



SAMAGRA SHIKSHA
EDUCATION FOR ALL



ANNUAL REPORT
2020-21

Samagra Shiksha

Gujarat Council of School Education
Samagra Shiksha
Sector -17, Gandhinagar, Gujarat
Toll Free No.: 1800-233-7965 | www.ssagujarat.org



Preface



Samagra Shiksha - an integrated overarching programme for the school education sector extending from pre-school to class 12 has been launched in the year 2018 – 19 with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. Samagra Shiksha subsumed three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

The vision of the Samagra Shiksha is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goals (SDG) for Education as set by United Nations.

Major objectives of the Scheme are provision of quality education and enhancing learning outcomes of students; Bridging Social and Gender Gaps in School Education; Ensuring equity and inclusion at all levels of school education; Ensuring minimum standards in schooling provisions; Promoting Vocationalisation of education; Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as a nodal agencies for teacher training.

The Union Cabinet Committee on Economic Affairs has approved to continue the school education programme Samagra Shiksha Scheme 2.0 for the period of 1st April 2021 to 31st March 2026 in August 2021. It has been upgraded to align it with the Sustainable Development Goal for Education and the new National Education Policy launched in 2020.

One of the pathbreaking and futuristic initiative by Ministry of Education for the current year 2020 – 21 is the launch of National Education Policy (NEP) – 2020. NEP has a vision to universalise school education by the year 2030. Samagra Shiksha is an important vehicle to help fulfil this vision. The state has been pioneering in taking actions for implementing the NEP. As a first step, the state has formed the task force committee to plan and implement various interventions recommended under NEP. Phase wise planning is in the place and since the launch, the state has been proactive and enthusiastic in execution.

Unfortunately, the world and in turn the nation and the state were severely impacted by the COVID-19 pandemic and that resulted in the closure of schools since March 2020 and pushed for a shift towards exploring digital education opportunities. Government of Gujarat declared the schools to be closed on the 16th of March 2020. This was followed with a declaration of a national lock down by the central government and a continued school closure for the whole of the year 2020 and 2021 partly.

The state geared up to address coronavirus (COVID-19) related emergencies, its authorities knew that 25-30% of students had limited or no access to remote learning devices. Reaching the unreachable was a challenge.

Rapidly responding, the state prepared detailed guidelines to ensure that no student was deprived of education. Learning support was provided at the local levels (villages/hamlets/habitats), pairing students with and without devices; promoting peer learning; creating a mobile bank; offline learning; home-visits by teachers and field staff; providing access to online classes at citizen service centers or village offices; as well as mobile learning vehicles. Gujarat, India's fifth largest state, home to 11.48 million students, 0.4 million teachers and 54,444 (Primary -13639, Upper Primary -28096, Secondary -4822, Higher Secondary-

7887)schools, has leveraged the crisis as an opportunity to catalyze transformation. The state's Education Department carefully crafted an amalgamation of policies, weaved into an integrated COVID-19 response strategy, guiding comprehensive action to ensure that learning continues.

With the spike in coronavirus cases and the onset of school closures, the state expeditiously developed a holistic Home Learning Program. Proactively, Samagra Shiksha Gujarat after only a one week of closing of the schools in April 2020, developed and shared weekly worksheets to consolidate learning of all the subjects from grades 3rd to 10th for self-learning of the students under the 'Study from Home' initiative. The state realigned the entire syllabus for the first quarter of the revised academic year (June to September 2020) for Grades 1 to 12, breaking it down into chapter- and subject-focused weekly schedules. Teachers and subject experts collaborated to develop high-quality teaching-learning material including presentations for virtual sessions; lesson plans; and key points, summarizing chapters. Practice worksheets with co-curricular activities like drawing, storytelling, and poetry were instituted. Content is available through both digital media – e-content and energized textbooks via state's websites; YouTube channels; Facebook; web-links circulated on WhatsApp, and through physical media, in print.

For sharing the materials 3,247 cluster level parents' groups have been created. For online Support and follow up through calls, all the teachers were instructed to make regular calls to the students. Around 1 lakh 20 thousand teachers were involved in this program to cover nearly 32Lakhs of students. Pre-recorded teaching videos were telecasted on DD Girnar channel that the students can watch and learn from home for grades 1st to 12th. Around 48 Lakh students were covered through this initiative.

Gujarat also undertook an exhaustive device-mapping exercise to measure the type/medium of access to remote education, be it television, smartphones, regular cellphones, tablet, radio, or none of these. State collaborated with a national broadcasting channel to stream six hours of daily learning programs, 30 minutes for each grade; and runs a 24/7 broadcast on a dedicated channel. For the students who had access to internet and smart phones, it was decided that taking live classes would be helpful. For this, 'teams' platform was used for conducting virtual classes. The government has leveraged the Microsoft-Teams platform. Technology-proficient teachers form groups of 15 students each and conduct virtual classes. To date, over half million virtual classes have been completed. Its effective implementation is driven by personalized user-credentials for 5 million students and 0.2 million teachers, including a dashboard to enable decentralized monitoring and review.

Further, the state makes extensive use of the national open Digital Infrastructure for Knowledge Sharing (DIKSHA) platform that enables QR-coded textbooks to be scanned with a cellphone, opening up a world of resources in multiple languages for reference and further reading. In fact, Gujarat recorded the highest number of direct plays of e-content, among all other Indian states, between April and October 2020.

Gujarat regularly measures the learning level of students. The state has instituted an incredible system of Periodic Assessment Tests (PAT), which are formative weekly tests on each subject. In this difficult time, it was more important to understand the academic progress of Students. As a courageous step, state has decided to conduct learning outcomes based periodic assessment tests for each subject from Std. 3 to Std.10 followed with required learning support to students. Question papers, linked to timetables/schedules and mapped to learning outcomes, are delivered digitally to all schools with centralized systems to gauge student responses. Data analysis is used to guide instruction. Total 41,57,200 students from Std. 3 to Std. 10 participated in PAT during 2020-21.

Gujarat has thus adopted a multi-modal approach, using a mix of low-tech and high-tech interventions, to deliver personalized, adaptive education. The state's initiatives are a template for equity. Disability-friendly content is disseminated through several mediums on themes including therapy, activities of daily living, numeracy and literacy etc. Virtual classes have settings to support inclusive learning; special educators ensure regular contact through calls and conducting home visits for targeted support. The sudden shift to remote learning, posed significant challenges for teachers and the larger community. Training and capacity building workshops were held at decentralized levels to facilitate implementation of home learning. Key themes covered included COVID-19 preparedness, online teaching practices, community engagement and awareness generation. Under NISHTHA teachers training, 21,27,843 teachers enrolled for various trainings, 19,40,311 teachers completed the training and 19,40,277 were certified.

Media branch prepared Bus back & side panel, hoardings, Tv quicky, 2 videos of Diksha portal & virtual class, LED tv panel of corona, News Peppers Ad, Documentary on command control in 3 language etc for publicity of this activities to generate mass awareness for all these initiatives.

Gujarat's comprehensive COVID-19 response has been successful due to its well-thought out and decentralized implementation framework, with streamlined activities from the state-level to the student. With the development of suitable content, disseminated through multiple channels, customized to the needs of student, and through stakeholder engagement, Gujarat is helping realize education's promise by assessing learning, acting on evidence, and aligning all actors towards learning.

Twinning of schools is known as 'Partnership among schools' under which two schools come together for greater exposure. Total around 15,000 government schools spread across 33 Districts of Gujarat participated in e-Twinning of Schools program.

More than 36, 000 teachers registered themselves under Khelo India portal to conduct the physical assessment of their students, this initiative was in convergence with Sports Authority of India.

State continued establishing Science Technology Engineering Mathematics (STEM) Labs to develop practical skill among the students of Class 9th and 10th of Government schools. 250 STEM labs were established for this year.

Samagra Shiksha, Gujarat has introduced and implemented many initiatives for the Inclusion of Children with Special Needs. The focus, like previous years, continued to be on identification and enrolment of CwSN, providing them the aids and appliances for facilitating their learning and ensuring them therapeutic support too. During the year, to provide continuous learning support for the CwSN who were struck at home, the Special Educators have created short duration videos on basic therapeutic exercises / activities and academic topics and shared the same with parents of CwSN through Whatsapp groups. Total 8,762 CwSN were provided support services like transport, therapy, surgery, escort services etc. As milestone achievement, in each 500 clusters one school with a separate room was selected by the respective Special Educator, TRP, and School Headmaster/Principal to establish the In-SRR. The refurbishment was completed in 80% of the selected clusters and in rest of the clusters the work is under progress.

For Vocationalisation of School Education, total Schools 260 are having vocational education facility with 8 different Job Roles. State has developed Monitoring and evaluation application called "Lighthouse" for better monitoring. The state has also started YouTube channel to share Vocational e-Content with Students in better way. The channel currently has 350 Videos and 10000+ Viewers, who are getting benefitted with various information relation skill development.

Girl Education in India is largely essential for the growth of the nation because it fosters holistic and sustainable development. Keeping pandemic in mind, online self-defence training has been imparted. For online training 24 episode have been prepared on various self-defence methods with the help of BISAG Studio and uploaded on the DIKSHA portal of the Government of India. Under this initiative from 22,968 Schools, 11 Lac girls of Std 6 to 12 were trained. During the lockdown more than 75% girls were in direct contact with the KGBV staff through WhatsApp and standard wise, subject-wise pdf of the different academic topics has been shared with them.

To meet the requirement of the monitoring, proper emphasis is given to Management Information System (MIS). The Command-and-Control Centre (CCC) for Monitoring School Education at the State Level is the first of its kind of initiative in the country, which in this year was upgraded with various digital initiatives for real time monitoring and support.

Special Training Programme is meant for out of school children between the age group of 9-14 years children who have never enrolled or who dropped out and have been out of school for more than a year. Total 29,148 out of school children were provided with the special training support during the academic year.

Against the total budget of Rs. 1682.91 crore for the year 2020-21 under report, the expenditure of Rs. 1816.22 crore was incurred for various interventions under Samagra Shiksha, which is 107.92% of the total approved budget. The above figure is based on provisional data. The fund flow was smooth, which facilitated the effective implementation of scheduled activities under the Annual Work Plan & Budget (AWP&B).

Government of Gujarat and GCSE stands fully committed to support effective implementation of Samagra Shiksha to ensure that all children including children with disabilities have access to equitable and quality elementary and secondary education.



(Dr. Ratankanvar H. Gadhavicharan, IAS)

State Project Director,
State Project Office, Samagra Shiksha
Sector-17, Gandhinagar.

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ABOUT RTE

Salient Features of the RTE Act, 2009

The RTE Act, 2009 provides for:

- The right of children to free and compulsory education till completion of Elementary Education in a neighbourhood school.
- It clarifies that compulsory education means obligation of the appropriate government to provide free Elementary Education and ensure compulsory admission, attendance and completion of Elementary Education to every child in the six to fourteen age groups. Free means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities are appropriate in providing free and compulsory education, and sharing of financial and other responsibilities between the central and state governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teachers-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher's ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher posting. It also provides for prohibition of deployment of teachers for non-education work, other than decennial census, elections to local authority, state legislatures and parliament and a disaster relief.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) Physical punishment and mental harassment; (b) screening procedures for admission of children; (c) Capitation fee; (d) Private tuition by teachers and (e) running of schools without recognition.
- It provides for development of curriculum in consonance with the values enshrined in the constitution, and which would ensure the all-round development of the child, building on child's knowledge, potentiality and talent and making the child free of fear, trauma, and anxiety through a system of child friendly and child centered learning.

Action taken in Gujarat

Education is the most crucial input for empowering people with knowledge and basic life skills. Quality of education leads to quality of life. Elementary education i.e. Primary (Standard 1 to 5) and upper primary (Standard 6 to 8) is the foundation of the pyramid in the education system. The role of education in facilitating social and economic progress is well recognized. It opens up opportunities leading to both individual and group entitlements. Improvements in education are not only expected to enhance efficiency but also augment the overall quality of life. The twelfth plan places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education.

Here are some important steps taken by the Government of Gujarat for successful implementation of RTE 2009.

Details of implementation of provisions of RTE Act, 2009 /RTE Rules, 2012

No.	Detail of Rule	Action Taken	Implementing Office/Agency
1	(1) Admission of pupils (2) Documents of age proof (3) Extended period for admission	Notified under Rule 3 (1)(2)(3) of the Gujarat RTE Rules, 2012	Primary School
2	Special Training	Out of school children between 6-14 years never enrolled children and children who dropped out before completion of elementary education are identified every year. Names of such children are entered in the school records. Context-specific strategies are planned for Special Training and appropriate materials are also developed for this training, so as to enable the actual admission of the children in the age appropriate class on completion of special training.	SSA
3	Opening of new Elementary Schools or take over a private school.	Provision has been made under Rule 5 of the Gujarat RTE Rules, 2012	District Education Committee or Municipal School Board as the case may be
4	Schools to Provide Free and Compulsory Education	Already implemented	State Government/Local Authority/School
5	Maintenance of records of children by local authority	Already implemented	Director of Primary Education
6	Admission of children belonging to weaker section and disadvantaged group in unaided schools.	Already implemented	Director of Primary Education
7	Penal Action on schools violating the norms of no capitation fee and no screening procedure for admission.	Already implemented	Director of Primary Education
8	Recognition of schools, other than a school established, owned or controlled by the state Government or Local authority.	Already implemented	Director of Primary Education
9	Withdrawal of recognition	Procedure has been notified under Rule 14 of the Gujarat RTE Rules, 2012	Director of Primary Education

No.	Detail of Rule	Action Taken	Implementing Office/Agency
10	Norms and Standards for School	Specified vide Education Department Resolution No.PRE-142010-242076-K dated: 3-6-2010	Director of Primary Education
11	Composition and functions of the School Management Committee	Composition of School Management Committee have been specified under Rule 16 of the Gujarat RTE Rules, 2012	School other than unaided school
12	Preparation of School Development Plan	As specified under Rule 17 of the Gujarat RTE Rules, 2012, School Development Plan are prepared every year by the SMC	SMC
13	Teachers Acquiring minimum qualifications	Adequate teacher education facilities are available in the State.	State Government
14	Conditions of service of Vidhyasahayaks or teachers.	Already implemented	State Government
15	Duties to be performed by teacher or Vidhyasahayaks	Specified vide Education Department Resolution No.PRE-121-2014-40796-K dated: 7-2-2014	Director of Primary Education
16	Grievance Redressal mechanism for teachers or Vidhyasahayaks	Specified vide Education Department Resolution No.PRE-1112-GOI-29-K dated: 30-4-2013	The State Government to constitute Tribunals
17	Academic Authority to lay down the curriculum and evaluation procedure	Laid down as per letter dated 14/7/2011 from GCERT, Gandhinagar	Head Teacher of the School
18	The curriculum and the evaluation procedure	as above	as above
19	Set up of Mechanisms for periodic training and regular assessment	as above	GCERT / SSA
20	Periodic external evaluation of the in-service teacher training programmes	as above	GCERT / SSA
21	Periodic assessments of the quality of education and produce a report	Already implemented	State Government to set up an independent organization or wing
22	Mechanism to regularly monitor	Already implemented	State Government to set up a mechanism to regularly monitor the quality of pre-service teacher training.
23	To introduce a common test for teacher eligibility	Common eligibility test for teacher and head teacher recruitment have been introduce vide Education Department Resolution dated 27.4.2011 and 18.1.2012	State Examination Board

CHAPTER - 1

SCHOOL INFRASTRUCTURE DEVELOPMENT

- **INTRODUCTION:**

The school infrastructure component is important under Samagra Shiksha. Provision of school infrastructure helps to provide access to children and also helps their retention in accordance with the vision of RTE Act, both of which are important objectives of Samagra Shiksha. Provision of infrastructure for Resource centers at sub district level helps in creating academic support which Acts as catalyst towards quality improvement. The school building has to ensure easy access to all children and teachers and it has to be built with sensitive understanding of their different requirements.

The schedule to the RTE Act lays down the norms and standards for school building. A school building has to be an all-weather building comprising at least one classroom for every teacher and office cum store cum head teacher room, barrier free access, separate toilets for boys and girls, safe and adequate drinking water facility for all children, arrangements for securing the school building boundary wall, a kitchen for cooking MDM, a playground, equipment for sports and games, a library and TLM.

- **ACTIVITIES UNDERTAKEN :**

The types of school related different activities undertaken under Samagra Shiksha are as under.

- Additional classroom
- Boy's Toilet blocks
- Girl's Toilet blocks
- CWSN Toilet
- Major Repairing

- **DESIGNS:**

The architectural designs of different activities are to be carried out through in house architect & architectural assistant recruited by State Project office. The design also incorporates earthquake and cyclone resistant components.

The design of classrooms developed is child centric & sensitive to the pedagogical & village context in which school should function. The design also provides access to the physically challenged children. Construction of Toilet blocks also provides facility for differently abled children. Incorporation of child friendly internal and external elements will be mandatory in all the new construction and repair works.

- **IMPLEMENTING AGENCY:**

The construction of large number of civil works is undertaken through School Management Committee (SMC) and works require special skill through contractors like multi-level, class rooms and KGBV. The committee directly employs local labors, purchase materials & oversees the construction work. This way construction through the community generates sense of ownership to a large extent. The aim is to involve community in all round development of primary education in the village. Sufficient number of technically qualified staff is required to be put in place at block, district and state level for assisting the SMC with technical drawing and estimates and for quality supervision.

- **TRAINING TO SMC:**

The implementation of construction programme is achieved imparting training to members of school management committee. The training is imparted before the commencement of the work & also when the work reached at middle stage of construction.

- **SUPERVISION, MONITORING & QUALITY ASSURANCE:**

- The state has recruited engineers on contractual basis & is posted at block level for monitoring and supervision work. The engineers provide technical guidance to the School Management Committee.

- District Project Engineer posted at district level is looking after the work of the entire district. He is conducting weekly meeting of all the engineers of the blocks working in the district to review &

monitoring the progress.

- For monitoring & review the progress of entire state, monthly meeting of all the District Project Engineers is conducted at the state level. The issues related with the civil works are settled in monthly meeting.
- District Project Engineers also visit sites frequently to check the quality of work executed.
- Architectural Assistant posted at district level for Whole school development plan.
- Technical Resource Person posted at block level is looking after construction activity carried out at school. For every 40 to 50 site one TRP is posted.
- State has created monitoring cell constituted with Assistant Engineer who visit the sites frequently & offer their suggestions to improve the quality of work.
- **EXTERNAL EVALUATION OF CIVIL WORKS (3RD PARTY) :**
- Technical audit & quality assurance of civil works hiring services of professional consultant has been adopted. The consultants supervise the construction work during the work under progress frequently to achieve the stipulated standard of quality in the project. The discrepancy/error if any is pointed out by 3rd party consultant with his suggestions & remedial measures to rectify the defects.
- The consultants also carry out independent testing (field & laboratory) of construction materials & report to SMC & engineers.
- On completion of the work the consultant issue completion certificate.

Government Secondary School Project

Secondary Education is being implemented in the state for the Secondary Level classes i.e. Class IX and Class X. In Gujarat, Class VIII is part of the Secondary education but the policy was made by State Government to shift class VIII in Primary Education step by step. The Government Secondary School Project is being implemented on 75:25 sharing pattern of Central and State respectively in the Eleventh Five Year Plan i.e. 2007-12 and now the sharing pattern of Central and State respectively is 60:40.

The vision for Government Secondary School is:

To make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, following is to be achieved:

- To provide a Secondary School within a reasonable distance of any habitation, which should be 5 km for Secondary Schools and 7-10 Km for Higher Secondary Schools.
- Providing access to Secondary Education with special references to economically weaker sections of the society, the Educationally Backward, the girls and the disabled children residing in the rural areas and other marginalized categories like SC,ST,OBC and Educationally Backward Minorities(EBM).

Achievements of Government Secondary Schools: 2018-19:

- 72 Government Secondary Schools started in June 2010 which was approved under Annual Plan 2010-11, 254 Government Secondary Schools have been sanctioned in June 2011 under Annual Plan 2011-12 of RMSA, 140 Government Secondary Schools have been sanctioned in June 2016 under Annual Plan 2016-17 and 70 Government Secondary Schools have been sanctioned in June 2018 under Annual Plan 2018-19 of RMSA. A total no. of 524 Government Secondary schools are running under Secondary Education project in Gujarat State.
- Construction Work of Government Secondary schools has started at 446 locations, out of which 405 RMSA School Construction work completed and 35 Government Secondary schools Construction work in progress.
- Construction Work of Residential Teacher Quarters has started at 32 location as on 20/08/2019 out of which 30 Residential Teacher Quarters work completed and 2 Residential Teacher Quarters Construction work not started yet.
- Total 45349 students enrolled during the Year 2021-22.
- Total 1321 Teachers are working in Secondary Govt. Schools.

- In 102 Secondary Govt. Schools Higher Secondary Education is available which is managed by Commissioner of Schools, Gandhinagar. Out of 102 schools in 79 Schools Std-11 & 12 are functional and in 23 schools Std- 11 is functional.



• Infrastructure work in 2020-21

- The detail status of various infrastructure activities for the year 2020-21 under Samagra Shiksha is as under:

Name of activity	Total Planned	Completed		In Progress	
		No of works	Percentage	No of works	Percentage
Additional classroom	814	0	0	0	0
BRC Bhavan	26	0	0	0	0
Girls Toilet Blocks	346	0	0	308	89.01%
Boys Toilet Blocks	501	0	0	448	89.42%
CWSN Toilet	642	0	0	555	86.44%
Major Repairing	599	0	0	499	83.30%

• **Additional classrooms :**

814 classrooms are approved for the year 2020-21 and are at tender stage.

No	District	Additional classrooms		
		Targeted	In Progress	Completed
1	AHMEDABAD	2	0	0
2	AMRELI	23	0	0
3	ANAND	46	0	0
4	ARVALLI	35	0	0
5	BANAS KANTHA	94	0	0
6	BHARUCH	67	0	0
7	BHAVNAGAR	50	0	0
8	BOTAD	1	0	0
9	CHHOTAUDEPUR	23	0	0
10	DAHOD	47	0	0
11	DEVBHOO MI DWARKA	4	0	0
12	GANDHINAGAR	4	0	0
13	GIR SOMNATH	6	0	0
14	JAMNAGAR	11	0	0
15	JUNAGADH	32	0	0
16	KACHCHH	27	0	0
17	KHEDA	12	0	0
18	MAHESANA	29	0	0
19	MAHISAGAR	11	0	0
20	MORBI	1	0	0
21	NARMADA	25	0	0
22	NAVSARI	15	0	0
23	PANCH MAHALS	56	0	0
24	PATAN	83	0	0
25	RAJKOT	3	0	0
26	SABAR KANTHA	7	0	0
27	SURAT	14	0	0
28	SURENDRANAGAR	18	0	0
29	TAPI	2	0	0
30	THE DANG	16	0	0
31	VADODARA	3	0	0
32	VALSAD	47	0	0
	Total	814	0	0

• BRC Bhavan

26 BRC Bhavan are approved for the year 2020-21 and are at tender stage.

No	District	Additional classrooms		
		Targeted	In Progress	Completed
1	AHMEDABAD	1	0	0
2	BANAS KANTHA	2	0	0
3	BHARUCH	1	0	0
4	BHAVNAGAR	1	0	0
5	DAHOD	2	0	0
6	JUNAGADH	2	0	0
7	KHEDA	2	0	0
8	MAHESANA	1	0	0
9	NARMADA	1	0	0
10	NAVSARI	1	0	0
11	PATAN	2	0	0
12	RAJKOT	1	0	0
13	SABAR KANTHA	1	0	0
14	SURENDRANAGAR	1	0	0
15	TAPI	2	0	0
16	THE DANG	2	0	0
17	VADODARA	2	0	0
18	VALSAD	1	0	0
	Total	26	0	0

• Toilet Blocks:

Construction of girl's toilets and Boys toilets was undertaken under Samagra Shiksha during the year. Out of targeted 346 girls' toilets and 501 Boys' toilets, 308 and 448 toilets are in progress respectively.

No	District	Girls Toilet Block			Boys Toilet Block		
		Targeted	In Progress	Completed	Targeted	In Progress	Completed
1	AHMEDABAD	3	0	0	9	5	0
2	AMC	4	4	0	1	1	0
3	AMRELI	6	5	0	7	6	0
4	ANAND	10	9	0	15	11	0
5	ARVALLI	8	7	0	12	12	0
6	BANAS KANTHA	83	77	0	137	126	0
7	BHARUCH	1	1	0	1	0	0
8	BHAVNAGAR	21	19	0	27	25	0
9	BOTAD	5	5	0	2	2	0
10	CHHOTAUDEPUR	4	4	0	9	8	0
11	DAHOD	35	35	0	40	39	0
12	DEVBHOOMI DWARKA	3	3	0	3	3	0
13	GANDHINAGAR	5	3	0	11	11	0
14	GIR SOMNATH	8	8	0	12	11	0
15	JAMNAGAR	3	1	0	3	3	0
16	JUNAGADH	2	2	0	4	4	0
17	KACHCHH	9	7	0	15	12	0
18	KHEDA	17	17	0	18	18	0
19	MAHESANA	10	8	0	14	14	0
20	MAHISAGAR	3	3	0	8	8	0
21	MORBI	6	6	0	11	10	0
22	NARMADA	1	1	0	4	3	0
23	NAVSARI	3	3	0	4	4	0
24	PANCH MAHALS	14	7	0	17	9	0
25	PATAN	22	19	0	39	33	0
26	RAJKOT	7	8	0	12	11	0
27	RMC	1	0	0	2	0	0
28	SABAR KANTHA	16	13	0	28	26	0
29	SURAT	6	6	0	7	7	0
30	SURENDRANAGAR	3	2	0	7	5	0
31	TAPI	0	0	0	2	1	0
32	THE DANG	12	12	0	5	5	0
33	VADODARA	6	6	0	3	3	0
34	VALSAD	9	7	0	9	12	0
	Total	346	308	0	501	448	0

• CWSN Toilet :

Out of approved 642 CwSN toilets, 555 toilets are in progress. The district wise summary is as under:

No	District	CWSN Toilet		
1	AHMEDABAD	9	7	0
2	AMC	2	0	0
3	AMRELI	9	8	0
4	ANAND	14	12	0
5	ARVALLI	28	27	0
6	BANAS KANTHA	68	50	0
7	BHARUCH	15	11	0
8	BHAVNAGAR	24	17	0
9	BOTAD	10	7	0
10	CHHOTAUDEPUR	44	32	0
11	DAHOD	27	27	0
12	DEVBHOO MI DWARKA	4	4	0
13	GANDHINAGAR	5	5	0
14	GIR SOMNATH	27	25	0
15	JAMNAGAR	3	3	0
16	JUNAGADH	14	7	0
17	KACHCHH	14	10	0
18	KHEDA	25	25	0
19	MAHESANA	10	6	0
20	MAHISAGAR	39	39	0
21	MORBI	8	7	0
22	NARMADA	15	15	0
23	NAVSARI	16	16	0
24	PANCH MAHALS	38	37	0
25	PATAN	34	28	0
26	PORBANDAR	6	5	0
27	RAJKOT	14	14	0
28	RMC	1	1	0
29	SABAR KANTHA	27	25	0
30	SURAT	11	10	0
31	SURENDRANAGAR	14	13	0
32	TAPI	15	15	0
33	THE DANG	5	5	0
34	VADODARA	28	26	0
35	VALSAD	19	16	0
	Total	642	555	0

• Major Repairing :

During the year 2020-21, Out of the targeted 599 Major Repairing, 499 school repairing is in progress as mentioned below:

No	District	Major Repairing		
1	AHMEDABAD	18	7	0
2	AMC	3	0	0
3	AMRELI	22	18	0
4	ANAND	38	35	0
5	ARVALLI	26	26	0
6	BANAS KANTHA	31	16	0
7	BHARUCH	18	10	0
8	BHAVNAGAR	38	19	0
9	BOTAD	5	5	0
10	CHHOTAUDEPUR	8	7	0
11	DAHOD	23	23	0
12	DEVBHOO MI DWARKA	7	3	0
13	GANDHINAGAR	6	6	0
14	GIR SOMNATH	20	19	0
15	JAMNAGAR	9	9	0
16	JUNAGADH	19	19	0
17	KACHCHH	35	30	0
18	KHEDA	32	27	0
19	MAHESANA	23	23	0
20	MAHISAGAR	20	20	0
21	MORBI	3	3	0
22	NARMADA	9	9	0
23	NAVSARI	10	10	0
24	PANCH MAHALS	20	16	0
25	PATAN	26	26	0
26	PORBANDAR	10	6	0
27	RAJKOT	14	11	0
28	SABAR KANTHA	28	24	0
29	SURAT	7	7	0
30	SURENDRANAGAR	16	14	0
31	TAPI	12	11	0
32	THE DANG	14	14	0
33	VADODARA	20	17	0
34	VALSAD	9	9	0
	Total	599	499	0

• Additional classrooms for Secondary:

Out of targeted 8 additional classrooms, the construction work of 5 classrooms is in progress. The district wise details are as under:

No	District	Major Repairing		
		Targeted	In Progress	Completed
1	AMRELI	2	0	0
2	ANAND	1	0	0
3	BANS KANTHA	5	5	0
4	Total	8	5	0

CHAPTER - 2

SPECIAL TRAINING PROGRAMME

March 2020. This also meant that the STP centres running to provide accelerated learning support to the students who were out of school earlier, had to be closed for an undecided period. The Balmitras running the centres, Block resource people and the District coordinators extended the required support to ensure that their students get continued learning and psychosocial support and also help them stay safe. The following have been the main inputs made-

Risk communication to the students and families- Before the national lockdown was put into effect, the Balmitras and the block and district coordinators ensured that they reach out to the parents and students of the STP centres to build awareness about what is COVID 19, how it spreads and how they can keep themselves safe during this time of the pandemic.

- a. Providing support through audio-video calls and e content developed by the Balmitras and the coordinators- Soon after the lockdown was declared, the Balmitras and Block Resource Persons through mobile contacts, created a tentative understanding of the students who had devices and the students who didn't have it. They started creating short videos for the students to make them understand the basic concepts of FLN and started sharing it with the parents through the whatsapp groups that they had created. Support was also provided through telephonic followups and a youtube channel was started for organizing the content at a place.

- b. Mainstreaming the students by the end of the academic session- After the summer vacations got over in June 2020 and the new session had to begin, it was ensured by the block resource persons, district coordinators and the Balmitras that the students of the STP centres who achieved the required academic level (after having received almost a year of support in the STP centres) got mainstreamed and enrolled in the grade appropriate classes. It was also ensured that the Balmitras provide the required support to the students during their transition from the STPs to schools. As the STP centres were running in the schools itself and the Balmitras already work in close collaboration with the Principals, they shared the list of the students to be mainstreamed and got them enrolled as per their age. The Principals then shared with the class teachers that these students have transitioned from the STP centres and decision was made that as the classes aren't taking place physically, for the period of transition, Bal Mitra will continue to support the students along with the teachers of the schools.

- d. Continued online/offline support to the students still enrolled in the STP centres and the new enrollments- The students who were yet to achieve the required academic level for transition to school (and are yet to complete a year in the STP centre) and some students who joined new in the new session (though the survey couldn't take place in the new session because of the pandemic but the communities shared about the children who came back with the families because of migration or other reasons) received digital teaching instructions from the Balmitras in the new session.

- e. Mohalla and Faliya Teaching- By July, the state had the detailed analysis of the students who have and those who donot have an access to digital devices. It was important to reach out to the students without any devices to provide them instructional support. For that, the Balmitras ensured that they reached out directly to the communities to provide support to the students with no access to digital devices. These students were taught in small groups within the community. The Balmitras continued to provide support to the students of the STP centres. The support extended by the Balmitras to the students without access to digital devices helped the state to work towards reducing the inequity that might get created because of inequal access of students to digital devices. COVID protocols were strictly followed to ensure quality support.

- f. Content creation –In order to provide support to the students without devices, the Balmitras evolved different flash cards, story cards, charts and other TLMs so that the students can be engaged in sub group learning and the gap that got created because of they not receiving the required instructional support can be bridged. Comprehensive e content has also been created by the Balmitras and the Youtube channel provided the required support to host all the short teaching videos at one platform so that a variety of content can be access by both teachers and students.

•g. Innovations- To reach out to students of STP and those without devices, Balmitras, BRPs, teachers and STP coordinators made many additional efforts. Funds have been mobilized through donations for making available digital devices to some students, community mobilization was ensured to get space for undertaking teaching practices, some used their Cars as mobile schools and many Balmitras provided the much needed psychosocial support to convince the students (through different means) to continue to stay motivated to learn. Some of the innovations made at different levels are also compiled and drafted as success stories for organizing the learning and for further dissemination.



Residential Special Training for children of Deprived Group

No residential STP centres were planned and implemented because of the COVID situation.

Special Training Material:

Special training materials printed in the previous years have been used by the Bal Mitra in the present year too for facilitating the learning of the students in STP centres. Bal Mitras also created new materials/TLMs on their own for extending quality instructional support.

Tent Special training programme :

Gujarat is a state that receives a big population of workers who migrate from other neighbouring states for work. People migrate for agricultural work, work in sugar factories, ceramic work, etc. There are children who are stay at the work site with the parents like children of construction workers, brick clin workers, people working in salt pan areas, etc. Ten Special Training Programmes are organized at the worksite to provide instructional inputs to the children so that their learning can continue. The STP centres at the work sites function for around 5 hours a day and focus on engaging the children in meaningful activities around reading writing, play, collective sharing, etc. In the year 2020-21, Tent STP centres have been made functional in the districts like Ahmedabad, Anand, Porbandar, Patan, Gandhinagar, Vadodra, Surat, Tapi, Bhavnagar, Junagadh. There was a plan to provide learning support to 9800 students but because of COVID situation, only 3754 children could be supported through 188 centres.

Strategy	No of children Targeted	No of Children covered	No of Centers
Tent STP	9800	Boys –1980 Girls –1674 Total -3754	188

Residential Seasonal Hostel

Residential seasonal hostels are hostels that have been evolved for providing residential facilities to the students whose parents seasonally migrate for work. The students stay in seasonal hostels and continue with their education while the parents move to other districts for work.

Strategies	Approved target for 2020-21	Coverage	Achievement in%
	Physical	Physical	Physical
Seasonal Hostel (Residential)	28,000	1114	4%

As per the above table, total 28000 children were identified during the year 2020-21 who were in need of Residential Seasonal Hostel. As COVID 19 school closure decision impacted residential hostels too and the teaching was mainly happening in an online format, the hostels were not made functional for a long time.



Progress made in the year 2020-21 in respect to STPs-

Sr. No.	Intervention for Out of School children	Target as per AWP&B 2020-21	Achievement		No. of children mainstreamed
			No. of centres	No. of children	
1	STP (12 month)	30352	1097	29148	22851
2	Residential Hostel	50	0	0	0
3	Direct Enrollment	6697	0	13248	13248
	Total	37099	1097	42396	36099
4	Tent STP	9800	188	3754	
5	Seasonal Hostel	28000	22	1114	
	Total	37800	210	4868	

Transport/Escort facilities

One of the reasons for the students to discontinue education after elementary grades is the difficulties they face in accessing schools outside their village. Since the year 2012, transport facilities are provided to select students to ensure their learning continuity.

SMCs in collaboration with the teachers are provided with the responsibility to decide which students require transport facilities to continue education. SMCs proposals are collected through CRCs/BRCs and approvals are granted accordingly.

SSA Gujarat has developed GPS based vehicle tracking system for ensuring safety of all students while they avail the transport facilities provided by the Government. GPS based vehicle tracking system makes it possible to track if all buses/vehicles are following the designated routes, are not speeding and there is a system of availing SOS facilities too.

The progress of the Transport facility in the year 2020-21

Target no. of children	No. of children covered (31-3-2021)		
	Boys	Girls	Total
1,47,237	24,126	23,785	47,911

“School on wheel”:

Gujarat Government launched a unique project called “School on wheels” in the year 2018 for children of Salt pan workers. It has been launched in collaboration with Gujarat State Transport Corporation. The corporation is providing unused buses for this project so that they can be used as schools for a temporary period of time. On the basis of atmosphere in the desert, a standard bus will have PVC flooring, 18 writing desks, LCD, ceiling fans, LED lights, a writing board. Samagra Shiksha plans has so far evolved 38 schools on wheels (focussed on reaching out to children of the salt pan workers). Mid-day meals will also be provided to the children. A standard bus, accommodating the school, will be stationed in the desert. These buses all the facilities including drinking water for the children.

The school on bus can support teaching-learning of 26 students at a time.

The progress of“ School on wheel Project

No of Buses	No of children reached
38	655



Chapter - 3

GIRLS EDUCATION

Education of Girls:

Girl Education in India is largely essential for the growth of the nation because girls can do most of the things better than the boys. Nowadays girl education is necessary and is also compulsory because girls are the future of the country. In India, girl's education is necessary as to develop socially and economically. The improvement of a nation depends on girl's learning. Female education is the need of the hour. We can't become a developed nation without educating the women of the country. Women play an essential role in the all round progress of the country. Women must be educated to make a democracy successful. They are the real builders of a happy home and educated woman has the skills, information, and self-confidence that she needs to be a better parent, worker, and citizen so girl's education should be encouraged

Dikari Ni Salaam Desh Ne Naam:

'Educate every girl child and she will be the nation's pride'. Education plays one of the most important roles in Women Empowerment. It also helps to put a stop to discrimination based on gender. Education is the first step to give women the power to choose the way of life she wants to lead. Education helps women to be more productive in their work. A knowledgeable woman has the skills, information, talent, and self-confidence that she requires to be a superior mother, employee, and resident. Educated girls can brighten the future of the country by the good upbringing of their children. Education gives a woman freedom of thought. It broadens her outlook and makes her aware of her duties and responsibilities

Samagra Shiksha Gujarat celebrates "Dikari Ni Salaam Desh Ne Nam" in all schools, on 26th January- Republic day since 2015-16. Flag hoisting is done by the highly educated girls of the village and honored by awards & prizes. Samagra Shiksha also organizes debate, quiz, and extra co-curriculum activities related to girls. On this special occasion, schools also invite mothers of newborn baby girls and honored them.

Vocational Education:

For skill development of the KGBV girls, Saksham program started in association with NIOS. KGBVs are working as Accredited Vocational Center (AVI) to conduct for certificate courses in different trades through NIOS. KGBV girls can take vocational course in KGBVs along with their study and get the certificate for that course opted. Total 5 trades are available under KGBV Saksham Program. The trades are Cutting tailoring, Beauty culture, Embroidery, Basic computer and Yoga.



Self-defense:

Since 2017-18 the Samagra Shiksha is making the provision of karate, judo, punching and basic self-defense, such as blocking and wrestling in all Upper primary schools and Secondary schools of 10 million girls. All the girls received certificates after completing the training.



Due to covid pandemic in academic year 2020-21, online self-defense training has been imparted. For online training 24 episode have been prepared on various self-defense methods with the help of BISAG Studio and uploaded on the DIKSHA portal of the Government of India. The link has been sent to the schools to register the girls for training. Self-defense training has been provided in 22,968 Schools to train around 11 Lac girls of Std 6 to 12.

Adolescence Education:

To empower young people with accurate, age appropriate and culturally relevant information and to promote healthy attitudes and develop skills to enable them to respond to real life situations in positive and responsible ways, Adolescence Education program has been conducted in all Upper Primary and Secondary schools. Through this program students were made aware about child abuse, POCSO act, early marriage, health and nutrition, judicious use of social media etc.

Due to Covid 19 pandemic, as the schools were remains close, Samagra Shiksha Gujarat has taken the initiative to do the capacity building program for all the teachers teaching in Upper Primary and Secondary schools. This capacity building program was done online. Initially at state level, a team of experts has developed the online training content in the form of PPTs and PDF on different topics of Adolescent Education and career counselling. Various departments like Health, ICDS, UNICEF and experts NGOs contributed to strengthen the quality of the training program. In first phase, 5 master trainers from each district were trained and in second phase these master trainers trained one teacher from each school of the districts. In the third phase these trained teachers facilitated their children during online classes. Topics covered during the online training are:

- Adolescence in its biological, psychological, socio cultural and moral dimension
- menstrual hygiene management and health.
- Daily nutritional requirement of adolescent girls, mal nutrition and anaemia
- Child Abuse Related Legal Provisions-POCSO ACT
- Early Marriages and Child Rights
- Judicious use of social media
- Career Guidance for Adolescent.



Kasturba Gandhi Balika Vidyalaya (KGBV):

Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August 2004 for setting up residential schools at an upper primary level for girls belonging predominantly to the Scheduled cast Scheduled tribe, other backward class, and minorities in difficult areas. Initially, it runs as a separate scheme but was merged with the Sarva Shiksha Abhiyan with effect from 1st April 2007. With the RTE Act, 2009 coming into force with effect from 1st April 2010, and the Sarva Shiksha framework of Implementation being revised to correspond to the RTE Act, the KGBV component of Sarva Shiksha is also being implemented in the overall context of child rights and child entitlements and in harmony with spirit and stipulations of the Act. Under this Scheme, KGBVs are set up in Educationally Backward Blocks (EBBs) where the female rural literacy is below the national average (i.e. below 46.13% as per census 2001) and the gender gap in literacy is above the national average of 21.59%. The scope of the scheme was enlarged to cover the Blocks that have rural female literacy below 30% and urban areas with more than the national female literacy (urban) of 53.67% as per the census 2001. This was again expanded to cover all the educationally backward blocks with the rural female literacy of 46.13%. KGBVs are set up where more than 500 girls (10 to 14 years of age) are either out of school (drop out or never enrolled) or irregular attendance



for more than 6 months. 75% of the targeted girls belong to a scheduled caste, scheduled tribes, minority communities, and other backward class communities and 25% of girls from the families of Below Poverty Line (BPL). Age-appropriate enrolment of the girls is done in class 6 to 8 according to their age and as prescribed in the RTE Act, 2009/ MHRD Guideline. The special training course has also been prescribed for a minimum of 3 months and a maximum of 6 months or more than 6 months for the girls who were never been to school.

In Gujarat, at present, there are total 245 KGBVs functional under Samagra Shiksha. Out of the total 239 KGBVs 163 KGBVs are run with the help of the GOI support and 76 run with the help of the GOG support. There are four Types in KGBV;

- Type-I (Std 6-8) = 32
- Type-II (Std 6-10) = 55
- Type-III (Std 6-12) = 82
- Type-IV (Std 9-12) = 76

Status of category wise enrolment in KGBVs:

As stated above, more focus is given to reach the targeted girls from Scheduled Castes, Scheduled Tribes, OBC, Minority, and BPL families. The below table gives details on category wise enrolment of KGBVs.

Type	KGBV Sanctioned	KGBV Operational	No Of girls enrolled						
			SC	ST	OBC	BPL	Muslim	other	Total
I	32	32	72	527	465	365	50	20	1499
II	55	55	420	1227	2095	1146	41	58	4987
III	82	82	578	3629	3113	2276	124	225	9945
IV	81	76	808	1094	2749	1284	61	140	6136
TOTAL	250	245	1878	6477	8422	5071	276	443	22567

Status of girl's enrolment in KGBVs:

The below table gives details on the class-wise enrolment of KGBVs.

KGBV Type	Std	GoI			GoG		Total GoG+GoI	Total Enrolment
		School with hostel	Hostel	Total GoI	School with hostel	Hostel		
Type 1	6 to 8	9	5	14	0	18	32	1499
Type 2	6 to 10	16	14	30	0	25	55	4987
Type 3	6 to 12	38	7	45	0	37	82	9945
Type 4	9 to 12	0	76	76	0	0	76	6136
Total		63	102	165	0	80	245	22567

For running the KGBVs effectively, teachers and wardens are given training at regular intervals. Below are the details of the training imparted during the year 2018-19.

by the State Office. Regular meetings through Microsoft team were conducted with wardens and teachers of the KGBVs.

'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. 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), were given and regular follow up s done by the wardens and teachers.

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. You tube links of contents developed by GCERT on prevention and precaution for Corona epidemic, activities, talks, songs; games are shared with the girls. Girls were trained to prepare mask for themselves as well as for other family members.

KGBV Safety Guidelines

To ensure the safety and security of the girls some necessary steps have been taken in the KGBVs. The guidelines for this have been issued to all districts by SS. The guideline narrates specific implementation of kitchen, playgrounds and guardian-meet safety measures. All KGBV wardens have been trained on the following safety aspects:

Provision of safe facilities:

- Well ventilated KGBV buildings with 24 hours electricity facility
- Child-friendly toilet facility and bathing cubicles with access to water
- Provision of bedding set (inclusive of the mattress, blanket, pillow, mosquito net, a bed sheet), hygiene kit (inclusive of a toothbrush, towel, soap, oil, etc.)
- Appropriate drinking water facility, water purifier wherever required
- Access to safe absorbents during menstruation and safe facility for disposal
- A clean and green environment with a kitchen garden, plants, etc.
- Compound wall and fencing the KGBV boundary
- First-aid kit available at all times
- Formation of KGBV safety committee and telephone availability on campus with a list of emergency call numbers like police, fire, ambulance, etc. displayed on wall/ notice board

Convergence Strategy:

For achieving the set goal to improve girl education in the state, SS has adopted Convergence as a strategy for holding hands. State KGBVs are functional with the support of the Department of Education. Below are some major convergence done during 2018-19:

Department	Activities
Women and child department	For Enrollment
Health Department	MHM awareness, Regular Checkup, Nutrition
Social Justice & Empowerment Department	Scholarships and other benefits
Tribal Department	Residential Hostel
Road & Building Department	Facilities for road and water
NIOS	Vocational Rehabilitation
Sports, Youth and Cultural Department	Sports, self-defense training
Home department	Police patrolling once a week in KGBV, Suraksha Setu
Disaster management department	Disaster management training
Department of Child Protection	Awareness of Child Rights

Teachers Training in KGBVs:

Due to Covid – 19 Pandemic state has conducted online mode training.

S. No.	Type of training (Online)	Training Content
1	Training of KGBV Part time Teachers by Microsoft teams	NIOS organized specific skill training like tailoring, beauty – hair & care, yoga, Computer basic course as a part of the MoU between NIOS and State
2	Training of KGBV warden cum head teacher through Zoom meeting	KGBV all staff training on Life skill and Value based education by Heartfulness Education Trust.
3	DISHA course for all KGBV staff and District Gender coordinators	State developed online module and upload on DIKSHA Portal about KGBV management & administration. Scheme, KMC, Head subhead budget, Financial Provision & Rules – GeM portal, Safety & Securities of KGBVs Girls, Psycho -socio method, Health – Nutrition
4	Training of full Time Teacher (Maths – Science) by Microsoft Team	Training organized for math's & Science Full time teacher for Science and Math's kit use by Vikram Sarabhai science institute
5	Home learning course on Diksha portal	In this pandemic situation Home learning course developed for all teachers to help KGBV students in their Home learning education

Home Learning during Covid-19 lockdown

In response to the adverse conditions raised due to Corona epidemic, Samagra Shiksha Gujarat, keeping the safety of the girls in mind, has shut down all the KGBVs along with all other academic institutions. During lockdown more than 75% girls were in direct contact with the KGBV staff through WhatsApp group and other related app. Every Saturday, standard wise, subject-wise pdf of the topic taught has been shared from state to parents through different WhatsApp groups.

A voice message from State Education minister Ms. Vibhavari Dave was circulated widely for motivating the parents to take care of studies of their children at home. Through this message parents and students were made aware about the corona epidemic, prevention and precautions to be taken by them at home along with continuation of the studies at home.

KGBV warden and teachers were instructed to keep continue contact with the girls at home. Warden/ teachers are taking weekly update of the girls. WhatsApp groups of parents and teachers are used to communicate with the KGBV students. Apart from WhatsApp, teachers are in direct contact with the girls through regular phone calls WhatsApp calls, Microsoft teams calls, zoom, Google meet etc.

Along with that KGBV girls were involved in various cocurricular activities like Traditional folk song collection, Traditional food collection, Stories, writing about their families, Craft work, traditional embroidery, and mask making etc.

Girls education branch of Samagra Shiksha organizes regular virtual meeting with the district gender coordinators and guides them for implementation and monitoring of the different activities planned



KGBV Girls success story

<p>Case Studies: 1</p> <p>Name – Rajiben Jeevanbhai Ahir</p> <p>KGBV: Kolivada, Dist: Patan</p> <p>Drop out girls</p> <p>Present Status -Working as Police constable in Surat</p>	
<p>Case Studies: 2</p> <p>Name – Shiyam Bhanuben Rahabhai</p> <p>KGBV: Vapadiya, Jafrabad, Dist: Amreli</p> <p>Drop out girls</p> <p>Present Status- Working as Anganwadi worker in Shiyalbet</p>	
<p>Case Studies: 3</p> <p>Name – Dipali Medsibhai Nandaniya</p> <p>KGBV: Kambhala, Dist: Porbandar</p> <p>Drop out girls</p> <p>Present Status- Studying in last year Homeopathic</p>	
<p>Case Studies: 4</p> <p>Name –Chaudhary Ashaben Shivabhai</p> <p>KGBV: Gotarka , Dist: Patan</p> <p>Never Enrolled girls</p> <p>Present Status- Working as Police Constable</p>	
<p>Case Studies: 5</p> <p>Name – Sunandaben Narsinhbhai dama (CWSN) Eye-Sight problem</p> <p>KGBV: Balaiya, Dist: Dahod</p> <p>Never Enrolled girls</p> <p>Present Status- Study and Achievement in Karate</p>	

KGBV at a Glance



Chapter - 4

INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS (IE-CWSN)

Inclusive Education for Children with special needs

Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. The objective of the inclusive education is to support education as a right for all, with special emphasis on removing barriers to participation and learning for disadvantaged groups, girls and women, children with disabilities and out-of-school children. The overall goal is a school where all children are participating and treated equally.

As per the new integrated scheme for School Education- Samagra Shiksha, the existing systems of administration were reorganized. The scheme aims to look at education of all children including children with Special Needs (CwSN) in a continuum from pre-nursery to class XII. The scheme will cover all children with special needs with one or more disabilities as mentioned in the schedule of disabilities of the Right of the Persons with Disabilities (RPwD) Act, 2016 studying in Government, Government-aided and local body schools. As a part of this process the inclusion of children with special needs at the elementary education (I-VIII) supported by Sarva Shiksha Abhiyan and the centrally sponsored Inclusive Education for Disabled at Secondary Stage (IEDSS) scheme (IX-XII) were subsumed.

During the reporting period (2020-21), Samagra Shiksha, Gujarat has introduced and implemented many initiatives for the Inclusion of Children with Special Needs under the component called Inclusive Education for Children with Special needs (IE-CwSN). The focus, like previous years, continued to be on identification and enrollment of CwSN, providing them the aids and appliances for facilitating their learning and ensuring them therapeutic support too. This year, along with this, the focus has also been on planning and implementation of ways in which the learning levels of the CwSN can be improved and the special educators can devote more time in supporting their learning in the schools.

1.1 Inclusive Education at Elementary Level:

As per UDISE+ 2019-20 there are 79,320 CwSN students enrolled in all management schools.

District-wise total CwSN students pursuing Elementary Education (Std.1 to 8) in Government, Government Aided and Local Body Schools

Sr. No.	District Name	CWSN Enrolled as per UDISE
1	AHMEDABAD	2257
2	AMRELI	1776
3	ANAND	3511
4	ARAVALLI	1463
5	BANAS KANTHA	3483
6	BHARUCH	1360
7	BHAVNAGAR	2631
8	BOTAD	1008
9	CHHOTAUDEPUR	1708
10	DEV. DWARKA	715
11	DOHAD	2453
12	GANDHINAGAR	1528
13	GIR SOMNATH	2262
14	JAMNAGAR	1141
15	JUNAGADH	2084
16	KACHCHH	2593
17	KHEDA	2962
18	MAHESANA	2415
19	MAHISAGAR	2230
20	MORBI	1220
21	NARMADA	1323
22	NAVSARI	1141
23	PANCH MAHALS	2795
24	PATAN	1645
25	PORBANDAR	627
26	RAJKOT	1752
27	SABAR KANTHA	1826
28	SURAT	1950
29	SURENDRANAGAR	3124
30	TAPI	1130
31	THE DANGS	681
32	VADODARA	3046
33	VALSAD	1757
34	AMC	1285
35	RMC	461
36	SMC	1224
37	VMC	404
	Total	66971

Out of 66,971 CwSN of different types of disabilities 38,769 are boys and 28,202 are girls

District - wise and Gender- wise CwSN studying in Elementary Education

District	Schools in which CwSN enrolled	Boys C (1-8)	Girls C (1-8)	Total CwSN
AHMEDABAD	776	2174	1368	3542
AMRELI	486	1016	760	1776
ANAND	770	2059	1452	3511
ARAVALLI	576	871	592	1463
BANAS KANTHA	1075	2090	1393	3483
BHARUCH	507	775	585	1360
BHAVNAGAR	608	1499	1132	2631
BOTAD	204	562	446	1008
CHHOTAUDEPUR	524	946	762	1708
DEV.DWARKA	217	373	342	715
DOHAD	722	1339	1114	2453
GANDHINAGAR	406	950	578	1528
GIR SOMNATH	423	1279	983	2262
JAMNAGAR	392	691	450	1141
JUNAGADH	547	1219	865	2084
KACHCHH	826	1474	1119	2593
KHEDA	880	1707	1255	2962
MAHESANA	678	1441	974	2415
MAHISAGAR	671	1284	946	2230
MORBI	359	718	502	1220
NARMADA	400	735	588	1323
NAVSARI	350	653	488	1141
PANCH MAHALS	827	1592	1203	2795
PATAN	519	998	647	1645
PORBANDAR	186	348	279	627
RAJKOT	627	1283	930	2213
SABAR KANTHA	607	1051	775	1826
SURAT	714	1837	1337	3174
SURENDRANAGAR	686	1819	1305	3124
TAPI	431	636	494	1130
THE DANGS	178	333	348	681
VADODARA	821	2018	1432	3450
VALSAD	492	999	758	1757
Grand Total	18485	38769	28202	66971

S.No	Districts	No. of CWSN identified	No. of CWSN enrolled in schools ONLY AS PER UDISE	No. of CWSN covered through HBE	No. of CWSN provided aids and appliances	No. of NGOs involved	No. of RPs in place for CWSN	No. of Schools made Barrier Free (with Ramps, Handrails etc.)	% schools made barrier free (with Ramps, Hand Rails etc.)	No. of schools with Disabled Friendly Toilets (DFT)	% schools with DFTs
1	AHMEDABAD	2068	2257	0	733	7	40	821	97.51	546	64.85
2	AMRELI	1784	1776	0	355	3	42	781	99.49	481	61.27
3	ANAND	3511	3511	0	32	0	50	1040	99.33	472	45.08
4	ARAVALLI	1463	1463	0	0	0	38	1242	97.64	240	18.87
5	BANAS KANTHA	3483	3483	0	144	30	39	2363	97.81	714	29.55
6	BHARUCH	2461	1360	0	294	5	18	930	98.83	360	38.26
7	BHAVNAGAR	2631	2631	0	0	9	57	1012	98.44	522	50.78
8	BOTAD	1008	1008	0	0	0	17	253	99.61	171	67.32
9	CHHOTAUDEPUR	2444	1708	0	0	0	11	1254	97.28	308	23.89
10	DEV. DWARKA	715	715	0	0	0	2	1640	250.38	770	117.56
11	DAHAD	2458	2453	0	0	2	52	378	21.8	216	12.46
12	GANDHINAGAR	1577	1528	0	484	5	35	643	100.63	332	51.96
13	GIR SOMNATH	2262	2262	0	0	1	22	624	110.83	331	58.79
14	JAMNAGAR	1537	1141	0	0	7	9	545	71.52	310	40.68
15	JUNAGADH	2084	2084	0	0	0	49	751	96.9	351	45.29
16	KACHCHH	2594	2593	0	829	17	18	762	43.42	290	16.52
17	KHEDA	2962	2962	0	45	3	58	1389	98.37	464	32.86
18	MAHESANA	2486	2415	0	1290	3	47	1743	171.39	463	45.53
19	MAHISAGAR	2047	2230	0	0	0	33	1007	80.24	565	45.02
20	MORBI	1220	1220	0	0	0	8	1227	205.53	258	43.22
21	NARMADA	1323	1323	0	0	0	8	596	80.76	237	32.11
22	NAVSARI	1141	1141	0	62	3	24	692	91.66	201	26.62
23	PANCH MAHALS	2795	2795	0	0	0	34	733	50.52	204	14.06
24	PATAN	1645	1645	0	651	0	26	1419	170.76	387	46.57
25	PORBANDAR	636	627	0	1	1	8	811	251.86	416	129.19
26	RAJKOT	1847	1752	0	134	1	39	319	35.09	115	12.65
27	SABAR KANTHA	284	1826	0	0	2	60	901	70.89	461	36.27
28	SURAT	1950	1950	0	309	18	21	1224	120.24	409	40.18
29	SURENDRANAGAR	3176	3124	0	488	3	43	979	107.46	420	46.1
30	TAPI	1130	1130	0	0	0	15	899	104.9	492	57.41
31	THE DANGS	704	681	0	107	0	2	796	201.52	255	64.56
32	VADODARA	3046	3046	0	407	7	28	1066	99.63	394	36.82
33	VALSAD	87	1757	0	1	0	18	996	95.04	327	31.2
34	AMC	1285	1285	0	1187	6	59	375	100.27	97	25.94
35	RMC	793	461	0	0	1	16	81	100	11	13.58
36	SMC	1246	1224	0	103	1	18	326	97.31	17	5.07
37	VMC	470	404	0	282	2	9	104	100	53	50.96
	Total	66353	66971	0	7938	137	1,073	32722	97.65	12660	37.78

During the reporting period, due to school closures, the assessment camps at block level didn't happen hence, aids & appliances didn't provide to the CwSN. To provide continuous learning support for the CwSN who were struck at home, the Special Educators have created short duration videos on basic therapeutic exercises / activities and academic topics and shared the same with parents of CwSN through whatsapp groups. Virtual online sessions were conducted through MicroSoft Teams to provide the counselling and psychological support to CwSN students and their parents. During the partial lock down the Special Educators made home visits on need base following all the safety precautions and provided the support to the CwSN.

Category-Wise and Gender-Wise CwSN Students Support Services Provided in 2020-21

Category	CWSN given Transport			CWSN given Therapy Support			CWSN given Surgery			CWSN given Escort Allowances			CWSN given GIRLS STIPEND
	B	G	T	B	G	T	B	G	T	B	G	T	G
Blindness	63	50	113	55	60	115	1	1	2	0	0	0	270
Low vision	90	92	182	105	106	211	2	4	6	0	0	0	481
Hearing impairment	360	327	687	226	218	444	6	3	9	0	0	0	908
Speech and Language disability	84	65	149	86	76	162	0	2	2	0	0	0	159
Locomotor Disability	474	481	955	570	613	1183	6	4	10	0	0	0	1446
Mental Illness	215	187	402	80	49	129	0	0	0	0	0	0	377
Specific Learning Disabilities	64	51	73	112	80	192	0	0	0	0	0	0	273
Cerebral palsy	252	186	438	279	214	493	1	0	1	0	0	0	501
Autism Spectrum Disorder	1	1	2	5	5	10	0	0	0	0	0	0	24
Multiple Disability	127	119	246	216	215	431	1	1	2	0	0	0	616
Leprosy Cured persons	0	0	0	0	0	0	0	0	0	0	0	0	15
Dwarfism	1	1	2	8	14	22	0	0	0	0	0	0	29
Intellectual Disability	513	416	929	566	534	1100	0	0	0	0	0	0	2916
Muscular Dystrophy	1	3	1	21	22	43	0	0	0	0	0	0	62
Chronic Neurological conditions	1	1	2	0	0	0	0	0	0	0	0	0	18
Multiple Sclerosis	1	1	0	0	0	0	0	0	0	0	0	0	9
Thalassemia	0	0	0	0	0	0	0	0	0	0	0	0	25
Hemophilia	0	0	0	0	0	0	0	0	0	0	0	0	4
Sickle Cell disease	6	7	13	2	4	6	0	0	0	0	0	0	29
Acid Attack victim	0	0	0	0	0	0	0	0	0	0	0	0	15
Parkinson's disease	0	0	0	0	0	0	0	0	8	0	0	0	585
Total	2253	1988	4194	2331	2210	4541	17	15	40	0	0	0	8762

Due to covid-19 pandemic situation, the Gujarat state government following the orders of the central government closed all the schools, Resource Rooms at Block & Cluster level. But to provide continuous learning and other support to the CwSN, Samagra Shiksha, Gujarat had implemented

many initiatives like virtual sessions- psychological support and counselling, basic therapeutic and academic etc. through whatsapp and MS Teams to those CwSN who have smart phones with internet facility and to support the rest of the CwSN without any devices the special educators made home visits weekly /fortnightly once and supported CwSN and their parents. It was only during the last 2 to 3 months the above services were provided to the eligible CwSN as the resource rooms were reopened and providing therapeutic services following the Covid guidelines.

Information of Girls with Special Needs enrolled in KGBVs (2020-21)

S. No.	Name of the District	No. of CWSN girls enrolled in KGBVs	Category of Disability
1	AHMEDABAD	2	All 21 disabilities
2	AMRELI	2	
3	ARVALLI	1	
4	BANASKANTHA	11	
5	BHAVNAGAR	4	
6	BOTAD	0	
7	CHHOTA UDEPUR	7	
8	DAHOD	2	
9	DEV. DWARKA	2	
10	GIR SOMNATH	0	
11	JUNAGADH	0	
12	KACHCHH	2	
13	MAHISAGAR	8	
14	MEHSANA	0	
15	MORBI	1	
16	NARMADA	1	
17	PANCHMAHAL	7	
18	PATAN	5	
19	RAJKOT	1	
20	SABARKANTHA	0	
21	SURAT	2	
22	SURENDRANAGAR	3	
23	TAPI	4	
24	VALSAD	11	
	Grand Total	76	

Special Educators at Elementary Level

S. No.	District	Blocks	RPS at Elementary	Special Educators at Elementary Level	Contractual		Regular		Total
					In Position	Vacant	In Position	Vacant	
1	AHMEDABAD	67	0	40	40	0	0	0	40
2	AMRELI	88	0	42	42	0	0	0	42
3	ANAND	100	0	50	50	9	0	0	50
4	ARAVALLI	109	0	38	38	66	0	0	38
5	BANAS KANTHA	25	0	39	39	135	0	0	39
6	BHARUCH	90	0	18	18	42	0	0	18
7	BHAVNAGAR	76	0	57	57	0	0	0	57
8	BOTAD	102	0	17	17	1	0	0	17
9	CHHOTAUDEPUR	18	0	11	11	63	0	0	11
10	DEVBHOO MI DWARKA	66	0	2	2	40	0	0	2
11	DOHAD	26	0	52	52	45	0	0	52
12	GANDHINAGAR	107	0	35	35	2	0	0	35
13	GIR SOMNATH	128	0	22	22	26	0	0	22
14	JAMNAGAR	72	0	9	9	51	0	0	9
15	JUNAGADH	124	0	49	49	0	0	0	49
16	KACHCHH	44	0	18	18	112	0	0	18
17	KHEDA	36	0	58	58	3	0	0	58
18	MAHESANA	35	0	47	47	1	0	0	47
19	MAHISAGAR	57	0	33	33	30	0	0	33
20	MORBI	106	0	8	8	39	0	0	8
21	NARMADA	67	0	8	8	59	0	0	8
22	NAVSARI	56	0	24	24	37	0	0	24
23	PANCH MAHALS	80	0	34	34	57	0	0	34
24	PATAN	159	0	26	26	14	0	0	26
25	PORBANDAR	101	0	8	8	26	0	0	8
26	RAJKOT	71	0	39	39	52	0	0	39
27	SABAR KANTHA	90	0	60	60	21	0	0	60
28	SURAT	68	0	21	21	55	0	0	21
29	SURENDRANAGAR	124	0	43	43	0	0	0	43
30	TAPI	66	0	15	15	54	0	0	15
31	THE DANGS	67	0	2	2	24	0	0	2
32	VADODARA	100	0	28	28	30	0	0	28
33	VALSAD	119	0	18	18	30	0	0	18
34	AMC	93	0	59	59	0	0	0	59
35	RMC	102	0	16	16	0	0	0	16
36	SMC	180	0	18	18	20	0	0	18
37	VMC	228	0	9	9	0	0	0	9
	Total	3247	0	1,073	1,073	1144	0	0	1,073

1.1 Inclusive Education at Secondary and Senior Secondary Level:

District-wise CwSN students studying in Government, Government Aided and local body secondary and Senior Secondary schools as per UDISE + 2019-20

Sr. No.	District Name	CwSN
1	AHMEDABAD	953
2	AMRELI	306
3	ANAND	607
4	ARAVALLI	139
5	BANAS KANTHA	474
6	BHARUCH	210
7	BHAVNAGAR	398
8	BOTAD	75
9	CHHOTAUDEPUR	107
10	DEV. DWARKA	88
11	DOHAD	258
12	GANDHINAGAR	430
13	GIR SOMNATH	190
14	JAMNAGAR	139
15	JUNAGADH	355
16	KACHCHH	360
17	KHEDA	604
18	MAHESANA	648
19	MAHISAGAR	395
20	MORBI	123
21	NARMADA	77
22	NAVSARI	295
23	PANCH MAHALS	414
24	PATAN	261
25	PORBANDAR	66
26	RAJKOT	212
27	SABAR KANTHA	285
28	SURAT	261
29	SURENDRANAGAR	367
30	TAPI	102
31	THE DANGS	47
32	VADODARA	153
33	VALSAD	139
34	AMC	557
35	RMC	73
36	SMC	195
37	VMC	217
Total		10580

Girls with Disability enrolled in KGBVs (2020-21) at Secondary Level:

S. No.	Name of the District	No. of CWSN girls enrolled in KGBVs	Category of Disability
1	AHMEDABAD	2	All 21 disabilities
2	AMRELI	0	
3	ARVALLI	1	
4	BANASKANTHA	6	
5	BHAVNAGAR	1	
6	BOTAD	0	
7	CHHOTA UDEPUR	0	
8	DAHOD	3	
9	DEVBHOOMI DWARKA	3	
10	GIR SOMNATH	1	
11	JUNAGADH	0	
12	KACHCHH	1	
13	MAHISAGAR	3	
14	MEHSANA	2	
15	MORBI	1	
16	NARMADA	0	
17	PANCHMAHAL	8	
18	PATAN	5	
19	RAJKOT	1	
20	SABARKANTHA	0	
21	SURAT	0	
22	SURENDRANAGAR	4	
23	TAPI	2	
24	VALSAD	0	
	Grand Total	44	

District-wise and Gender-wise CwSN Students

District	Schools	Boys C (9-12)	Girls C (9-12)	Total CwSN
AHMEDABAD	143	930	580	1510
AMRELI	73	187	119	306
ANAND	140	392	215	607
ARAVALLI	50	88	51	139
BANAS KANTHA	134	339	135	474
BHARUCH	81	125	85	210
BHAVNAGAR	83	243	155	398
BOTAD	25	47	28	75
CHHOTAUDEPUR	28	54	53	107
DEVBHOO MI DWARKA	27	48	40	88
DOHAD	73	159	99	258
GANDHINAGAR	79	287	143	430
GIR SOMNATH	50	109	81	190
JAMNAGAR	45	83	56	139
JUNAGADH	99	224	131	355
KACHCHH	88	237	123	360
KHEDA	158	382	222	604
MAHESANA	157	447	201	648
MAHISAGAR	109	232	163	395
MORBI	45	67	56	123
NARMADA	38	47	30	77
NAVSARI	50	167	128	295
PANCH MAHALS	107	277	137	414
PATAN	91	186	75	261
PORBANDAR	19	41	25	66
RAJKOT	82	161	124	285
SABAR KANTHA	115	178	107	285
SURAT	95	264	192	456
SURENDRANAGAR	101	212	155	367
TAPI	29	54	48	102
THE DANGS	15	26	21	47
VADODARA	83	225	145	370
VALSAD	36	74	65	139
Grand Total	2548	6592	3988	10580

CwSN student support services provided in 2020-21

No.	Category	CWSN given Transport			CWSN given Therapy Support			CWSN given Surgery			CwSN given Escort Allowances			CWSN given GIRLS STIPEND
		B	G	T	B	G	T	B	G	T	B	G	T	
1	Blindness	200	141	341	19	27	46	0	0	0	185	116	301	330
2	Low-vision	254	170	415	11	20	31	0	0	0	64	35	99	387
3	Hearing impairment	308	244	545	70	64	134	0	0	0	124	54	178	414
4	Speech and Language disability	30	27	57	3	4	7	0	0	0	6	6	12	52
5	Locomotor Disability	606	306	891	87	93	180	1	1	2	170	83	253	732
6	Mental Illness	73	2	75	10	8	18	0	0	0	28	3	31	4
7	Specific Learning Disabilities	60	32	92	2	2	4	0	0	0	23	10	33	82
8	Cerebral palsy	125	24	147	26	29	55	0	0	0	77	33	105	87
9	Autism Spectrum Disorder	1	0	0	1	2	3	0	0	0	0	0	0	27
10	Multiple Disability	32	18	48	20	16	36	0	0	0	17	5	22	29
11	Leprosy Cured persons	5	1	6	4	6	10	0	0	0	3	1	4	1
12	Dwarfism	7	6	13	0	1	1	0	0	0	3	1	4	9
13	Intellectual Disability	1221	521	1731	80	67	147	0	0	0	266	147	413	1046
14	Muscular Dystrophy	10	2	12	2	2	4	0	0	0	3	0	3	2
15	Chronic Neurological conditions	1	0	1	0	0	0	0	0	0	0	0	0	0
16	Multiple Sclerosis	2	0	1	0	0	0	0	0	0	0	0	0	5
17	Thalassemia	4	3	7	0	0	0	0	0	0	3	0	3	6
18	Hemophilia	3	0	3	0	0	0	0	0	0	17	12	29	1
19	Sickle Cell disease	6	10	16	0	1	1	0	0	0	2	2	4	14
20	Acid Attack victim	0	0	0	0	0	0	0	0	0	0	0	0	1
21	Parkinson's disease	11	9	20	0	0	0	0	0	0	4	0	4	33

Special Educators at Secondary Level

S. No.	District	Blocks	Special Educators at Secondary Level	Regular		Total
				In- Position	Vacant	
1	AHMEDABAD	10	48	48	0	48
2	AMRELI	11	40	40	0	40
3	ANAND	8	53	53	0	53
4	ARAVALLI	6	16	16	0	16
5	BANAS KANTHA	14	55	55	0	55
6	BHARUCH	9	21	21	0	21
7	BHAVNAGAR	10	56	56	0	56
8	BOTAD	4	9	9	0	9
9	CHHOTAUDEPUR	6	10	10	0	10
10	DEV. DWARKA	4	3	3	0	3
11	DOHAD	9	63	63	0	63
12	GANDHINAGAR	4	30	30	0	30
13	GIR SOMNATH	6	10	10	0	10
14	JAMNAGAR	6	12	12	0	12
15	JUNAGADH	10	42	42	0	42
16	KACHCHH	10	49	49	0	49
17	KHEDA	10	68	68	0	68
18	MAHESANA	10	55	55	0	55
19	MAHISAGAR	6	44	44	0	44
20	MORBI	5	11	11	0	11
21	NARMADA	5	0	0	0	0
22	NAVSARI	6	7	7	0	7
23	PANCH MAHALS	7	34	34	0	34
24	PATAN	9	34	34	0	34
25	PORBANDAR	3	2	2	0	2
26	RAJKOT	11	11	11	0	11
27	SABAR KANTHA	8	47	47	0	47
28	SURAT	9	16	16	0	16
29	SURENDRANAGAR	10	64	64	0	64
30	TAPI	7	0	0	0	0
31	THE DANGS	3	11	11	0	11
32	VADODARA	8	7	7	0	7
33	VALSAD	6	6	6	0	6
34	AMC	1	72	72	0	72
35	RMC	1	11	11	0	11
36	SMC	1	7	7	0	7
37	VMC	1	9	9	0	9
Total		254	1033	1033	0	1033

Initiatives Implemented in 2020-21 at both Elementary and Secondary Level:

➤ Development of In-school Resource Rooms (In-SRR) at Cluster Level-

a. Brief description:

The resource room is a classroom where a special education programme is delivered to a student with a disability and learning difficulty. It is for those students who belong to a regular class but need some special instructions in an individualized or small group setting for a portion of the day. This program includes remedial, compensatory and developmental instruction, which is provided in small groups for usually three to five or more hours per week as and when required. Academic support is also provided through the consultation with the in-service teacher by adjusting the learning environment or modifying the instructional methods.

b. Objectives:

- To provide equal opportunities for children with special needs to access government schools
- To facilitate retention and completion of schooling for children with special needs by creating conducive education facilities for effective inclusion
- To effectively address educational needs of children with special needs
- To enable children with special needs, learn daily life activities essential to lead life with independence and confidence
- To enable children with special needs and those without disabilities to learn from each other and enable them to become socially responsible adults who can contribute to welcoming and inclusive communities.

c. Progress:

As per PAB 2020-21, the budget for 500 In-School Resource Rooms at Cluster level was approved. During the reporting period, in each of these 500 clusters one school with a separate room was selected by the respective Special Educator, TRP, and School Headmaster/Principal to establish the In-SRR. The refurbishment was completed in 80% of the selected clusters and in rest of the clusters the work is under progress. In addition to this, the In-SRRs are equipped with Disability-wise Teaching Learning Materials (TLM), ICT equipment's like Desktops, Printers, Pen drives etc., Stationery materials, music and sports equipment's etc.

Apart from just establishing the Resource Rooms in the selected schools, the whole school is being transformed into an inclusive school where the basic facilities like Ramp, Railing, CwSN friendly toilets & drinking water facilities, Signages etc. are being provided for the easy access to the CwSN students. These schools now act as a model Inclusive School of the cluster where the Special Educator and Therapists visit as per the timetable and provide the therapeutic and remedial support for all the CwSN within the cluster.

➤ Divyaan Application and Web-dashboard:

a. Brief Introduction:

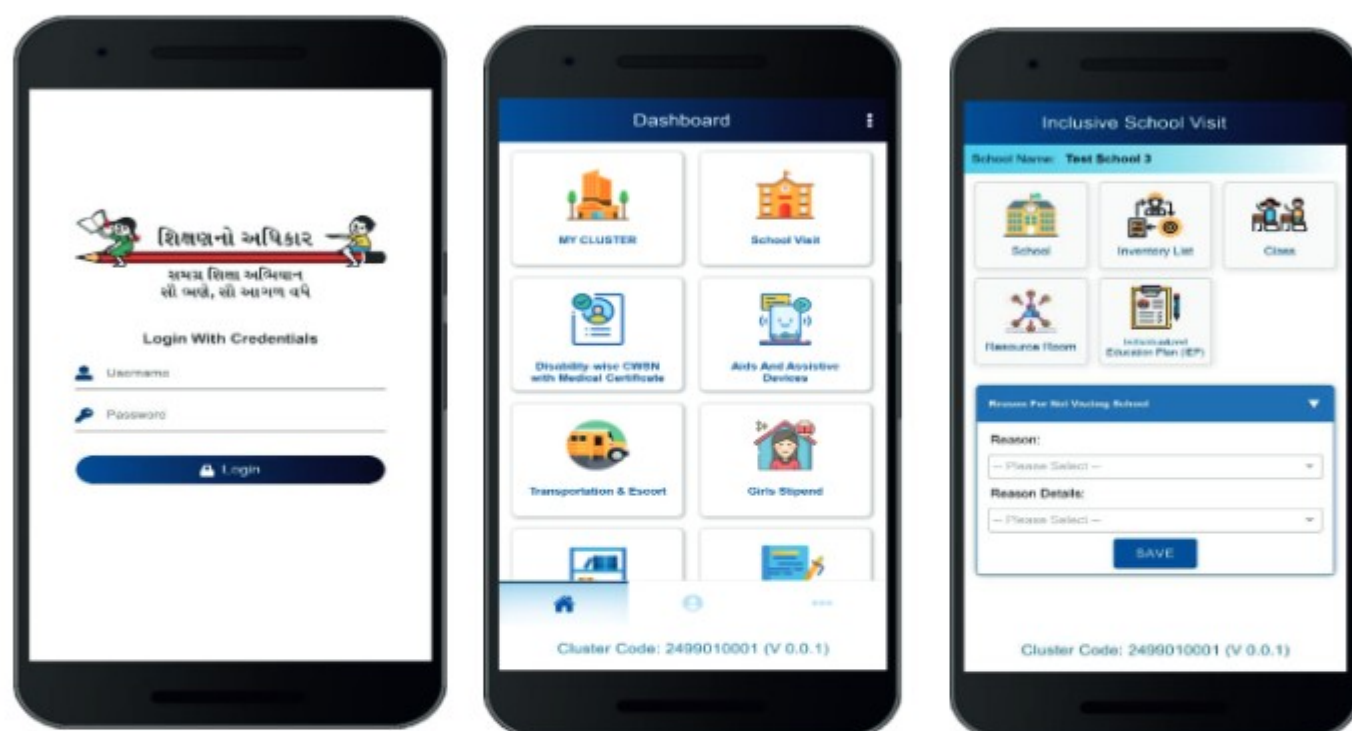
It is a monitoring application with Geo-tagging feature to monitor the outcomes achieved by District Coordinators, Special Educator (SE) at Cluster and School level working in pursuit of their roles and responsibilities. For this purpose, a tablet to each Special Educator has been given through which their visits to Schools, Resource Rooms and CwSN's Home are being tracked as per the timetable called tour-dairy. Through this app, the SEs access, monitor and capture the real time data related to CwSN. The data collected are being organized at one place and generate reports and dashboards for better planning and decision making at State, District and Cluster levels.

b. Features:

The app consists of three modules- 1) Information 2) Monitoring and 3) IEP with the following features:

- School-wise and Disability-wise enrolment and attendance of CwSN
- Disability-wise medical and UDID certification status

- Aids & Appliances status
- Status of allocation of benefits to CwSN (such as girls' stipend, transport and escort allowance, etc)
- Individualized Education Plan and Progress on the achievement of learning outcomes by CwSN
- Capacity building of Special Educators through knowledge Repository
- Infrastructure details of Inclusive School
- Resource Room- Therapists visits, attendance of CwSN and Inventory checklist
- Circulars and Notifications
- SE's School, Classroom, Resource Room and Home visit observation Forms



c. Progress:

The app and the web-dashboard are rolled-out in the field and accordingly the Special Educators, and District Coordinators were oriented multiple times until they get familiar with its usage. The orientation videos and user manuals in Gujarati were shared with the users for reference. During the school closures, the SEs utilized the time in entering the data related to the CwSN in the app and cross-verified the data that is already fetched from other sources like Aadhar DISE, Attendance Portal, etc. and reflecting in the app. Time to time feedback was collected from the SEs either through email or whatsapp group or overcall and addressed them with the support of the concerned team members.

Once the schools reopen then the app will be fully utilization for monitoring and tracking the progress of all activities like IEP, provisions, etc. related to Inclusive Education.

- **Online training for In-Service Teachers on Inclusive Education through CHETNA Mobile Application**

a. Brief Introduction:

Chetna is a first of its kind innovative program from the state of Gujarat. It is the first state in India to develop a Learning Program on Children with Special Needs (CwSN) in local language. It is an innovative and novel teacher training program for cross training and capacity building for teaching Children with Special Needs and Inclusion. It consists of short video led sessions, rich course material, case studies and assessments. The content is provided by world class subject matter experts with vast experience in the field of Special needs education. It is first program that focused on 21 disabilities in local language, because of its Unicode the content can be translated in any Indian language. The Pedagogy has latest learning signs and remote learning principles applied for highest level of learning outcome.

The content of the program is being divided into 3 modules as summarized below

- 101-Basic: Basic Awareness of 21 disabilities as listed by Rehabilitation Council of India (RCI).
- 201-Effective Educator: This module covers the topics like Attitude, Skills, Child Development, Movement Therapy, Nutrition & Diet
- 301-Advanced: This module focuses on Child Symptoms, Early Intervention, School and Classroom Preparedness.
- Apart from the above it also contained Expert Interviews, Case Studies, Reading Resources, Important websites

b. Objective:

To aware and build the capacity of all Special Educators and In-Service Teachers on inclusion towards CwSN by learning practical tools, techniques and best practices.

c. Progress:

During the reporting period, all the 1.9 lakh In-Service teachers have completed the online training over a period of 90 days.

➤ **Cash Award and Certificate for Meritorious Children with Special Needs (CwSN)**

As per the PAB 2020-21 approved budget an amount of Rs 2000 was directly transferred into the

About 301: Detailed modules for 9 disabilities found commonly in children

- Screening Check-list
- Valuable Early Interventions
- Child Preparedness
- Individual Education Plan

- Social Interaction
- Extra Curricular Adaptation
- Assisted Devices
- Add on Skills
- Best Practices
- Parental Counseling
- Career Possibilities
- Home Visit
- Resources

account of std.10 and Std.12 CwSN students who have performed better in the final board examinations. A total of 1912 CwSN students were awarded cash prize of which 807 from Std.10, 1085 CwSN from Std.12 General Stream and 20 CwSN from Science stream. The CwSN students and their parents, teachers expressed gratitude. The In-service teachers, and Special Educators hailed this as a good initiative that will motivate and encourage other CwSN students to perform better in their academics.

➤ **International Day of Persons with Disability:**

On the occasion of International Day of Persons with Disability i.e. 3rd December 2020, Gujarat Council of School Education, Samagra Shiksha, Gandhinagar has organized an online live event at Command

Control Centre (CCC). The event was graced by Hon'ble Education Minister, Shri Bupendrasinh Chudasama, Honourable Secretary Education, Dr Vinod Rao IAS, and Honourable State Project Director, Shri P. Bharathi IAS to inaugurate (virtual) the Inclusive School with Resource Room at Nardipur cluster of Kalol block of Gandhinagar district and Inclusive School Guidelines followed by felicitation of std.10 & 12 passed out CwSN students.



World

Braille Day:

Samagra Shiksha, Department of School Education, Gujarat has celebrated the world Braille Day on 4th Jan'21 at district level across the State. The day is marked remembering the birth anniversary of Louis Braille, the inventor of Braille - for people with visual disabilities.

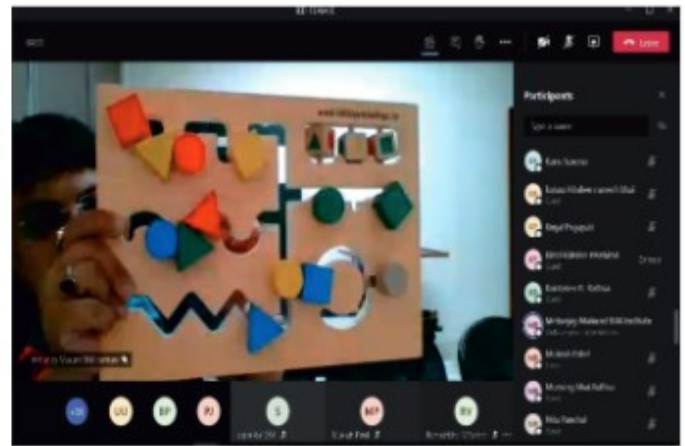
As a part of the celebrations, the Inclusive Education for Children with Special Needs (IE-CwSN) field staff i.e. District Coordinators and Special Educators have conducted virtual online sessions through Microsoft Teams with all the stakeholders - Totally Blind and Partially Sighted CwSN and their parents, SMC members, In-Service Teachers, etc. to aware the significance of braille in education, communication and social inclusion as mentioned in RPwD Act 2016 & New Education Policy 2020.

➤ Online Training for Dist. Coordinators and Special Educators

Samagra Shiksha, Gujarat has collaborated with B.M Institute of Mental Health, Ahmedabad to provide the online training on the below topics for the field staff through Microsoft Teams. The **objective** of the training is to aware and build the capacity of the Field staff on how to handle and provide academic and therapeutic support to CwSN and their parents during the pandemic situation and beyond.

To make the sessions interactive and engaging all the 2078 Special Educators (IED +IEDSS) and District Coordinators (37) were divided into small groups and each group underwent a total of 16 hours training i.e. 4 hours per day during the period 24th August to 25th September 2020. At the end of each topic a pre and post test was conducted. On successful completion of the 16-hour training the participants have received the e-certificate.

Topic 1	Online teaching for special need children: Issues and its management
Topic 2	Self-Care and Hygiene for special need children and adolescent
Topic 3	Home Management of Problem Behaviour
Topic 4	Pre-vocational Training for Special Ability Children



➤ **Orientation on Digital Accessibility**

Consortium of Inclusive Education (CIE) with the support of Bookshare has digitalized all Gujarati medium books of GSEB Classes 1 to 12 with an aim to provide access to the Visual Impairment and children with print disability. In this regard, a 2-day online orientation workshop with all the District Coordinators (37) was held on 17th & 18th Aug'20. A five day (22-26th Feb'20) residential ToT workshop at Vadodara was organized and facilitated by CIE in which a total of 15 VI specialized Special Educators took part. During the reporting period the participants were oriented on the process of accessing the Bookshare online library through smart phones and computer.



➤ **Webinar**

On 18th July'20, a live webinar was conducted with all the IE-CwSN field staff on "Identification and Counselling of CwSN during Covid-19". The webinar was facilitated by an expert panel in which the sessions talked about Autism, perspectives of Special Girls Child, Identification and Psychological support for CwSN during the Covid-19, how to communicate with Deaf and HI children. The sessions were made inclusive by having a sign language interpreter.

➤ **Empanelment of Therapists for CwSN**

To provide therapeutic services for CwSN on a need based or call-based visits to Schools and In- School Resource Rooms an advertisement of Empanelment of Therapists was published. In response to it, a total of 500 + applications were received for the positions of Physio, Occupational, Speech and Language, Psychology and Braille expert of which 95% of applications are for the Psychology position showing a huge dearth of eligible and qualified professional of other therapists. The applications received at state level were shared with the respective districts and the interested therapists are mapped to the clusters level In-School Resource Rooms and in rest of the districts the mapping was paused due to the Covid situation.

➤ **Digital Content Creation for CwSN**

Under Home Learning initiative, Samagra Shiksha is creating digital content to raise awareness among the CwSN and their parents with the support of B.M Institute of Mental Health, Ahmedabad. The content

created is around the areas- Early Identification, Multidisciplinary approach for treatment like Medical & Therapeutic, Life skills and Pre-Vocational skills for CwSN. Till date 12 out of 23 videos were recorded and the rest of the topic videos recording is under progress. On completion, they will be uploaded on Diksha, you tube and other platforms for the knowledge building of all stakeholders and beneficiaries.

➤ **Granthalya Program**

Granthalya initiative is to create digital/ print ready literature for the students that is contextual, inclusive and representative of the culture of the students. Under this program the District Coordinators and Special Educators were requested to submit CwSN centric short moral/real stories, folklores, poems etc. emphasizing the importance of Inclusive Education and disability. The programme got good response from the participants as a result 216 entries have been submitted which will be further curated by the experts committee. The good literature and meaningful stories will be published in the short stories books which later will be distributed to the school libraries.

CONTINUITY OF LEARNING OF CHILDREN WITH SPECIAL NEEDS DURING THE TIME OF COVID 19 PANDEMIC

With the closure of the schools in March 2020 for prevention of the widespread of COVID19 pandemic, the children are now restricted to home and need to be supported proactively by the parents and other family members. With the need for continuous learning input that all the students have, CwSN has additional needs like therapy support, need for learning additional curricular areas (*like braille for students with VI and sign language for children with HI*), and also inputs for learning to do activities of daily lives independently. Here it is important to highlight that parents, though at one level provide a lot of inputs for the continuous development and wellbeing of the children, still need more guidance to facilitate their children's learning and development. Hence, along with the content that is already developed for all children, the parents of CwSN need to be provided with additional inputs to address the specific needs of their children.

Following initiatives have been taken by Gujarat Government for the children with Special Needs.

- 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 through video calls.

The videos can be accessed through the below link

https://m.youtube.com/channel/UCtAEwgkreQvmMpXnWRooZFA/channels?disable_polymer=1

- 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



➤ **Home Visit by Resource teachers and guidance to Parents about COVID 19, learning continuity and psycho-social support**

Home visits were done by the resource teachers and special educators to counsel the children and parents about the learning continuity and psycho-social support. Children were encouraged to do activities and play games with their siblings. Parents were also counselled regarding risk communications and take good care of their children's needs during the pandemic time.



➤ **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 in the beginning of the sessions were distributed. The MR Kit consisted of learning tools such as - flash cards, charts, plastic ball, puzzles, small plastic bat, small table tennis kit, wooden toys of different shapes, drawing book and colors.



Success Story: “Empowering a Girl with Multiple Disabilities”

Student Profile:

Name: Patel Pari Kishorbhai

Date of Birth: 08/04/2009

School: - Dharasana Primary School

DISE: 24250108201

Standard: 8

Disability: - Multiple Disability (Mental Retardness (MR) & Cerebral Palsy (CP))

Village: Chharwada

Cluster: - Dungri

District: - Valsad

Background:

During the survey in June 2013, the Special Educator (SE), Patel Ashish Kumar had learned about the functional /developmental delays in Patel Pari Kishorbhai during his visit to Charwada Dantrai Anganwadi center. Due to these delays, the child had difficulty in Fine & Gross Motor, Communication, and Activities for Daily Living (ADL), etc. To further understand the history of the case, the SE had multiple rounds of discussion with the parents and took the child to the nearby Civil hospital for treatment. Upon the diagnosis, it was learned that the Child is suffering from Multiple Disabilities (Mild MR (50%) & Ataxic CP (79%)).

Considering the socio-economic situation of the parents, the SE sensitized regarding the schemes & their benefits, importance of Education and convinced them to enrol the Child in the nearby Dharasana Primary School. From day one, the SE with the support of class teachers and therapist provided support to the child in improving the Fine & Gross Motor, ADL, Socialization, and Communication skills. Functional/developmental area-wise different activities were implemented as per the Individualized Education Plan (IEP) and oriented the class teachers and parents on the same whenever required.

In her initial days of schooling, the child was so hesitant and was irregular to go to school due to bullying and lack of support from the classmates and teachers. Understanding the situation, the SE with the support of the District Coordinator made extra visits to the school apart from the scheduled visits and sensitized the school staff and other children by conducting various awareness sessions during the assembly, school staff, and SMC meetings. As a result of these efforts, the class teachers have assigned buddies for supporting Pari inside and outside the classroom activities and encouraged her to involve in most of the activities along with other children.

The impact of these regular activities has built self-confidence, improved skills, and brought a positive change in the behavior of the child. Awareness-raising training/workshops/events at the state, district, and school-level slowly brought a change in the mindset of different stakeholders thereby created a conducive and Inclusive environment. These continuous efforts have helped Patel Pari Kishorbhai and other such different disability type children to access the School and Block level Resource Room.

Support provided during School & Resource Room Closure:

Due to the pandemic situation, all the schools across the state were closed for an unprecedented time. During this period the most affected children are those who are marginalized, disadvantaged, and Children with Special Needs (CwSN). Among all these, the plight of CwSN and their parents is indescribable as these children need regular therapeutic support and constant attention.

The same is the case with Patel Pari Kishorbhai, she requires regular physiotherapy which their parents can't afford being a daily wage labourer. Considering the adverse plight of Pari and her parents, the SE took special care and provided continuous support. As a part of this process, the SE subscribed in the online physiotherapy and behaviour management sessions to build proper knowledge on therapy techniques and

provided regular support to Pari through video/audio calls and weekly once made home visits amid strict lockdown following all the precautions.

When the lockdown was lifted partially, the SE made regular home visits and provided therapeutic and remedial support for 1-2 hours. During the visits, he has oriented the parents on basic Physiotherapy exercises and shared therapy-related Information Education and Communication (IEC) materials for reference which were developed under the guidance of a Physiotherapist. The SE in coordination with In-Service Teachers developed Teaching Learning Materials (TLM) and created short-duration digital eCONTENT videos on different concepts such as ADL, painting, dancing, pre-vocational, reading, writing, basic numeracy, and literacy, etc. and shared the same with the parents on Whatsapp group.

With these continuous efforts by the SE and parents, Pari is accomplishing many milestones such as handling money, walking independently, going to shop, supporting his mother in the kitchen, and other household tasks irrespective of the physical and mental challenges. Delighted with Pari's progress both the parents have decided to assign some tasks *such as cleaning, folding the clothes and arranging them in cupboards, noting down the body measurements of the customers, basic arithmetic calculations, interacting with the customers, and looking after the shop for a short duration, etc.* in their newly opened (Nov'20) shop "Fairy Ladieswear and Tailoring".



Within the past two months, there is a noticeable improvement seen in terms of socialization, communication, and confidence in Pari. Realizing the importance and impact of therapy on their child's mental and physical health now the parents are sending Pari to the nearby Gym for regular exercise. This lockdown has helped both the parents to spend some quality time with their only child and realize their role and responsibilities in motivating and building self-confidence



Special Educators participated in 4-day online training by B.M Institute.



Aids and Appliances Distribution at cluster level.



Home Learning with the support of Special Educator.



Chapter - 5

QUALITY EDUCATION AND MONITORING

Every child in India has the fundamental right to quality education, an education one that helps them to acquire basic literacy and numeracy, enjoy learning without fear and feel valued and included irrespective of where they come from.

COVID-19 presents urgency as well as an incredible opportunity to act and transform the education system through technology using it as an important tool of capacity building, inclusiveness and quality learning, without replacing the essential role of teachers/facilitators.

Initiatives to ensure learning continuity and psychosocial support to the students during the time of the pandemic

Coronavirus COVID 19 is a global health and humanitarian crises that the world is grappling with, in the present time. Around 2.5 million people have lost their lives worldwide, millions of people are affected socio economically and are also struggling with the insecurities of its long-term impact on their lives. While children seem to be less impacted by the direct physical impact of the pandemic, they are impacted as the health system is generally in stress and immunization and nutrition related services are affected badly too. The closure of schools for the unplanned duration is creating a learning discontinuity for millions of children worldwide. Along with this, the negative impact of the pandemic on the lives of the adults directly create socio-emotional distress for the children.

Government of Gujarat declared the schools to be closed on the 16th of March 2020 as a step to curtail the spread of the pandemic. This was followed with a declaration of a national lock down by the central government and a continued school closure for the whole of the year 2020.

Initiatives to ensure learning at home-

a. 'Study from home' initiative:

After one week of 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 by this program.



For sharing of the materials online, network of parents' WhatsApp groups created at the cluster level-

For sharing the materials of 'study from home' weekly digital materials, 3200 cluster level parents' groups have been created for dissemination of materials. The materials were shared from the state offices to the district/ Block resource groups, then to cluster resource persons groups and finally to the parents' WhatsApp groups.

b. 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 also 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 32 Lakhs of students.

c. Distribution of 'Exemplar' for secondary school students:

Samagra Shiksha Gujarat prepare and distributed monthly 'Exemplars' as per the guidelines of Alternate Academic calendar shared by NCERT to the students of class 11th and 12th for Physics, Chemistry, Biology and Mathematics subjects.

d. Teachers' capacity building courses

For utilizing the time and building the capacities of the teachers on digital teaching-learning methods and on the pandemic too, various courses have been conducted through the DIKSHA platform, through webinars and through different online training platforms. A list of possible courses that the teachers and

block/ cluster/ state officials can do of different international universities have also been compiled and shared with everyone. To bring awareness about the home learning program, a course is prepared and uploaded on DIKSHA portal.

e. Distribution of free textbooks for the new sessions

Free textbooks were provided to students of Std. 8 under Samagra Shiksha. A grant of Rs.400 for each student was approved for this purpose. These textbooks were distributed through the Gujarat School textbook board. These textbooks were sent to Block centres by Board and School collected it from these centres for distribution to students. These textbooks were provided to six other mediums in addition to Gujarati. 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 home level was ensured. Around 51 Lakh students of class 1 to 12 were targeted for timely distribution of the books.



f. 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 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 partnership was established with DD Girnar where three hours of learning content was telecasted on the TV as per a pre-decided time-table.



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 DD Girnar telecast. Apart from regular classes in DD Girnar, cocurricular activities are also included for holistic development of the children

g. Distribution of the digital content through different platforms

In order 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 of the teaching video, 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 the 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.



h. Virtual classes with the students through Microsoft teams

For the students who had access to internet and smart phones, it was felt that taking live classes would be helpful. For this, 15 teachers (technosavvy 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 later 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 number of teachers conducting virtual classes and schools' performance in respect to that was created and used for review and planning.

i. Development of Continuous Learning Plan in all schools

All the schools were asked to develop a continuous learning plan clearly 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 also through the Home learning course.

j. Follow up on Continuous Learning Plans

Two/ three rounds of detailed review has 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 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 base for the review and discussions.

k. Granthalaya programme

In order to encourage the teachers to create or collect stories/ poems or children's (normal & Special) literature as an effort to engage in creative endeavour's, 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.

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 DIKSHA portal which is completed by all the BRCos and CRCos

Online training to develop practical skill

Samagra Shiksha Gujarat has established Learning by Doing Centres in 780 upper primary schools to develop the 21st century skill among the students. 2 days 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 creativity

environment in the classroom. Samagra Shiksha also distributed learning by doing kit prepared by IIT Gandhinagar

School reopening guidelines

Based on the national framework and guidelines for schools 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 reopening of the schools for grades 6th to 8th standards.

Assessment of WASH status of schools using SwatchhataGunak 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 was highlighted using stars. The list/ percentage of schools that have received highest 5 star rating, 4 stars and below were created and shared with the district officials by means of 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 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 by means of 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 acknowledgement.

The objective of undertaking this exercise during the COVID time was to underline the need for ensuring quality WASH practices as these hold all the more importance especially in the context of COVID and once the schools reopen.

Periodic Assessment Test

During academic year 2020-21, COVID 19 had forced Schools to be closed, but State ensured that learning continued for students through different initiatives including T.V based learning and Gujarat virtual Shala. Periodic Assessment tests were also conducted and were very helpful to understand the progress of Students. This year also it is proposed to conduct Learning outcomes based periodic assessment tests followed by required learning support to students.

Periodic Assessment Tests have been conducted for each subject in Std. 3 to Std.10. The objective is to periodically assess the progress of students on learning outcomes and provide immediate remedial support. Annual PAT calendar was shared with the schools which help the teachers to complete the syllabus timely. These tests were conducted on every Saturday apart from holiday. GCERT prepares the learning outcome-based assessments for these tests. Assessment for all the subjects which includes Gujarati, Mathematics, EVS, Science, Social Science, Hindi, Sanskrit and English for Std 3 to 10 took place.

A booklet to write PAT answers was provided to each student. Total 4157200 students from Std. 3 to Std. 10 participated in PAT during 2020-21

e-Twinning of Schools

Twinning of schools is known as 'Partnership among schools' under which two schools come together for greater exposure. The aim is to promote shared learning among students and teachers with focus to encourage learning inside and outside the classroom. This results in increased interaction

amongst students and teachers, sharing of experiences, ideas and best practices.

In Academic year 2020-21, due to COVID 19, Gujarat has organised E-twinning where students and teachers of paired schools connected through virtual mediums to interact and learn from each other. This



program helps to enhance the capacity of teachers and students through knowledge sharing. Participating schools had the opportunity to exchange work within academic and co-curricular activities. The Twinning of School program has been instrumental in strengthening the learning process by providing students with an environment for peer learning and group learning. Total around 15000 government schools spread across 33 Districts of Gujarat participated in e-Twinning of Schools program

Ek Bharat Shreshtha Bharat

Samagra Shiksha Gujarat conducted Ek Bharat Shreshtha Bharat to celebrate the Unity in Diversity of our Nation and to maintain and strengthen the fabric of traditionally existing emotional bonds between the people of our Country and to promote the spirit of national integration through a deep and structured engagement between Gujarat and Chhattisgarh through a year-long planned engagement. The aim of the program is to showcase the rich heritage and culture, customs and traditions of either State for enabling people to understand and appreciate the diversity that is India, thus fostering a sense of common identity. This program help to create an environment which promotes learning between States by sharing best practices and experiences.

The programs were implemented in line with the revised guidelines shared by MoE. Keeping in view the safety and security of the students during the Covid-19 pandemic, the guideline has included the activities which can be conducted during this period.

Samagra Shiksha Gujarat has prepared video content on the various themes focused on culture, festival, environment and geography of Gujarat and Chhattisgarh and uploaded in Samagra Shiksha You tube channel and DIKSHA portal.

Fit India Movement

Samagra Shiksha Gujarat implemented Fit India movement to all the schools (Government/Grant in aid/Self-financed) from class 1 to 12. Under Fit India movement different activities were conducted as per the guidance of Ministry of Education.



Virtual Fit India week was celebrated in all the schools of Gujarat. A weekly schedule of various activities is shared with the schools. Fit India Run was also organised in which teachers, students and community members registered themselves and received certificates

Samagra Shiksha Gujarat in convergence with Sports Authority of India have provided training to all the school principals and nodal sports teachers to conduct physical assessment of the students. More than 36000 teachers registered themselves under Khelo India portal to conduct the physical assessment of their students.

School Safety

In order to prevent accidents or other unforeseen occurrences in schools, it has been decided to display safety pledge in the notice board for school-safety program and teachers to act as first level of counsellors. The main purpose is to raise awareness among students and parents on school safety in all government Elementary and Secondary schools in Gujarat.

A board/wall painting of preferable size and at proper height is displayed in each school depicting the "School-Safety Pledge" from where it can easily be read by all students, school teachers and parents. A suggestion box has been placed in the schools as part of the program where students can submit their complaint or opinion. Guidance and counseling seminars/meetings in terms of safety as per the requirement of the students are being organized according to guidelines of Samagra Shiksha along with the students, teachers, SMC members and parents.

Issues like a safety on the way to school, to know the mindset of the child, awareness of sexual harassment, value education, safety guidelines, redressal mechanism are discussed during the seminars and meetings

The School safety program was implemented in total 33,504 Government Elementary and 1564 Government Secondary Schools in Gujarat.



STEM lab

Samagra Shiksha Gujarat has established Science Technology Engineering Mathematics (STEM) Labs to develop practical skill among the students of Class 9th and 10th of Government schools. STEM Lab is a place where students will get the experience of performing hands on activities and build their conceptual understanding about different topics they studied in their textbook of Science and Mathematics. STEM Lab provide the platform to develop the scientific attitude among the students. In STEM Lab science and maths kits are available. Demonstration material/ models/ charts will also be available there. Some local available material provided to shape the thought by the students and kits are provided which are used by the subject teacher as Teaching Learning Material (TLM). STEM Lab have the Science and Maths literature to develop scientific temperament among the students. User manual and videos has been provided in Gujarati to demonstrate the use of material provided in STEM Lab. Posters of famous scientists and mathematicians are displayed to motivate the students. Basic Robotic kits provided in STEM lab to develop technical skill among the students.

250 STEM labs were established in Government Secondary Schools this year.

Composite School Grant

Composite school grant has been allotted to 33365 Primary schools and 1670 secondary school in the State for the year 2020-21 under Samagra Shiksha. The grant allocation is based on the Enrolment as described below:

Enrolment of Students in School	Composite School Grant	
	Primary schools	secondary school
1 to 15	Rs. 10,000	Rs. 12,500
16 to 100	Rs. 25,000	Rs. 25,000
101 to 250	Rs. 50,000	Rs. 50,000
251 to 1000	Rs. 75,000	Rs. 75,000
Above 1000	Rs. 1,00,000	Rs. 1,00,000

Grant Utilization:

School grant to all Government schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, play material, games, sports equipment, laboratories electricity charges, internet, water, teaching aids, etc.

To provide annual maintenance and repair of the existing school building, toilets and other facilities to upkeep the infrastructure in good condition

This grant should also be utilized to promote the Swachh Bharat campaign and should involve elements of community contribution.

Academic Support through BRC/URC and CRC

- 1. TLM/TLE Grant:** BRC and URC coordinators were provided Rs.5000/- and CRC were provided Rs.2000/- as a TLM/TLE grant. The grant was provided to support TLM development and the procurement of teaching-learning equipment. These TLM/TLE are used by teachers to improve the classroom transaction process. Workshops are organized at BRC level with CRCs, subject teachers and BRPs to create new and innovative TLM.
- 2. Contingency Grant:** BRC and URC coordinators were provided Rs.50,000/- and CRC were provided Rs.30,000/- as a Contingency grant. This grant is utilized for maintenance of resource room at BRC, purchase of office equipment and other office expenses.
- 3. Meeting Travel Grant:** BRC and URC coordinators were provided Rs.30,000/- and CRC were provided Rs.5000/- as a Meeting travel grant. This grant is utilized for travel and refreshment expenses during Academic or Administrative meetings/ training organized at BRC/CRC level.
- 4. Maintenance Grant:** BRC and URC coordinators were provided Rs.10,000/- and CRC were provided Rs.5000/- as a Maintenance grant.

A circular with guidelines on the utilization of these one-time grants were sent to BRC/URC/CRC from the State level.

Kala Utsav

The objective of the Kala Utsav is to identify talent in art and enhance the importance of art in education among students of secondary and higher secondary school students. In the Kala Utsav, fields like Vocal Music– Classical, Vocal Music– Traditional Folk, Instrumental Music– Classical, Instrumental Music– Traditional Folk, Dance– Classical, Dance– Folk, Visual Arts (2-dimensional), Visual Arts (3-dimensional), Indigenous Toys and Games are included.

Kala Utsav has been organized at three levels of competition: Zone level, State level, and National level.

Samagra Shiksha Gujarat has conducted online Kala Utsav as per the guidelines shared by NCERT during the

academic year 2020-21. As all the schools were not physically operational due to Covid 19 pandemic, students from secondary schools participated online in the Kala Utsav.

Samagra Shiksha Gujarat has conducted a VC with all the DPCs and DEOs to share the details of online participation process in various activities conducted under Kala Utsav 2020-21.

The detailed guideline shared by NCERT is translated in Gujarati and shared with the district official. DPCs and DEOs with the help of BRCs and CRCs organised all the event successfully at different level.

District level Kala Utsav:

District level Kala Utsav competition was organized at each district from 18/12/2020 to 22/12/2020. Students from Secondary and Higher Secondary level participated in categories of competitions. There were nine categories like Vocal Music– Classical, Vocal Music– Traditional Folk, Instrumental Music– Classical, Instrumental Music– Traditional Folk, Dance– Classical, Dance– Folk, Visual Arts (2-dimensional), Visual Arts (3-dimensional), Indigenous Toys and Games in which students participated.

1 boy and 1 girl selected as winners at district level competition in each category participated in zonal level competition.

Zonal Level Kala Utsav:

Zonal level competition was held at 5 places in the state where 34 districts participated. 18 winners from each district participated At Zonal level competition. Zonal level competition was organized on 30/12/2020. Category wise different committees of experts were prepared at zonal level to judge the per recorded entries shared by districts.

Following are the details of Zonal level competition:

Zone	No. of Districts	No. of participants
South Zone – Surat	6	108
Central East – Arvalli	6	108
North Zone -Patan	6	108
Central South – Vaddara	7	126
Sourashtra Zone - Rajkot	9	172
Total	34	622

State level Kala Utsav:

Total 90 winners (10 winners in each of the nine categories) from 5 zones participated at State level competition was organized on 1st and 2nd January 2021 at Samagra Shiksha State Office Gandhinagar. Category wise different committees of experts was prepared at zonal level to judge the per recorded entries shared by different Zones

Total 18 winners (9 boys and 9 girls) of state level competition received certificates and cash prize of Rs. 2000/-each.

National level Kala Utsav:

Samagra Shiksha Gujarat has setup of two studios for joining through live performance to attend the National level Kala Utsav competitions. 18 winners of state level competition participated virtually in National level competition held from 11th January 2021 to 21st January 2021.

Library Grant

Library Grants were approved for 22,533 Elementary Schools, 161 Upper primary Schools and 10,671 lower primary schools and 1670 secondary & higher secondary school & in the year 2020-21 under Samagra Shiksha.

Age-appropriate books published by Information Publication division were selected and procured for School Libraries. The Library grant aims to meet the objectives of Padhe Bharat Badhe Bharat. In 2020-21, books were provided to 1670 secondary schools.

The MoE issued guidelines on the use of Library grant which is circulated to schools. The schools are advised to make provision of Reading Room/Reading Corner/Reading space and two periods in a week dedicated as reading periods in the school timetable. One teacher of the school will be given the additional responsibility of custody of library books, issuing and receiving back of books who in turn may be relaxed from teaching for two periods in a week. Books provided in the schools are expected to promote reading habits among students to cultivate a culture of curiosity and learning.

Picture Gallery



Chapter - 6

GUJARAT COUNCIL OF EDUCATIONAL RESEARCH & TRAINING

NISHTHA is a National Initiative for School Heads' and Teachers' Holistic Advancement at the elementary stage under Samagra Shiksha-a flagship programme of

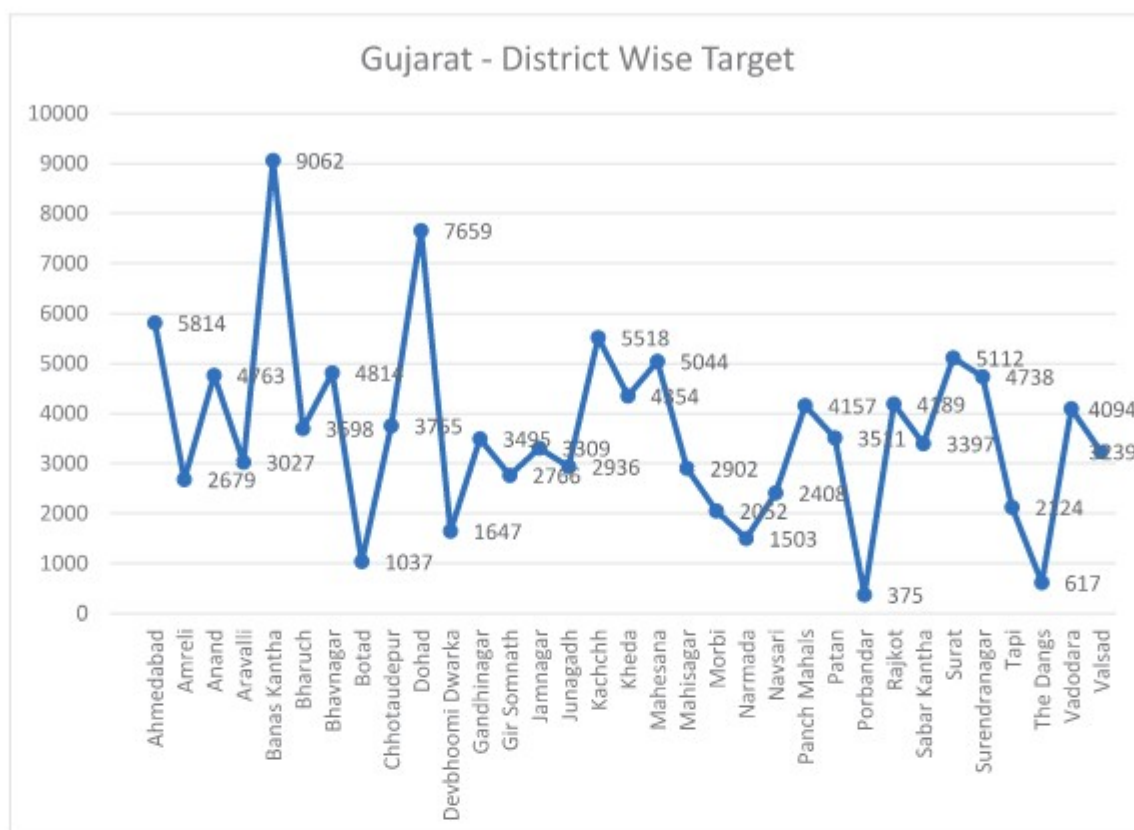
MHRD. The modules developed under NISHTHA focus on the holistic development of children. The main expected outcomes from NISHTHA are:

1. Improvement in learning outcomes of the students.
2. Creation of an enabling and enriching inclusive classroom environment
3. Teachers become alert and responsive to the social, emotional and psychological needs of students as first-level counselors.
4. Teachers are trained to use Art as pedagogy leading to increased creativity and innovation among students.
5. Teachers are trained to develop and strengthen personal-social qualities of students for their holistic development.
6. Creation of a healthy and safe school environment.
7. Integration of ICT in teaching, learning and assessment.
8. Developing stress-free School-Based Assessment focused on the development of learning competencies.
9. Teachers adopt Activity Based Learning and move away from rote learning to competency-based learning.
10. Teachers and School heads to become aware of new initiatives in school education.
11. Transformation of the Heads of Schools into providing academic and administrative leadership for the schools for fostering new initiatives.

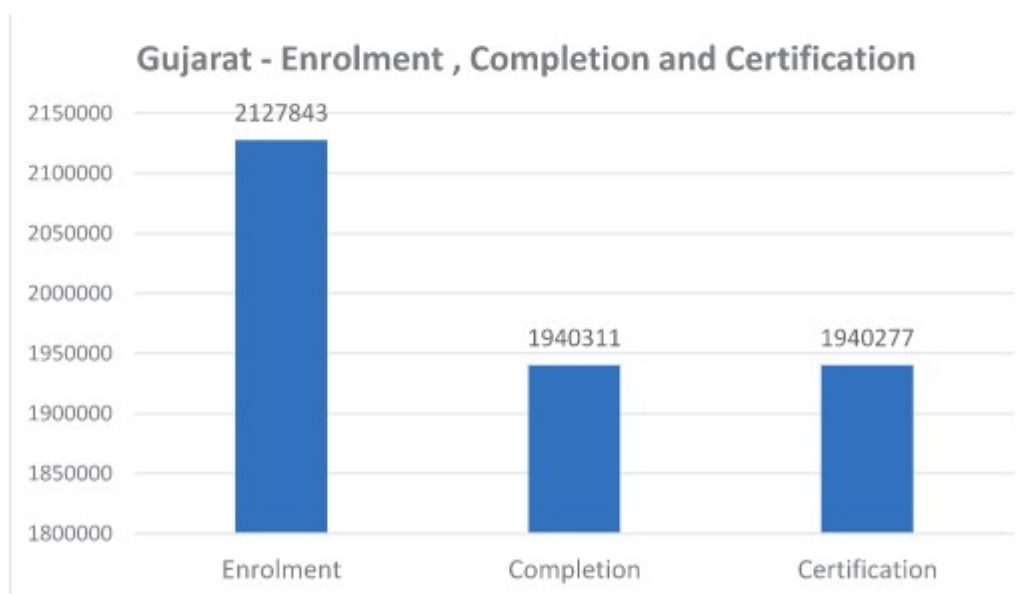
Due to COVID 19 pandemic, NISHTHA was conducted online across the country on DIKSHA (one nation, one platform). Gujarat launched 18 modules of NISHTHA 1.0 (Elementary) between October 2020 and February 2021. On an average, 1,18,278 elementary school teachers of Gujarat were enrolled in the modules and benefited from the training.

1. **Target:** The following table represents the no. of target teachers for each district and for the state for NISHTHA Elementary teachers training.

S.No	District	Total Target
1	Ahmedabad	5814
2	Amreli	2679
3	Anand	4763
4	Aravalli	3027
5	Banas Kantha	9062
6	Bharuch	3698
7	Bhavnagar	4814
8	Botad	1037
9	Chhotaudepur	3755
10	Dohad	7659
11	Devbhoomi Dwarka	1647
12	Gandhinagar	3495
13	Gir Somnath	2766
14	Jamnagar	3309
15	Junagadh	2936
16	Kachchh	5518
17	Kheda	4354
18	Mahesana	5044
19	Mahisagar	2902
20	Morbi	2052
21	Narmada	1503
22	Navsari	2408
23	Panch Mahals	4157
24	Patan	3511
25	Porbandar	375
26	Rajkot	4189
27	Sabar Kantha	3397
28	Surat	5112
29	Surendranagar	4738
30	Tapi	2124
31	The Dangs	617
32	Vadodara	4094
33	Valsad	3239
Gujarat		119795

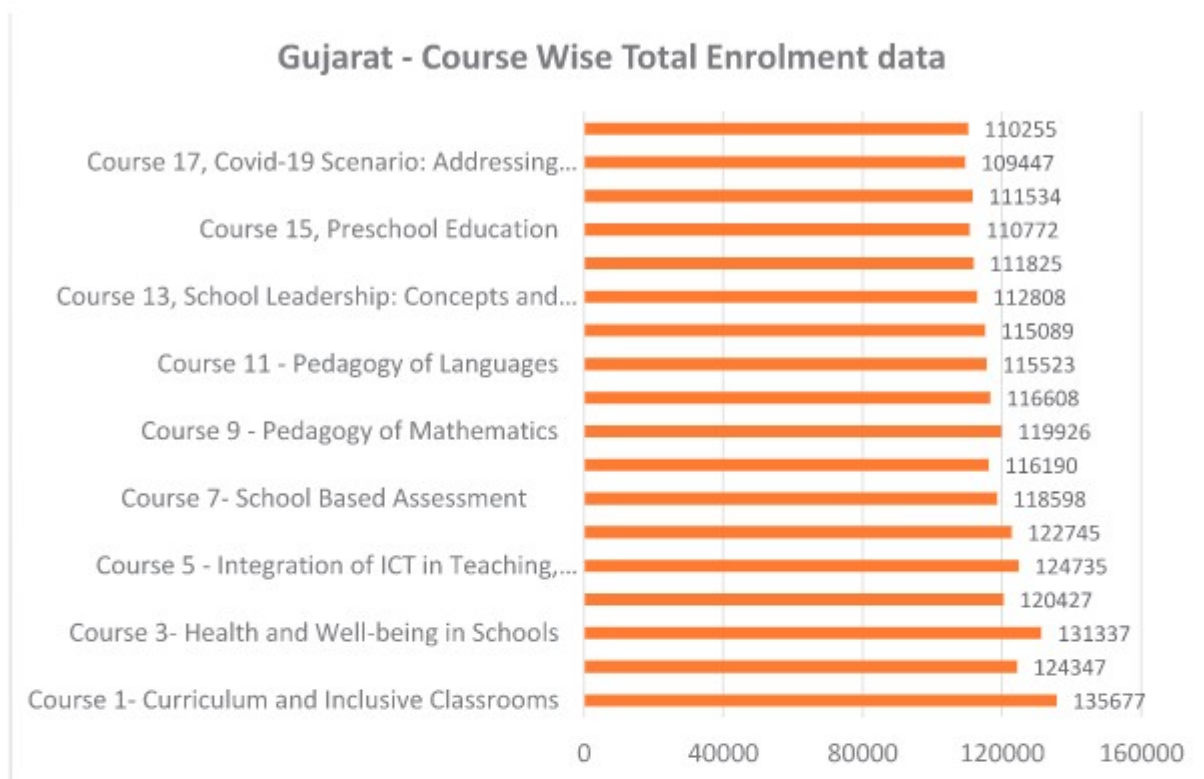


2. **Total enrolment, completion and certification:** The following chart represents the data of total enrolment, completion and certification.

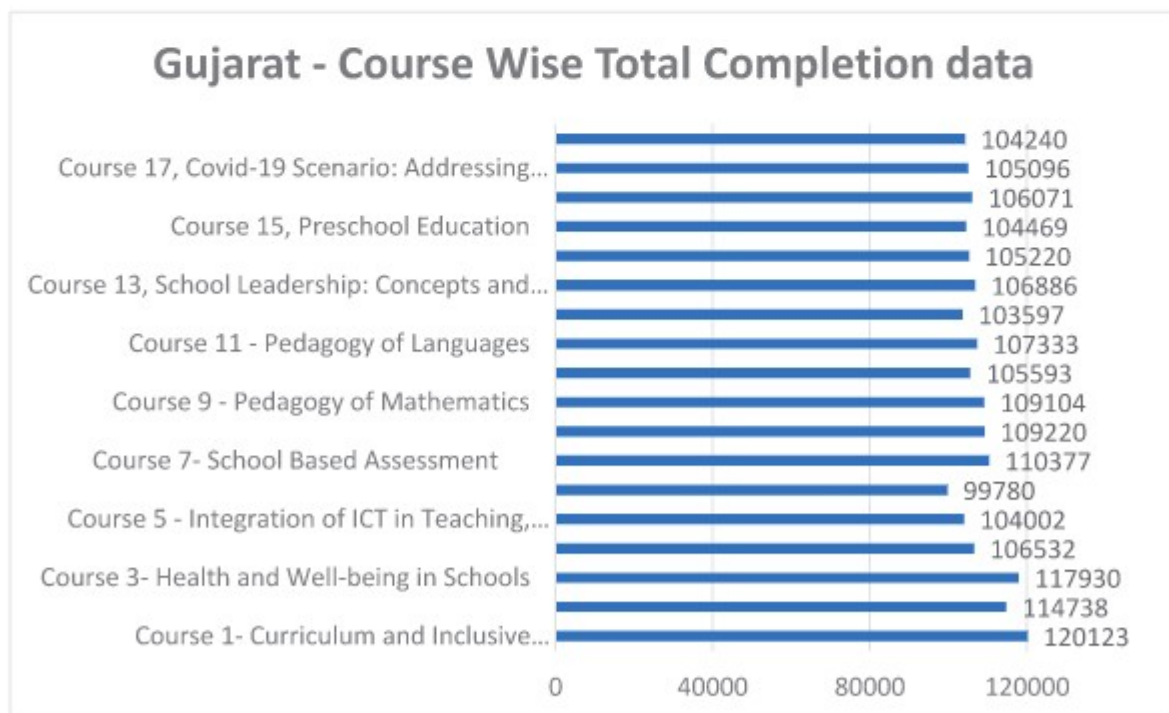


3. **Course wise analysis (enrolment, completion and certification):** The following are the course wise analysis - enrolment, completion and certification data (no of instances)

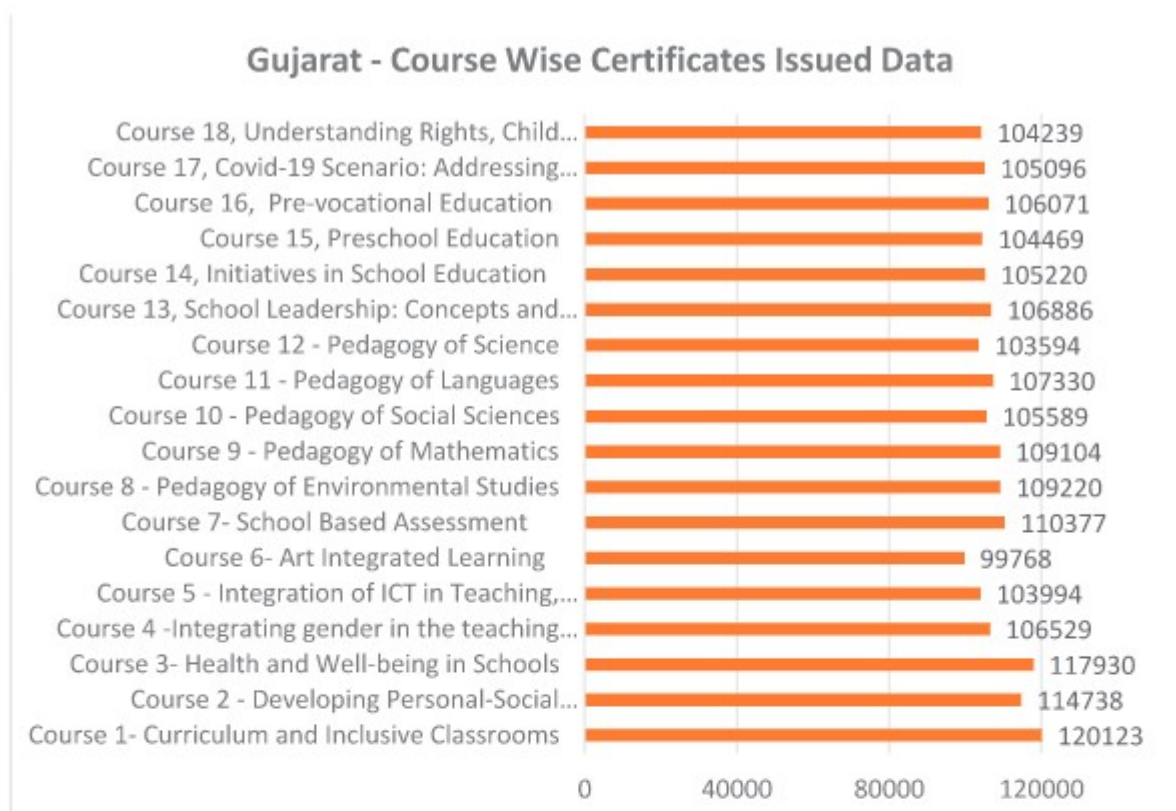
- Course Wise Enrolment data



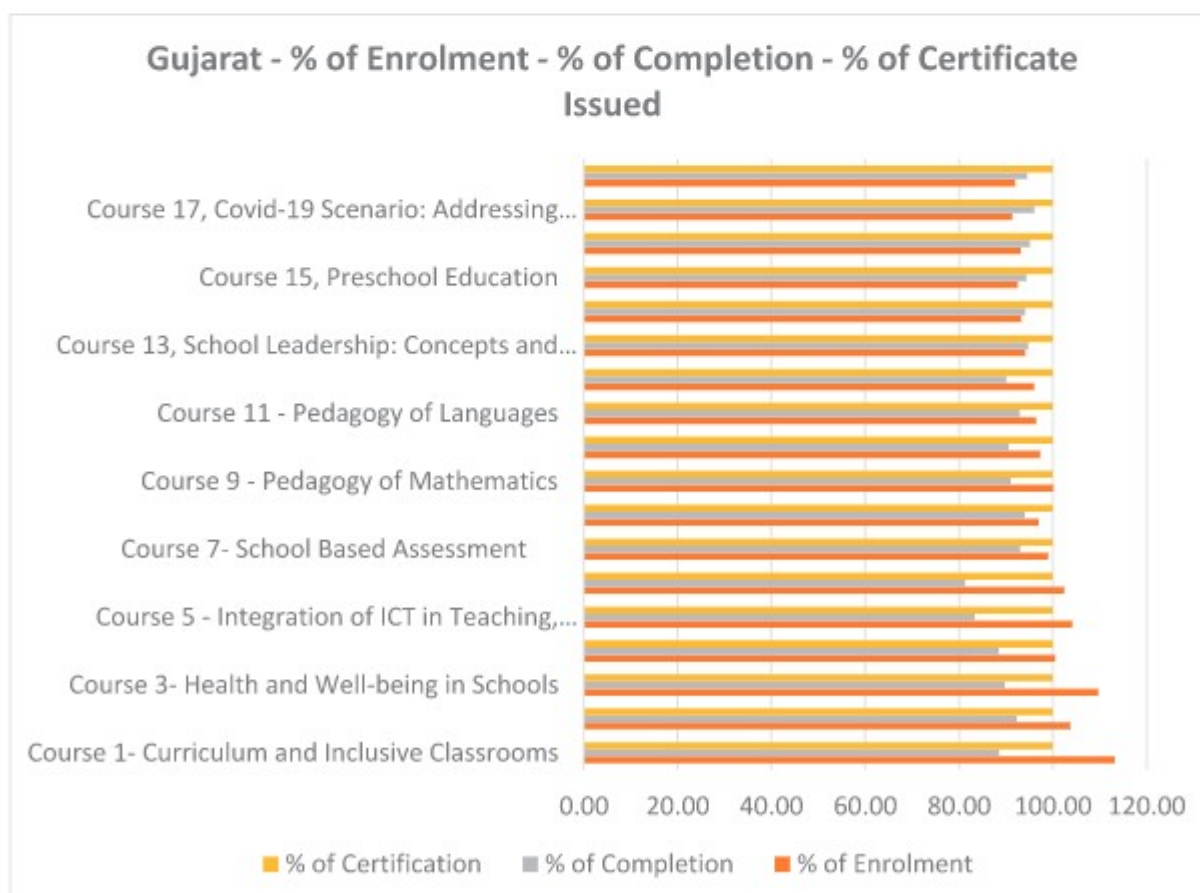
- Course Wise Completion data



- Course Wise Certificate Issued data

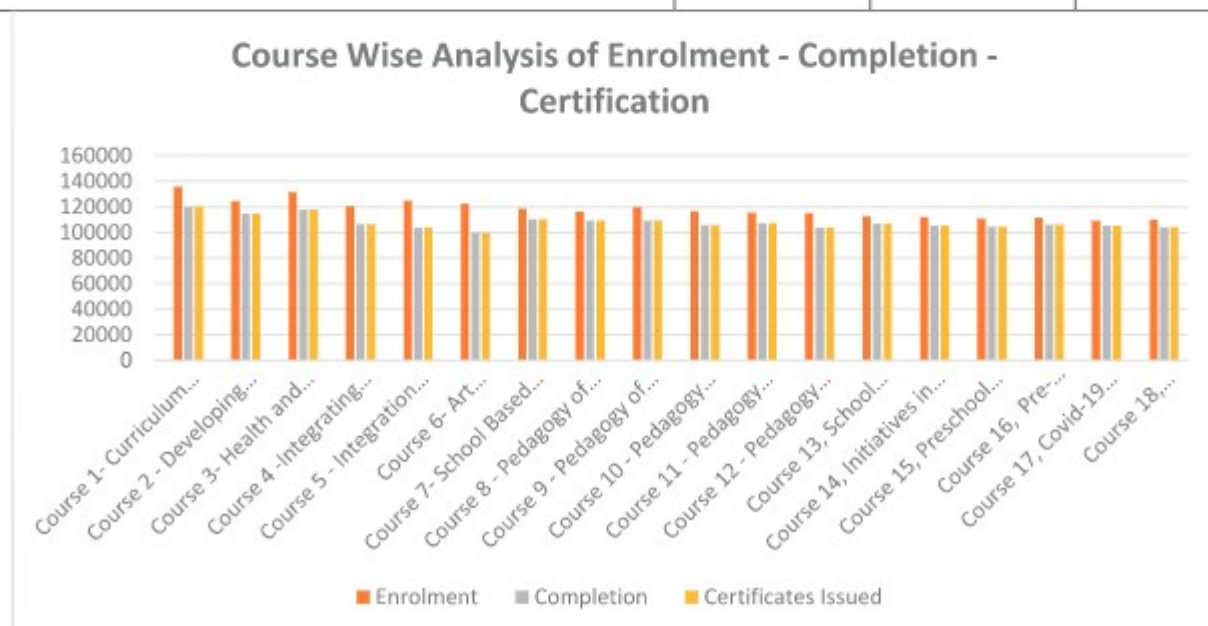


- Course Wise Enrolment, Completion and certification data (in percentage)



4. **Course wise analysis (enrolment, completion and certification):** The following table represents the Course wise analysis of enrolment, completion and certification (no. of teachers)

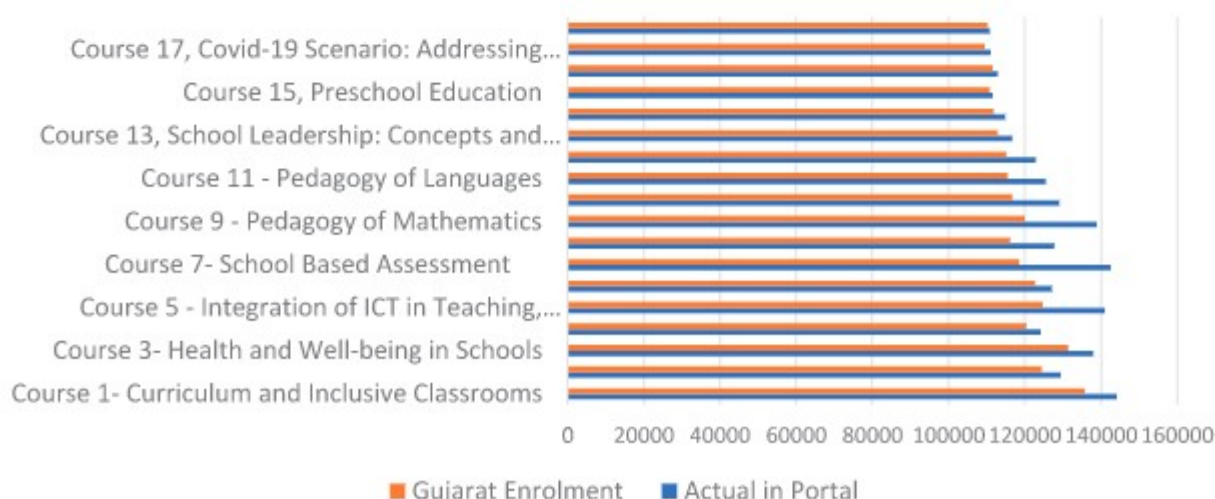
Course Name	Enrolment	Completion	Certificates Issued
Course 1- Curriculum and Inclusive Classrooms	135677	120123	120123
Course 2 - Developing Personal-Social Qualities (PSQ) for Creating a Safe and Healthy School Environment	124347	114738	114738
Course 3- Health and Well-being in Schools	131337	117930	117930
Course 4 -Integrating gender in the teaching learning process	120427	106532	106529
Course 5 - Integration of ICT in Teaching, Learning and Assessment	124735	104002	103994
Course 6- Art Integrated Learning	122745	99780	99768
Course 7- School Based Assessment	118598	110377	110377
Course 8 - Pedagogy of Environmental Studies	116190	109220	109220
Course 9 - Pedagogy of Mathematics	119926	109104	109104
Course 10 - Pedagogy of Social Sciences	116608	105593	105589
Course 11 - Pedagogy of Languages	115523	107333	107330
Course 12 - Pedagogy of Science	115089	103597	103594
Course 13, School Leadership: Concepts and Applications	112808	106886	106886
Course 14, Initiatives in School Education	111825	105220	105220
Course 15, Preschool Education	110772	104469	104469
Course 16, Pre-vocational Education	111534	106071	106071
Course 17, Covid-19 Scenario: Addressing Challenges in School Education	109447	105096	105096
Course 18, Understanding Rights, Child Sexual Abuse (CSA) and The Protection Of Children from Sexual Offences (POCSO) Act, 2012	110255	104240	104239



5. **Course wise analysis – enrolment (Actual in portal vs no. of teachers in Gujarat):** The following table represents the Course Wise analysis of enrolment (actual in portal VS no of teachers in Gujarat)

Course Name	Actual in Portal	Gujarat Enrolment
Course 1- Curriculum and Inclusive Classrooms	144125	135677
Course 2 - Developing Personal-Social Qualities (PSQ) for Creating a Safe and Healthy School Environment	129451	124347
Course 3- Health and Well-being in Schools	137907	131337
Course 4 -Integrating gender in the teaching learning process	124170	120427
Course 5 - Integration of ICT in Teaching, Learning and Assessment	140908	124735
Course 6- Art Integrated Learning	127037	122745
Course 7- School Based Assessment	142634	118598
Course 8 - Pedagogy of Environmental Studies	127766	116190
Course 9 - Pedagogy of Mathematics	138837	119926
Course 10 - Pedagogy of Social Sciences	128988	116608
Course 11 - Pedagogy of Languages	125438	115523
Course 12 - Pedagogy of Science	122827	115089
Course 13, School Leadership: Concepts and Applications	116753	112808
Course 14, Initiatives in School Education	114862	111825
Course 15, Preschool Education	111615	110772
Course 16, Pre-vocational Education	112881	111534
Course 17, Covid-19 Scenario: Addressing Challenges in School Education	111113	109447
Course 18, Understanding Rights, Child Sexual Abuse (CSA) and The Protection Of Children from Sexual Offences (POCSO) Act, 2012	110858	110255

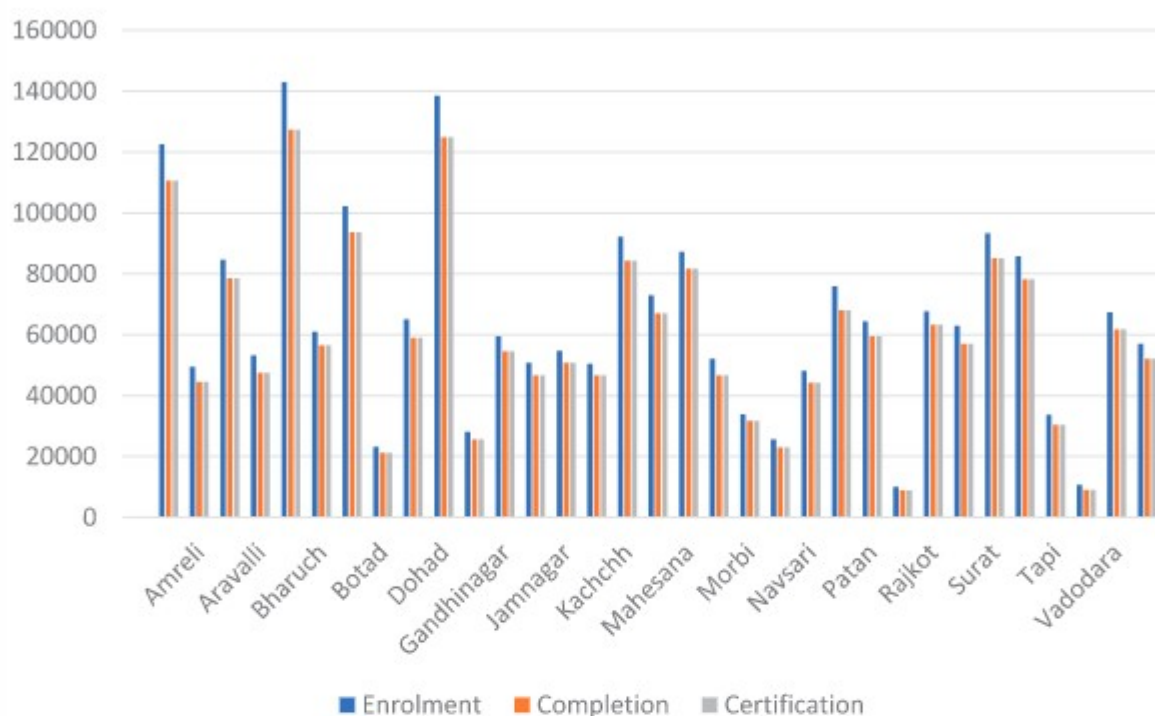
Gujarat - Enrolment (Actual in Portal Vs State of Gujarat)



6. **District wise analysis (enrolment, completion and certification):** The Following are the District Wise analysis of enrolment completion and certification for the state of Gujarat.

S.No	District Name	Enrolment	Completion	Certification
1	Ahmedabad	122675	110736	110736
2	Amreli	49539	44604	44603
3	Anand	84658	78605	78602
4	Aravalli	53269	47436	47436
5	Banas Kantha	143030	127274	127273
6	Bharuch	60894	56535	56535
7	Bhavnagar	102272	93674	93670
8	Botad	23188	21246	21246
9	Chhotaudepur	64981	59047	59045
10	Dohad	138531	124895	124894
11	Devbhoomi Dwarka	28091	25705	25703
12	Gandhinagar	59568	54455	54455
13	Gir Somnath	50680	46722	46720
14	Jamnagar	54709	50710	50709
15	Junagadh	50462	46672	46671
16	Kachchh	92285	84314	84313
17	Kheda	72884	67061	67061
18	Mahesana	87222	81621	81621
19	Mahisagar	52035	46631	46629
20	Morbi	33935	31721	31721
21	Narmada	25717	23035	23035
22	Navsari	48202	44214	44212
23	Panch Mahals	75858	67920	67918
24	Patan	64353	59409	59407
25	Porbandar	10131	8963	8963
26	Rajkot	67614	63226	63224
27	Sabar Kantha	63010	57034	57031
28	Surat	93325	85086	85086
29	Surendranagar	85870	78293	78293
30	Tapi	33721	30365	30364
31	The Dangs	10712	9097	9097
32	Vadodara	67403	61815	61814
33	Valsad	57018	52190	52190

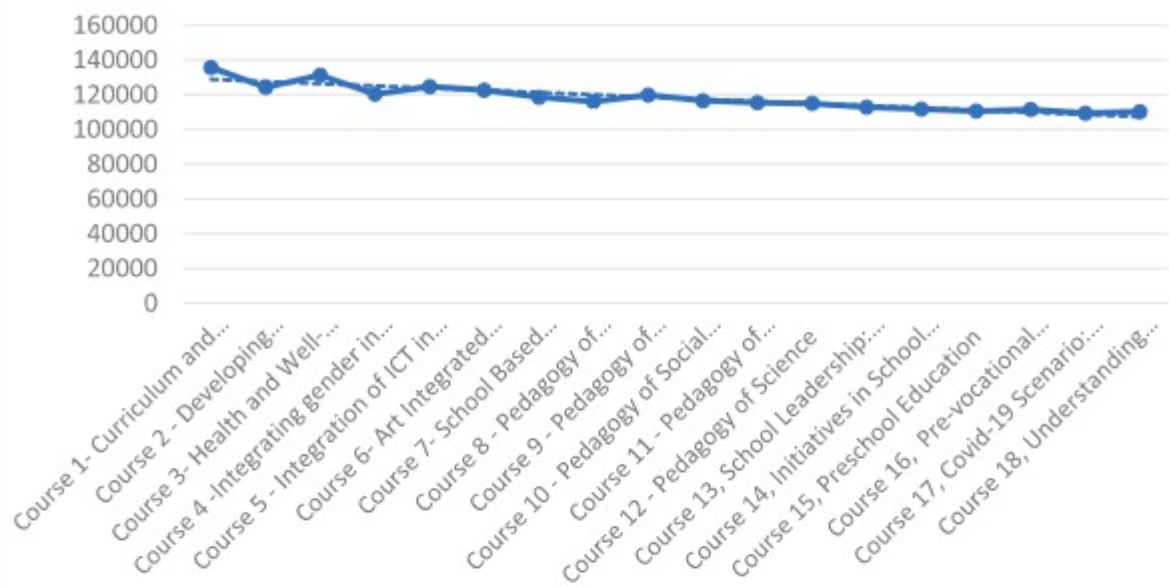
District Wise Enrolment - Completion and Certificate Issued data



7. **Trends in enrolment:** We observed that the no. of enrolment kept on decreasing.

Course Name	Enrolment
Course 1- Curriculum and Inclusive Classrooms	135677
Course 2 - Developing Personal-Social Qualities (PSQ) for Creating a Safe and Healthy School Environment	124347
Course 3- Health and Well-being in Schools	131337
Course 4 -Integrating gender in the teaching learning process	120427
Course 5 - Integration of ICT in Teaching, Learning and Assessment	124735
Course 6- Art Integrated Learning	122745
Course 7- School Based Assessment	118598
Course 8 - Pedagogy of Environmental Studies	116190
Course 9 - Pedagogy of Mathematics	119926
Course 10 - Pedagogy of Social Sciences	116608
Course 11 - Pedagogy of Languages	115523
Course 12 - Pedagogy of Science	115089
Course 13, School Leadership: Concepts and Applications	112808
Course 14, Initiatives in School Education	111825
Course 15, Preschool Education	110772
Course 16, Pre-vocational Education	111534
Course 17, Covid-19 Scenario: Addressing Challenges in School Education	109447
Course 18, Understanding Rights, Child Sexual Abuse (CSA) and The Protection Of Children from Sexual Offences (POCSO) Act, 2012	110255

Gujarat - Trends in enrolment data



Chapter - 7

MANAGEMENT INFORMATION SYSTEM (MIS)

Since quality is a major concern and is one of the objectives of Samagra Shiksha Abhiyan, monitoring is very important. It is also important that all schools are visited and quality indicators are periodically collected, updated, verified and analyzed to achieve the objectives of SSA.

To meet the requirement of the programme objectives, the emphasis is given on Management Information System (MIS) to review the scenario of school education in the context of planning for thrust area.

In the contemporary context, the key highlights of MIS activities are as per following:

1. UDISE (Unified District Information System for Education)

DISE is conceived as the backbone of an integrated educational management information system operation at the district, state and the national level. Presently the Unified DISE (UDISE) system covers all schools imparting education for entire schooling Grade I to XII since year 2012. All the school level information is collected annually as on 30th September in UDISE for the schools from Std 1 to 12th. On way forward, MHRD, Government of India has planned to have real-time data for schooling system with UDISE+ to enable the administration to plan, monitor and make decisions according to quick reflection in the system.

2. AADHAR Enabled DISE – A Child Tracking System covering child wise database of the entire state

A project named as "Aadhaar Enabled DISE" launched in January 2012 for tracking children in the context of retention and assessment of learning outcome. It aims to track the students from Class 1 to 12 by maintaining students' database to provide prompt access to child information by interlinking with enrolment and academic data. System has generated 18 Digits unique Id Number for every child to track child throughout his academic career.

It is mandatory to mention Unique ID in all educational documents like School Leaving Certificate, Migration Card etc. has been done mandatory vide Government Resolution No. PRE-1414-4191-K dated 21/11/2013. The Bank Accounts Details etc are also integrated for transferring benefit of scholarship schemes.

3. "Gyankunj" Project - Digital Interactive Class

Gyankunj-Digital Interactive Class is a school digitalization programme to enhance classroom interactivity and teaching-learning process with the help of technology tools, like Projector, Interactive Infrared Camera, Laptop, Speaker, Whiteboard, Wi-Fi Router Extender etc. It aims to reinforce teaching-learning and evaluation process.



The initiative of "Gyankunj" project has been launched by the Hon'ble Chief Minister of Gujarat on 5th September, 2017 - Teacher's Day to accelerate the efforts of Government of Gujarat in the area of digital education inspired from the vision of Digital India. The project is implemented in 5268 Government primary schools, having interactive e-class developed with smart boards using technology in 15,173 classrooms of class V to VIII. Approx. more than 10 Lakh students of Class V to VIII are taking advantage of this initiative.

4. School Monitoring Application (Online BRC/CRC Coordinator Monitoring system)

Introduction:

SMA empowers field level staff CRC coordinators & BRC coordinators and provides GPS-based real-time information for effective decision making, which is of utmost importance today. SMA captures details of school wise



student enrolment, teachers and non-teaching staff along with detailed information on school facilities such as infrastructure, ICT equipment, Budget, furniture, sanitation facilities etc., thereby making it a comprehensive School Monitoring System.

Tablets are provided to each BRC/CRC Coordinator for school monitoring through this application. Real-Time dashboard is developed to monitor the visits of BRCs/CRCs and real-time data reports based on the data filled up by CRCs/BRCs during their school visits.

SMA provides a platform for managing the key school operations and thereby enable capturing the school, teacher, student, academic, non-academic, scheme, and other administrative data in a format that aids better decision support and effective school governance.

Contextual Mechanism:

SMA covers following two parts:

- i. **Information Part:** Cluster details including number of schools, enrolment, teachers, attendance, Gunotsav, Assessments, Transportation and other educational indicators
- ii. **Inspection Part:** School Visit & Classroom Observation Formats

Coverage of the initiatives

- State Level: Department, CCC
- District Level: 37 District Project Offices (DPEOs-DEOs), Dist. – MIS
- Block Level: 265 BRCs
- Cluster Level: 3247 CRCs
- School Level: 35000+ Schools

5. Divyaan Application

Introduction:

It is a monitoring application with Geo-tagging feature to monitor the outcomes achieved by District Coordinators, Special Educator (SE) at Cluster and School level working in pursuit of their roles and responsibilities. For this purpose, a tablet to each Special Educator has been given through which their visits to Schools, Resource Rooms and CwSN's Home are being tracked as per the system generated tour-dairy.

Contextual Mechanism:

The app consists of three modules- 1) Information 2) Monitoring and 3) IEP with the following features:

- Disability-wise identification through Survey form, enrolment and attendance of CwSN
- Disability-wise medical and UDID certification status
- Aids & Appliances status
- Status of allocation of benefits to CwSN (such as girls' stipend, transport and escort allowance, etc.)
- Individualized Education Plan and Progress on the achievement of learning outcomes by CwSN
- Capacity building of Special Educators through knowledge Repository
- Infrastructure details of Inclusive School
- Resource Room- Therapists visits, attendance of CwSN and Inventory checklist
- Circulars and Notifications
- SE's School, Classroom, Resource Room and Home visit observation Forms



6. Online HRMS

Introduction:

Samagra Shiksha is under process to centralize & digitize the existing paper based HRMS system to manage the 13000+ employees.

Contextual Mechanism:

Below are the few modules of the online HRMS System;

- Personnel Management
- Recruitment
- Leave & attendance Management
- Employee Self Service Management
- Performance Management
- Payroll & Employee Benefits Management
- Various Reports

Coverage of the initiatives

- State Level:
- District Level: 37 District Project Offices (DPEOs-DEOs), Dist. – MIS
- Block Level: 265 BRCs
- Cluster Level: 3247 CRCs

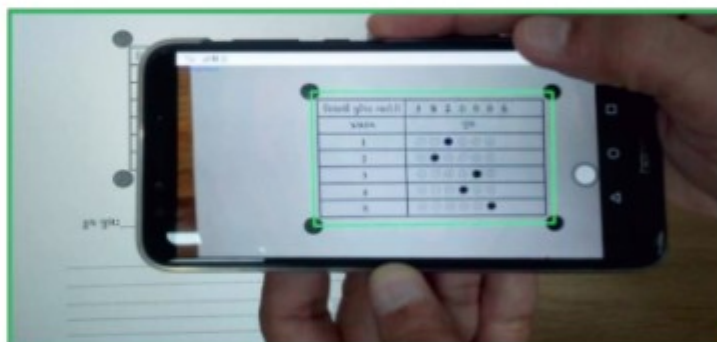


The screenshot shows a web application interface for HRMS. At the top, there's a header with a logo and 'SPO ADMIN'. Below it, there are tabs for 'View Department' and '+ Add Department'. A search bar is present with the text 'Show: 10 entries'. Below the search bar is a table with columns: 'Sr.No', 'Edit', 'Delete', and 'Department Name'. The table contains four rows of data.

Sr.No	Edit	Delete	Department Name
1			SPECIAL TRAINING PROGRAMMI VOCATIONAL EDUCATION (A.S.)
2			RESEARCH & EVALUATION
3			QUALITY EDUCATION - MONITORING (QEM)
4			MIS & FINANCE

7. SaralData App - Retrieving student wise marks of evaluation through scanning

Samagra Shiksha is conducting Periodic Assessment Test (PAT) on weekly basis for Std. 3 to 9. PAT answer booklets are provided to each student for writing the answers. Answers booklets are being assessed by teachers and provide marks. Samagra Shiksha has taken an initiative to capture this data and mapped with Learning Outcome. For this an application has been developed which allows teacher to scan the OMR sheet printed on for marking system and through this application is capturing the 7-digit student code and score marked by teachers in the OMR sheet for each exam. Through this application state can have entire real time database of student score for PAT mapped with learning Outcome. These data are being analyzed to find out the gap in the progress of students learning which helps state to plan the remedial for those students & other initiatives for enhancing the quality education.



8. Command and Control Center (CCC) for Schools & Data Dashboards

To improve learning outcomes, the School Education Department, Gujarat in recent years has implemented technology and data-driven initiatives like daily online attendance, centralized assessments, school accreditation, home learning, and online real-time monitoring of field staff through GPS mapping.

Through all these initiatives, over 400 Crore+ data points are being generated annually. And for the purpose of arranging,



authenticating, analysing and visualising these data, as well as to conduct real-time online monitoring of each school in the State, the Education Department has established the first of its kind Command and Control Centre for Schools (CCC) at Gandhinagar, Gujarat, in-line with the NEP recommendations of using technology for improving learning and governance.

Serving as the nerve centre for all the major technology-driven initiatives of the State, CCC empowers various stakeholders to get a unified view of data and take necessary steps to improve learning outcomes in the State. Taking data-driven decision making to the next level, the Education Department has created the country's first **National Digital Education Architecture (NDEAR) framework based, holistic school education dashboard - 'School Excellence Dashboard'**. The dashboard allows users to view the data at the State level for 40,000 Schools to the individual student level for 70 Lakh+ students.

While Command and Control Centre for schools ensured effective use of data analytics and seamless communication across stakeholders, Command and Control Centre 2.0 (CCC 2.0) would be a key enabler for the State for enabling its mission to shift from schooling to learning. CCC 2.0 will focus on objective data analysis and actionable insights, predictive analysis for future readiness and technology for seamless communication among stakeholders. It will fix accountabilities and provide tailor-made support to the stakeholders for bridging identified gaps.


9. Initiatives to ensure learning continuity and psychosocial support to the students during the time of the pandemic

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 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 partnership was established with DD Girnar where three hours of learning content was telecasted on the TV as per a pre-decided time-table.



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 DD Girnar telecast. Apart from regular classes in DD Girnar, cocurricular activities are also included for holistic development of the children



A noble initiative

of The State Government under the leadership of compassionate
Chief Minister Shri Vijay Rupani

Students from standard 7th, 8th, 9th and 11th will receive education through TV channels

To ensure that the students are able to finish their courses and appear for examinations on time, The State Government has decided to broadcast video lectures on regional news channels for one hour everyday from 19th March, 2020.



Schedule of Classes to be aired on TV Channels

Standard	T.V Channel	Timings
7	News-18 Gujarati	3:00 to 4:00 pm
	Mantavya News	3:00 to 4:00 pm
	G.T.P.L.	11:30 am to 12:30 pm
8	V-TV	3:00 to 4:00 pm
	Zee-24 Kalak	11:00 am to 12:00 pm
	V R Live	5:00 to 6:00 pm
9	ABP Asmita	2:00 to 3:00 pm
	GSTV	4:00 to 5:00 pm
	Nirman News	5:00 to 6:00 pm
11	TV-9	3:00 to 4:00 pm
	Sandesh News	3:00 to 4:00 pm
	India News Gujarat	4:00 to 5:00 pm
	Doordarshan	3:00 to 4:00 pm



Greet with a *Namaste* than a handshake



Wash your hands with soap and water frequently

All lectures available on E TV Bharat-web portal & Mobile app.

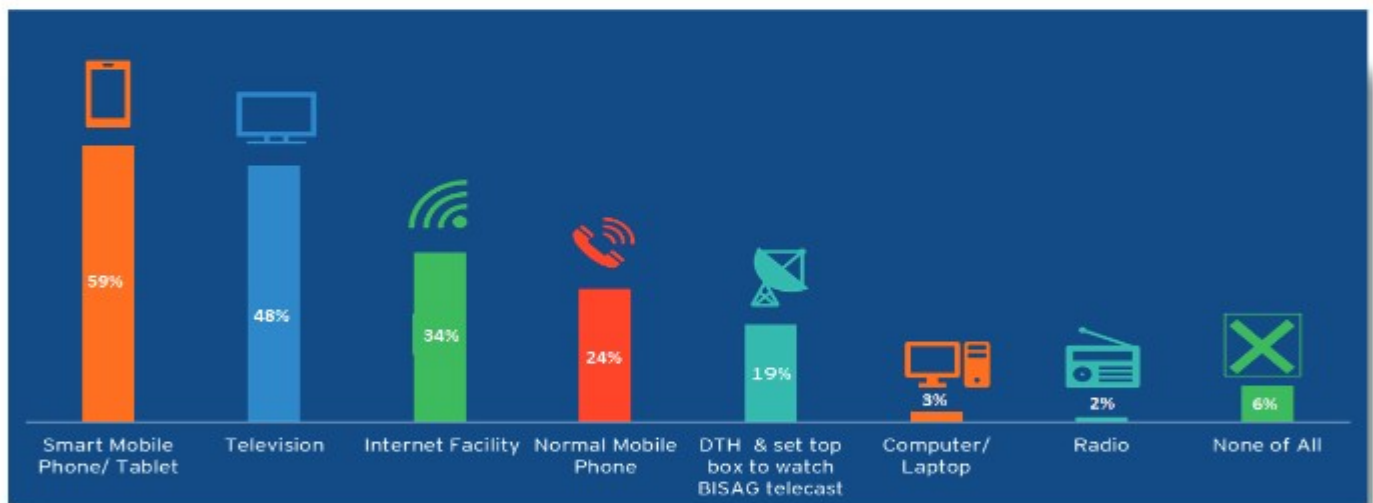
classes through television channels. A systematic schedule was planned in collaboration with 13 news channels, with an aim to offer adequate revision and practice to the students before the annual exams.

Study From Home

The six week-long teaching campaign through social media for students of Class III till IX covering English, Mathematics, Gujarati subjects were conducted. The weekly assignments were shared with BRCs and CRC and those assignments were delivered to parents through 3200 WhatsApp groups via Teachers . For the parents who don't have the phone, the teachers ensured that assignments get delivered through the neighbours or even the village *sarpanch*.

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. Students with Devices (SWD) and Students Without Devices (SWoD) and basis it, the Home Learning program was designed further. The finding of the survey stated that there are 6 % of children without any digital devices.



Initiative for students with Access to Device.

Home learning initiative' on DD Girnar & TV Tutorials through Regional News Channels

Samagra Shiksha, GCERT and Commissionerate of Schools decided to collectively create teaching-learning videos for grades 1st to 12th and partnership was established with DD Girnar where three hours of learning content was telecasted on the TV as per a pre-decided timetable. Content was being recorded at BISAG and mapped with Monthly syllabus. Around 48 Lakh students were covered through DD Girnar telecast. Co-curricular activities covered during week-end telecast.



Virtual classes with the students through Microsoft teams

For the students who had access to internet and smart phones, it was felt that taking live classes would be helpful. For this, 15 teachers (technosavy 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 later 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.

Live virtual classes centrally through various digital platforms



Live Virtual Classes through DIKSHA, YouTube, Facebook, JIO TV, MS Team etc. 3.94 Lakhs + subscriber on YouTube e-class channel with 57.3 million views. Live interaction of experts with students through Chat and teaching through Smart Interactive board & Live streaming setup (4 Studios). Weekly Online Exams were conducted through Google Form. DIKSHA Links were shared for live streamed videos to promote DIKSHA among viewers. Gujarat is No.#1 in Direct Plays on DIKSHA platform since Jun'20. ETB Plays: 1.63+ Crore, Course Plays:13.99+ Crore, Direct Plays: 2.72+ Crore, Content Plays: 18.35+ Crore.

Helpline For Std. 10 & 12

IVRS based Help Line for students of std. 10 & 12 were developed for doubts clarification. Doubt clarification done by Subject Experts through Command & Control Centre for Continuous Learning and exam preparation for students of Class 10 & 12.



"Prashna Ukelo Inaam Melvo" for std. 3 to 5, IVRS based system for receiving responses on learning

In the month of 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.

પ્રશ્ન ઉકેલો ઇનામ મેળવો

રમણમાં ટોચ-૧૦ માં આવેલ
લિધાર્થીઓની યાદી

તા.૧૬-૧૨-૨૦૨૦

ધોરણ-૩ પર્થાવરણ

1. NIL CHETANBHAI THIMMAR
2. VADHER AYUSH PRASHBHAI
3. HASTIBEN BHARATBHAI VAGHELA
4. JIGNASHA SUNE BARIYA
5. NIYATI VINODKUMAR SHRESHTHI
6. KATIK ANABHAI RABARI
7. CHALOHARI TVISHA ANKURBHAI
8. SARAD KRISH JAYSHBHAI
9. KADVAL CHARYA PRAKASHBHAI
10. KUSH BABUBHAI HIR

Total Calls Received: 3788
Right Answer Calls: 1822

પ્રશ્ન ઉકેલો ઇનામ મેળવો

રમણમાં ટોચ-૧૦ માં આવેલ
લિધાર્થીઓની યાદી

તા.૧૬-૧૨-૨૦૨૦

ધોરણ-૪ ગણિત

1. MANTHAN JAYNTEAL JIVANI
2. HETVIBEN ALPESHBHAI RANA
3. ADITI HARSHBHAI PATEL
4. PRIYANSHI BHARATBHAI NAI
5. DEVANSHI GOVINDBHAI RAM
6. ANJALI LAXMIKANTIBH MUGGA
7. HARSH RAJESHBHAI NAYKA
8. CHIRAG MAHESHBHAI PRAJAPATI
9. DHIRUV CHETANBHAI CHAUDHARY
10. PIYUSHKUMAR SANABHI VAGADIA

Total Calls Received: 3353
Right Answer Calls: 1379

પ્રશ્ન ઉકેલો ઇનામ મેળવો

રમણમાં ટોચ-૧૦ માં આવેલ
લિધાર્થીઓની યાદી

તા.૧૬-૧૨-૨૦૨૦

ધોરણ-૫ ગણિત

1. JADAV PURVA NITINBHAI
2. GAJPARA MIT PRAVINBHAI
3. SHEYANI PRITVAL SUDHIBHAI
4. JANANI KAILASHKUMAR NATDA
5. CHALHAN GAURAVKUMAR JANAKBHAI
6. PRAJAPATI AARYAN VISHNUBHAI
7. KUNIL MIRA DINESHBHAI
8. HAI DHIRUM AMITKUMAR
9. KRISH HANSHIRAJBHAI SHARMA
10. DASHI TANVIBEN BHAGVANBHAI

Total Calls Received: 3513
Right Answer Calls: 1559

શિક્ષણનો અધિકાર

સ્વામુલ્યંકન ગુજરાત

વિષયમાં સફળ થવા માટે વિદ્યાર્થીને પૂર્ણ પ્રતિબદ્ધતા ની સાથે અઠવાડિક અભ્યાસ જરૂર કરવો જોઈએ.

હોમ લર્નિંગ

ઘરે બેઠાં જ બાળકો માણી રહ્યા છે જ્ઞાનનો અખૂટ ખજાનો

વોટ્સએપ આધારિત અઠવાડિક અભ્યાસ

શરૂ કરવા માટે વિદ્યાર્થી નીચે આપેલ મોબાઇલ નંબરને SWAMULYANKAN GUJARAT નાં નામથી સેવ કરે અને સેવ કર્યા બાદ તેજ નંબર પર દરેક અઠવાડિયે HELLO અથવા નમસ્તે નો મેસેજ મોકલો.

ZONE	WHATSAPP NUMBER	DISTRICT
Central	8595524523	Ahmedabad, Amc, Anand, Dohad, Gandhinagar, Kheda, Mahisagar, Panch Mahals
North & Kutchh	8595524501	Banaskantha, Kachchh, Mahesana, Patan, Aravalli, Sabar Kantha
Saurashtra	8595524502	Amreli, Bhavnagar, Botad, Devbhoomi Dwarka, Gir Somnath, Jamnagar, Junagadh, Morbi, Porbandar, Rajkot, Rajkot Corporation, Surendranagar
South	8595524503	Bharuch, Chhotaudepur, Narmada, Navsari, Surat, Surat Corpo., Tapi, The Dangs, Vadodara, Vadodara Corporation, Valsad

Swamulyankan Programme

In order to undertake comprehensive assessment, another initiative has been implemented where a 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.. 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. Total 15 lakh students were registered and 102 tests conducted during the Covid - 19.

Inclusive Education for CWSN

For addressing specific needs of the students with special needs 2500+ disability-wise videos by Special Educators (SEs) on different themes were created. SEs have registered details of 86K+ CwSN students, of which IEPs for 14K+ students also updated so far by using Divyan App they also provided psycho-socio- emotional support to CWSN child .To ensure access for Secondary level HI students home learning videos in Indian standard sign language were developed. Home visits were conducted by SEs to counsel the CwSN & their Parents on Psychosocial & Therapy support. Distribution of Aids & Appliances (25,868) to eligible CwSN (17,265) in 7 Districts & 1 Municipal Corporation was done.

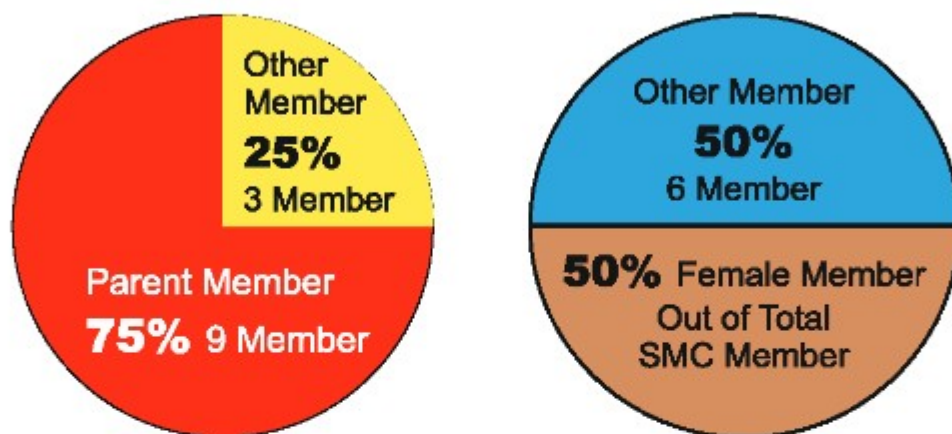


Chapter-8

SMC/SMDC TRAINING

Section 21 of the RTE Act 2009 makes it mandatory for the constitution and functions of a School Management Committee in all schools except unaided schools. The members of these SMCs are predominantly parents of children (75%) enrolled in the same school. 50 % of the committee members should be women. Section 22 provides for the preparation of a School Development Plan (SDP) by the School Management Committee. Therefore, broadly SMC is expected to monitor the functioning of the school, prepare and recommend school development plan and monitor the utilization of grants received from the Government, or Local authority, or any other source. The SMC is required to be constituted every two years.

Composition of School Management Committee (SMC)



Composition of School Management and Development Committee

Composition of School Management and Development Committee		
1	Chairperson	Principal or In-charge Principal of the School
2	Member	Vice Principal of the School
3	Member	One Teacher related to Science
4	Member	One Teacher related to Social Science
5	Member	One Teacher related to Mathematics
6	Member	A male member of the Parents Teachers Association
7	Member	A female member of the Mothers Teachers Association
8	Member	2 members of local urban ward / Panchayat to be appointed by local self-government body.
9	Member	A member of the Scheduled Caste / Scheduled Tribe from the Parents Teachers Association and the Mother Teachers Association
10	Member	2 members of the Village Education Committee to be appointed by the Village Education Committee. Out of which 1 member will be the principal of the local primary school.
11	Member	A member of the village education development committee attached to the school
12	Member	3 members selected through proper process by the District Program Coordinator (one expert from each of the previous roles in Science, Social Sciences and Arts / Cultural / Industry)

Major Roles of School Management Committee (SMC)

SMC should monitor the working of the School, Monitor the Utilization of the grants received from the appropriate Government or Local Authority or any other Sources, and Perform such other functions as may be prescribed,

Every SMC shall prepare School Development Plan; School Development Plan is focused on: Information of Human Resources required for School Infrastructure, Quality of Education, Equity, Education of out of School Children, School Management, Mid-day meal etc.

Major Roles of School Management and Development Committee (SMDC)

Responsibilities of this Committee are as follows:

- School-level planning
- Collection of data under UDISE
- Implementation of the State Schemes
- Monitoring and evaluation at the school level
- Taking corrective/remedial actions on all the components/interventions of the scheme- infrastructural, academic, and others at the school level
- Evaluation and Taking corrective/remedial actions on all the components/ interventions of the scheme - infrastructural as well as academic and others, at the school level comes under the purview of the School Management and Development Committee (SMDC).
- SMDC monitors the progress of implementation of all the components of the scheme at the school level. The Committee maintains all the relevant records for Recurring as well as non-recurring expenditure.
- These records are updated on regular basis and placed before the Committee at every meeting.
- These records and progress on each component/ interventions of the scheme are also placed in the meetings of Panchayat.
- The SMDC inspects the recurring expenditure on various components of the scheme, availability of required facilities and text books etc., status of education including teachers attendance, students attendance, conduct of teachers and students, quality aspects, law and order situation in and around school premises, health conditions and immunization of students, equity aspects like problems encountered by the girls, SCs, STs, children belonging to BPL families and Educationally Backward Minorities etc.

Status of SMCs/SMDC in Gujarat State

- Every year there is a provision of three days of training for 33365 schools & 400380 SMC members and 1670 schools & 25050 SMDC members. Due to covid-19 pandemic, in the year 2020-21 Samagra Shiksha Gujarat decided to conduct the training in three phases to maintain social distancing.
- Samagra Shiksha Gujarat has conducted the first phase of the training program for SMC and SMDC members on 14th, 15th, and 16th July 2020 through teleconference. Every day 4 to 5 SMC/SMDC members are called to the school to maintain the social distancing. 30 min training session including the guidance from ASPD, Secretary Samagra Shiksha, and State OIC Community mobilization branch on the role of SMC/SMDC to strengthening process of home learning and improvement in the transition of the students as well as awareness on Covid -19 pandemic to follow the precautions.
- During the online training session, best practices followed by the SMC of Primary school Hadgud, district Anand are shared by the SMC members where they explain how SMC mobilizes the community through 'Vali Jagrati Abhiyan' and help the students to continue their studies during Covid 19 pandemic.
- The second phase of training was organized on 26th, 27th and 28th of October 2020, and the third phase of training was telecast through BISEG on 16th March 2021 and its repeat telecast was done on 19th March 2021.

Chapter - 9

VOCATIONAL EDUCATION

Gujarat is implementing the scheme of Vocationalisation of School Education under the umbrella of 'Samagra Shiksha - an integrated scheme for school education', a Centrally Sponsored Scheme. The scheme seeks to integrate vocational education with general academic education with an aim to prepare educated, employable and competitive human resource for various sectors of the economy and the global market. Under this scheme Samagra Shiksha, Gujarat is providing exposure to vocational education to students of Classes 9th to 12th with an aim to provide opportunities to the students to orient themselves with the skills required for the various occupations in a sector. Samagra Shiksha, Gujarat is implementing Vocational Education Programme for students of Standard 9th to 12th Studying in Govt. Secondary & Higher Secondary School of the state.

Objective of the Scheme

- Vocational education at the secondary school level aims to bridge this gap and make education practical and relevant.
- The objective of the scheme is expected to improve employability of the students passing from these courses because of industry driven inputs and exposure.
- Integration of vocational education with the mainstream education will enhance the learning outcomes and eventual employability of the students, as they would be well equipped in a skill which drives market and helps them in finding better opportunities

Skill Qualification Scenario in Gujarat

Year Wise PAB Approvals:

2017-18	2019-20	2020-21
<ul style="list-style-type: none"> • 20 Schools • 4 Job Roles 	<ul style="list-style-type: none"> • 102 Schools • 7 Job Roles 	<ul style="list-style-type: none"> • 138 Schools • 8 Job Roles

- Total Schools : **260 with 8 different Job Roles**
- **105** schools with **2** Job Roles and **155** Schools with **1** Job roles
180 – Composite (9th to 12th) , 80 – Non Composite (9th and 10th Standard)

Trade-wise distribution of schools in Gujarat.

Sr. No	Name of Trade	Trade-wise distribution of Schools
01	Retail	38
02	Tourism and Hospitality	80
03	Beauty and Wellness	43
04	Automotive	65
05	Agriculture	30
06	Apparel & Home Furnishing	61
07	Electronics and Hardware	32
08	Healthcare	16
	Total	365

Class Wise Enrolment Detail

	Class	No of Students
1	Class 9 th	11161
2	Class 10 th	3705
3	Class 11 th	187
4	Class 12 th	134
	Total	15187

District-wise No. of Vocational Education Schools:

District Name	No of schools
Ahmedabad	4
Amreli	11
ANAND	3
ARAVALLI	1
Banas kantha	20
Bhavnagar	11
Botad	16
CHHOTAUDEPUR	1
Devbhumi Dwarka	6
Dohad	6
Gandhinagar	2
Gir Somnath	10
Jamnagar	3
Junagadh	18
KHEDA	1
Kutch	32
Mahesana	4
Mahisagar	4
Morbi	4
MORBI	6
Narmada	4
Panchmahal	8
Patan	7
Porbandar	2
Rajkot	23
SABAR KANTHA	3
Surat	11
Surendranagar	15
TAPI	5
The dangs	6
VADODARA	9
Valsad	4
Grand Total	260

Major Activities carried out in 2020-21:

1. Development of Monitoring and Evaluation Application - “Lighthouse”

State has developed Monitoring and evaluation application called “Lighthouse” with the help of Lend A Hand India for better monitoring, Base version of this application is already developed and training of VTs has been done. State is utilising this application effusively from current academic year i.e. 2021-22.

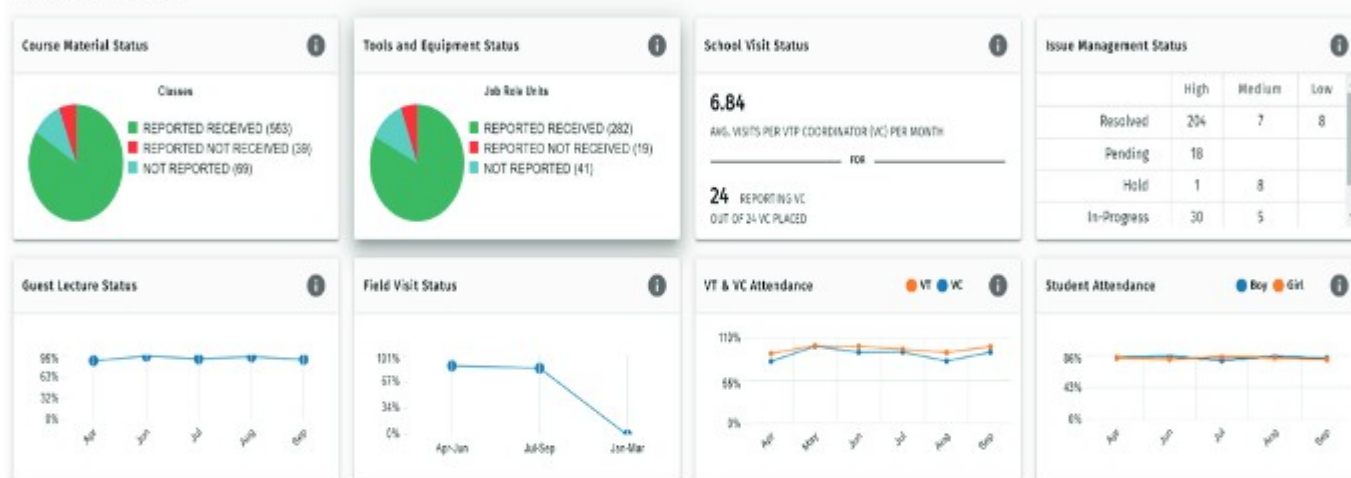
Demo - Samagra Shiksha Vocational Education

SUMMARY COMPARE ISSUE MANAGEMENT REPORTS ADMIN

PROGRAMME INFORMATION

Schools	Sector	Job Roles	Training Partner (VTP)	Vocational Trainer	Job Role Units	Classes	Students
175 IMPLEMENTED OUT OF 175 APPROVED	8	13	13	341 REPORTING OUT OF 341 PLACED	342 FOR IMPLEMENTED SCHOOLS	671 FOR IMPLEMENTED SCHOOLS	18717 FOR IMPLEMENTED SCHOOLS

PROGRAMME PERFORMANCE



In the year 2020-21 state uploaded all the enrolment details in the PMS Portal after coordination with Principal, District resource person and Vocational Trainers.

A meeting with VTPs was organized chaired by SPD, Samagra Shiksha to discuss on Low enrolment in Class XI and leveraging Career Counselling portal for students followed by work review of Vocational Training Partners.

Staff at Department of Vocational Education, Samagra Shiksha facilitates & monitors every activity happening during the year in schools by VT's via daily reporting sent by Vocational trainers including location and task completed by them, also Vocational work is supervised by Resource person at district level including grant allocation to schools, Meeting with Principles on regular basis and monitoring setting up of labs at School level.

2. Procurement of Labs:

Through e-tendering process, state has issued work order for establishment of vocational labs in all 260 schools for 7 job roles. More than 150 Labs has already been installed and remaining labs will be installed within next 2 months.

3. Translation of Curriculum, Text books & distribution of Books:

A copy of Curriculum, Student & Teacher handbook of the new allotted Job roles has been downloaded from the website of PSS Central Institute of Vocational Education, Bhopal as well as other sources like CBSE & from other state vocational Website.

With the help of expert translator empaneled by the state, available Vocational books has been translated in regional language (i.e.Gujarati) and also QR Coded. During the pandemic situation, we took a help from Vocational Trainer and created jobrole wise e-content and after quality checking this content has been uploaded on state Vocational youtube site.

(<https://www.youtube.com/channel/UCmwpESXQvs9SzhXd3aZJbwA/playlists>)

Also, Students can scan the QR code from physical copy to play the video of that Topic



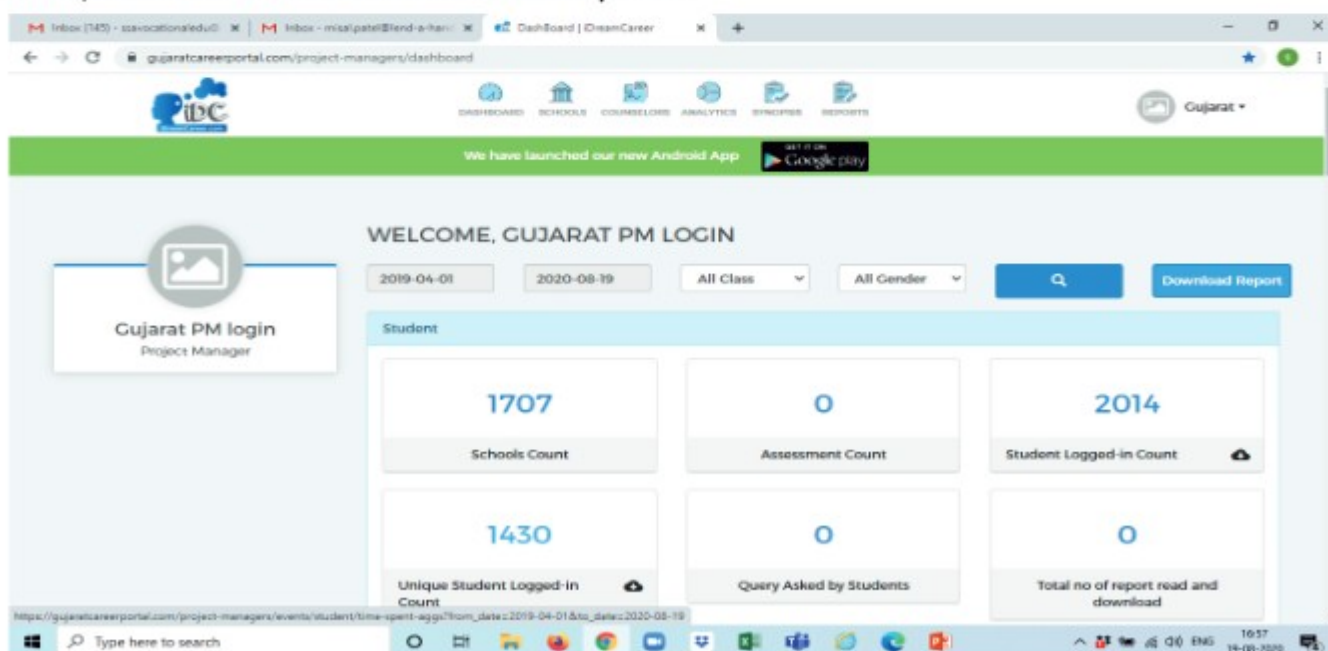
books from Automotive, Agriculture and Apparel Trades have been uploaded on Diksha Portal of class IX.

Challenge : All Books are not available with PSSCIVE

4. Gujarat Career counseling portal:

Samagra Shiksha, Gujarat had launched a **Career Counselling portal** for the benefit of **all the students** from class 9-12th studying in Govt. and Grant in Schools previous year and to reach with more number of students a Mobile Application has been launched this year. Through this portal we are trying to reach Lakhs of students by providing them a platform for information on Best College, Relevant career options, and related support. This portal is the result of Collaboration between Samagra Shiksha, UNICEF, and IDream Career. Through this portal, students, teachers and master trainers will have a unique ID and personalized profiles so that students can efficiently look for career interests as per their aspirations, goals and skills.

Till date, around 2.00 lakhs students has used this portal.



www.gujaratcareerportal.com

5. Coordinating with Gujarat Education Board for drafting examination pattern for assessments:

Samagra Shiksha Gujarat and Gujarat State Education Board held a joint meeting regarding drafting an examination pattern for 7 different job role of vocational, as per the current structure of examination i.e. 50:30:20 ratio of practical , theory and Internal marks deemed fit for vocational education as it emphasizes on practical approach of learning for class 10th and 12th standard student. Hence the same pattern have been adopted and being drafted by Gujarat Education Board.

Also, state has prepared job role wise blueprints for each subject which includes assessment pattern (i.e. 1 marks, 2 marks and 3 marks questions) and chapter wise weightage for assessment.

6. Virtual Class:

State has started pilot Virtual Class for 10th standard Electronics and Hardware students in the month of Oct. 2020. From the month of November, state has started virtual class for all Vocational Students. (i.e. 9th to 12th standard and all Job roles)

State MIS Team has created every Vocational Teacher's Microsoft Teams id's for better monitoring and Training has been provided to VTs . VTs has to conduct Virtual Class through Microsoft Teams so VT may record every Virtual Class if required. 3 lecture about 1 hour and 15 min for all 10th and 12th standard students every week from November month and 2 lecture about 1 hour and 15 min for all 9th and 11th standard students every week.



7. Vocational Youtube Channel :

Started YouTube channel to share Vocational e-Content with Students in better way. The channel currently has 350 Videos and 10000+ Viewers , who take regular benefit of the Videos. Addition of content and videos is in progress.



8. Development and distribution of Question Bank:

Considering this pandemic situation, learning for the students has not been in a usual manner. The learning has been done through Virtual class or through e-content only. Hence, state has decided to prepare a question bank in line with Blueprint as approved by Board which may help students in preparation for Theory Exam.

With the help of Vocational Trainers, state has prepared job role-wise Question bank for 10th and 12th standard students which include 1 marks questions with answers and other 2 & 3 mark questions. This question bank has been circulated to each Vocational student through district, schools, VTs.

9. Training with align Skilling Department:

To understand the current skill ecosystem in the state and to leverage for Guest Lecture, Industrial Visit, Internship, Entrepreneurship or vertical mobility options, the state has conducted joint workshops with the Directorate of Employment and Training (DET), Gujarat State Skill Development Mission (GSDM), Center for Entrepreneurship Development (CED) in the month of Oct-2020. Around 268, Block and District project co-coordinators and Vocational Trainers took part in the training.

10. Training of Vocational Trainers:

With the help of PSSCIVE, Bhopal, state has conducted below mentioned online trainings.

- 3 days Induction Training for 170+ participants
- 3 days Assessment & Evaluation training for 200+ participant



Lend-A-Hand India (LAHI) is working as a Project management Unit and provides Technical and Monitoring Support to Samagra Shiksha, Gujarat.



Chapter-10

MEDIA

To bring awareness about all these activities to the children, parents, and other community members, Samagra Shiksha Gujarat had conducted several activities using mass media platforms. Media branch prepared Bus back & side penaloards, Tv quickies, 2 videos of Diksha portal & virtual class, LED tv penaloards of corona, News Papers Ad, Documentary on command control in 3 languages etc for publicity of these activities. Apart from the publicity of home learning activities, the following are the actions taken by media branch:

- Printing Annual report (2019-20) in English and Hindi.
- Making brochure of Samagra Shiksha.
- 12 months advertisement of SAMAVARTAN magazine of Samagra shiksha activities.
- Advertisement of Samagra shiksha activities in Nav Gujarat Samay.
- Documentary on 5th September.
- Advertisement (inside-outside) of Samagrashiksha activities in Railway.
- A 5 minutes show to discuss the different programs of samagra Shiksha was telecast through Gujarati news channel TV9.
- A 30-minute documentary film to explain the schemes of samagra Shiksha was prepared
- Broadcast through mantavya news channel



ભારત સરકાર



શ્રી નરેન્દ્રભાઈ મોદી
પ્રધાનમંત્રી, ભારત



હોમ લર્નિંગ

ધરે ભેઠાં જ બાળકો આહી રહ્યાં છે
જાલોની સમૂદૃત ખજાનો



ગુજરાત સરકાર



શ્રી વિપ્રજીભાઈ મેથાણી
મુખ્યમંત્રી, ગુજરાત



માસ્ક પહેરીને બેઠો



ડો. 3 થી 12 ના વિદ્યાર્થીઓ માટે ગુજરાત સરકાર દ્વારા શરૂ કરાયેલ શિક્ષણ



ડો. - 10 અને ડો. - 12 સહિત / વિજ્ઞાન વિષયની લૈન્કેડિક સમસ્યાના ઉકેલ માટે



હોમ લર્નિંગ માટે DIKSHA પોર્ટલ, DSA વેબસાઈટ, ગુરૂજીવ વેબલ ગુજરાત E-CLASS, JIO TV, FACEBOOK, WHATSAPP જેવા ડિજિટલ માધ્યમો દ્વારા વિદ્યાર્થીઓ માટે અવિરત શિક્ષણનું આયોજન



માસ્ક પહેરીને બેઠો
માસ્ક પહેરીને બેઠો

રાજ્યમાં શિક્ષણનાં વ્યાપ વધે તે માટે સરકાર કટિબદ્ધ

- શ્રી નીતિનભાઈ પટેલ, નાયબ મુખ્યમંત્રી, ગુજરાત

[illegible][illegible]



સમાજમાં જો લાવવી હોય જાતિ
આપો દિવ્યાંગ સશક્તિકરણને ગતી.



શિક્ષણનો અધિકાર
સમગ્ર વિદ્યાર્થી
સર્વે, શ્રેયસ્કામ પતે





દિવ્યાંગોને શિક્ષિત કરી
આત્મનિર્ભર બનાવીએ

સમગ્ર શિક્ષા, શિક્ષણ વિભાગ,
ગુજરાત રાજ્ય.



શિક્ષણનો અધિકાર
સમગ્ર વિદ્યાર્થી
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