V. Encouraged them to watch live classes on local TV channels.

VI. Local self-Government: To make all the efforts of the Education Department successful, PRI bodies are engaged, and they provided immense support at the school level (The Panchayats). Besides, The Panchyati Raj Institutions (PRI) members included in the School Management Committee (SMCs) are active participants to carry forward education during this pandemic.

VII. WhatsApp Groups: A total of 11072 groups were formed and the following works are done:

- Classes were taken through WhatsApp and Facebook.

- Students who have mobiles are requested by the schools to share them with at least one student who does not have a mobile.

- Each school formed a subject-wise WhatsApp group. These groups were extraordinarily successful in maintaining not only the teaching-learning process but also to help the students to maintain their mental health. The reduced syllabus was mostly transacted through the groups, Teachers also uploaded short classes gave assignments.

- Encouraged students to use QR codes (where applicable) to explore reading material.

- Encouraged them to watch live classes on local TV channels.

TEACHERS/CAPACITY-BUILDING

I. **Implementation of NISHTHA in the state**

Training of KRPs and SRPLs by the NCERT, New Delhi under NISTHA during 2019-20

State Resource Persons Leadership (SRPL)		Key Resource Persons (KRPs)	
Target	Achieved	Target	Achieved
43	**42**	**215**	**173**

Training of Head Teachers and Teachers of the elementary stage under NISHTHA during 2019-20 conducted by the KRPs &SRPLs.

Heads / Principals (Primary and Upper Primary)		Teachers		Total	
Target	**Achieved**	**Target**	**Achieved**	**Target**	**Achieved**
1376	**912**	**30140**	**22648**	**31516**	**23560**

- SCERT, Tripura launched the NISHTHA course for elementary teachers both in Bengali and English.

- SCERT launched NISHTHA in Englishat par with the rest of India.

- Translation work of 18 modules of NISTHA in Bengali was undertaken by SCERT, Tripura.
- SCERT, Tripura launched NISHTHA in Bengali on 16thOctober 2020 (1st 03 modules).
- 17,000 elementary head teachers & teachers completed all 18 modules.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

All the initiatives taken for the Children including Children with Special Need (CWSN) are meant for Girl Child also.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- During COVID-19 and closure period of Schools, online classes (Live & Recorded) telecasted through various local TV Channels for the Students including Children with Special Needs.
- Neighborhood Classes were conducted for all students including Children with Special Needs.
- On observance of 'international Day of Persons with Disabilities '2020 different tasks related to Inclusive Education were given online through 'Ektu khelo, Ektu Paro' program to students including Children with special Needs for their participation and awareness generation.
- Talk show was organized in local TV Channel for generation awareness among Community. Colourful posters with slowgan of inclusiveness were displayed in different Block areas. Arrangements were made online of participation of CWSN in solo dance, singing, recitation, Sit & Draw etc.
- Joint initiatives have been taken by the Education Department and Sri Aurobindo Society:
- Teachers are provided online training how to complete academic syllabus by all the students including Children with Special Needs through online or WhatsApp or through neighbourhood classes as per AAC (Alternative Academic Calendar) of the NCERT.
- In order to do the handholding of the teachers, and equip them to implement Innovative Pathshaala in their classrooms, 100 innovative teachers from each district will be selected on the basis of their self-driven, solution-oriented approach, and voluntary participation. Training of teachers is going on in different districts.
- Conducting of micro scholarship programmes online through Auro-scholar on the basis of quiz as per the students including Children with Special Needs of classes I-X. This programme will help to reduce learning gaps of the students.

ENGAGEMENT WITH CIVIL SERVICE OFFICIERS

I. **Ektu Khelo Ektu Paro**– A special drive by the School Education with the support of PRATHAM FOUNDATION, Called EKTU KHELO EKTU PARO was launched for III to VIII students during PANDEMIC. One problem-solving sms on different subjects, especially maths. One video on activity-based learning on Subjects was uploaded each day and disseminated through BRCs & CRCs to the School Heads who transmit those to all teachers for Sharing with the students. At the End of the day answers & snapshot/ video clips were sent by the students' selected samples were then sent back to BRCs & CRCs

II. A special partnership was made with Tech Mahindra, an NGO that trained 181 Academic leaders & all faculties of DIET Agartala & Kakraban regarding the use of ICT during COVID-19.

III. Chesta Care Foundation, another reputed NGO trained 500 primary teachers about storytelling as a pedagogy.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- During pandemic period, Books, Food Grains have been collected from the schools by the parents of the students.
- Parents and community leaders have been engaged through SMC training and meeting.
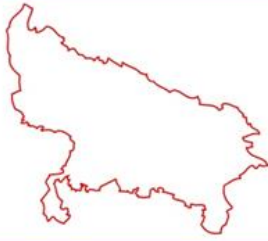- Parents- Teachers Meeting organized on 14th Feb, 2021 in all schools in the State.

OTHER INITIATIVES

Not Available

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

Not Available

UTTAR PRADESH

Data as per UDISE 2019-2020

Number of students

45362059

Number of teachers

1403028

Number of schools

254352

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- The State Project Office developed the strategy to involve all the stakeholders in the program i.e., Primary participants -parents, caregivers/mother/father, Secondary Participants-teachers, members of SMCs, grandparents, PRI (Panchayati Raj Institution) members, religious/community leaders, key prominent persons of the area to mitigate the impact of gaps, issues, and challenges as well to addresses these issues.

- Special efforts have been initiated for mainstreaming of the out-of-school children (OoSC) with a focus on identification, enrollment, and attendance using the existing structure, which includes.

  o Block Level SMCs Orientation in all 880 blocks in 75 districts of Uttar Pradesh will be held in March 2021. Approximately, 267848 SMCs members of 133919 schools are expected to participate.

  o IEC materials will be developed regarding the role and responsibilities of SMCs and banner will

be hanged in each school by March 2021

- o Baseline assessment of every student will be conducted in March 2021.

- o Monthly SMCs meeting is proposed at each school to share the issues, gaps, and list of OoSC with focus on CwDs by the teachers to members of SMC on regular basis to reduce the number of OoSC.

- o House to house (HtH) visit is planned to make aware and motivate the parents and caregivers about the education as well as identify and enrolled the OoSC by the BEOs, head teacher, teachers, and Shiksha Mitra on regular basis.

- o Inter-personal Communication (IPC) IPC will be done by the headmaster/mistress and teachers to reduce dropout/OoSC and myths, misconception among the parents/caregivers

- o Counseling Session: headmaster/mistress, teachers and members of SMCs will counsel the parents/caregivers/mothers or primary participants.

- o Enrolment Drive and awareness generation will be undertaken to create awareness among the parents/caregivers and community regarding the importance of education. Enrolment drive is not only for new children but also for welcoming existing children back to school. Build the trust of parents, and fears allayed for bringing children back to school as well as engage the parents and community in the drive and awareness generation for enrolling children in school.

- o Nodal teacher has been nominated for every school for manstreaming the OoSC and they will focus on attendance, facilities, and learning support to the OoSC on regular basis.

- o Children with Special Needs (CWSN) for whom Home-based Education is proposed and the same will be continued through Special Educators. Teachers will be contacted by a special educator and provide the information of CWSN for home-based education.

- o District Coordinator (Community and Inclusive Education)/BEOs/SRG/ARP will be responsible to get the list of OoSC/CwDs from school for a field visit to motivate the parents/caregivers of OoSC/CwDs as well as ensure their attendance and facilities provided by the state government.

- o District Coordinator (Community and Inclusive Education) will also be responsible to ensure the Student Registration Number (SRN) of OoSC should be updated on the portal of SHARDA on regular basis.

✎ EFFORTS TO ASSESS LEARNING LOSS

I. **Prerna Lakshya App:** Prerna Lakshya App has been devised by Department of Basic Education, Uttar Pradesh to enable students from Grades 1-5 to practice FLN learning competencies. The Android based mobile application was launched in Feb 2021, and currently has ~1.8 lakh users. The app also allows for teachers to conduct spot assessments of students. The application has been designed to adaptively display questions to the student and therefore increases difficulty level only when the student has answered >75% questions of a given difficulty level correctly. The application was designed from a student-facing perspective, and includes audio-visual prompts.

II. **Online Quiz:** In order to increase the engagement of students in e-Pathshala, an online quiz for all students from Grade 1-8 has been launched in June 2021. It is a combination of WhatsApp based as well as a form-based quiz which is sent out to the students through teachers on every Saturday. The department has launched these with the help of partners like Rocket Learning and Convegenius who offer these WhatsApp based tech solutions which make the quiz interactive, add features like encouraging responses to the students based on performance, learning videos to reinforce the concepts towards the end. Responses from such tech-enabled quizzes also support state in getting a sense of the learning outcomes.

III. **e-Mentoring:** Since April 2021, teachers of Uttar Pradesh have been working from home. In order to engage them as well as motivate them to focus on e-Pathshala, e-Mentoring has been launched in June 2021. The mentor cadres of the state conduct online sessions with schools as a substitute for their school visits in regular circumstances. Target is to speak to all schools at least once a month.

Through these conversations, the responses are recorded by mentors using a mobile application. These responses have helped the state in assessing the extent of digital access to students.

SURVEY OF DIGITAL DEVICES

- UNICEF conducted a rapid survey to understand the experiences, perceptions and best practices around student learning in the context of school closures due to COVID-19. The study was conducted from August to October 2020.

- The findings presented in this document draw mainly from our survey of 3,000 parents of children aged 5-18 years, 2,000 adolescents aged 14-18 years and 760 government school teachers using Computer Assisted Telephonic Interview methods. The survey was supplemented with 80 in-depth interviews with parents, teachers and adolescents, as well as with civil society organisations, government officials, education funders and other experts. The study covered six states Assam, Bihar, Gujarat, Kerala, Madhya Pradesh (MP) and Uttar Pradesh (UP) though the teacher surveys did not include Kerala and MP. Data was collected between August to September 2020.

- Sample in Uttar Pradesh: Around one in six of these respondents were from UP including 454 parents of children aged 5-13, 312 adolescents aged 14-18, 47 parents of adolescents aged 14-18, 87 marginalized populations (Below Poverty Line (BPL), Schedule Tribes (ST), Schedule Caste (SC) and migrant families)) and 201 government school teachers. Of the total respondents, 311 were from rural areas, and 502 from urban areas; 411 respondents were from private schools, and 402 were from government schools. All data reported in this document is from Uttar Pradesh, unless otherwise specified.

What is the status on usage of remote learning?

Sixty-four (64) per cent children aged 5-13 and 82 per cent adolescents aged 14-18 used remote learning. Almost half of the students in UP have not used any remote learning materials, compared to nearly 40 per cent across the six states.

Fewer children aged 5-13 (41 per cent) have used remote learning compared to adolescents aged 14 to 18 (56 per cent); mainly **driven by usage of other reading material, textbooks, and YouTube.** Usage is higher in urban areas than rural areas by 12-17pp.

WhatsApp is the most commonly used tool, across region and schools; while the usage is equal in government and private schools for adolescents aged 14-18, more children aged 5-13 in private schools use WhatsApp (32pp gap).

Less than 1 per cent of students use radio across urban and rural areas and government and private schools, which is in line with the **low use of radio found generally among students.**

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. **Weekly home visits by teachers**(1-2 homes/teacher/week) to inform parents about the initiatives taken under the Mission Prerna. Through this engagement, head teachers and teachers provided parents with a call to action to help achieve the Prerna Lakshya for their child (e.g.: teach your child 5 new words every day).

II. **Mohalla class initiative**: Since many students did not have access to online education and all schools remained closed due to the corona virus pandemic thus basic education department initiated the Mohalla class initiative which brings the education to children doorstep and ensures the safety of both teachers and students as there is no direct contact during the learning engagement.

III. **Engaging volunteers**: At the district level, volunteers were trained to take remedial classes for these students so that they achieve the learning outcome of their class and can bridge the learning gaps caused due to the loss of learning following the outbreak of Covid-19 and subsequent school closure.

IV. **Worksheets** were distributed among the students during the community visits by teachers. The remedial teaching materials based on worksheet assessment were provided to students to fulfill the learning gaps.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. **800 TV episodes were created** for broadcast and have been in use since May 2020. Since July 2020, contents have been uploaded on DIKSHA and are being shared by WhatsApp in coherence with the TV broadcast schedule. Recently a new academic calendar has been developed and a content cell has been formed to create diverse and rich content for TV broadcast which is also added to DIKSHA.

II. **Energized textbooks (ETB):** In grades 1 to 8, for all core subjects (14), 77 ETBs have been developed with ~1300 QR codes which are live on DIKSHA. These QR codes have almost 4200 pieces of content linked for usage by students, teachers, and parents. Continuous efforts for enriching and improving contents are underway as stated above. Also, from session 2021-22 NCERT books will be utilized for all core subjects in grade 1 and will be expanded to grade 8 by 2024-2025.

III. **VidyaDaan** program was started in July 2020 with 11 projects covering ~55 ETBs. From December 2020, all 70 DIETs were involved in 22 Projects to provide contents with assessment on all energized textbooks. More than 150 interactive contents were received till now which are reviewed by content cell members and tagged accordingly to the textbooks.

IV. **e-Pathshala1.0:** e -Pathshala 1.0 was launched to cater to the need for learning need during the lockdown. The e-Pathshala 1.0 focused on two major areas - Content creation and content dissemination.

V. **Content Creation-** Earlier, there was not much content available mapped to learning outcomes. Hence an exercise to map out publicly available resources (largely videos) with Prerna Soochi was carried out. Various pieces of content that became available include –

- Math and Science - Grades 6 to 10
- Pre-primary-Age 3 to 6
- English Seekho- Audio-based content

VI. **Content Dissemination –**

- **WhatsApp**- All teachers were guided to create WhatsApp groups with their students. In 1 month, all 1.5L schools (incl. Upper primary) had created at least one WhatsApp group with their students. The content was sent each morning on the 880 WhatsApp groups, thus ensuring that content reached HMs directly who could then forward it to their teachers for forwarding on parent groups.

- **Doordarshan** - 4-hour slot per day was used to telecast digital content based on grade and learning outcomes. From 9 am to 1 pm (30 mins slot for each of all 8 grades) was telecasted on Doordarshan.

- **e-Pathshala** **2.0:** Launched in mid-September, along with streamlining of the online content, a strand of offline access was included where teachers would call parents to schools and guide them on what to and how to teach students at home (and get them to solve workbooks mapped on the annual calendar). A week-by-week calendar/competency plan has been put in place under e-Pathshala 2.0 which gets disseminated through WhatsApp and offline methods at the

schoollevel.

VII. **Initiative by Local self-government level**: 'Mera Ghar Mera Vidyalaya' (Mohalla class) was introduced in Sewapuri Block of Varanasi, Uttar Pradesh. The initiative was started to provide a school-like environment at home through digital means. Since the launch, teachers at the schools have delivered books and study material to the children. It is being received well by the students and parents; the students take classes every alternate day from 10 am to 1 pm. An hour between 4 pm and 5 pm was set aside for sports whereas 7 pm to 8 pm was dedicated for moral stories.

TEACHERS/CAPACITY-BUILDING

I. 52 Courses were launched (including Nishtha) on the Diksha platform during the lockdown to cater to the need for continuous teacher professional development. About 5.73 Lakhs of teachers average spent 100+ hours on training through Diksha

II. Online 30+ sessions were organized on IoT by SCERT through YouTube.

III. Participation of teachers as Corona Warriors: The Department of Basic Education is immensely proud of its teachers as they have embraced the COVID situation with positivity and used it as a growth opportunity. Our teachers have been incredible as they leaped with zeal, commitment, and creativity into a new way of online teaching through E-Pathshala and contribution towards society. Our teachers worked in the make-shift control room for COVID, Managed premises being utilized as quarantine centers, Answered the phone calls for those in quarantine, solve their queries, and tend to their needs, Helped District Administration in the distribution of ration

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- 1.5 Lakhs school-level WhatsApp groups have been created, which are being utilized regularly to communicate with the teachers concerning gender sensitization.

- Training on Gender sensitization, child right, and POCSO Act

  o State Resource Group (SRG)- All 225 members of the state resource group were trained on the issue of gender sensitization, child right, and the POCSO act with the support of UNICEF

  o Academic resource person (ARPs)- All 3000 academic resource ARP of the state were trained through SIEMAT, Prayagraj with the support of UNICEF. • More than 10 YouTube sessions are being conducted for the capacity-building of KGBV teachers.

- Poster Competition- Meri Udaan online poster/ creative writing/ craft making competition was conducted between June to September 2021 and about 1200 children participated in the competition. Meena day poster competition based on gender sensitization was conducted on 24th October 2020.

- Awareness program- To celebrate Girl child day program conducted at District, Block, and School-level on 24 January 2021.

- The concept of the Meena campaign has been spread through bus branding in coordination with UPSRTC, to raise awareness about gender discrimination and girl-child education in rural and

remote areas across the state. Messages were circulated through radio and Doordarshan as well, about girl education and child marriage.

- Webinar conducted on gender equity and all DMs, CDOs, and BSA were participated in the session.

- Films, based on gender equality; early marriage were uploaded on the state's official YouTube channel.

- One female teacher from each school has been selected as a master facilitator and further MTs trained 1.5 lac teachers to resolve the issues of gender inequality within the schools.

- Separate toilets have been constructed for girls in all primary and upper primary schools of the state. Sanitary pads are regularly distributed free of cost in coordination with the health department and training has been provided to all girls on menstrual hygiene management (MHM). In all upper primary schools, arrangements for incinerators are being made for the safe disposal of pads. Parent engagement campaigns, PTM Meetings have been held regularly to sensitize parents for continuing education of their children.

- Kasturba Gandhi Residential Girl's Schools are operated in 746 educationally backward blocks in the state in which a total of 79,600 girls are registered. Along with educating girls from classes 6 to 12, self-defense training programs, life skills education, sports activities, exposure visits, scout's guide training, tailoring, and embroidery, etc. are also being provided to the girls.

- Textbooks and other study material have been distributed to all the Girl students at their doorsteps.

- Food Grains are made available to eligible Girl students at their homes and cooking cost has been transferred into their bank accounts.

- Home-based education has been provided to eligible CWSN Girls and Aids and Appliances have been distributed to the needy girls.

- Under Mission Shakti, a massive campaign is running in all schools of the state wherein regular discussions are conducted with teachers, children, and parents on gender equality.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

I. In 2020-21 about 3,10,332 Divyang children were enrolled under the state's flagship 'Samarth' program. The dedicated Samarth technical system is being used for the tracking & monitoring of academic & therapeutic performance and other interventions of Divyang children. Activities of individualized education plan (IEP) for 56,664 children with hearing impaired, visually impaired, intellectually disabled, and children with specific learning disabilities are being prepared.

II. For the development of language and numeracy in the Divyang children, the specialized accessible worksheets have been developed for class 1st to 3rd.

III. Guidelines were issued to parents of Divyang children for proper care, management and to keep them stress-free during the period of the Covid-19 pandemic with the support of UNICEF.

IV. A series of 8 training videos is developed for the regular and special educators of primary and upper primary schools. The contents of these training videos are based on types of disabilities and sensitization to teachers for inclusion of children, inclusive education, and steps to be taken by teachers for inclusion, inclusive physical education, hearing impairment, visual impairment, intellectual disabilities, multiple disabilities, and teaching children with multiple disabilities, specific learning disabilities. The training course is available on DIKSHA with name UP_समेकितशिक्षा (उत्तरप्रदेश) and more than 50k teachers have completed the course. These training videos are also used in other training programs for regular and special educators.

In Aspirational Districts, Uttar Pradesh the female volunteer led Saksham Bitiya Abhiyan was launched to change the landscape of girl child education during the lockdown in which Girl Volunteers of the village who are graduate, or undergraduate have been given the responsibility of training and teaching the nearby girls who are unable to go to school.

EFFORTS UNDERTAKEN FOR STUDENTS LIVING IN REMOTE AREAS.

I.   Radio Intervention "Janpahal":

- In 2020-21 Samagra Shiksha prepared print materials to create awareness and mobilize community, parents/caregivers about the importance of education as well as increased the engagement of community in the programme.

- Radio intervention was done named "Janpahal" to create awareness in the members of the School Management Committee about their roles and responsibilities for upgrading and the school. The 52 episodes radio program was broadcasted on radio. This was on air for 15 minutes every week on Monday and Wednesday at 11.30am.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS

- WhatsApp - All teachers were guided to create WhatsApp groups with their students. In 1 month, all 1.5L schools (incl. Upper primary) had created at least one WhatsApp group with their students. The content was sent each morning on the 880 WhatsApp groups, thus ensuring that content reached HMs directly who could then forward it to their teachers for forwarding on parent groups.

- On the other hand, the state project office also issued a suggestive guideline to parents of CWSN on 13th May, 2020. The brochure and guideline had been circulated to CWSN through WhatsApp groups of their parents. This brochure explains to parents and caregiver about measures that should be taken to look after their disabled children. The brochure also addresses the need to maintain the mental health of the parent/ caregiver of children with special needs. The points suggested in the brochure about the duties and responsibilities of parents/ caregivers are as below-

    o   Cleanliness and Hygiene

    o   Eating habits and health of children

    o   Routine exercise/ yoga to children

    o   Adequate sound sleep of children

    o   Adequate amount of medicine to children

    o   Learning new skills

    o   Entertainment or recreation

    o   Minimize behavioural problems

    o   Minimize emotional problems

- "Tara Hai Taiyar" video episodes Circulated during lockdown to CwSN through WhatsApp groups. The video episode was for joyful learning, awareness/ precautions to COVID-19 pandemic. Approximate 13,000 CWSN have been sensitized & skilled on Steps of systematic hand washing, Parent child interaction, social distancing, Corona Yoddha, Mental Health (Stigma and discrimination) and minimize mental health issues and identify emotions etc.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

I. The Shiksha Chaupal involves a range of activities conducted by government officers and dignitaries in the school being visited and in the school ground/ panchayat Ghar, where they will connect with the entire community.

II. Digital content and mass media interventions were done across all 75 districts through the E-Pathshala WhatsApp groups across the state. A more intensive technology-based intervention was conducted in focus districts of Agra, Lucknow, Varanasi, Barabanki, and Mahoba. The subjects for this intervention were Class 1 and 2 students, given the state's focus on foundational literacy and numeracy in early grades.

Key highlights of the program:

- Automatic sending of daily, targeted videos and image-based content (curated in alignment with state curriculum) to teacher-parent WhatsApp groups, demonstrating concepts, worksheets, and activities that parents can do with children using household materials.

- Building two-way accountability - receive daily responses from teachers and parents and run parent and teacher focused engagement campaigns

- Information to administrators: Regular dashboards shared on coverage, parental engagement, teacher engagement with different levels of management

- Engagement - Create Social pull through peer effects and incentives for parents; weekly report cards, group-based competitions, social media challenges, role modeling by influencers, and certifications as "Smart Family" and "Smart Teacher"

- Including parents without WhatsApp through the mechanism of "Parent Choupals" during which teachers engaged with parents in-person in the school

Additionally, a mass media campaign was conducted on DD, WhatsApp, and social media by bringing the cricketer Suresh Raina on board as a brand ambassador for parental engagement. As a result, over 30,000 parents were impacted deeply and measurably in the 5 focus districts.

- Outcomes included - improvement in child's abilities and learning outcomes, change in parental knowledge, attitude, and confidence for the long-term. 30-40% increase in time spent with children was reported by parents.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

Special Partnerships were initiated between Basic Education Department and more than 12 Development partners to support the development and implementation of joint initiatives to address the learning gaps caused due to the COVID pandemic. The Basic Education Department had committed to focusing on foundational literacy and numeracy. Thus, instead of that development partners have done some of the following works-
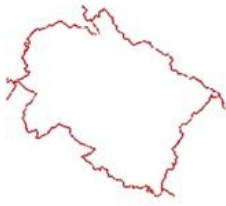
- Worked in establishing library corners in schools

- Improving community participation in school activities

- Ensured foundation learning, capacity-building through teachers' training, mentoring, and academic support to teachers.

- Worked on providing digital content and ensuring digital literacy

- Designing and building of TLMs for improvement in the learning level of students.

- Worked with out-of-school girls and improvement of foundation skills in literacy and numeracy for all children.

OTHER INITIATIVES

I. **ENGAGING WITH CSOs:**

Special Partnerships were initiated between Basic Education Department and more than 12 Development partners to support the development and implementation of joint initiatives to address the learning gaps caused due to the COVID pandemic. The Basic Education Department had committed to focusing on foundational literacy and numeracy. Thus, instead of that development partners have done some of the following works-

- Worked in establishing library corners in schools

- Improving community participation in school activities

- Ensured foundation learning, capacity-building through teachers' training, mentoring, and academic support to teachers.

- Worked on providing digital content and ensuring digital literacy

- Designing and building of TLMs for improvement in the learning level of students.

- Worked with out-of-school girls and improvement of foundation skills in literacy and numeracy for all children.

UTTARAKHAND

Data as per UDISE 2019-2020

Number of students

2339870

Number of teachers

119349

Number of schools

23295

EFFORTS MADE FOR MAINSTREAMING OUT OF SCHOOL CHILDREN

- Child census is executed every year to identify/track drop-out or out-of-school children. It is being coordinated with the Labour department and Police department to prevent and identify drop out.

- Identification of dropout during reverse migration due to the COVID pandemic was also carried out and concerned states were informed accordingly.

- Identified children were admitted in schools, residential hostels & KGBVs (admissible to girls) and free education is being provided to them which includes Free Textbooks, uniforms, MDM, Residential facilities, Scholarships, etc.

- Special training for students to prepare them for an age-appropriate class was made part of activities in 2020-21 and special training was approved for 2352 out of school children (Never enrolled and Drop-out) in AWP & B 2020-21. At present special training is being provided to 2215

children through residential non-residential training centers. Special Educator/Anudeshakis provide education through a personal contact approach. The students are provided reading writing material stationery.

- Admission of migrant children in AWCs (Anganwari Centers) and nearby government schools was facilitated and they were provided FTB, Uniform, MDM, etc. to prevent them from dropping out.

- Database of In- migrants and Out -migrants' students isalso prepared. Due to reverse migration Total of 2843 students (out of state and within state) identified and have been admitted to various schools across the state. All district authorities have been directed to enroll migrant children in Schools without any formalities like T.C, Migration Certificate, etc. and necessary entitlements viz. free Textbooks, MDM, Uniform Scholarship, etc. are being given to them.

SURVEY OF DIGITAL DEVICES

- SCERT Uttarakhand surveyed on a sample basis to assess the status of children having devices and without devices along with other parameters during COVID-19.

- In this survey total of 5,20,792 children are covered out of which 3,06,321 children have digital devices and 2,14,417 have not digital devices.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. Continuous Learning Plan (CLP)
- A Continuous Learning Plan (CLP) was developed by SCERT and circulated to ensure the teaching of children during the pandemic time. This contained a specific strategy to teach the children without access to digital devices.

- Following strategies were adopted.
    o Step 1. Identify children with or without access to digital devices.
    o Step2. Reach to them through community, neighbors, or through their friends. Talk to parents to encourage them to guide their wards.
    o Step3. Distribute subject-based worksheets.
    o Step4. Maintain periodic contact.

- The CLP suggested teaching-learning and evaluation strategies. District officials and DIETs were oriented online as CLP which in turn-oriented teachers.

- The children without access to digital devices were provided subject-based worksheets by the teachers. Total 306345 worksheets were distributed.

I. Community Radio
- Community radio was also used for online learning in some parts of the state where it was accessible. In the state at present, 06 community radios in 05 districts are being operated. With the help of an NGO partner (Room to Read) early reading is being facilitated through a 2–3-minute broadcast.

II. Distribution of Activity books and worksheets
- Reading cards are also developed in collaboration with NGO partners with the help of teachers. To ensure following COVID protocol, activity books and worksheets are being provided on the day of MDM distribution through parents or students.

Photo Gallery

III. INITIATIVES FOR STUDENTS WITHOUT ACCESS TO DIGITAL DEVICES AT DISTRICT LEVEL:

- The districts encouraged teachers to visit villages and teach children in their village.

- Students studying in Government schools at the elementary level are being provided activity books and worksheets developed by DIETs with the help of teachers, etc. following COVID protocol. Districts distributed Activity books developed at the state level and ensured delivery to students. Activity books/ worksheets were provided on the day of MDM distribution.

- In district Haridwar, a program named 'Mera Ghar Mera School' was started on 26th July 2020. The programme runs in collaboration with DIET, Room to Read, the NSS team (district & block), and NSS volunteers. Room to Read developed worksheets based on learning outcomes, NCERT grade 1 & 2 Hindi language book, DIET support academically, and National service scheme (NSS) team facilitated and disseminated the worksheets with nearby 4-5 children. Subject-wise and class-wise worksheets were developed by DIET with NGO partner RtR. Worksheets were distributed with the help of NSS volunteers and teachers. 35,000 students of classes 1 to 5 are benefited from the programme.

INTERVENTIONS FOR STUDENTS WITH DEVICES

Because of the COVID-19 lockdown schools are closed since 13th March 2020 in the state. Continuous efforts are being made to enable students to learn from home. Some of the steps taken are as follows:

I. Continuous learning Plan (CLP)-

SCERT developed CLP. It has specific digital strategies for teaching, learning, and evaluation of students. Namely

- WhatsApp groups of students and teachers were made by teachers.
- WhatsApp group of principals/ headmasters and teachers were made by principals/ headmasters they were a member of teacher's WhatsApp group.
- Online teaching through videos and WhatsApp was ensured by teachers.
- Learning and evaluation through WhatsApp and google forms.
- "Friends of student" concept was introduced in some of the villages to pass on messages to other children particularly to the students without access to digital devices.

II. PRAGYATA

Guidelines were also provided to tech-friend students with or without digital devices during COVID time. The status of online teaching and evaluation is as under-.

- SCERT conducted series of a webinars with DIET to ensure online teaching.
- DIKSHA platform was used.
- Community radio was used in 08 districts and 981623 students were covered.
- PM-eVidya channels were also used by students. 1,33,773 students viewed these channels.

III. Gyan Deep: Relay of Lectures through Doordarshan:

- Uttarakhand state has its geographical difficulties and still, there are some areas where net accessibility is not available. Due to the net accessibility problems online coverage of students from these areas cannot be ascertained and students could not get benefited from online teaching-learning. Hence State Government decided to relay pre-recorded lectures through Doordarshan which has reach even in remote areas of the state.
- At the state level, MoU is signed with Doordarshan authorities to relay recorded lectures on payment basis. Since 24th April 2020 continuous relay is being made through Doordarshan in three slots (i.e., 1:00 Pm to 2:30 PM) each day. Relay is being made through DD Uttarakhand/UP Platform and is also available on DD Free Dish-41. Dish TV-229, Den-137, Airtel-400, Videocon-889, Tata Sky-1195, Hathway-483, City cable-671, Lucknow-237, Big TV-250, Net Vision-138.Relay is also made available on the YouTube link of Doordarshan(https://www.youtube,com/channel/UCx55tefMzKkaA0uDmj9g2XA).
- Initially relay of subject-specific content related to class IX, X & XII was relayed; later relayed for classes VI, VII& VIII from September onwards.

IV. Student Teacher WhatsApp group:

- All education officers have been directed to ensure online teaching-learning by using social media resources. Class-wise groups are also made where students can share their queries and assignments. Teachers are facilitating students in learning from home by WhatsApp group, video calls, e-mail, Facebook, you-tube, etc. whatever is possible. Students are being assigned homework by teachers on WhatsApp and online monitoring and support are being extended.

V. NCERT and Other Sources of Learning:

- All district/Block level education officers have been directed to use online NCERT books/e-Pathshala, Swayam Prabha channels, DIKSHA portal, and other authentic learning material from available sources.

VI. Apps and Online available Learning material:

- Resources developed by NGO partners are also being used as digital learning resources. All district/ Block level education officers have been directed to use Vidhya Education App, Sampark Baithak App, JigyasaGurushala, Jio TV App, digital books made available by Room to Read, etc.

VII. Use of Educational Portal:

- The education portal (e-portal) is also being used by teachers and students for digital learning. A link is given on the e-portal where teachers can upload learning content, handwritten notes, etc. and the same can be downloaded from the portal. It has been conveyed to all concerned beneficiaries.

VIII. Jio TV Platform:

- Reliance Jio Infocom Ltd. provided a set of two Jio TV channels naming Gyanvani-1 and Gyanvani-2 to broadcast educational content for the state of Uttarakhand.It provides 7 days catch-up TV for revision and re-learning without recording. This could also enable the creation of subject-wise - hour-wise sessions for audience recall and engagement.

TEACHERS/CAPACITY-BUILDING

I. Online Teacher Professional Development

Considering the present scenario of the COVID 19 pandemic, it was not possible to organize a face-to-face capacity-building programme. Therefore, we shifted face-to-face capacity-building into online mode at the elementary and secondary levels. In-service teacher training is continuously conducted every year.

- In 2020-21, 514elementary teachers were given training through the DIKSHA portal/app under NISHTHA Programme.

- DIETS organized regular webinars for the orientation of teachers for online teaching.

- Areas for training programmes of secondary teachers were identified based on the feedback of

participants of previously organized programmes. For example, Assistant teachers of science from biology background expressed difficulties teaching topics of physics. In this context, 1629 assistant teachers of science at secondary level were given training through virtual lab during the period 26 June-2 July 2020.

- 585 teachers from primary schools were oriented on the use of the abacus. Online training was provided for developing basic operations skills.

- At the senior secondary level, by using digital and distance-based teaching-learning tools 1573 lecturers of chemistry and biology, 1896 lecturers of Hindi and English in a total of 3469 teachers were given training through virtual labs.

- 11,042 senior secondary teachers of different subjects were also trained by using the Wakelet online platform through mobile phones. 119 SCERT and DIET faculties were also trained by using Wakelet in October 2020.

- In addition to the above-mentioned programmes, E-content development in form of multimedia videos on hard spots in chemistry, physics, biology, and economics (senior secondary level) has been organized for uploading on the DIKSHA portal.

II. PARTICIPATION OF TEACHERS AS CORONA WARRIORS

- Teachers prepared lists of migrants and corona patients at borders of the state and districts, Bus Station, Railway station, or at the village level.

- Teachers were also engaged for regular duties with other departments as a supervisor for the migrantscoming from other places/States. Most isolation shelters were made in government schools.

- Teachers performed duties in towns/ villages as shelter and food providers for migrants.

- The migrant children database was prepared by teachers in their serving area/vicinity and facilitates to continue their learning. 2843 migrant children were admitted to various schools across the state.

- They also contributed as a resource person for creating awareness about the precautions related to pandemic.

- They also contributed as supervisor/nodal officers to track corona patients at different levels.

- Board-Examination in Uttarakhand was held in mid-June. School sanitization and other precautionary arrangements were done by principals/teachers.

- Under the Mid-day meal scheme, food grain was also distributed by teachers to students/parents even during the lockdown and subsequent summer vacations. Activity books, workbooks, worksheets were also distributed on the same day. In some areas, teachers approached student's door to door and provided learning materials

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

- Gender sensitization of all SMC members undertaken through the SMC training program.

- Efforts made to connect the children with the educational system through the support of Anganwadi workers, and various online mediums such as WhatsApp, Facebook, YouTube, zoom app, goggle meets, etc.

- Given social distancing norms, KGBV wardens, part-time Teachers, and other regular teachers are personally contacting the parents of girls to encourage them to get admitted to a school/ KGBV.

- A weekly review is being done at the state level through Google meet and block and district level officers regarding enrollment drive and strategies for the tracking of children, especially girls.

- Audio & Video messages from CM Uttarakhand, Education Minister Uttarakhand, Secretary-Education Uttarakhand, and APD Samagra Shiksha –Uttarakhand were telecasted through radio and other online mediums through a campaign 'Har Kadam Beti Ke Sang, School Na Chhodne Denge Hum' with the collaboration of Room to Read.

- The funds have been transferred through DBT for the facilities such as food lodging, Stipend stationery and TLM to the girls enrolled in KGBVs.

- Various Channels used to ensure education for girls during the COVID-19 pandemic-

  o Special Program through All India Radio 100.5Mhz @ Dehradun- GEP Alumnae in conversation with Air Marshal, Mr. D C Kumaria, and Ms. Swati Sharma from BAE Systems.

  o Broadcast for girl child education through 93.5 Red FM- started on 27/10/2020.

  o Parent-Champion stories through IVR, in collaboration with Teachers/Principals.

  o ART Uttarakhand and GEP Participants.

  o Pran Purple Activity/Score Card Activity to sensitize families to the needs of the girls and their role in supporting them.

  o Dissemination of letter addressed to parents by Education Secretary.

  o Collaborating with community radios.

  o IVR calls were done from 3rd November 2020 to 1st December 2020. Uttarakhand Education Secretary Voice message, APD voice message relayed through IVR (Interactive Voice Response). The objective of IVR was to reach the maximum number of people and generate awareness on girls' education.

Photo Gallery

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Efforts are being made to connect the children with the educational system through the support of

Anganwadi workers, the public as well as other mediums such as WhatsApp, Facebook, YouTube, zoom app, Google meet, etc.

- The orientation of teachers on various aspects of inclusive education has been initiated through NIVH in the State. The teachers are being oriented through this program.

- CWSN are assessed for aids and appliances through the organization of identification and assessment camps with the help of ALIMCO, Kanpur Aids and appliances were given to 667 CWSN from 15th Feb to 22 Feb 2021.

- Stipend to CWSN girls and funds allocated for home-based education has been given to the children.

## I. INITIATIVES FOR STUDENTS FROM DISADVANTAGED GROUP

- 6 Residential Hostel with the capacity of 500 students are being operated in the state for socially and economically deprived children, specifically for urban deprived. Out of these 2 hostels are for Girls. In 2020-21 due to COVID -19, pandemic conditions children are not residing in these hostels.

- To promote and support these students' decision is taken to give them the amount related to their food and lodging, stipend, and stationery as per GOI approval, through DBT for the entire COVID period.

- Assessment of Students- DIETs have assessed students even during the COVID pandemic and also extended necessary support to students in their learning at home.

Photo Gallery

II. STUDENTS LIVING IN REMOTE AREAS:

- Students studying in Government schools at the elementary level are provided activity books and supplementary learning materials viz. worksheets developed by DIETs with the help of teachers, etc. To follow COVID protocol, activity books and worksheets are being provided on the day of MDM distribution through parents or students getting it by themselves.

- Relay of pre-recorded lectures through Doordarshan for grades 6-12.

- Community radio was also used

- Efforts are being made to connect the children with the educational system through the support of Anganwadi workers, the public as well as other various offline mediums.

- Teachers are making personal contact with the students and with their parents.

'Mera Ghar Mera School'
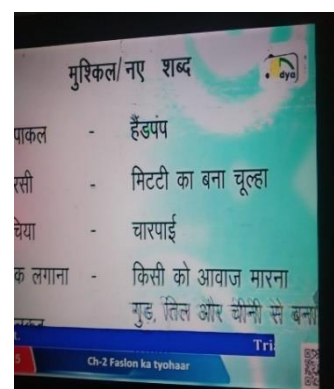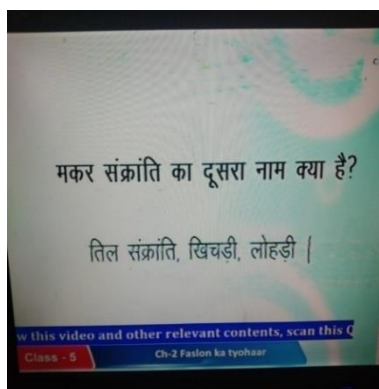
INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

- Parents and community members were sensitized and made aware of the regular engagement of their children for their study by using educational apps and videos, etc. during SMC/SMDC members training. Those parents not having digital devices were sensitized to use worksheets prepared by the teachers. The sheets were made available at their homes by the teacher at the vicinity schools.

- Parents Handbook – Parent handbooks were developed with the help of NGO partner Room to Read. The purpose of the handbook is to engage and make parents aware of the continuous learning of children in the covid-19 situation at home. Around 10,000 Parent handbooks have been distributed in the US Nagar and Bageshwar districts of the state. In other districts, the Parents Handbook is in process of printing for distribution. Integrated Voice Message was prepared and disseminated through mobile phones about the use of the handbook.

  Link-https://drive.google.com/drive/u/0/folders/1MpQ8tniv4Q4YY-ceTGw9a8N7q6B8_EbK

- Details of social media groups formed: WhatsApp groups and other social media groups were formed among students, teachers, teacher-students, and other stakeholders, including parents, at different levels (district, block, and school-level). WhatsApp groups were also formed for monitoring of online teaching and learning of students by SCERT, DIETs, and the education department. WhatsApp groups were also used for sharing innovative ideas to support teachers and students in teaching-learning. For subject-specific remediation also, teachers formed separate groups as per their needs and convenience. Detail of groups formed is listed below. Notes, teaching-learning material, learning videos & audios, questionnaires, worksheets, and other study material were and are being shared by the Teachers in these groups to engage students regularly. In addition to the above, NGOs have also formed a WhatsApp group to provide learning material and to support teachers in using their learning material.

State Level	District level	Block level	School-level	Total
12	39	190	21000 (approx.)	21241

OTHER INITIATIVES

- **JBGVS initiative –**Janki Devi Bajaj Gramin Vikas Sansthan collaborated with Room to Read in Udham Singh Nagar to extend support to parents and guardians for home-based learning. Orientation of JBGVS volunteers was done by Room to Read and further, they visited villages to extend support on digital and non-digital material. They lent their support in home-based learning of students in covid times.

- **Mobile Van Library –** This initiative was scheduled from 5th to 7th September in 9 schools of Bageshwar and Rudraprayag district of the state. 7 schools from Bageshwar in the community were

covered reaching out to 75 parents and 226 children. These 7 schools were from Garur block namely GPS Ganigaon, GPS Dadimkhet, GPS Tokvinayak, GPS Jakh, GPS Jakhera, GPS LamchulaMalla, and GPS LamchulaTalla. 2 schools from Rudraprayag of Ukhimath Block namely GPS Mansooba and GPS Burua were covered which reached out to 386 community members. Worksheets were distributed to parents and children. Some parents read storybooks for children

- **Azim Premji Foundation** undertook capacity Enhancement of Teachers in Early Language and Early Numeracy in collaboration with SCERT. Teachers were also oriented on the use of various apps like MS Teams, Zoom, Google Meet, etc. short courses, and workshops and how to develop workbooks in alignment with the alternative academic calendar. SCERT developed workbooks in Early Language (Hindi and English) and Early Numeracy with the support of the foundation. The workbooks will be provided to all government primary schools in Uttarakhand. The principals and the school staff of several schools have been oriented on the SOP of various secondary and senior secondary schools for the safe reopening of schools. Besides this, the schools in some locations are also provided with screen kits with RO thermometers, pulse oximeters, masks, sanitizers, etc.

- **Sampark Foundation:** Sampark Foundation developed the "Sampark Baithak" App to provide e-content to children and parents. More than 23000 teachers use this app to teach children English and Maths for classes 1 to 5. The app contains subject-related videos, audios, worksheets, puzzles, and other interesting activities. Through this app, children learn in a joyful manner.

Efforts to Assess Learning Loss

Not Available

WEST BENGAL

Data as per UDISE 2019-2020

Number of students

16991997

Number of teachers

549766

Number of schools

95755

SURVEY OF DIGITAL DEVICES

Survey on digital devices is in progress.

INTERVENTIONS FOR STUDENTS WITHOUT DEVICES

I. Banglar Shiksha Classroom

- One of the primary initiatives initiated by the State to actively promote remote learning is Banglar Shiksha Classroom. Education content is delivered through live telecast for classes V-XII, via two of the leading Bengali news channels in the State – ABP Ananda and Zee 24 Ghanta. These TV channels have been selected on the basis on high TRPs. The Department of School Education used television media over digital media to disseminate learning in order to reach the largest number of students across the State, since many families did not have appropriate digital infrastructure or necessary internet requirements.

- In the first phase, Banglar Shiksha was only aimed towards students in Grades IX, X and XII, since these students would be appearing for their board examinations in this academic year and successive year. Subjects were chosen based on highest subscription in case of class XII. ABP Ananda aired 2 slots – 10 – 11 am & 3 – 4 pm respectively. This was up to 16th May 2020. Due to overwhelming response, this was extended to Zee 24 Ghanta from 17th April. Classes from V-VIII were catered from 10 – 11am. Gradually 2 slots were allotted to Zee 24 Ghanta starting from Monday – Saturday. While Monday – Wednesday classes V-VIII were catered to, Thursday – Saturday classes IX, X, XII were added since 8th June.

- These live classes were led by subject teachers chosen for each class. A prior VC with teachers & decision makers would be held before the actual airing of content to discuss the questions and queries raised by children.

- Children could access the material and schedule from Banglar Shiksha Online (module in Banglar Shiksha). A WhatsApp number and dedicated email ID was always available for students to raise queries before the show on the topics of discussion for the next day. Time-bound questions were received and screened by Expert Committee for discussion on the next day's class. For the rest of the queries, teachers prepared model answers and ensured uploading of the same by the next 48 hours. Expert Committee monitored the answering of those queries.

- Teachers were selected based on merit and qualification in consultation with WBBSE & WBCHSE. Logistically, they were given assistance in conveyance and also food. The classrooms in ABP Ananda were taken up by 2-3 teachers in Studio for live demonstration for each class and 1 teacher at the PCR to receive the live telephonic questions from the students. The teacher in district would also join live and take part in demonstration through special arrangement by the channel. The same for Zee 24 Ghanta was pre-recorded and included during the live class.

- Each demonstration included graphical presentation of selected questions, board work, use of models, dealing live questions by students through telephone as well as airing of link of the demonstration from the district. In Zee 24 Ghanta, questions in video mode were sent by students in dedicated WhatsApp no. and 2 to 4 of them were aired during live demonstration to enhance the interest of the students' as well greater participation of them. Around 6 – 8 questions would be screened out of which only 4 questions were catered to during Live telecast. The rest of the answers to the pending questions were uploaded in Banglar Shiksha within 48 hrs.

- This entire set-up was monitored by the core team from Bikash Bhawan. Social media – Face book, Twitter and YouTube were used to disseminate all the information both prior and post the show.

II. Special Features of Banglar Shiksha Classroom

- British Council along with School Education Department initiated a session on 'English made Easy' for students through Live Classroom. This was mainly done for classes IX, X and XII. The focus was on developing their writing skills by using linking words for better organization and flow; develop their speaking skills through a focus on fluency. In addition, the ABP Ananda channel audience, especially teachers, was also targeted to have better understanding on developing the skills of writing and speaking English in a fun, learner-centered way.

- On 25 Baishak (Bengali Calendar) students across districts presented their skills commemorating Rabindranath Tagore's birthday (Rabindra Jayanti). The response was overwhelming. A special mention goes to the students and teachers who took the initiative to this endeavor, which added to the zeal of the School Education Department amidst lockdown. A live quiz was also held in Zee 24 Ghanta as a part of interactive session keeping up with the momentum of the celebration.

INTERVENTIONS FOR STUDENTS WITH DEVICES

I. Banglar Shiksha Online:

- In addition to the live classrooms, another significant initiative launched by the Department has been Banglar Shiksha Online. This portal includes online courses on different subjects and topics presented class wise from pre-primary to Class XII and is hosted on Banglar Shiksha Portal under the Banglar Shiksha Online module. The online courses have two main elements – Activity tasks and E-learning materials. The main objective of this initiative is to help students to continue to perform class work through the activity tasks and revise topics with the E-learning Material provided, which are mainly video tutorials hosted on the Department's YouTube Channel.

II. Features of Banglar Shiksha Online

The key features with regards to Banglar Shiksha Online include:

- A Guideline Tab that directs students to progress through the activity tasks

- A Q&A tab that lists down the most frequently asked questions with subsequent answers

- eLearning videos across classes

- A Suggestions Box that allows students, teachers and parents to provide feedback and recommendations on the enhancement of this initiative. The School Education Department regularly monitors the suggestions and incorporates the relevant ones. Through the suggestion box, the Department received an array of feedback on providing video tutorials in Hindi and Santhali, apart from Bengali (which has been the main medium of instruction), which was later incorporated into the E-learning material

III. E-learning materials on Banglar Siksha Portal:

- E-learning material of all subjects for the student of Classes V to XII in audio-visual form, uploaded in e-portal i.e. banglarshiksha.gov.in (also accessible through YouTube) for continuity of the teaching learning process in Bengali, Hindi &Santhali medium.

- There are 577 e- learning materials covering different subjects of classes V to XII uploaded in the said portal.

- Since March,2020 about 4.02 Cores visitors visited the portal and went through the materials.

IV. Financial assistance for procurement of Tablet PCs for the students of Class-XII

- For procurement of Tablet PC/ Smart phone to continue studies of class XII students in on-line mode at the time when the face-to-face classes are not held for a prolonged period a financial assistance at a rate of Rs. 10,000/- each through DBT was provided to them. 8.5 lakh students studying in Class-XII was benefitted through this scheme. Besides, audio-visual materials of simulated class room and lecture sessions have been provided through e-portal and those have also been shared with the students through social media.

V. Learning/doubt clearing through Tele Mode (Banglar Siksha Durabhashe):

- Dedicated telephone lines using a toll-free number are allotted for this purpose. Students are asked to call at the said number and connected to available teacher, to answer the call and clear the doubts as well guide the students for further studies. In order to overcome the problem of overcrowding the channel at a particular time, a class wise, subject wise time table has been prepared and communicated to the students through a process.

TEACHERS/CAPACITY-BUILDING

I. Online Teachers Training:

- Training of Primary and Secondary level teachers during lockdown period has been completed through webinar mode.

- The topics covered for Primary level training was Learning outcome based CCE, Integrated curriculum at lower grade (Class I & II), Bengali (First language), English (Second Language), Mathematics, Environmental Studies, Health & Physical Education, Safety & Security at School and Pre- Primary Curriculum

- In Secondary Level Teachers Training topics covered were   Learning outcome-based pedagogy on Bengali/ Hindi/Urdu/Nepali/Santhali (1st language), English (Second Language), Mathematics, Life-Science, Physical Science, History and Geography.

SPECIAL EFFORTS MADE FOR THE GIRL CHILD

I. Special arrangement of girls' education in KGBV and residential hostel:

- In West Bengal Model type of 92 KGBVs had been sanctioned in Educationally Backward Blocks (EBBS) and there are 14 Girls Residential Hostel for urban area in Kolkata district for the girl children who are extremely vulnerable. In West Bengal 92 KGBV Hostels are running with 8632 girl students and 14 girls hostels are running with 1400 girls students.

- Facilities provided in KGBV and Residential girls hostels

  o Secured Accommodation facility
  o Yoga class, Meditation, Physical exercise, karate training
  o Lesson on personal health, hygiene and cleanliness in right way
  o Developing good habits, Disciplined life
  o Medical check-up at regular interval
  o Subject-wise lady tutors for onsite academic support
  o Training on Life skill education with an aim to enable the boarders to deal effectively with the demands and challenges of everyday life through developing adaptive and positive behaviour. Thinking skill, social skill, negotiating skill are the core set of such Life skill education.
  o Singing, dancing, painting class
  o Playing Volleyball, badminton, table tennis
  o Computer literacy
  o Safe & Secure environment
  o Vocational training on making jute bag, mobile cover, water bottle carrier, umbrella, flower vase made of cane, basket, hairclip, lamp stand, woolen mat, table cloth, ornaments with jute & clay, handkerchiefs, greetings card etc.
  o First Aid training
  o Exposure Visits

II. Sensitisation programme on menstrual hygiene management at upper primary school level through online mode:

- Menstruation and menstrual practices are still clouded by taboos and socio-cultural restriction resulting in adolescent girls remaining ignorant of the scientific fact and hygienic health practices.

Adolescent girls find it extremely difficult to even discuss the issue with their parents or elders in the family. Most of them turn to their teachers for advice on personal and menstrual hygiene. Awareness programme will add to the student capability to deal with this vulnerable time of change. To overcome this situation, it is proposed to take up sensitisation drive among girls in select schools.

III. Awarness programme on human trafficking & child marriage through online mode:

- To create awareness regarding child trafficking drive has already been taken up at the school level. In doing so, a one-day interactive session is organized at the school level with active participation of the school teachers, School Management Committee members, Kanyashree clubs, representatives from Administrative Authorities like Police, District Social Welfare Officer and others.

IV. Kanyashree Prakalpa

- The state's flagship social protection scheme for adolescent girls has the objectives to enhance the status of vulnerable girls between the ages of 13 and 19 through prevention of child marriage and promotion of education, financial inclusion and social inclusion, thereby ensuring that they complete their school education, developmental tasks of adolescence in safety and wellbeing. The scheme has two benefit components. The first is a cash benefit to be paid annually to the girls in target age group for every year that they remain in education provided they are unmarried at the time. Second benefit is a one-time grant to be paid to a girl between the age of 18 and 19, provided that she is enrolled in an educational institution and is unmarried at that time.

SPECIAL EFFORTS MADE FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

- Initiatives have been taken to extend parental counselling in virtual mode involving Special Educators.
- Online classroom support has been provided to the CWSN (in some districts) as remedial support.
- Home based support has been extended by the special educators wherever it has been feasible.
- CWSN have participated in Rabindra Jayanti in virtual mode.
- Videos of few online model demonstration classes made available in YouTube.

EFFORTS UNDERTAKEN FOR STUDENTS FROM DISADVANTAGED GROUPS ANDSTUDENTS LIVING IN REMOTE AREAS.

I. LIVING IN REMOTE AREAS:

- Paschim Banga Samagra Shiksha Mission is running 25 Residential units throughout the metro city of Kolkata with the help of district SSM unit. There are 14 girls' residential unit with 1 Urdu Medium High school and 11 boys' Residential unit with 1 Hindi Medium High school. Among the 25 Residential units, 24 Units have Higher Secondary Section and 1 unit is Primary. Each Unit accommodates 100 children. Therefore among 2500 children, there are 1400 girls and 1100 boys.
- The Residential units were opened with the principal view of catering children from disadvantaged groups which include rag pickers, platform children, street children, children living in Jhopris and children from red light areas. The units admit children from 6+ to 13+ years i.e. children between classes I to VIII. The units are looked after by 15 NGO-in-charge with the direct supervision of SSM, Kolkata.
- The children are provided with education in school and also parallel support from 4 tutors after regular school hours. They are also provided with 4 times meal, i.e, breakfast, Mid-Day-Meal, evening snacks and dinner. They are given lessons in extra curricular activities like drawing, music, dance, recitation, sewing etc. They undergo regular medical check-ups and also medical

intervention as and when necessary. 17 staff are engaged by the concerned NGO-in-charge in each of the 25 Residential units for taking care of these 2500 children. The staff include Warden, Assistant Warden, 4 tutors, 2 House mothers, 2 cooks, 2 security guards, 2 Peons, 1 office assistant, 2 sweepers. Some of the children who have comparatively slow learning capacity are taken special care of in coming at par with the other students.

- The children are performing well in the Madhyamik Examination and some of them have even secured a 1st division with letter marks in more than one subject. The Residential units run by SSM, Kolkata give special focus for the overall development of these children who hail from socio-economically backward communities with a view to provide them with a respectable position at par with the other citizens of our country. It must be mentioned here that these little angels keep on trying their level best and put sincere efforts to get a safe and secure future for themselves and their family and society at large.

INITIATIVES FOR PARENTAL ENGAGEMENT/COMMUNITY ENGAGEMENT

I. Participation of SMC/SDMC members in cleanliness of School Premises:

- SMC/SDMC members actively participate in cleanliness of premises of the concerned schools. Since the outbreak of Covid pandemic in the last year, the SMC/SDMC members themselves took initiatives to sanitize the premises of concerned schools at regular interval on their own by using chemicals and others as collected from different sources based on great advisories.

- They regularly check the cleanliness of toilets / lavatories and bathrooms for the maintenance of health and hygiene of the students and teachers of the concerned schools.

- The members also took part in re-arrange of furniture and drawing of markings for physical distancing amongst the students and teachers of the concerned schools maintaining the Covid protocol with a plan for reopen schools. All these activities and initiatives of SMC/SDMC must indicate the source of cleanliness, awareness about health and hygiene amongst the students in the locality through their habits and practices.

- The members also educated community about masks. The members also distributed free mask, locally made sanitizer, soaps etc. at free of cost as far as possible to the students and community at large in the respective localities. This will lead to the ambience of community health and hygiene of the concerned localities in future.

II. Looking after MDM Program by SMC / SMDC

- SMC/SDMC members extend their support in conducting MDM programme of the concerned schools daily. The members help in fetching food grains (rice, cereals etc.) as per allotment from local government stores and purchasing the vegetables from the local markets.

- In Covid pandemic situation since last year, the members extended their support in managing the distribution of MDM material containing rice, potatoes, nuts, cereals, soaps, masks, activity task etc. by packaging for each eligible student and handing over those to the concerned parents and guardians separately maintaining the Covid protocol at every month.

- They also look after the safety and security of the concerned students belonging to BPL facilities through paying visit their homes maintaining Covid protocol for protecting from child abuse, child trafficking etc. during pandemic situation and also made this issue an agenda of discussion during

SMC/SDMC meeting.

III. Digital Groups formed

- In order to further sensitize the State's Student and Teaching community regarding the on-going initiatives launched by the Department amidst the COVID-19 lockdown, the Department used its social media accounts – Face book Page and Twitter - to disseminate significant information with regard to Banglar Shiksha Classroom.

- The primary objective of using social media platforms to disseminate information with regard to the initiatives, was to adopt a cross channel marketing approach that would result in redirecting traffic from the social media platforms to the Banglar Shiksha Portal thereby allowing users/followers to further engage with the content.

- Digital Groups formed by Secondary and Higher Secondary- All 8904 number of Secondary and Higher Secondary schools have formed digital learning groups. Through those groups on-learning classes have been conducted. These groups have proved to be instrumental in dissemination of important messages and information regarding COVID safety norms, schedule of distribution of activity tasks and evaluation of those activity tasks.

OTHER INITIATIVES

I. Delivery of MDM

- On March 23rd, 2020, two days ahead of the nationwide lockdown, the Department, through its representatives distributed 2 kgs each of rice and potatoes to all eligible students of the State. The supplies were handed over to the parents/guardians of the students, who collected the same from the school premises.

- As the lockdown began to get extended, the School Education Department decided to further distribute rice and potatoes to all eligible students at 3 kgs each. A period was finalized – April

20th, 2020 to April 30th, 2020 to cover a period from middle of Aril to end of May.

Coverage of MDM for 2020-21

Category	Eligible		Covered		% of coverage	
	Schools	Enrolment	Schools	Enrolment	Schools	Enrolment
Primary	67162	7273802	67162	7202596	100%	99.02%
Upper Primary	16246	4331608	16246	4289534	100%	99.03%
NCLP	537	22890	537	22588	100%	98.68%
TOTAL	83945	11628300	83945	11514718	100%	99.02%

Proposed Number of Days for 2021-22		
Primary	Upper Primary	NCLP
245 days	245 days	312 days

MDM-WB

II. On-ground practices

- A feedback session was launched by the Department to understand the best practices being done at

the ground level by the district officials, headmasters and teachers.

- Basis this feedback drive, it was found that in almost all districts across the State, schools have created WhatsApp groups with students (parents or guardians) and teachers through which they are regularly interacting with one another.

- All information with regard to the Banglar Shiksha Classroom are being discussed in these groups, teachers are supervising students' completion of activity tasks through this and are further disseminating class work and homework to the students.

- In areas where students do not have access to the internet, hard copies of activity tasks and e-learning materials are being created and distributed.

- Further to this, some districts like Kolkata and Alipurduar are using platforms using different online mode to conduct regular classes with its students. Alipurduar used local channel to disseminate information to their circumference of students. In almost all districts, the teachers are creating video tutorials on various topics and sharing the same with students through WhatsApp groups, providing activity tasks to the students, video tutorials and subsequently having discussions on the same.