





## ANNUAL DO DE LA CONTRE PORT DE

## SAMAGRA SHIKSHA

Gujarat Council of School Education Samagra Shiksha Sector-17. Gandhinagar, Gujarat

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#### **Preface**

With great pleasure, presenting the Annual Report of Samagra Shiksha Gujarat for the year 2023-24. This report serves as a comprehensive reflection of our endeavors, achievements, and challenges in the field of School Education in Gujarat.

Samagra Shiksha-Gujarat embodies the vision and commitment of the Government of Gujarat to provide inclusive and equitable quality education from pre-primary to standard 12, in alignment with NEP 2020 and Sustainable Development Goal (SDG) 4. This report details the collective efforts and tireless dedication of the various stakeholders involved in the implementation of Samagra Shiksha.

Samagra Shiksha, a comprehensive program for the school education sector from pre-school to class 12, has been developed with the overarching goal of enhancing school effectiveness through equal access to education and equitable learning outcomes. It integrates the former Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE) schemes.

Samagra Shiksha's primary goals are to provide quality education and enhance student learning outcomes; to bridge social and gender gaps in school education; to ensure equity and inclusion at all levels of school education; to maintain minimum standards in schooling provisions; to promote the vocationalization of education; and to support states in implementing the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

The Centre has approved the continuation of the 'Samagra Shiksha Scheme' for school education until March 31, 2026. The scheme has been revamped to include new components and initiatives based on the recommendations of NEP 2020. Education is a fundamental pillar of any progressive society, and in Gujarat, there is a commitment to nurturing the potential of every child to create a brighter future. With a focus on comprehensive learning outcomes, the initiatives cover access, equity, infrastructure development, learning outcomes, and holistic development.

During the 2023-24 reporting year, significant progress was made in the areas of Access, Equity, Quality, and Governance. Our initiatives have ensured that more children, especially those from marginalized communities, have the opportunity to attend school. Under the School Access component, we conducted a household survey and enrolled 22,683 Out-of-School Children (OoSC) in regular schools, Special Training Programmes, and NIOS. We provided transportation facilities for 1,68,897 students at the elementary and secondary levels. Moreover, we've successfully built three additional classrooms, enhancing our learning environment. The construction of CWSN toilets and major repairs are progressing rapidly, ensuring that our facilities will soon be more inclusive and well-maintained than ever.

There has been an increased emphasis on enhancing the quality of education by allocating composite school grants to all schools for replacing non-functional equipment and covering other recurring costs. In the year 2023-24, grants were distributed to 32,271 primary schools and 1,876 secondary schools. A library grant was provided to 12,476 primary schools, 19,795 upper primary schools, and 1,168 secondary and 708 higher secondary schools to support the Padhe Bharat Badhe Bharat initiative, which aims to develop foundational skills at the primary level. Various initiatives were implemented, including Kala Utsav, band competitions, WASH interventions, capacity building for BRCs, CRCs, and teachers, weekly Periodic Assessment Tests (PAT) for grades 3 to 8, Ek Bharat Shreshtha Bharat, strengthened sports education, and the Rashtriya Avishkar Abhiyan to promote science and math learning in schools. Additionally, LO-based report cards were issued for every student.



Under the NIPUN Bharat mission, the State has introduced several key components in alignment with the National Educational Policy (NEP) 2020. These include the Balvatika program for strengthening foundational education, supplemented by a teacher's handbook and two workbooks for each student. The Vidya Pravesh School Readiness module for Class 1 features a Teacher's Manual, Student Workbook, and Activity-Based Learning materials, including practice books for math, Gujarati, creative exercises, and drawing for Classes 1-2.

The state also emphasizes reading skills and comprehension through the Gijjubhai Bhadeka stories, Varta no Vadlo books parts 1 & 2, using a multilingual approach in English, Gujarati, and Hindi. Early education is further supported by a set of 24 board books on various subjects, QR-coded Indian Sign Language videos for Hearing Impaired children, and braille-embossed Pragna books for blind children. Additionally, art education is enriched by grants for musical instruments, activities, and materials.

Capacity building is facilitated through Administrative and Educational Guidelines, along with the dissemination of the NIPUN Gujarat Brochure for public awareness. The initiative is further strengthened by broadcasting the FLN Kit (Class 1-2) through IIT Gandhinagar, which includes basic mathematical activities and language skill development. Overall, this initiative aims to create a holistic foundation for students' learning and development.

We recognize that prioritizing access for girls is fundamental to the endeavor of achieving universal elementary education. This emphasis on gender parity is embedded in the National Education Policy, which places a spotlight on the issue of gender and girls' education. Some key initiatives implemented during this period include providing self-defense training to over 9 lakh girls in collaboration with the Suraxasetu Society of the Home Department under the Ranilaxmibai Atmaraksha Prashikshan program. Additionally, Menstrual Hygiene corners were established in 249 Kasturba Gandhi Balika Vidyalayas (KGBVs), sanitary napkin vending machines were installed in 5000 elementary schools and 496 secondary schools under the Kishor Swabhimaan project, Vocational Training Programs were conducted through NIOS in alignment with NSQF courses, and the Jignasha project was initiated in collaboration with IIT Gandhinagar to foster curiosity among girls, among other endeavors.

To ensure every child, regardless of ability, has access to quality education, we have executed various initiatives under Inclusive Education, benefiting 70,077 Children with Special Needs (CwSN) enrolled in Government and Aided schools, as defined by the Right of Persons with Disabilities (RPwD) Act, 2016. Notable initiatives include the integration of Indian Sign Language (ISL) videos into the G-SHALA app's eContent, covering state textbooks for classes 3 to 8 and Mini Board Books under the NIPUN (FLN) mission, in collaboration with the Central University of Rajasthan. Pragna textbooks for standards 1 and 2 have been converted into Braille, with training provided for Pragna teachers and special educators. A teacher module on Inclusive Classroom Management Strategies was developed with UNICEF's support. The PRASASHAT Screening checklist was translated into Gujarati and distributed to schools. Additionally, 45,000 copies of modules for various disabilities, including visual impairment (VI), hearing impairment (HI), cerebral palsy (CP), intellectual disability (ID), and specific learning disability (SLD), were distributed to schools, resource rooms, and special educators. ID kits 3 and 4 were procured from NIEPMD, Chennai, and distributed to 1,596 schools. These initiatives are monitored through the Divyaan App and Web Dashboard.



Through Skill Development Initiatives, we can empower a significant number of young individuals with industry-relevant skills, thereby enhancing their prospects for better livelihood opportunities. The State has taken proactive measures to bridge the gaps between the demand and supply of skilled manpower. Within Vocational Education, key interventions include conducting 10 bagless day activities for students in grades 6 to 8 as part of prevocational education, establishing vocational labs offering 15 trades in 1150 schools, benefiting 93,304 secondary-level students, launching the Gujarat career guidance portal, internship opportunities, and more. Additionally, vocational education for Children with Special Needs (CwSN) at the secondary level is being piloted.

Assessment and monitoring are integral components of our educational framework. We have implemented robust evaluation mechanisms to gauge learning outcomes, identify areas for improvement, and track student progress through the Vidhya Samiksha Kendra alongside various digital initiatives. Key initiatives for real-time monitoring and support include the Child Tracking System (CTS), GPS-based school monitoring system for CRC & BRC, Gujarat Student's Holistic Adaptive Learning (G-SHALA) App, Vehicle Tracking System (VTS), and the Divyaan App, among others. Recognizing the pivotal role parents and the community play in fostering a child's holistic development, we have actively encouraged their participation in the educational process.

Furthermore, comprehensive publicity campaigns have been conducted across various media and electronic platforms. The primary aim is to enhance public awareness regarding the new initiatives and programs of Samagra Shiksha and to disseminate information to teachers, parents, and students.

Against the total budget of Rs. 2983.90 crores for the year 2023-24 under report, an expenditure of Rs. 2112.54 Crores (unaudited) was incurred for various interventions under Samagra Shiksha, which is 70.80 % of the total approved budget. The smooth flow of funds has facilitated the effective implementation of scheduled activities under the Annual Work Plan & Budget (AWP&B).

We express our sincere appreciation to the Government of Gujarat, our committed teachers, school administrators, community leaders, parents, and all stakeholders whose contributions have been crucial to the achievements of Samagra Shiksha. Their steadfast support and dedication have played a pivotal role in fulfilling our objectives.

As we continue our journey, we are resolute in our dedication to offer every child in Gujarat a comprehensive and empowering education. We encourage you to explore the contents of this report, which reflect our progress, achievements, and aspirations as we strive for educational excellence.

Let's collaborate to shape a future where every child in Gujarat can realize their full potential and make significant contributions to society.

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## CONTENTS

1	SCHOOL INFRASTRUCTURE DEVELOPMENT	9
2	SPECIAL TRAINING PROGRAM	22
3	GIRLS' EDUCATION	44
4	SOCIAL AUDIT	62
5	INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS (IE-CWSN)	65
6	QUALITY EDUCATION AND MONITORING	81
7	GUJARAT COUNCIL OF EDUCATIONAL RESEARCH & TRAINING	126
8	MANAGEMENT INFORMATION SYSTEM (MIS)	132
9	SCHOOL MANAGEMENT COMMITTEE (SMC/SMDC)	148
10	VOCATIONALISATION OF SCHOOL EDUCATION	153
11	MEDIA AND COMMUNITY MOBILIZATION	189

#### **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 privide 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, schoolworking 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 ligislatures 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 consitution, and which would ensure the all-round development of the child, building on childs 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 inpur 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 economics 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 twelth 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.	Details of Rule	Action Taken	Implementing Office/Agency
1.	<ul><li>(1) Admission of pupils</li><li>(2) Documents of age proof</li><li>(3) Extended period for admission</li></ul>	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 enroled 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 Rules 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 or Primary Education
6.	Admission of children belonging to weaker section and disadvantaged group in unaided schools.	Already implemented	Director or Primary Education
7.	Penal Action on schools violating the norms of no capitation fee and no screening procedure for admission.	Already implemented	Director or Primary Education
8.	Recognition of schools, other than a school established, owned or controlled by the state Government or Local authority.	Already implemented	Director or Primary Education
9.	Withdrawal of recognition	Procedure has been notified under Rule 14 of the Gujarat RTE Rules, 2012	Director or Primary Education

No.	Details of Rule	Action Taken	Implementing Office/Agency
10.	Norms and Standards for School	Specified vide Education Department Resolution No. PRE- 142010-d242076-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 Deveolopment 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 latter 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 inservice 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 preservice teacher training.
23.	To introduce a common test for teacher eligibility	Common eligibility test for teacher and head teacher recuritment have been introduce vide Education Department Resolution dated 27-4-2011 and 18-1-2012	State Examination Board

No.	Details of Rule	Action Taken	Implementing Office/Agency
24.	Award of certificate for completion of elementary education	Already implemented	Director of Primary Education and GCERT
25.	Performance of functions by the State Commission for Protection of Child Rights	The Gujarat State Commission for Protection of Child Rights has been constituted vide Norification dated 21-2-2013	SCPCR
26.	Manner of furnishing complaints before the SCPCR	Laid Down under Rule 32 of the Gujarat RTE Rules, 2012	SCPCR
27.	Constitution of the State Advisory Council	The State Advisory Council has been constituted vide Education Department Resolution No. PRE- 122012-695445-K dated 21-3-2013	State Advisory Council

## SCHOOL INFRASTRUCTURE DEVELOPMENT





### 1

#### SCHOOL INFRASTRUCTURE DEVELOPMENT

#### **ACCESS AND RETENTION**

#### Strengthening of Existing Schools

#### Ongoing Vision:

Improving and strengthening the infrastructure of existing and new schools leading safe, sustainable and joyful environment for all children, resulting in improved access, retention and performance of all children.

#### **❖** Introduction:

Development of school infrastructure helps in providing access to education to all the childrens, and also helps in their retention, which is the vision of RTE act and are among the important objectives of Samagra Shiksha. Development of infrastructure for School Resource Centers at sub district level helps in creating academic support, which acts as a catalyst towards improvement of quality of education. The school building is the biggest asset for any school which should be easily accessible to all the childrens and the teachers and the school should be designed and built considering the requirements of the all the users that will be using the school campus. Quality of school building and availability of basic facilities there in is an important determiner of access of schools by the children and retention.

The schedule of RTE act lays down the norms & standards for a school building. A school building has to be an all-weather building comprising at least one classroom for every teacher & an office- cum-store- cum-head teacher room, barrier free access, toilets, safe & adequate drinking water for all children, arrangement for securing the school building with boundary wall, MDM Kitchen shed, Group hand wash facility, Play ground, equipment for sports and games, library & TLM. Keeping all these aspects in design, the structures to be constructed are not only designed to be sound, durable & economical but also such that they are acceptable to the community. The designs also incorporate Earthquake and cyclone resistant components, future vertical expansion as well as they are child friendly. The designs are also providing barrier free environment to access disabled to the school easily and negotiate their way around the school and be able to use all the facilities. Similarly, designs of separate toilets for girls & boys includes proper ventilations, hand wash facility with anthropometric dimensions etc. The classroom designs incorporate natural light, ventilation, seating, display, storage that ensure equity & quality in educational transactions. Overall, various designs of infrastructure are attractive and comfortable to the child so that the child is motivated to enroll and attend school regularly.

The budget for Civil Works was proposed considering requirements as per schedule of RTE act. The designs have been developed as per Central Public Work Department (CPWD) for Educational Institutions and IS code: 8827-1978. The unit cost for various items of works is based on sanctioned SOR approved by State Public Works Department (R & B) of year 2023-24. Each school was selected considering the gaps derived from school level after the field verification and was approved under Civil Works plan for the year 2023-24.

#### Objective:

- 1. Strengthening the existing infrastructure to meet the demand of increase in enrollment and repairing to ensure safe and sustainable infrastructure.
- 2. Ensuring healthy, safe and inclusive sanitation facilities for all students.
- 3. To upgrade the school infrastructure to ensure improved learning of students through access to science lab, computer room, art & craft room and library.

#### **Activities undertaken:**

The types of school related different activities undertaken under strengthening of infrastructure for the year 2023-24 are as under:

#### > Strengthening of Existing Schools (up to Highest Class VIII)

- Additional Classrooms
- Building less school

#### Strengthening of Existing Schools (IX - X)

- Additional Classrooms
- Computer Room
- Library Room
- Science Lab
- Art & Craft Room
- CwSN toilets

#### Strengthening of Existing Schools (XI – XII)

- Additional Classrooms
- Science Lab
- Art & Craft Room

#### Implementing agency:

In order to involve the community & decentralization process fully, School Management Committees (SMC) have been formed & the works are undertaken through SMC-community participation procedure. Construction through the committee is a cherished idea of the programme. Activities such as Girls' and Boy's toilets, CWSN toilets, Boundary walls, MDM shed, major and minor repairing etc. are undertaken by SMC. Activities like construction of classrooms, science lab/ computer rooms/ library, art/craft rooms, KGBVs, secondary schools, BRC bhavan etc. are carried out by the contractors registered with R & B Dept. The contract has been awarded to qualified bidders by inviting open tenders through e-tendering.

Activity	1 <sup>st</sup> Installment in advance	2 <sup>nd</sup> installment	3 <sup>rd</sup> installment
	40% of estimated amount in advance on signing of MOU.	30% of estimated amount when 50% of the 1st installment is utilized adequate physical progress minimum up to roofing to be noted by the TRP, the 2nd installment may be released.	30% of estimated amount when the work is plastering and completion of work.
Additional classrooms, library, laboratory, computer room, Art & Craft Room	Payment shall be ma measured.	de to agency as per l	evel of work done &

#### Monitoring, Supervision & Quality Assurance

The monitoring of civil infrastructure work is conducted by a team comprising Assistant Engineers (AE), District Project Engineers (DPE), Technical Resource Person (TRP), and Third-Party Inspection agencies (TPI). This process is conducted through the Civil Infrastructure Monitoring Mobile Application, an android app designed for tracking the monitoring progress of infrastructure assets like school buildings, toilets, classrooms, official buildings, and utilities. The application provides insights into personnel performance at the district level, allowing authorities to evaluate workforce efficiency and productivity. District-wise and agency-wise performance assessments assist in identifying areas for improvement and ensuring smooth project execution. The app enforces mandatory field inspections by TRP, DPE, and TPI, contributing to the maintenance of quality standards and timely corrective actions.

- Minimum supervision visits mandated for TRPs, DPEs and Third-Party Inspection agencies (TPIs).
- App-based monitoring system enables real time progress monitoring, improves quality control,
- highlights deviations and facilitates immediate correction action.
- It enhances the efficiency and accountability of the system, thus improving the overall governance.





#### ❖ Status of Civil work approved in 2023-24

The status of various infrastructure activities approved for the year 2022-23 under Samagra Shiksha is as under:

Name of activity	Total	Comp	leted	In Pro	gress				
	Approved	No of works	Percentage	No of works	Percentage				
Strengthening of Existing Schools (up to Highest Class VIII)									
Additional	257	3	1%	2	1%				
Classroom									
Building less school	1	0	0	0	0				
	Strengthenin	g of Existing S	chools (IX - )	<b>K</b> )					
Additional	15	0	0	0	0				
Classroom									
Science Lab	3	0	0	0	0				
Library Room	3	0	0	0	0				
Computer Room	3	0	0	0	0				
Art & Craft Room	1	0	0	0	0				
CWSN TOILET	5	0	0	1	20%				

#### Strengthening of Existing Schools (XI - XII)

Name of activity	Total	Comp	leted	In Pro	gress
	Approved	No of works	Percentage	No of works	Percentage
Additional Classroom	18	0	0	0	0
Science Lab	1	0	0	0	0
Art & Craft Room	1	0	0	0	0

#### Strengthening of Existing Schools (up to Highest Class VIII) (District Wise)

No	District	Addi	tional Class	room	Build	ding less scl	hool
		Approved	In Progress	Completed	Approved	In Progress	Completed
1	AHMEDABAD	6	0	0			
2	AMRELI	2	1	0			
3	ANAND	6	0	0			
4	ARAVALLI	13	0	0			
5	BANAS KANTHA	26	1	3			
6	BHARUCH	11	0	0			
7	BHAVNAGAR	9	0	0			
8	BOTAD	2	0	0			
9	CHHOTAUDEPUR	17	0	0			
10	DEVBHOOMI	2	0	0			
	DWARKA						
11	DOHAD	30	0	0			
12	GANDHINAGAR	1	0	0			
13	GIR SOMNATH	2	0	0			
14	JAMNAGAR	7	0	0			
15	JUNAGADH	5	0	0			
16	KHEDA	20	0	0			
17	MAHESANA	4	0	0			
18	MAHISAGAR	15	0	0			
19	MORBI	1	0	0			
20	NARMADA	16	0	0			
21	NAVSARI	3	0	0			
22	PANCH MAHALS	11	0	0			
23	PORBANDAR	0	0	0	1	0	0
24	SABAR KANTHA	11	0	0			
25	SURAT	2	0	0			
26	SURENDRANAGAR	4	0	0			
27	TAPI	2	0	0			
28	THE DANGS	4	0	0			
29	VADODARA	6	0	0			
30	VALSAD	19	0	0			
	Total	257	02	03	1	0	0

#### Strengthening of Existing Schools (IX - X) (District Wise)

No	District	Additional Classroom			L	ibrary Roon	n
		Approved	In Progress	Completed	Approved	In Progress	Completed
1	MAHESANA	2	0	0			
2	KHEDA	4	0	0			
3	PANCH MAHALS	2	0	0			
4	BHARUCH	1	0	0	1	0	0
5	THE DANGS	1	0	0			
6	CHHOTAUDEPUR	1	0	0			
7	BOTAD	2	0	0			
8	GIR SOMNATH	2	0	0			
9	SURENDRANAGAR				1	0	0
10	PORBANDAR				1	0	0
	Total	15	0	0	3	0	0

No	District	Science Lab			Со	mputer Roo	om
		Approved	In Progress	Completed	Approved	In Progress	Completed
1	BHARUCH	1	0	0	2	0	0
2	SURENDRANAGAR	1	0	0	1	0	0
3	PORBANDAR	1	0	0			
	Total	3	0	0	3	0	0

No	District	Art & Craft Room			C	WSN TOILE	Т	
		Approved	In	Progress	Completed	Approved	In Progress	Completed
1	SURENDRANAGAR	1		0	0			
2	NARMADA					1	0	0
3	THE DANGS					1	0	1
4	CHHOTAUDEPUR					2	0	0
5	PORBANDAR					1	1	0
	Total	1		0	0	5	1	0

#### Strengthening of Existing Schools (XI - XII) (District Wise)

No	District	Art & Craft Room				Science Lab	
		Approved	In Progress	Completed	Approved	In Progress	Completed
1	BHARUCH	1	0	0	1	0	0
	Total	1	0	0	1	0	0



No	District	Additional Classroom		
		Approved	In Progress	Completed
1	КАСНСНН	8	0	0
2	PORBANDAR	1	0	0
3	VADODARA	1	0	0
4	BHARUCH	1	0	0
5	THE DANGS	1	0	0
6	BOTAD	2	0	0
7	CHHOTAUDEPUR	2	0	0
8	MORBI	2	0	0
	Total	18	0	0

## Rashtriya Madhyamik Shiksha Abhiyan (RMSA) 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 was 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.
- To Ensure Universal access of Secondary Education and Universal retention by 2020.
- 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: 2023-24:

- 1. 72 Government Secondary Schools have been approved under Annual Plan 2010-11, 253 Government Secondary Schools have been sanctioned under Annual Plan 2011-12 of RMSA, 137 Government Secondary Schools have been sanctioned under Annual Plan 2016-17, 70 Government Secondary Schools have been sanctioned under Annual Plan 2018-19 of RMSA and 10 Government Secondary Schools have been sanctioned under Annual Plan 2023-24 of RMSA. A total no. of 542 Government Secondary schools sanctioned under Secondary Education project in Gujarat State till the year 2023-24.
- 2. Construction Work of 420 Government Secondary schools has been completed and 49 Government Secondary schools Construction work in progress, 44 schools are at tender stage and 29 schools' land process is going on.

#### Provision for examination fee for getting "Secondary Education Scholarship"

As per Government of Gujarat Resolution No: SCH/1116/539/6 dated- 14.08.2017 every year Primary and Secondary education Scholarship Examination is organized by the State Examination Board. According to which all children of government schools can apply for this examination free of cost and get the benefit of secondary scholarship after passing the examination, In the year 2023-24 Project Approval Board (PAB) has sanctioned "Secondary Education Scholarship" examination fee per student Rs. 50 for a total of 97993 children. Out of which 28118 students have filled the examination form for the same.

**Photographs of Government Secondary Schools** 



















# SPECIAL TRAINING PROGRAM









#### SPECIAL TRAINING PROGRAM

Right to Education Act 2009 makes education a fundamental right to all children of the age group 6 to 14 years. It makes it mandatory for the state to ensure that all children of the age group 6-14 years are provided an equitable quality education. Section 4 of the RTE Act 2009 makes specific provisions for Special Training and age-appropriate admission for out-of-school children. A special training program is the additional support provided to the identified out-of-school children so that they are prepared and ready for age-appropriate admission to the school.

The Access and Retention Branch of Samagra Shiksha plans and implements various programs for providing access and working towards retention. Samagra Shiksha aims to achieve universal enrollment for not just elementary grades but complete school education of 12 years. Hence, various programs are implemented at both elementary and secondary grades for improving access, transitioning students to secondary grades and reducing dropouts.

## Activities carried out by Samagra Shiksha Identification of out of school Children:

Like every year, this year too Samagra Shiksha-Gujarat in coordination with various stakeholders conducted a household survey in different time intervals to identify the OoSC (6 to 19 years of age) and enrolled them in nearby schools, STP centres, NIOS / GSOS as outlined below:

- 1. Age group (6-8 years) Direct enrollment in age-appropriate classes in nearby schools
- 2. Age group (9-14 years) Need-based training (STP) based on their learning levels
- 3. Age group (15-19 years) Register with NIOS / GSOS for their completion of Schooling.

The survey was conducted in rural, urban, industrial, tribal areas, railway stations, bus stations, Saltpan area, Brick kin, etc. by project staff (all district coordinators, block resource coordinators, Cluster resource coordinators, monitoring RP-STP, SMC, etc.), For strengthening of identification process and mainstreaming process the state has appointed block level resource person (BRP) in all blocks with specific job charts, Educational volunteers, Asha workers, Anganwadi workers and retired teachers. Special focus is given to urban, semi-urban and million-plus cities. Volunteers of NGOs are involved in the identification, especially the children of slum areas and deprived groups. All the data is of identified OOsC had been updated on the Prabhand Portal as per the guidelines of the MOE.

Advertisements were given in local newspapers, radio & on television to sensitize and raise awareness among the public about the survey. District-level toll-free helpline started for the identification of out-of-school children. Details of dropped-out children were collected from VER/WER, General Register and from the Adhar DISE. The survey focused on the million-plus cities (AMC, RMC, SMC, VMC) especially in the urban slums and industrial areas including the construction sites, for the identification of deprived group children (orphans, children of beggar's, children of prisoners, children of sex workers, Migrant and nomadic community children etc.) with the help of NGOs, other Departs (child labor department, urban authority, Social Justice Department, ICDS, Health, NSS, NCC and state field supervisors) and total project staff has taken active role with the help of HM and school teachers. 19574 total out-of-school children (6-14 Years) were identified.

SS Gujarat has strategically surveyed at different periods to identify the OOsC. Once the children are identified and enrolled in nearby schools and Special Training Programme (STP) centres, Teachers and Evs conducted baseline assessments to understand their level of learning. Accordingly, the Children are minstreamed in regular schools who have achieved the minimum level of learning and those whose learning levels are not up to mark are enrolled in Special Training Programme.

#### **OOsC Survey Process:**

Formed Survey Teams at School level - School Headmaster, Teachers, Balmitras, SMC / SMDC & Volunteers.

Conducted Survey through Survey Teams.

Data entered at school level was cross verified by CRC, BRC and District Coordinators.

Verified data entered in PRABANDH Portal.

Tracking & Monitoring of OoSC through PRABANDH Portal.





This year the OOsC entries are done in Child Tracking System at the School level and data cleaning happened at the State level where the duplicate entries are deleted, and incorrect entries are corrected through call center representatives at Vidhya Samiksha Kendra by continuous follow-ups followed by review meetings with Cluster, Block and District leadership by State office. Once the data is cleaned the State has requested the concerned officers at the Department of School Education & Literacy, MoE to enter the data in the PRABANDH portal for which a letter was sent initially and later state representatives visited the Delhi office in person to ensure that all the OOsC entries are properly entered in the Portal through backend process. Identified OOsC of 6 to19 years entry was done on the "PRABANDH PORTAL" of Ministry of Education, Government of India.

- SS-Gujarat has strategically surveyed at different periods to identify the OOsC:
- Survey in December 2022: 226183 OOsC of age 6-19 Years.
- Special drive was initiated in January 2023 to identify the untracked children through Child Tracking System and the tracked children were counselled one to one by project staff, teachers and local volunteers to convince and support was provided to mainstream them into schooling education.
- GSOS Gujarat State Open Schooling has been initiated by the State Government Education department from this year to provide the distance mode learning facility to decrease the dropout rates. Approximately, 16000 children have been identified to continue their education through GSOS and, have been registered on the Gujarat Secondary Education Board Portal, Such Children have been provided necessary learning material E Resources and necessary Guidance through contact programs at various center. (These children are other than the 3109 children identified between the age group of 15 to 19 Years mentioned below in the table)

	6 to 8 9 to 14  Years of Age Years of Age		15 to 18 Years of Age		Total OOsC (6-18 Years)		
Target	Progress	Target	Progress	Target	Progress	Target	Progress
6,084	6,084 (100%)	13,364	13,364 (100%)	3,109	3,109 (100%)	22,683	22,683 (100%)

Direct entry of Out of School Children for 6 to 8 Years Age Group (2023- 24)				
Sr. No	District	Target	Covered Children	
1	Surat	106	106	
2	Valsad	536	536	
3	RMC	179	179	
4	Тарі	124	124	
5	Surendranagar	129	129	
6	Ahmedabad	320	320	
7	Bhavnagar	250	250	
8	Mahisagar	30	30	
9	Devbhumi Dwarka	205	205	
10	Sabarkantha	173	173	
11	Mehsana	68	68	
12	Banaskantha	365	365	
13	Patan	136	136	
14	Narmada	-	-	
15	AMC	136	136	
16	Anand	192	192	
17	Botad	115	115	
18	Chhota Udepur	395	395	
19	SMC	203	203	
20	Vadodara	28	28	
21	Kheda	292	292	
22	Porbandar	65	65	
23	Junagadh	239	239	
24	Bharuch	143	143	
25	Kutch	221	221	
26	Gandhinagar	391	391	
27	Aravalli	73	73	
28	Rajkot	551	551	
29	Navsari	31	31	
30	GirSomanath	120	120	
31	Dahod	66	66	
32	Jamnagar	86	86	
33	Morbi	45	45	
34	Amareli	27	27	
35	Panchmahal	17	17	
36	V.M.C	-	-	
37	Dang	-	-	
	Total	6,084	6,084	

OoSC of Age Group 9-14 Years Enrolled in STP (2023-24)				
No:	DISTRICT	Target	Progress	
1	AHMEDABAD	190	190	
2	AMC	1,243	1,243	
3	AMRELI	95	95	
4	ANAND	149	149	
5	CHHOTAUDEPUR	254	254	
6	DEV. DWARKA	52	52	
7	GANDHINAGAR	228	228	
8	MORBI	142	142	
9	RAJKOT	322	322	
10	SABAR KANTHA	419	417	
11	VADODARA	184	184	
12	NAVSARI	240	240	
13	JUNAGADH	669	669	
14	BANAS KANTHA	948	948	
15	PORBANDAR	76	76	
16	BHARUCH	302	302	
17	PATAN	342	342	
18	JAMNAGAR	222	222	
19	MAHISAGAR	111	111	
20	BHAVNAGAR	530	530	
21	VMC	641	641	
22	КАСНСНН	742	742	
23	SMC	871	871	
24	THE DANGS	479	479	
25	MAHESANA	276	276	
26	PANCH MAHALS	138	138	
27	BOTAD	166	166	
28	SURAT	507	507	
29	DOHAD	277	277	
30	KHEDA	228	228	
31	ARAVALLI	130	130	
32	RMC	672	672	
33	TAPI	315	315	
34	GIR SOMNATH	154	154	
35	SURENDRANAGAR	880	880	
36	NARMADA	33	33	
37	VALSAD	137	137	
-,	Total	13,364	13,364	

Open Schooling of Out of School children Year: 2023-24					
Sr.	District	No. of	Covered		
Sr.	DISTRICT	children	Children		
1	Ahmedabad	49	49		
2	Amreli	17	17		
3	Anand	126	126		
4	Aravalli	126	126		
5	Banaskantha	1	-		
6	Bharuch	324	324		
7	Bhavnagar	56	56		
8	Botad	74	74		
9	Chhota Udepur	1	1		
10	Dev.Dwarka	11	11		
11	Dahod	46	46		
12	Gandhinagar	37	37		
13	Gir Somnath	34	34		
14	Jamnagar	39	39		
15	Junagadh	118	118		
16	Kachchh	164	164		
17	Kheda	52	52		
18	Mahesana	60	60		
19	Mahisagar	31	31		
20	Morbi	51	51		
21	Narmada	-	-		
22	Navsari	33	33		
23	Panchmahal	179	179		
24	Patan	108	108		
25	Porbandar	18	18		
26	Rajkot	301	301		
27	Sabarkantha	253	253		
28	Surat	25	25		
29	Surendranagar	100	100		
30	Тарі	190	190		
31	The Dangs	152	152		
32	Vadodara	35	35		
33	Valsad	32	32		
34	Ahmedabad Corp.	54	54		
35	Rajkot Corp.	10	10		
36	Surat Corp.	200	200		
37	Vadodara Corp.	3	3		
	TOTAL	3,109	3,109		



#### **Special Training Program (12 months):**

Chapter 2, Sec-4 of the RTE Act, 2009 makes specific provisions for Special Training and ageappropriate admission for out-of-school children in the age group 9-14 years. Since 2010, the state has been implementing the Special Training Program for children who are never enrolled or who dropped out and have been out of school for more than a year. To facilitate the STP centres, SMCs identify the Education Volunteers called Balmitras with qualifications (Graduation/PTC/B.Ed.). The selected Balmitras are trained on customized curriculum, teaching-learning methods/approaches, life skills, ABL, Child



protection, etc. The facilities provided under the programme are baseline assessment, specially developed STP materials, and Mid-Day Meals and monitoring & tracking of STP children through the PRABANDH portal. Currently, the state is running 684 STPs to accommodate 13,364 out-of-school children with separate STP modules based on learning levels.

The following are the activities taken up during the reporting period:

#### Mainstreaming the students by the end of the academic session:

Post the summer vacation and before the beginning of the academic year i.e., June 2024, it is 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) get 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 STP to School. As the STP centres are running on the school premises and the Balmitras working in close collaboration with the Headmasters/Principals, the transition will become easy. Even after mainstreaming the Balmitras provide the required support to students and teachers.



## Residential Special Training for Children of Deprived Group:

Children living in difficult areas or difficult circumstances should be taken care of empathetically. Efforts are needed to identify the out-of-school children who are living in extremely remote, inaccessible or scattered habitations so that, they can be mainstreamed in the regular schools in age-appropriate classes. The state planned to cover those children in Valsad districts and SMC. Residential Special Training Program was managed and monitored by cluster-level and district-level committees. Children were provided lodging boarding and a teaching facility for a better stay. A total of 126 children availed of the facilities provided through Residential Special Training.

#### **Special Training Material:**

Special Training Material was developed by the State Resource Group (SRG), Lecturers of the DIETs, Lecturers of GCERT, CRC Coordinators, Retired Teachers, Experts from the NGOs, Education Volunteers (Balmitras) and Resources from other Departments and Universities. The materials were developed for Std. 1 to 6. Learning material (Work Book) was developed in Hindi for the other state migrant children. This material includes Modules, Workbooks, Activity cards, Pre-Test Papers and Progress cards.

#### Innovation Best Practices/ (Signal School AMC):





A Signal School Project was launched today with total 10 number of single schools buses by Gujarat State Legal Services Authority and Amdavad Municipal Corporation (AMC) jointly from the campus of the Gujarat High Court campus here.

The project will serve the children who are into begging or labourer job through ten buses that are converted into classrooms. The buses under this project have facilities such as black board, table, chair, LCD tv, WIFI, CCTV, drinking water and min fans. The buses will be stationed as specific places near signals and offer free education, mid-day meal, health check-up. 149 students at Signal School benefited in 2023-2024.



The children will be gathered during 9.30 to 10.00am. Educational activities will take place during 10 am to 1 pm. The children will be taken to pocket area at 1.30 pm. Monthly parents meeting, cultural event every Saturday, sports competition, visit to places of tourist interest, skill development activities, prizes for participants and winning students are some of the highlights of this project.

Signal schools will make children ready for formal education during 6th March to 30th April period. Signal schools will formally start working from 6 June. After ten-month long bridge course, the children will be transferred to nearby school and taken to mainstream education. There efforts will be made to ensure that the children benefit from state government schemes like Vidyadeep, Scholarship, Uniform Assistance, Free Textbook, Mid-Day Meal, Aadhaar Dias ID etc.

The initiative aims to extend education to out-of-school children at traffic signals throughout the city, particularly targeting the children of daily wage workers and underprivileged communities. By providing free and compulsory education, the program seeks to address the educational deprivation faced by these children, ultimately integrating

them into the formal education system. Beyond academic instruction, the initiative endeavors to instill values and foster personal growth, striving to mold these children into better individuals. Through relevant learning practices, the program also aims to equip them with skills for sustainable livelihoods, thereby empowering them to contribute positively to society.



#### **Early Warning System:**

The government of Gujarat, with the technical support of UNICEF, organized a two-day workshop (7-8 February 2023) to begin designing and implementation of an Early Warning System (EWS) in the State. During the workshop, rigorous exercises and group work were done on the following:

- 1. Mapping the reasons for dropout specific to Gujarat.
- 2. Mapping of available information/data around risks available at the state level.
- 3. Selection of indicators
- 4. Identification of risks threshold, technology
- 5. Mapping roles and responsibilities of different stakeholders in the EWS.
- 6. How to plan Interventions for response
- 7. How to integrate EWS with Samagra Shiksha AWP&B

Based on due deliberation, the State has prepared a draft list of indicators and a way forward for the designing & implementation of the solution. The overall objective of the EWS is to identify the potential dropouts and early intervention to curb dropouts at all

levels of schooling. The implementation of the project has been started in selected 5 Districts.

#### **Education of Migrant Families**

#### **Initiatives for Inter/Intra State Migration Children:**

As per the provision act Right to Education act para 9-k the State is providing the educational facility to intra state and interstate migrant families children through various initiatives of the State Government and MoE schemes., like Seasonal Hostels, Residential Hostels, Tent STP and transport facility.

#### Migration Monitoring System (MMS) details:

Implementation of the historical "Right of Children to Free and Compulsory Education Act, 2009" (RTE) brings with it the promise of a paradigm shift in the manner in which education is perceived and delivered. This ambitious initiative will fulfil the aspirations and dreams of all such children, who have remained out from the main system of school education or could not complete elementary education one to various reasons. The RTE Act specifically provides for admission of all out-of-school children under the umbrella of education and continues till the completion of elementary stage.

Migration is the major obstacle in getting out school children in school and achieving objectives of the project. Therefore, it is necessary to track the students migrating from one block/cluster/ district to other block/cluster/district and to get enrolled them in Schools. Online Migration Monitoring System is developed to monitor migration and to track migrated out of school children for full-fledged implementation of interventions to increase the retention and reduce dropout rate.

#### **Tent Special Training Program:**

In Gujarat migration is a major issue, many families migrate from one district/state to another district / another state for livelihood. Every year many families come from Orrisa, U.P, Rajasthan, Madhya Pradesh, & Maharashtra to Gandhinagar, Anand, Kheda, Bharuch, Surat Ahmedabad, Mehsana, and Vadodara districts of Gujarat. They get engaged in various activities like Agricultural work, Sugar factory work, Ceramic work, Salt workers, Brickmaking Business, Construction work, etc. Along with parents' children also migrate discontinuing their education. At the workplaces/sites due to the non-availability of schools and challenges in accessing the schools the children either stay back at home looking after their siblings or support their parents in their work.

To address the above challenges and provide education facilities to such children STP day care centres have started at work sites. Education Volunteers (Balmitras) visit such sites and identify the children and convenience their parents to enroll in STP centres. These centres operate for 5 hours (11:00 - 4:00) a day and focus on engaging the children in meaningful activities around reading writing, play, collective sharing, etc. Balmitras assess the children's learning levels and accordingly teach the concepts.

During the reporting period (2023-24), a total of 7,055 children were identified who would need Tent STP. Against the target of 10,788 children 7,055 children were covered under 339 Tent STPs. The state has coordinated with neighboring States - M.P, Rajasthan, U.P, Odisha, Chhattisgarh, Bihar & Maharashtra for textbooks in Regional Languages.

Strategy	No of the children Targeted	No of the Children covered	No of Centers
Tent		Boys - 3973	
STP	10,788	Girls - 3082	339
		Total - 7055	

	Inter - State Migration Children (2023-24)						
No.	Receiving District	Inter-State Migrant Children	Areas	Sending State			
1	AHMEDABAD	450	Brick Kiln	Chhattisgarh			
2	ANAND	2,012	Brick Kiln	Chhattisgarh			
3	ARAVALI	96	Brick Kiln	Rajasthan			
4	BHARUCH	700	Sugar & Brick Kiln	Maharashtra			
5	BHAVNAGAR	284	Salt pan worker	Bihar			
6	GANDHINAGAR	1,500	Brick Kiln	Maharashtra			
7	JUNAGADH	120	Farm	Bihar			
8	КИТСНН	125	Salt pan worker	Rajasthan			
9	KHEDA	500	Brick Kiln	U.P			
10	MAHISAGAR	150	Brick Kiln	U.P			
11	MORBI	50	Salt pan worker	U.P			
12	NAVSARI	444	Sugar	Maharashtra			
13	PANCHMAHAL	631	Brick Kiln	Maharashtra			
14	PATAN	200	Salt pan worker	Rajasthan			
15	RAJKOT	98	Brick Kiln	M.P			
16	SABARKANTHA	210	Farm	M.P			
17	SURAT	1,800	Sugar & Brick Kiln	Maharashtra			
18	SURENDANAGAR	371	Salt pan worker	M.P			
19	TAPI	450	Labour	Maharashtra			
20	VADODARA	435	Brick Kiln	Maharashtra			
21	VALSAD	152	Sugar & Brick Kiln	Maharashtra			
	Total	10,778					

	District-wise Tent STP Details (2023-2024)					
No:	District	Target	No. of Tent STPs	Boy	Girls	Total
1	Surat	1,800	68	790	751	1,541
2	Anand	2,012	51	571	449	1,020
3	Gandhinagar	1,500	26	300	223	523
4	Kheda	500	25	300	206	506
5	Тарі	450	23	250	200	450
6	Panch Mahals	631	25	311	200	511
7	Ahmedabad	450	12	179	128	307
8	Navsari	444	27	300	240	540
9	Vadodara	435	20	244	200	444
10	Surendranagar	371	24	285	200	485
11	Sabar Kantha	210	10	107	100	207
12	Patan	200	0	0	0	0
13	Junagadh	120	3	47	13	60
14	Mahisagar	150	6	60	53	113
15	Aravalli	96	4	35	19	54
16	Morbi	50	0	0	0	0
17	Kachchh	125	0	0	0	0
18	Bhavnagar	284	15	194	100	294
19	BHARUCH	700	0	0	0	0
20	VALSAD	152	0	0	0	0
21	RAJKOT	98	0	0	0	0
	Total	10,778	339	3,973	3,082	7,055

#### Seasonal & Residential Seasonal Hostel:

As migration is the major issue in tribal districts, border and Salt pan areas, the state has conducted the migration pattern mapping to retain the children of the migrant families at the origin. Since 2000, these hostels have become functional for providing residential facilities to the children whose parents seasonally migrate for work. The children stay in seasonal hostels and continue with their education while the parents move to other districts for work.

Currently, the state is running 601 Seasonal Hostels for intrastate migrant children out of them 50 are Residential Hostels with lodging and boarding facilities with a maximum accommodating capacity of 2,500 children. These 50 hostels are running on a 100% GoG budget.

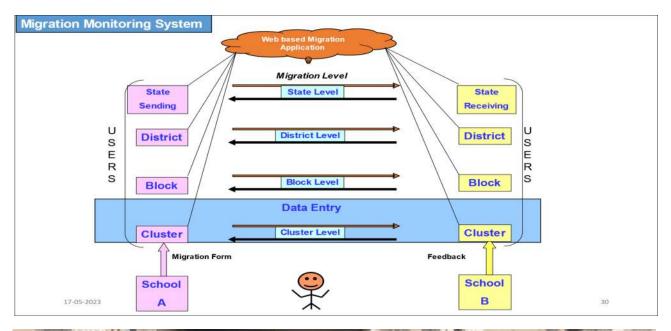
	Approved target for 2022-23	Progress	% Progress
Gol	21,214	15,516	73%
GoG	2,500	1,915	77%
Total	23,714	17,431	74%

In the AY. 2023-24, to date a total of 23,129 intra/interstate migrant children are tracked through Migrantion Monitoring System (MMS).



	District-wise Hostel details: 2023-24								
Sr. No	District	Target	No of the center	Boys	Girls	Total			
1	Dang	6,500	126	1746	1423	3,169			
2	Dahod	3,114	85	1198	954	2,152			
3	Тарі	2,000	70	1025	965	1,990			
4	Valsad	1,900	69	725	655	1,380			
5	Narmada	1,300	52	517	530	1,047			
6	Panchmahal	1,000	34	578	500	1,078			
7	Sabarkantha	1,200	45	623	628	1,251			
8	Chotaudepur	1,000	28	449	260	709			
9	Kutch	650	19	278	200	478			
10	Surendranagar	400	12	250	224	474			
11	Junagadh	50	-	-	-	-			
12	Patan	400	10	200	167	367			
13	Ahmedabad	200	8	111	89	200			
14	Banaskantha	210	5	100	80	180			
15	Amreli	190	6	87	75	162			
16	Mahisagar	150	4	50	50	100			
17	Navsari	150	4	87	50	137			
18	Surat	300	9	205	200	405			
19	Morbi	100	4	50	50	100			
20	Bhavnagar	300	-	-	-	-			
21	Bharuch	100	-	-	-	-			
	Total	21,214	601	8,457	7,059	15,516			

Bandhkam Seasonal Hostel Progress Year=2023-24							
			No. of		ver		
Sr.No.	District	Target	Unit	Boy	Girls	Total	
1	AMRELI	50	1	25	25	50	
2	Bharuch	100	2				
3	BANAS KANTHA	50	1				
4	BHAVNAGAR	150	3				
5	CHHOTAUDEPUR	150	3	100	50	150	
6	DOHAD	350	7	200	150	350	
7	КАСНСНН	300	6	50	50	100	
8	MAHISAGAR	50	1	25	25	50	
9	MORBI	50	1	25	25	50	
10	NARMADA	50	1	25	25	50	
11	NAVSARI	50	1	25	25	50	
12	PANCH MAHALS	200	4	100	100	200	
13	PATAN	100	2	57	8	65	
14	SABAR KANTHA	100	2	58	42	100	
15	SURAT	150	3	75	75	150	
16	SURENDRANAGAF	150	3	50	50	100	
17	TAPI	50	1	25	25	50	
18	THE DANGS	350	7	200 150		350	
19	19 VALSAD		1	25	25	50	
	Total	2,500	50	1,065	850	1,915	







#### Progress made in the year 2023-24 w.r.t Out of School Children:

No.	Intervention for Out	Target as per	Achievement		No. of
	of School children	AWP&B	No. of	No. of	children
		2023-24	centres	children	mainstreamed
1	STP (12 months)	13,364	684	13,364	13,364
2	Residential Hostel (GOI)	126	3	76	76
3	Direct Enrollment	6,084	0	6,084	6,084
	Total	19,574	687	19,574	19,574
1	Tent STP	10,778	339	7,055	-
2	Seasonal Hostel	21,214	601	15,516	-
3	Residential Hostel (GOG)	2,500	50	2,060	Ξ
	Total	34,492	990	24,631	-

#### **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. To ensure their learning continuity, since 2012, the State has been providing the Transport facility to students as per RTE Act. 2009, Section (8-B) & (9-B) and State RTE rule 2012, point 5(5) where the distance of primary school is more than 1 km, upper primary school is more than 3 km, secondary school is more than 5 kms and senior secondary school is more than 7 kms from the residence of the student and also for the students under school consolidation program.

State has developed vehicle tracking system with a view to tracking the vehicle and ensure the safety of the children while travelling through the school transport vehicle the main features of this application are as mentioned below:

SOS System: The SOS system is a critical component of ensuring the safety and security of students and staff during school transportation. This system consists of emergency buttons or devices installed in school transport vehicles, allowing passengers to quickly and discreetly alert authorities or designated contacts in case of emergencies such as accidents, medical crises, or security threats. Upon activation, the SOS system triggers immediate responses, including dispatching emergency services or notifying relevant authorities to provide timely assistance and intervention.

Real-Time Monitoring: Real-time monitoring involves the use of advanced technology, such as GPS tracking and telematics systems, to monitor the location, speed, and status of school transport vehicles in real-time. Through a centralized monitoring system, transportation authorities can track the precise location of each vehicle, monitor its route adherence, and receive alerts for any deviations or anomalies. This real-time oversight enables transportation administrators to proactively manage and optimize the school transportation network, ensuring efficient operations and rapid response to any incidents or emergencies that may arise.

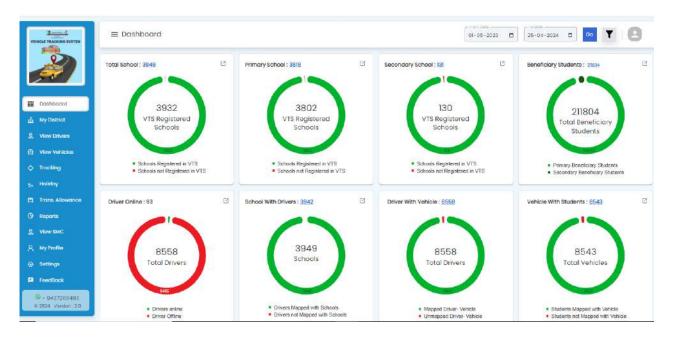
Monitoring of the Trip: Monitoring of the trip encompasses comprehensive oversight of each school transport journey from start to finish. This includes monitoring departure and arrival times, tracking the route taken by the vehicle, and analyzing driver behavior and vehicle performance throughout the trip. By closely monitoring each trip, transportation authorities can identify and address potential risks or issues in real-time, such as route deviations, traffic congestion, or driver fatigue, to ensure the safety, efficiency, and reliability of school transportation services.

Drink Driver Behavior: To maintain the highest standards of safety and professionalism among school transport drivers, strict protocols are implemented to deter and detect instances of impaired driving. This includes zero-tolerance policies regarding alcohol consumption before or during duty, as well as random alcohol testing to ensure compliance. Any driver found to be under the influence of alcohol or drugs while on duty faces immediate disciplinary action, including suspension or termination, to safeguard the well-being of passengers and maintain public trust in the school transportation system.

Ensure Compliance with RTE Guidelines: Compliance with the guidelines of the Right to Education (RTE) Act is paramount in providing inclusive and equitable access to education for all children, including those from marginalized or disadvantaged backgrounds. This entails ensuring that school transportation services are accessible, safe, and affordable for all eligible students, in accordance with the provisions outlined in the RTE Act. Transportation authorities work closely with education authorities and relevant stakeholders to implement and enforce RTE guidelines, thereby ensuring that every child has the opportunity to receive quality education, regardless of their socio-economic status or geographic location.

Training of School Transport Vehicle drivers through RTO Experts: School transport vehicle drivers undergo comprehensive training programs conducted by experts from the Road Transport Office (RTO). These training sessions cover a wide range of topics, including defensive driving techniques, vehicle maintenance and safety procedures, emergency response protocols, and compliance with traffic regulations. By equipping drivers and staff with the necessary knowledge and skills, these training programs help enhance the safety,

professionalism, and efficiency of school transportation services, ultimately ensuring the well-being and academic success of students.



These facilities are provided in all districts and municipal corporations through SMCs. SMCs in collaboration with the teachers are provided with the responsibility to decide which students require transport/escort facilities to ensure uninterrupted education.





#### Implementation Framework of Transportation Facility:

- School Management Committees (SMCs) submit their proposal to CRC/BRC as per the RTE Act & requirements of Students.
- Proposals are verified at the district level and submitted to State Project Office.
- Proposals are approved after verification and the grant is disbursed in SMCs' bank account.
- SMC maintain records of grant received and utilized on transport facility.
- SMC identify local level RTO Approved vehicle for providing Transportation Service.
- Enrolment Drive Starts in June Month.

Transport facility as a subject is included in the in-service teachers' training and SMCs/PRIs training. SS Gujarat has developed GPS based vehicle tracking system for ensuring the safety of all students. GPS-based vehicle tracking system makes it possible to track vehicle routes, overspeed of the vehicles and SOS facilities.

#### Transport facility provided to Students in the AY 2022-23:

	Target	Progress	% Progress
Gol (E.E)	1,69,114	1,68,897	99.87%
GoG (E.E)	88,880	48,209	54%
GOI (S.E)	8,446	5,987	71%

				GOI		GOG	
		District Target for		District Target for 9		District Approved Budget	
Sr.No	District	Grade 1 to 8 (E.E)	Progress	to 10 (S.E)	Progress	(E.E)	Progress
1	Ahmedabad	4,000	4,062	145	110	1,000	400
2	Amreli	3,500	3,458	435	435	2,046	1,098
3	Anand	3,500	3,558	0	0	1,901	919
4	Aravalli	7,000	7,845	206	206	4,979	4,074
5	Banaskantha	8,000	8,094	92	129	6,044	5,369
	Bharuch	2,098	2,006	281	174	1,989	669
7	Bhavnagar	4,929	4,967	1,000	643	1,507	162
	Botad	1,082	1,082	204	204	1,171	43
9	Chhota Udepur	5,773	5,767	255	228	3,448	2,250
10	Dev. Dwarka	2,811	2,428	78	0	700	0
11	Dahod	6,500	6,500	254	264	6,225	5,457
12	Gandhinagar	5,500	5,527	0	0	1,911	982
	Gir Somnath	5,000	4,855	400	98	3,000	1,675
14	Jamnagar	2,030	2,030	0	0	700	0
16	kachchh	3,980	3,980	451	260	900	300
15	Junagadh	4,500	4,290	131	131	1,759	397
	Kheda	1,691	1,518	64	10	1,325	243
18	Mahesana	4,000	4,000	44	35	1,502	502
19	Mahisagar	7,600	7,743	325	331	5,563	4,591
20	Morbi	1,695	1,739	56	0	700	0
21	Narmada	2,216	2,213	109	109	1,703	682
22	Navsari	6,500	6,500	212	34	2,000	173
23	Panchmahal	8,000	8,149	784	651	5,373	4,302
24	Patan	6,000	6,000	92	152	1,847	598
25	Porbandar	1,468	1,139	0	0	700	0
26	Rajkot	4,219	4,093	0	0	1,159	138
	Sabarkantha	6,785	7,308	46	33	1,462	413
28	SURAT	8,500	8,499	170	170	5,300	2,718
	Surendranagar	5,500	5,547	57	68	2,300	976
	Тарі	8,500	8,500	722	387	925	165
	The Dangs	2,047	2,030	1,090	513	2,700	437
	Vadodara	4,415	4,415	5	0	1,321	276
	Valsad	7,000	6,980	738	612	8,600	6,993
	Ahmedabad Corp.	6,235	5,797	0	0	1,891	869
	Rajkot Corp.	1,276	1,313	0	0	929	104
	Surat Corp.	764	540	0	0	1,400	195
37	Vadodara Corp.	4,500	4,425	0	0	900	39
Total		1,69,114	1,68,897	8,446	5,987	88,880	48,209

#### School on Wheels: (Intra state migratory salt pan workers children Education)

The children of Salt Pan workers move into the desert around September and stay there till May of the following year. Because of their movement, children suffer from regular studies & were left behind resulting in drop-out from regular studies. To curtail these dropouts and provide uninterrupted learning to the children the provision of makeshift tents and structures was planned initially, however, due to extreme weather conditions they did not last long. Establishing a permanent school infrastructure was also not possible due to the salty area & Extreme Weather conditions.

To overcome the above challenges and provide continuous learning to children, Samagra Shiksha, Gujarat has conceptualized a unique project called "School on Wheels" to provide continuous academic support to approximately 386 children of around 8000 migrant families who work in salt pan deserted areas. Under this initiative, GSRTC has provided 20 unused buses at low cost which were further remodeled and equipped with all classroom supplies including Writing desks, charts, TLMs, green writing board and soft board, pendrive with e-Content, LED TV with D2H set-top box which provides Vande Gujarat Channel for study, drinking water and mid-day meals, Solar System with Battery Backup which provides required electricity, PVC Flooring, Lights & Fans to serve as a mobile classroom.

These remodeled buses were then sent to the selected places near the Salt Pan area and parked in nearby Schools / Government Premises. During the season i.e., from Sept to May when the area gets transformed into Salt Pan, these buses serve as mobile classrooms where Bal Mitra is selected from locally and teachers conduct regular classes for the Children. In the first year, the project provided academic support to 500 children and in the second year, the number has increased to 855 with the efforts of the Bal Mitras and concerned teachers from nearby schools.

During the current academic year, a total of 386 children are being covered through the School on Wheels Project.









# GIRLS' EDUCATION







#### **GIRLS' EDUCATION**

#### **Education of Girls:**

Empowering girls through education is not just a matter of equality; it's a strategic investment in the nation's future. Education provides girls with the tools to break the cycle of poverty, contribute to economic growth, and foster healthier, more sustainable communities. Moreover, educated women are more likely to participate in decision-making processes, both at home and in society, leading to more inclusive and democratic governance. Therefore, ensuring equal access to quality education for girls is not just a moral imperative; it's essential for India's social progress and economic development.

Samagra Shiksha recognizes that prioritizing the education of girls is pivotal in the quest to ensure universal access to elementary education. This emphasis on gender equality within Samagra Shiksha aligns closely with the principles outlined in the National Education Policy, which places a strong emphasis on addressing gender disparities and advancing girls' education. Importantly, the policy underscores the intrinsic link between education and the empowerment of women and girls. According to the National Education Policy, education should serve as a catalyst for transformation, fostering self-assurance among women, enhancing their societal standing, and confronting prevailing inequalities head-on.

#### **Activities under Girls' Education:**

#### 1. Gender Audit:

A gender audit is a tool to assess and check the institutionalization of gender equality in organizations, including in their policies, programs, and projects.

The checklist to assess gender-responsive teaching and learning environment in schools (gender audit) was prepared by Samagra Shiksha. The checklist consists of different indicators; the checklist is shared with all the District Girls Education Coordinators (DGCs), and Block & Cluster Resource Coordinators.

The indicators in the checklist are divided into three main aspects.

- (A) School physical environment
- (B) School learning environment
- (C) Teacher-child interaction and pedagogy

A gender audit is conducted in schools across the state. From the Gender Audit, Major findings are separated for follow-up work. Training needs are identified for creating gender

bias-free classrooms/school environments considering the findings from Gender Audit. The remaining district will do gender audits independently to focus on gender sensitization in all schools of the district.

#### 2. 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's Empowerment. It also helps to put a stop to discrimination based on gender. Education is the first step to giving 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 through 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 Government schools, on the 26th of January- Republic Day since the year 2015-16. Flag hoisting is done by the highly educated girls of the village and honored by awards & prizes. Samagra Shiksha also organizes debates, quizzes, and extra co-curriculum activities related to girls. On this special occasion, schools also invite mothers of newborn baby girls and honor them.





**Dajipura Primary School District- Vadodara** 

#### 3. Ranilaxmibai Atmaraksha Prashikshan

Empowering the girl student to fight back against crime is the aim of the Ranilaxmibai Atmaraksha prashikshan programme. Every girl student should practice the techniques of self-defence. Self-defence training helps girls to improve self-confidence, minimize their reliance on others, and enhance their physical health.

State has done collaboration with Suraksha Setu Society of the Home department at State and district level offices to Implementing Self-defence training.

At the District level, a committee has been formed and the agencies that collaborates with the "Suraksha Setu Society" under the Home Department has been selected to provide self defence at school level.

Samagra Shiksha has provided self-defence training to all the girls studying in Government Upper Primary and Secondary schools. Planning for Training Schedule and Implementation as per the Schedule was taken care of by School Management



Committees (SMC). Three-month self-defence training has been given to all the girls. This covers Judo Karate, Kate Karate, Fight Karate, and Archery instruction. A few of the girls who received the training, received medals and certificates at the block, state, and national levels.

No	Type of School	No. of school covered		
1	Upper Primary School	18,740		
2	Secondary Schools	1,470		



#### 4. Adolescent Education Program

Ujas Bhani... (Adolescent Education Program-AEP) is an important initiative that aims to empower students with accurate, age-appropriate, and culturally relevant information, promote healthy attitudes and develop skills to enable them to respond to real-life situations in positive and responsible ways.

As a part of the health and wellness component of the Ayushman Bharat Program of the Government of India. All the sessions combine health education, health promotion, and disease prevention and provide knowledge on access to health services in an integrated and systematic manner. The state collaborated with the Health Department, WCD, ICDS, GCERT, SCPCR, PDEU, and UNICEF to deliver high-quality content for the program at School level. A wide range of subject matter experts were invited to deliver information on relevant subjects at Schools.

#### **Topic Covered in AEP are:**

- 1. Growing up Healthy
- 2. Emotional Well-being and Mental Health
- 3. Interpersonal Relationships
- 4. Values and Responsible Citizenship
- 5. Gender Equality
- 6. Nutrition, Health, and Sanitation
- 7. Prevention and Management of substance Misuse
- 8. Promotion of a Healthy Lifestyle
- 9. Reproductive Health and HIV prevention
- 10. Safety and security against Violence and Injuries
- 11. Promotion of safe use of the Internet, Gadgets and Media

District	Type of School	No. of school covered		
37	Upper Primary School	19,564		
37	Secondary Schools	1,489		





Vallabhnagar Primary School, District- Gandhinagar

### 5. Menstrual Hygiene Management in Schools

MH Day Celebration on 28<sup>th</sup> May.

Menstrual Hygiene Day (MH Day) is observed annually on May 28. It aims to break menstrual taboos and raise awareness about the importance of menstrual hygiene management for women and adolescent girls worldwide.

Menstrual Hygiene Day is celebrated on May 28 because of the symbolism of this date. The average length of a human menstrual cycle is 28 days, and the menstruation itself lasts for about 5 days (and May is the 5<sup>th</sup> month of the year).

#### It aims

- To break menstrual taboos and raise awareness about the importance of menstrual hygiene management for women and adolescent girls worldwide.
- To ensure that hygiene products are more accessible.
- Engages decision-makers to increase the political priority and catalyze action for MHH, at global, national and local levels.

Theme for MH Day 2023 is "Making menstruation a normal fact of life by 2030."

There is wide agreement on what people need for good menstrual health. The essential elements: safe, acceptable and reliable supplies to manage menstruation; privacy to change materials; facilities to safely and privately wash; and information to make informed choices. Comprehensive approaches that combine education with infrastructure and with products and efforts to tackle stigma are most successful in achieving good menstrual health.

#### KGBV girls' participation in Red Dot challenge- Virtual

30,000 girls from Kasturba Gandhi Balika Vidyalayas (KGBVs) engaged in virtual live sessions via SATCOM and TV talk shows, actively taking part in the Red Dot challenge.



KGBV Bhadiyad, District- Ahmedabad





Girls Education Branch, Porbandar

## વડગામ તાલુકાના પ્રા.આ.કે. જલોત્રાના હેલ્થ એન્ડ વેલનેસ સેન્ટર જલોત્રા પર ૨૮મે વિશ્વ માસિક સ્વચ્છતા દિવસની ઉજવણી કરવામાં આવી



(अनास भीरव) ता. २८ બનાસકાંઠા જિલ્લાના વડગામ તાલુકા ના પ્રા.આ.કે. જલોત્રા ના હેલ્થ એન્ડ વેલનેશ સેન્ટર જલોત્રા ખાતે તાલુકા આરોગ્ય અધિકારી શ્રી. ડૉ.પ્રકાશ ચૌધરી ના માર્ગદર્શન હેઠળ રાષ્ટ્રીય કિશોર સ્વાસ્થ્ય કાર્યક્રમ અંતર્ગત "વિશ માસિક સ્વચ્છતા વ્યવસ્થાપન દિવસ "ની ઉજવણી કરવામાં આવી.

સ્વચ્છતા રાખવી., સેનેટરી પેડ વિતરણ , પ્રજનન અંગો દારા લગતા ચેપ વિશે , પ્રકાન અના ક્રારા વનાતા વન ખત માહિતી આપવામાં આવી, આઈ.એફ.એ. ટેબ્લેટ વિતરણ, યુવાન અવસ્થામાં થતાં શારીરિક, માનસિક, સામાજિક કેરફાર વિશે માહિતી, પૌષ્ટિક આહાર થી થતા- કાયદાઓ વિશે સમજણ આપવામાં આવી.

જેમાં માસિકચર્ક માસિક દરમિયાન કિશોરીઓને માહિતગાર કરવામાં આવ્યું. કરવામાં આવ્યું.

જેમાં ડૉ. નિલમ ચીધરી મેડિકલ ઓફિસર જલોત્રા, તાલુકા હેલ્થ સુપરવાઈઝર લશ્મણભાઈ નાથી, તાલુકા હેલ્થ વિઝીટર રમીલાબેન, ડૉ.તૃયાબેન સોલંકી છાપી., કી.હે.સુ જલોગા, મ.પ.હે.સુ.જલોગા, તમામ ફિ.હે.વ., આશાબેનો, આશા ફેસીલેટર બેનો,તથા અંદાજે ૧૫૩ જેટલા એડોલેસન્ટ તેમજ એડોલસેન્ટ હાજર આરોગ્ય લક્ષી પ્રોગ્રામ વિશે રહ્યા હતા. તમામ કીશોરીઓનું એચ.બી.

કચ્છ ભાસ્કર 28-05-2023

# પ્રાથમિક આરોગ્ય કેન્દ્ર સુખપર મધ્યે માસિક સ્વચ્છતા દિવસની ઉજવણી

ભૂજ તાલુકાના પ્રાથમિક આરોગ્ય કેન્દ્ર સુખપર મધ્યે જિલ્લા આર સી એય અધિકારી શ્રી ડો, જે.એ. ખત્રી સાહેબના અધ્યક્ષ સ્થાને કાર્યક્રમ





# 6. Menstrual Corner in Kasturba Gandhi Balika Vidyalaya's, Secondary and Higher Secondary Schools of Gujarat

Samagra Shiksha Gandhinagar aims to improve Period Education among students of Gujarat, especially girls, through menstrual corner. Improving Period Education can lead to reduction in school absenteeism, effectively inform how the period works, and detect symptoms of ovarian or premenstrual disorders. Proper education creates awareness of menstruating bodies without prejudice and conceives dignified menstruation as a basic human right.



KGBV Kajaradi District- Girsomnath



KGBV Chiroda, Thanga District- Surendranagar

Menstrual Corners are being established in phases, beginning with 249 Kasturba Gandhi Balika Vidyalaya and Government Secondary and Higher Secondary Schools throughout Gujarat. The state is also intending to extend this initiative to include all Upper Primary Government Schools. These Menstrual Corners, as proposed by UNICEF, incorporate

visual aids and interactive Information, Education, and Communication (IEC) materials. They aim to provide students with unrestricted access to knowledge about menstruation, which is intricately linked to adolescent health and overall well-being.

One unit of menstrual corner consists of-

- 1. Training modules for education
- 2. Booklets and pocket booklets for adolescent girls
- 3. Awareness posters and leaflets and aprons
- 4. Interactive games
- 5. Basic medication and health monitoring charts
- 6. Sample absorbents
- 7. Hygiene kit
- 8. Audio-visual tools
- 9. Table to set-up

#### Training on orientation of MHM corner:

A two-day residential training program of District Gender Coordinators, BRCs/ CRCs and PM SHRI School Principals took place on October 5-6, 2023, with the objective of building the capacity of master trainers in the effective use of Menstrual Corners. The training also focused on equipping these trainers to conduct cascading sessions at district, block, and school levels, targeting various aspects of Menstrual Hygiene Management (MHM), including awareness, access, use, and disposal. By fostering a deeper understanding of the MHM value chain, the training aimed to empower trainers to disseminate knowledge and best practices across their respective regions, ultimately contributing to a more comprehensive and effective approach to menstrual health education.



MHM Corner training, GIFT city, Gandhinagar



MHM Corner training, GIFT city, Gandhinagar



#### 7. Installation of Sanitary Napkin Vending Machine

#### "Kishori Swabhimaan"

Under the "Kishori swabhimaan" Project Samagra Shiksha has installed Sanitary napkin vending machine in Elementary, Secondary and Higher Secondary Schools as per the yearly approval of PAB.

Sanitary pad vending machines promote a sense of empowerment and dignity among menstruating girls and help normalize discussions around menstruation, reduce stigma, and foster a supportive and inclusive school environment.





#### 8. 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 classes, and minorities in difficult areas. Age-appropriate enrolment of the girls is done in classes 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 249 KGBVs established under Samagra Shiksha. Of which 168 KGBVs are run with the help of GOI support and 81 are run with the help of GOG support. Out of the total 249 KGBVs, there are four types of KGBVs:

• Type-I (Std 6-8) • Type -II (Std 6-10) • Type -III (Std 6-12) • Type -IV (Std 9-12)

#### Status of category wise enrolment in KGBVs:

Туре	KGBV Sanctioned	KGBV Operational	SC	ST	ОВС	BPL	Minorities	Total
I	19	19	33	461	358	256	18	1,126
П	18	18	148	420	484	439	15	1,506
Ш	133	133	1,293	5,428	6,496	3,843	422	17,482
IV	81	79	1,018	1,652	2,985	1,646	324	7,625
	251*	249	2,492	7,961	10,323	6,184	779	27,739

<sup>\*</sup>Out of 251 KGBVs 12 KGBVs are run by tribal department, and out of this 12 tribal KGBVs 10 KGBVs are operational.

#### I. Capacity building of the Staff:

The State has conducted comprehensive capacity-building training sessions covering a wide range of topics. These sessions included training for Kasturba Gandhi Balika Vidyalaya (KGBV) Management Committee (KMC) members, KGBV wardens focusing on health, nutrition, and anemia, as well as career guidance. Additionally, the training covered menstrual health management and the setup of Menstrual Health Corners, guidance on Single Nodal Agency (SNA) and Public Financial Management System (PFMS) accounts, and implementation of the 11 themes of the School Health and Wellness

Program under Ayushman Bharat guidelines. Moreover, the training addressed KGBV management and administration, institutional ownership, child rights, the Protection of Children from Sexual Offences (POCSO) Act, cyber awareness and security. Furthermore, a two-day residential training program was conducted for KGBV wardens and District Gender Coordinators, focusing on KGBV safety and security, management, budgeting, and expenditure.





Valsad: Dharampur

#### II. Academic Activities:

- Based on semester exams, each KGBV head teacher maintains an academic record with the relevant class teachers of grades 6, 7, and 8, and conducts special training.
- Extra coaching is available for secondary school girls in topics such as science and mathematics.
- Weekly unit tests were conducted for all subjects at the state level, each girl's data are entered into the online database by all the teachers.
- Teachers design and prepare teaching-learning aids, which they use in regular or bridge course classes.
- Teachers are trained on how to operate the Gyankunj equipment, internet access is available at KGBV to deliver additional relevant information as well as access to econtent for all Subjects.
- KGBVs are Upgraded with Smart Classroom (Gyankunj)and ICT Labs.
- KGBV Girls enhance their learning by using G-SHALA Application.
- Science Stream Students benefitted by Online Support for NEET & JEE Preparation through G-SHALA.



Studying with Tablet KGBV- Shankoi Bharuch

# III. Communicative English for Future Readiness and School Leadership Development in Kasturba Gandhi Balika Vidyalaya

- The Kotak Education Foundation (KEF) launched a specialized program in 16 Kasturba Gandhi Balika Vidyalaya (KGBVs) to improve Conversational English for Future Readiness among students in grades 6, 7, and 8, while also strengthening leadership skills (LEAD) of Warden cum Head Teachers, Assistant Warden cum Head Teachers, and Wardens.
- The Kotak Education Foundation (KEF) assigned 16 coordinators, one to each of the 16 Kasturba Gandhi Balika Vidyalaya (KGBVs), with the responsibility of teaching Communicative English for Future Readiness (CEFR) to students in grades 6, 7, and 8. These coordinators were also tasked with conducting Leadership Development (LEAD) sessions for Warden cum Head Teachers, Assistant Warden cum Head Teachers.
- This program has helped girls from Kasturba Gandhi Balika Vidyalaya (KGBVs) enhance their English communication skills by allowing them to practice on both physical and digital platforms.

#### IV. Project 'JIGYASA' (Curiosity program) in collaboration with IIT Gandhinagar

 To address the needs for capacity building of teachers to promote engaging student learning, making the curriculum interesting, and fostering multidisciplinary and critical/ creative thinking, NEP 2020 strongly advocates such an approach. Experiential, inquirybased, and multidisciplinary learning, involving the creation and exploration of toys and curricular artifacts, engaging in activities with simple and universally available materials, and integrating sports and arts with science and math, can help nurture creativity, enhance conceptual understanding, and establish real-life connections. Such an approach, aligned with the vision of NEP 2020, will make our classrooms lively and inspiring, not only exciting students but also empowering our teachers.

- Samagra Shiksha Gujarat, in collaboration with IIT Gandhinagar, has undertaken the
  initiative to deliver online sessions on science and mathematical concepts in all the
  Kasturba Gandhi Balika Vidyalaya (KGBVs) across Gujarat. These two online sessions
  per week, providing valuable insights and knowledge.
- The KGBV warden makes sure that enough materials are there in KGBVs before starting the videos. It is observed that Girls have enjoyed the curiosity videos and learn new things every time. Girls have also done experiments after completing the Sessions, which help them to improve their curiosity in a science subject.





#### Residential Training of KGBV Wardens and Teachers at IIT Gandhinagar

• The Center for Creative Learning (CCL) organized a 3-day workshop at IIT Gandhinagar as part of the Jigyasa Program. This event gathered 165 staff members, including teachers, wardens, and accountants from Kasturba Gandhi Balika Vidyalaya (KGBV) across Gujarat. The workshop is a component of the Curiosity Program, a collaborative online initiative by CCL and the state government aimed at fostering scientific thinking and a mathematical mindset among girls in KGBV schools. The workshop was delivered in three separate batches. More than 12 sessions related to physics, chemistry, math, and biology were conducted during the workshops.





IIT Gandhinagar

#### V. Extra-curricular Activities in KGBVS:

 KGBV girls have competed in a variety of competitions such as project work, essay writing, elocution competitions, science fairs, painting competitions, rangoli competitions, quiz competitions, and yoga, which have been organized by various departments such as GCERT, Primary Education Department, and others.



- Throughout the year, Girls Participate in activities which are helpful for the development of their skills such as glass painting, making useful items from waste, gardening, and weekly exposure visits.
- Details of the activities are regularly uploaded on the SHAGUN portal.

#### VI. Maintaining health records and assessing the girls' overall health:

- Health Check-Ups are conducted every three months. During the Health Check-up of girls height, weight and Basic Metabolic Index (BMI) all are calculated.
- Records are displayed & updated every quarter and girl-wise data are monitored accordingly.
- Sanitary Napkin Vending machine and Incinerators are provided in KGBVs.
- The iron-folic tablet is given to all girls twice a week with the help of CHC/PHC.

#### VII. KGBV Safety Guidelines

To ensure the safety and security of the girls some necessary steps have been taken. The guidelines for this have been prepared as per the NCPCR (National Commission for Protection of Child Rights) guidelines and issued to all districts by Samagra Shiksha. The guideline narrates specific implementation of kitchen, playgrounds and guardian-meet safety measures.

#### VIII. Kitchen Garden:

The aim is to provide chemical-free and nutrient-rich organic vegetables and fruits to the students. This also provides an opportunity for students to learn by doing. KGBV management is facilitating the space, water and other requirements like seeds and necessary equipment. Under these practices, school gardens are built and students are taught the importance of nutrition and a balanced diet. They are also made familiar with the necessity of sanitation and a healthy lifestyle.



KGBV AHWA, District Daang

#### IX. Vocational skill Training:

State Provides Vocational Training Programs through NIOS and in alignment to NSQF Courses. Training in vocational skills is an important aspect of education. Trainings provided in KGBVs are work-based and career-oriented trainings. Girls gain self-confidence as a result of this training, which will help them to find work in the future.



#### X. 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.

#### Convergence is done with:

Women and Child Department, Health Department, Social Justice & Empowerment Department, Tribal Department, Road & Building Department, NIOS, Sports, Youth and Cultural Department, Home Department, Disaster Management Department and Department of Child Protection



#### XI. Testimonials of KGBV Girl -KGBV Girl's success story

KGBV Girls - Mori Kenishaben Mansing bhai

Dist: Girsomnath

KGBV: Veraval urban, Girsomnath

Present Status - Kenisha studying in MBBS 2<sup>nd</sup> Year in Shantaba Medical College & General

Hospital, Amreli.

KGBV Girls - Chauhan Nitaben Manubhai

Dist: Girsomnath

KGBV: Kajardi, Gir Somnath

Present Status - Nita studying in MBBS First Year in Shantaba Medical College & General

Hospital, Amreli

KGBV Girls - Gohil Kanakben Pathubhai

Dist: Bhavnagar

KGBV: Shetrunjidem, Bhavnagar

Present Status - Kanakben Working in Sahastra

Seema Bal (SSB)

KGBV Girls - Vasava Kokilaben Kaliyabhai

Dist: Narmada

KGBV: Nighat, Narmada

resent Status - working as Police constable

Nandod Narmada

KGBV Girls - Gabu Manishaben Jayantibhai

Dist: Surendranagar

KGBV: Chiroda, Surendranagar

Present Status - working as Nurse in Government

Hospital Kheda.

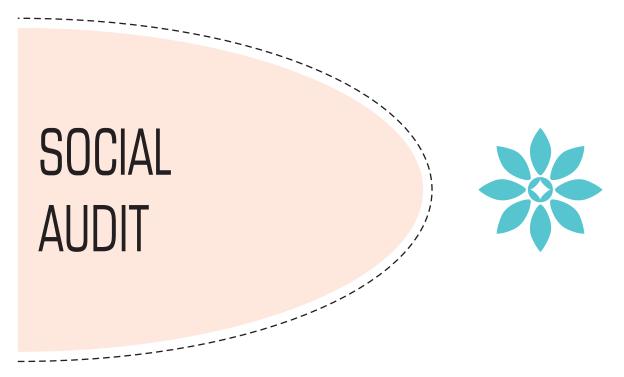
















The basic objective of Social Audit is to enhance public accountability in Samagra Shiksha implementation. The process combines people's participation and monitoring with the requirements of the audit discipline. It is a fact-finding process, not a fault-finding process.

In Gujrat the Social Audit was Conducted by Mahatma Gandhi Labor Institute. As per the approval of Gujarat Government Resolution SSG/SAD/e-file/354/2023/0136/SMC and SMDC training/N dated 11-09-2023.

Mahatma Gandhi Labour Institute (MGLI) was established on 15th September, 1979 by the Government of Gujarat as an autonomous society under the Societies Registration Act, 1860 to provide for education, training, study and research in labour and related subjects in furtherance of the policy of the Government to promote harmonious industrial relations and social justice.

#### **Process of Social Audit**

According to the Social Audit Guidelines, 20% of schools were selected for a social audit based on specific criteria. These criteria included the following:

- 25% of the selected schools had a high population of Scheduled Tribes (ST) or Scheduled Castes (SC).
- 25% of the schools were either all-girl schools or had a high enrollment of female students.
- 25% of the schools had high dropout rates or served a large number of children from Below Poverty Line (BPL) families.
- 25% of the schools were regular schools without any specific demographic distinction.
- The selection process ensured a balanced representation of different types of schools for a thorough social audit.

A video conference was convened with the District Education Officers (DEOs), District Primary Education Officers (DPEOs), and Samagra Shiksha representatives from all 33 districts of the state. In preparation for the social audit, Social Audit Facilitation Teams (SAFTs) were set up at 14 Urban Resource Centers (URCs) spanning 254 talukas and four municipal corporations throughout Gujarat. The Master Trainers received their training during a one-day workshop conducted by faculty from the National Council of Educational Research and Training (NCERT) on February 12, 2024.

Six teams were formed to manage coordination across all 33 districts of the state. They successfully conducted district-level meetings over a six-day period, from February 26, 2024,

to March 2, 2024. These meetings involved a range of educational officers, including District Primary Education Officers (DPEOs), District Education Officers (DEOs), Samagra Shiksha representatives, Block Resource Centre Coordinators (BRCC), and TPEOs. Following these meetings, training for the Social Audit Facilitation Teams (SAFTs) was conducted in each of the state's 254 blocks, with a total of three auditors trained per block.

Efforts to raise public awareness about the social audit included distributing pamphlets and posters. These materials reached 7,205 schools, covering 20% of the schools selected for audit and all Kasturba Gandhi Balika Vidyalaya (KGBV) schools and seasonal hostels across the state. By March 15, 2024, the data collection process had been completed in 7,000 schools statewide.









# INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEED (IE-CWSN)





## 5

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

Inclusive education is as 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 covers 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 Samagra Shiksha Abhiyan and the centrally sponsored Inclusive Education for Disabled at Secondary Stage (IEDSS) scheme (IX-XII) were subsumed.

During the reporting period (2023-24), Samagra Shiksha, Gujarat has provided support for various student oriented activities which include identification and assessment of CwSN, provision of aids, appliances, corrective surgeries, Braille books, large print books and uniforms, therapeutic services, development of teaching-learning material (TLM), assistive devices & equipments, environment building and orientation programme to create positive attitude and awareness about nature and needs of CwSN, purchase/development of instructional materials, in-service training of special educators and general teachers on curriculum adaptation. The component also emphasizes the implementation of the Right to Free and Compulsory Education (RTE) Act, 2009 for children with special needs (within the age group of 6-14 years). In addition, separate resource support (financial assistance towards salary of special educators) is also made available in order to appropriately address the needs of CwSN within the school. Apart from the above activities, the focus is 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 CwSN learning in the schools.



# Interventions / activities Implemented at both Elementary and Secondary Level (2023-24):

#### **Identification and Enrolment of CwSN:**

- Orientated all the field staff such as District Coordinators, BRC, CRC, In-Service Teachers, Special Educators, Resource Persons and Balmitras on identification of Out of School Children (OoSC) including CwSN before the enrolment drive.
- Conducted the household survey and identified Out-of-School CwSN.
- In the academic year 2023-24,a total of 70,077 CwSN are enrolled in age-appropriate Grades in nearby schools of which 2,450 in Balvatika and 1,835 in Grade 1.





Shala Praveshotsav

#### Assessment to Screen and identification of Disabilities as per RPwD Act, 2016:

- Conducted School Health Programme / RBSK (Rashtriya Bal SwasthyaKaryakram) in convergence with Health Department
- Special Educators along with the parents / guardian of CwSN visited the nearby
   CHC / District Civil hospital for disability assessment.
- Special Educators facilitated the issuance of Medical Certificate and Unique Disability ID card (UDID) in convergence with Health Department and Social Justice & Empowerment Department. As a result, till date 40,463 CwSN have received disability certificates i.e., 81 % of 70,077.
- All the School Heads, Teachers and Special Educators were oriented on PRASHAST: Pre-Assessment Holistic Screening Tool to identify children with disabilities. As a result,
  a total of 86,773 valid users are registered on PRASHAST App of which 69,470 are
  Teachers, 16,409 are Principals, and 894 are Special Educators.





#### **Provision of Aids & Appliances:**

The distribution of 15879 ready-to-use Aids and Appliances has been completed. In addition to the distribution camps, assessment camps at block level are also completed by four teams of doctors and therapists from ALIMCO, Ujjain.

#### Allowances (Transport, Escort, Reader, Girls Stipend, etc.)

- Transportation, and Escort allowances were provided to the eligible CwSN for their easy access to enrolled School and Resource Room to avail academic, therapeutic and remedial services.
- Reader allowance for Visually Impaired Std. 9 to12 students.
- Girl's Stipend for all Girls with one or more disabilities.
- Home-based Education (HBE) allowance for Severe/Profound disability children who are bedridden and can't come to school regularly.

The above allowances were released to districts for further disbursement to the eligible Pre-Primary to Grade 12 CwSN students. In the case of Therapeutic allowances, the districts have been paying the honorarium of Rs 1000 to the Therapists per visit to the Resource Rooms at Block/Cluster level for providing the therapeutic services to the CwSN students.

The following allowances were disbursed through DBT to the eligible CwSN as of December 2023.

No:	Provisions	Pre-	Elementary	Secondary	Total CwSN
		Primary	level	level	Benefitted as far
1	Transport Allowance	11	9,786	2,557	12,354
2	Escort Allowance	11	8,792	2,391	11,194
3	Home Based Education	-	782	246	1,028
4	Reader Allowance	-	1,280	742	2,022
5	Girls Stipend	11	14,116	3,021	17,148

Source: PRABANDH.

#### **Braille Textbooks and Magnifying lens:**

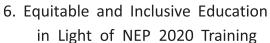
Provided magnifying lens to 4,033 Low vision students and distributed 10,481 Braille textbooks of Grade 1 to 12 to 1,074 Blind students with the support of Shri Navchetan Andhjan Mandal, Madhapur, Kutch district, Gujarat.

#### **Capacity Building Program**

No.	Activities	Duration	Participants trained	No. of	Trained by
		of Training	(Teachers/RPs, Edu. Admin. etc.)	Participants	
1	Creating Inclusive		-	111	IITE,
	Classrooms	July 2023)			Gandhinagar
			Special Teachers and		
			District Coordinators		
2	POCSO Act, 2012	1-day	Special Educators/	All 2500+	Experts from
		(District-	Special Teachers and	Special	Child
		level)	District Coordinators	Educators &	Protection,
				33 District	Cyber Crime
				Coordinators	Dept. Social
					Justice &
					Welfare Dept.
					etc.
3	Braille Pragna	2-hour	Pragna Teachers	All 2500+	Samagra
	for Std.1 & 2	(Online)	(Std. 1 & 2), Special	special	Shiksha
			Educators / Special	educators,	State Office
			Teachers and District	37 Dist.	
			Coordinators	Coordinators	
				and Pragna	
				Teachers	

4	School Accessibility Audit Guidelines cum Tool kit	2-day (4th Cohort in June 2023)	Special Teachers and District Coordinators	8 Special Educators and 2 Dist. Coordinators	Samagra Shiksha in collaboration with UNICEF
5	Usage of Multiple Disability TLMs	2-hour (Online)	Special Educators/ Special Teachers and District Coordinators	All 2500+ Special Educators & 33 District Coordinators	Samagra Shiksha in collaboration with NIEPMD, Chennai
6	Capacity Building Programme for Master Trainers of Gujarat State on Equitable and Inclusive Education in the Light of NEP 2020	5-day (11 -15th Dec'23)	Master Trainers: Special Educators	66 Master trainers	Children's University, Gandhinagar in association with the Department of Education of Groups with Special Needs (DEGSN), National Council of Educational Research and Training (NCERT), New Delhi.
7	Need-based CRE programmes at District level	3 Days	Special Educators	All 2500+ Special Educators	RCI approved NGOs/ Institutions to deliver CRE programmes







2. POCSO Training

#### **School Accessibility Audit Tool Kit:**

SS-Gujarat, in collaboration with UNICEF-Gujarat, conducted a third-party School Accessibility Audit survey in 20 sample schools across Gujarat from August to September 2022. The key objectives of the survey are to identify physical infrastructure barriers that prevent CwSN from accessing the schools, to institutionalize context-specific standard design layouts, and to develop an access audit toolkit for benchmarking the needs to be developed.

Based on the findings of the aforementioned survey, a one-day State-level stakeholder consultation workshop was held on 8th September 2022, in which the stakeholders from United Nations International Children's Education Fund (UNICEF), Blind People's Association (BPA) - Ahmedabad, Samarthyam - Delhi based Disabled People Organization (DPO) and other representatives from Social Justice and Empowerment Department (SJED) -

Gandhinagar, Gujarat Council of Educational Research and Training (GCERT), Centre for Environmental Planning and Technology (CEPT) University - Ahmedabad, National Institute of Design (NID) - Gandhinagar, and Samagra Shiksha field staff from IED and Civil Branches have reviewed the draft layout designs, audit report with toolkit and provided the feedback for further improvement based on their expertise and field experiences.

In order to raise awareness, build knowledge and to conduct a school wise gap analysis with regards to physical infrastructure-barriers across the State, SS-Gujarat has planned to conduct zonal wise two-day District-level Stakeholder orientation workshop on Accessibility Audit toolkit for Civil and IE-CwSN branches key stakeholders (Master Trainers) such as District Project Engineers, Architects, Technical Resource Persons, IE District Coordinators, and Special Educators.

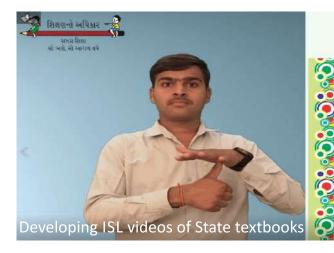
Samagra Shiksha, Gujarat has developed School Accessibility Audit Tool kit in coordination with UNICEF.

#### **Digital e-content:**

- Developing ISL videos of State textbooks form Class 3 to 8 and e-content on G-shala Appin coordination with Central University of Rajasthan.
- Developed ISL videos on Mini Board Books under NIPUN (FLN) mission.
- Developed Pragana textbooks (Std.1-2) into Braille and oriented all the Pragna Teachers and Special Educators on its usage.







મઠના વડાએ પોતાના સર્વ શિષ્યોને એક્સ કર્યો ને પૂછ્યું : "સૌએ તમને ભેટ તો રાજીપુશીથી આપી છે ને ? કોઈને કરજ પાડવામાં આવી નથી ને ? કોઈની પ્રેમપૂર્વકની ભેટનો અસ્વીકાર કર્યો નથી ને ? આ ભેટ મેળવવામાં કોઈ સ્થાને ગફલત થઈ છે ?"

એક ભિક્ષુકે ઊભા થઈને કહ્યું : ''મને એક નાની છોકરીએ આપેલો ગંદો કાટવાળો સિક્કો મેં સ્વીકાર્યો નહોતો.''

વડાએ કહ્યું : ''આવા પવિત્ર કાર્યમાં જે કોઈ વ્યક્તિ જે કેઈ આપે તે અક્ષમોલ ભેટ ગણાય, જેની પાસે અઢળક સંપત્તિ છે તે થોડા કીમતી અલંકારો આપે, એના કરતાં જેની પાસે સંપત્તિ નથી છતાં કેઈક આપે છે તેનું મૂલ્ય વધારે છે. ભગવાન ભુદને એવી વ્યક્તિ સૌથી વધુ પ્રિય છે. હા, એ ભેટ ખરા હૃદયથી આપેલી હોવી જોઈએ. ભગવાનને ચરક્ષે ધરાવેલી ભેટનો અસ્વીકાર કરવાથી એ નારાજ થાય છે. જલદી જઈને ભેટ મેળવી લાવો.''

ભિક્ષુને પોતાની ભૂલ સમજાઈ અને ત્યાંથી તરત જ એ તાઓને મળવા ચાલી નીકળ્યા. ફરી વાર પેલા શ્રીમંત વેપારીને ત્યાં એ આવ્યા. પેલી નાની તાઓને એમણે બોલાવી. સૌને આશ્ચર્ય થયું : ''ભિક્ષુએ તાઓને શા માટે બોલાવી હશે ?''

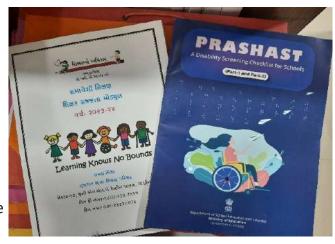
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#### Modules and Teaching Learning Materials (TLMs):

- Developed Teacher module on Inclusive Classroom Management Strategies with the support of UNICEF.
- Translated PRASASHAT Screening checklist for Teachers and Special Educators in Gujarati and and distributed the hard copies to schools.
- Distributed 45,000 copies each VI, HI, CP, ID, SLD modules to Schools, Resource Rooms, and Special Educators.



Procured ID kit 3 & 4 from NIEPMD, Chennai and distributed to 1596 schools.

#### School Visits and Home Visit by Special Educators:

As per the Tour Dairy in Divyaan Application (State developed) from Monday to Friday the Special Educators visit 2 schools per day and on Saturday they do home visits of the Severe and Profound Disabilities CwSN enrolled in nearby Schools. The Special educators provide counselling to the children and provide support to Teachers and parents on inclusive learning, psycho-social support and supportin basic therapeuticand functional academic. Children were encouraged to do activities and play games with their siblings.

#### **Important Day Celebrations:**

International Day of Persons with Disability on 3rd December 2023, World Braille Day on 4th Jananry 2024 and festival days etc. were celebrated in Resource rooms and schools with all the stakeholders - CwSN and their parents, SMC members, In-Service Teachers, etc. to aware the significance of Inclusive education and inclusive society. Some of the glimpses of the event are:



**Progress of Innovative Interventions:** 

Development of Model 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 evolve model In-SRR for demonstrating the best practices for academic remediation, specialized instructions and therapeutic services for CwSN as per Individualized Education Plan (IEP)
- To achieve grade appropriate learning levels for CwSN (to the best of their potential)

#### c. School Selection Criteria at Cluster level to establish In-SRR:

- Government School with additional room (or)
- Cluster Resource Centre school with additional room (or)
- Pay Centre school with additional room.

#### d. Implementation Process:

- Each Cluster to have one model Inclusive School with Resource Room
- The selected school is geographically dispersed through the Cluster
- CwSN enrolled in the schools within the Cluster visit the In-SRR as per the Timetable
- One SE is positioned at Cluster
- CwSN participates with other students at the school in Curricular and co-curricular activities
- CwSN is provided need based Therapeutic Services by Therapists
- SE supports Teacher in lesson planning, teaching academic subjects with appropriate curricular adaptations as defined in the CwSN Individualized Education Plan (IEP)

#### Key Activities Implemented at Inclusive School with Resource Room

#### **MR-AUTISM**

- · Art & craft
- ADL activities
- Motor & cognitive skill development
- Educational activities
- Therapy

#### HI-SI

- Sign language training,
- Speech therapy
- Educational activities
- Therapy

#### TB-LV

- Braille and tactile training,
- Cognitive development activities
- Educational activities
- Reading from large print books

#### CP-MD:

- · Art & craft
- ADL activities
- Cognitive skill development
- Educational activities
- Therapy

#### **Progress:**

A total of 755 Resource Rooms established in the State of which 245 at Block level and 510 at Cluster level. Apart from just establishing the Resource Room 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 of 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.

		Physical	No of Persons	No. of CwSN
		(No. of Rooms)		addressed
Resource	School	NA	650+ Special Teachers	
Rooms			Stationed at School level	Approximately
	Clusters	510	2000+ Special Educators	35000+ CwSN
	Blocks	245	stationed at Cluster level	students
	Districts		37 District Coordinators	











#### **Divyaan Application and Web-dashboard:**

#### **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.

#### **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







**Progress:** 

As per the Tour Dairy in Divyaan Application (State developed) from Monday to Friday the Special Educators visit 2 schools per day and on Saturday's they do home visits of the Severe and Profound Disabilities CwSN enrolled in nearby Schools.

#### **Summary: PAB 2023-24 Expenditure Status**

	PAB 2023-24 (PRABANDH)				
No.	Recurring	<b>Budget Approved</b>	Expenditure till Mar'24	Expenditure till Mar'24 in %	
1	Pre-Primary	1.79932	0.8400	46.68 %	
2	Elementary (Std.1 to 8)	4697.945	4016.661	85.50 %	
3	Secondary (Std.9 to 12)	5461.512	1250.732	22.90 %	
	Total	10161.25632	5268.233	51.85 %	
	Non-Recurring				
1	Equipment for Resource Room	254.00	73.37	28.88	

# Activity-wise Progress 2023-24: Pre-Primary to Grade 12

	PAB 2023-24 (Source: PRABANDH)						
No.	Pre-Primary  Unit Cost Budget Approved (Rs.) (Rs.in lakhs)			Prog till M			
			Physical	Financial	Physical	Financial	
194.0.3	Assistive Devices, Equipment and TLM	0.00108	254	0.27	0	0	
196.0.3	Escort Allowance	0.03	12	0.36	11	0.33	
196.0.4	Transport Allowance	0.03	13	0.39	11	0.33	
196.0.5	Braille Stationery Material (Inc. Embossed Charts, globes etc)	0.005	21	0.105	5	0.02	
196.0.6	Providing Aids & Appliances	0.03	9	0.27	0	0	
197.0.1	Stipend for Girls	0.02	20	0.40	11	0.16	
	Total (Pre-Primary)		329	1.79932	38	0.84	
No.	Elementary (Std.1 to 8)	Unit Cost (Rs.)	Physical	Financial	Physical	Financial	
198.0.1	Purchase/Development of instructional & Training materials	2.75	37	101.75	27	82.8	
198.0.2	Sports & Exposure Visit	0.5	37	18.5	23	10.07	
198.0.3	Therapeutic Services	8.04	37	297.48	31	128.09	
198.0.4	Orientation of Principals, Educational administrators, parents / guardians etc.	0.7	37	25.9	23	12.78	
199.0.4	Assistive Devices, Equipment's and TLM	0.48	254	121.92	220	119.52	
199.0.5	Environment Building programme	0.2	254	50.8	172	21.82	
199.0.6	Helper/Ayas/Attendant	0.5	480	240	355	84.69	

200.0.4	Transport Allowance	0.03	11581	347.43	9786	299.8
200.0.5	Home Based Education	0.035	966	33.81	782	25.62
200.0.6	Braille Stationery Material (Inc. Embossed Charts, globes etc)	0.005	2710	13.55	907	2.87
200.0.7	Providing Aids & Appliances	0.03	5650	169.5	5237	166.10
200.0.8	Reader Allowance- For only VI and Low vision	0.03	2188	65.64	1280	31.22
201.0.1	Stipend for Girls	0.02	19883	397.66	14116	254.87
206.0.1	Identification and Assessment (Medical Assessment Camps) (Upto Highest Class VIII)	0.1	254	25.4	196	19.88
208.0.1	In-service Training of Special Educators (Upto Highest Class VIII)	0.025	1035	25.88	913	15.56
210.0.1	Financial Support (Previous Spl. Educators)	2.4	1035	2484	1028	2480.40
	Financial Support (New Spl. Educators)	2.4	NA	NA	NA	NA
	Total (Std.1 to 8)			4697.95	43888	4016.66
No:	Secondary (Std.9 to 12)	Unit Cost (Rs.)	Physical	Financial	Physical	Financial
202.0.3	Therapeutic Services	0.326	37	12.062	11	1.84
203.0.4	Assistive Devices, Equipment's and TLM	0.175	254	44.45	177	26.61
204.0.3	Escort Allowance	0.03	2860	85.8	2391	70.59
204.0.4	Transport Allowance	0.03	3133	93.99	2557	76.90
204.0.5	Home Based Education	0.035	348	12.18	246	7.77

204.0.6	Braille Stationery Material (Inc. Embossed Charts, globes etc)	0.005	1269	6.35	113	0.35
204.0.7	Providing Aids & Appliances	0.03	2023	60.69	1825	54.30
204.0.8	Reader Allowance- For only VI and Low vision	0.03	1335	40.05	742	20.49
205.0.1	Stipend for Girls	0.02	4011	80.22	3021	60.81
207.0.1	Identification and Assessment (Medical Assessment Camps) (Upto Highest Class XII)	0.1	254	25.4	146	10.25
209.0.1	In-service Training of Special Educators (Upto Highest Class XII)	0.025	1653	41.33	1019	16.19
213.0.1	Financial Support (Previous Spl. Educators)	3	1653	4959	1028	2480.40
	Total (Std.9 to 12)			5461.512	13276	2826.48

# QUALITY EDUCATION AND MONITORING







#### **QUALITY EDUCATION AND MONITORING**

#### Introduction

The primary and indispensable requirement for both human and social advancement is education, with a paramount emphasis on its quality. Within this framework, school education emerges as a vital component, serving to unite and empower both present and future generations, enabling them to realize their maximum potential and vitality. It is incumbent upon the State to guarantee the provision of this potential, ushering in a new era of opportunities and crafting an environment that fosters quality education, positive outlooks, and the vigor necessary for comprehensive student development.

#### **Composite School Grant**

A composite school grant has been allotted to 32271 Primary schools and 1876 secondary schools in the State for the year 2023-24 under Samagra Shiksha. The grant allocation is based on the Enrolment as described below:

Enrolment of Students in School	(up to Highest Class VIII)  Primary school	(up to Highest Class X or XII) Secondary school
1 to 30	Rs. 10,000	Rs. 10,000
31 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

In the year 2023-24 grants were allotted to 32271 Primary schools and 1876 secondary schools.

#### **Grant Utilization:**

- School grants are provided to all Government schools on an annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, play materials, 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 is utilized to promote the Swachh Bharat campaign and involve community contribution elements.

• Each school is required to spend at least 10% of the composite school grant on activities related to Swachhta Action Plan.

#### **Library Grant**

Library Grant was approved for 12,476 Primary Schools, 19,795 Upper Primary Schools, and 1,168 secondary & 708 higher secondary schools for the year 2023-24 under Samagra Shiksha.

As per MoE guidelines and as per the decision of the state level books selection committee, the library grant was allocated to the Gujarat State School Textbooks Board - Pathya Pustak Mandal. The library grant aims to meet the objectives of Padhe Bharat Badhe Bharat.

The schools were advised to make provision for a Reading Room/Reading Corner/Reading space and two periods in a week dedicated as reading periods in the school timetable. One teacher at the school is 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 schools are expected to promote reading habits among students to cultivate a culture of curiosity and learning.

#### Academic Support through BRC/URC and CRC

- 1. TLM/TLE Grant: BRC and URC coordinators were provided Rs.5000/- and CRC was 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 the BRC level with CRCs, subject teachers, and BRPs to create new and innovative TLM.
- Contingency Grant: BRC and URC coordinators were provided Rs.50,000/- and CRC was provided Rs.25,000/- as a Contingency grant. This grant is utilized for the maintenance of the resource room at BRC, the purchase of office equipment, and other office expenses.
- 3. Meeting Travel Grant: BRC and URC coordinators were provided Rs.30,000/- and CRC was 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 was 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 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 competition has been organized at three levels: District level, Zone level, State level, and National level.

#### (i) District level Kala Utsav:

The Kala Utsav competition at the district level was held in each district from 18<sup>th</sup> October to 20<sup>th</sup> October 2023. There were competitions in which students from the secondary and higher secondary levels participated. Students competed in ten categories as follows:

10 categories on which the students participates			
Vocal Music- Classical	• Dance - Folk		
Vocal Music- Traditional Folk	<ul><li>Visual Arts (2-dimensional)</li></ul>		
Instrumental Music – Percussive	<ul><li>Visual Arts (3-dimensional)</li></ul>		
Instrumental Music- Melodic     Indigenous Toys and Games			
Dance – Classical	Drama (Solo Acting)		

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

#### (ii) Zonal Level Kala Utsav:

The zonal level competition was held at 5 places in the state were 34 districts participated. The winners from each district participated in the Zonal level competition. The zonal level competition was organized from 26th October to 28th October 2023. Category wise different committees of experts were formed at a zonal level to judge the recorded entries shared by districts.

Following are the details of the Zonal level competition:

Zone	No. of Districts	No. of Winners
Arvalli - North - East Zone	8	18
Surat - South Zone	7	20
Vadodara-Central Zone	7	19
Rajkot -Saurashtra Zone	6	19
Junaghad- Saurashtra-Westran Zone	6	17
Total	34	93

#### (iii) State level Kala Utsav:

A total of 93 winners of the ten categories of Kala Utsav competition, from 5 zones participated in State level competition organized on 5th and 6th December 2023 at M.P. Mehta High School, Jetalpur, Dist.: Ahmedabad under the guidance of Samagra Shiksha State Office Gandhinagar. Category wise different committees of experts were prepared at the zonal level to judge the recorded entries shared by different Zones.

A total of 20 winners (10 boys and 10 girls) of the state-level competition received certificates and a cash prize of Rs. 2000/-each.

#### (iv) National level Kala Utsav:

Samagra Shiksha Gujarat has actively engaged in the National-level Kala Utsav competitions. Among the 20 winners from the state-level competition, 19 winners enthusiastically participated in the National-level event, which took place from January 6th to January 13th, 2024, in Delhi.



Some glimpses of Kala Utsav competition at various levels:













#### **Band Competition**

#### **Objective:**

The school band cultivates a sense of unity and belonging among students, instilling a profound sense of pride. Its rhythmic melodies inspire passion, drive, courage, and motivation, resonating with both the young and the old. Band competitions serve as catalysts, reigniting the flames of patriotism and fostering a spirit of unity among school children nationwide.

#### Activities undertaken:

- Samagra Shiksha Gujarat has organized the band competition in collaboration with the Home department Government of Gujarat as per the guidelines shared by MoE.
- The winner of one boys' team and one girls' team from each district participated in a Zonal level competition. All the districts were divided into 09 Range/zones.
- 09 boys' team and 07 girls' team from different zones participated in State level competition held in Ahmedabad on 29<sup>th</sup> September 2023.
- Among 16 teams a total of 387 students participated at the state level competition. The winning boys' and girls' teams of the state-level competition were honoured on performing at the Statue of Unity on 31<sup>st</sup> October 2023, in celebration of National Unity Day.
- The winning boys' and girls' teams of the state-level Band competition participated in Western Zone level Band competition at Pune-Maharashtra.
- Gujarat Girls' team is first Range of the Western Zone level Band competition at Pune-Maharashtra.
- The winning boys' and girls' teams from the Western Zone level Band competition were qualified for the National level Band Competition.
- Gujarat's Girls band team secured Second position at National level Band Competition. (Bhuj Swaminarayan Kanya Vidhya Mandir, Kutch)

#### School Band set:

Band sets were allocated to selected government schools with an aim to develop physical and mental performance skill of the students, enhance individual skills and personalities, develop self-confidence and life skill and work in the individual self-discipline contributed to achieving the group's goals.

- Samagra Shiksha provided a grant of Rs. 50,000 (each school) to 235 government schools (including PM SHRI schools) for the procurement of brass band sets, including different instruments such as Euphonium, Trumpet, Tenor drums, Clarinet, Side drums, Bass drums, Cymbals, Leader Stick, and Bugles as per MoE guidelines and the suggestive list given by BSF (Gujarat Frontier, Border Security Force) Gandhinagar.
- The district level committee was informed to select the schools for the allotment of band set grant. The committee selected the schools based on the criteria defined by the state.
- For the procurement of the band sets a school level committee was also formed.
- These band sets will enable schools to rehearse for band competitions across various proficiency levels.
- These experiences proved highly beneficial for students, enhancing their proficiency in band performance and providing them with opportunities to showcase their talents in public events. Through participation, they acquired valuable coordination and collaboration skills. Additionally, the acquired skills can enrich school assemblies and enhance the appeal of various cultural and national programs, rendering them more engaging and captivating.















State Level Band Competition at Ahmedabad-Gujarat



School band Team, Performance at EKTA Parade (Statue of Unity), In Presence of Hon. Prime Minister Shree Narendra Modi









Western Zonal Level Band Competition at PUNE, MAHARASHTRA







National Level Band Competition at New Delhi.



#### **Quality Education Interventions:**

#### **Background:**

Quality education is a comprehensive term that includes learners, teachers, teaching-learning process, learning environment, curriculum, pedagogy, learning outcomes, assessment, etc. For ensuring quality, it is required that everyone concerned with various dimensions of enhancing quality must take cognizance of the following:

- Learners are active participants rather than passive recipients. They are ready to learn and participate actively in the learning process and construct their own knowledge.
- Teachers are facilitators rather than instructors. They are motivated to guide their children at every step. They identify the learning needs of children and use a variety of pedagogical practices that are appropriate for the content and steer the children's learning towards their goals.
- The environment in a classroom is healthy, safe and have proper infrastructure facilities conducive for learning.
- Curriculum is class specific, stage specific, socially relevant, unbiased, gender sensitive, and has content that upholds the principles enshrined in the Constitution and one that resonates with our values and ethos. It is to maintain the coherence as per the systemic continuum.
- The pedagogical processes or the methodology adapted reflect the paradigm shift from teacher centric to child centric. A variety of methods are adopted suitable for the topic and also to the contextual needs.
- The teaching learning process is dynamic, with active participation of students, use
  of ICT and other digital resources that transform the classroom learning to move
  beyond the classroom walls.
- The outcomes are aligned with the aims and objectives of education and not just limited to acquisition of knowledge. Apart from theoretical knowledge, the acquisition of basic skills of literacy, numeracy, life skills, values like peace, tolerance, knowledge in such areas as gender, health, nutrition, disease prevention are taken into consideration.

Careful consideration of above elements before planning school activities will help visualizing a quality classroom.

#### Introduction:

Quality Education and Monitoring Branch works on the activities related to Quality Education (Pre-School to Std XII), Assessments, Research, Evaluation and monitoring and Teacher Capacity Development.

#### The major objectives of QE&M branch are:

- Quality Enhancement in School Education
- Development of correct pedagogical understanding
- Development and Distribution of Quality Teaching Learning Material
- Designing of innovative initiatives for Quality Enhancement
- Create awareness among teachers about new practices in School Education
- Implementation and dissemination of best and leading practices going on at other States.
- Development of necessary supplementary Teaching learning material for effective classroom transaction
- Periodic learning assessment and necessary remedial support
- Effective monitoring of School functioning and use of data to make the teaching learning more efficient.

With an aim to achieve the above objectives, QE & M branch under Samagra Shiksha-Gujarat has successfully implemented the following interventions during the reporting period 2023-24.

# NIPUN Gujarat: National Initiative for Proficiency in Reading with Understanding and Numeracy (FLN)

This flagship iniatives, aims to ensure foundational learning for children in Balvatika, Class 1, 2 and Class 3 across all government schools in the state. With an approximate reach of 13,00,000 students, the initiative focuses on achieving key objectives such as providing access to foundational learning, offering high-quality teaching resources, implementing school readiness modules, training teachers, and establishing a robust monitoring mechanism.

#### Highlights of the initiative:

#### (a) NIPUN - Balvatika

The Balvatika programme is envisaged as a one-year programme before Grade 1 which is meant to prepare children with cognitive and linguistic competencies that are

prerequisites for learning to read, write and develop number sense through a play-based approach.

Balvatika includes the areas that complement Nipun Bharat Mission and FLN's approach. The themes such as Health and Well-being (H&WB), Involved Learner (IL), and Effective Communicator (EC) have been selected as learning outcomes in the curriculum. Language, Environment, and Mathematics have been included as subjects. Subject-wise content has been organized annually and the same is break-down into weekly modules.

Various components of children's activities like nursery rhymes, stories, and subject-related activities are integrated into each subject. Monthly annual planning of subject-related activities in the curriculum, sorting of annual planning into the weekly curriculum, and learning outcomes of each chapter as well as the subject's correlation with other subjects is completed.

The design of each activity is based on the play-way method, and the illustrations, children's story books with moral values pertaining to Indian culture and its enhancement.

The following Balvatika Teaching and Learning Materials (TLMs) are provided at the school level:

#### I. Teacher Manual

- The manual provides an understanding of the themes Health and Well-being, Involved Learner (IL), and Effective Communicator; subjects Mathematics, Gujarati, and Environment and their learning outcomes.
- The curriculum is planned with daily class readiness activities at the beginning of Balvatika's class.
- Evaluation is planned twice a year i.e., once in each semester.
- Many teaching activities are planned to build children's interest which provides a unified learning approach.
- The teachers across the State are trained on the Class 1 Teacher's Manual through the cascade model.
- The Teacher's Manual has been distributed to all the teachers.

#### II. Student Activities Workbook Part 1 and 2

 In the workbooks Part: 1 and 2, various activities provided are aligned with learning outcomes.

- Along with activities, the concept of different approaches to kindergarten is combined with the aim of making children school-ready and have fun learning.
- Activity books of Part-1 are delivered to preschool children for coloring, matching, and other skill-based activities along with early literacy.

#### (b) Teaching Learning Materials (TLM):

A diverse range of TLMs including teacher handbook, workbooks, storybooks, and FLN kits have been provided to schools. Additionally, grants for music instruments and an FLN kit from IIT Gandhinagar have enhanced the learning experience for students in classes 1 to 3.

#### (c) Implementation of Vidya Pravesh:

The Vidya Pravesh school readiness module has been successfully introduced in all class 1 schools. This includes the distribution of materials such as student workbooks, teacher editions, and training modules. Both offline and online training sessions have been conducted to ensure effective implementation.

#### (d) Teacher Resource Material/Activity Handbook:

Guidelines in the form of administrative and academic booklets have been developed, along with teacher editions for Vidya Pravesh. Around 40,000 copies of the Vidya Pravesh Teachers' Handbook have been distributed across the state.

#### (e) NISHTHA FLN -Teacher Training:

GCERT has adapted and translated 12 modules and teachers were trained. Around 87.32% of teachers were trained under NISHTHA 3.0.

#### (f) Assessment (large scale/ school based if any conducted by State/UT): (GCERT)

The state has conducted its first FLN Census baseline across the state and analyzed the data. The analysis is completed, and district and block-level data dissemination processes will start soon.

#### (g) IEC Materials Developed:

Grade-wise NIPUN Lakshayas' were translated and adapted in posters, brochures, and banners and distributed for display in the classrooms and schools. Displayed Posters at public places to bring awareness among the communities.

#### (h) Community participation:

SMCs were trained on important NIPUN aspects through BISAG, NIPUN based posters were developed and displayed across the state. Community Participation was observed very high during Pravesh Mahotsav and Vidya Pravesh implementation in all the government schools.



Praveshotsav

#### (h) Development of robust technology enabled Monitoring Mechanism:

The state has developed a dedicated FLN Monitoring Dashboard. BRP NIPUN is Samagra Shiksha's Web Portal to undertake the monitoring actions of all the components of NIPUN BHARAT. State had conducted a virtual training in the month of July 2023 for BRPs, BRCs, and TTs for the understanding of BRP NIPUN dashboard.

Various BRP NIPUN dashboard components explained are:

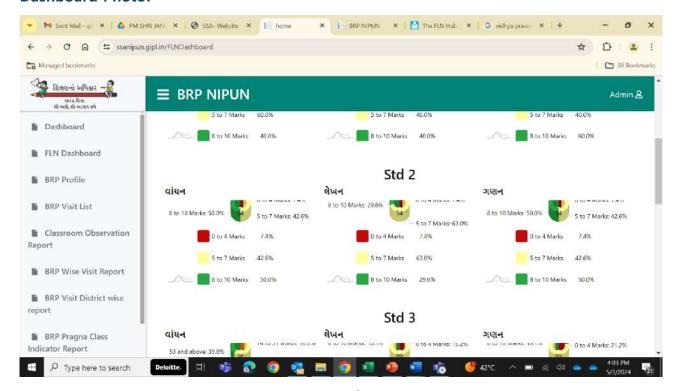
PART 1: General Information (સામાન્ય જ્ઞાન)

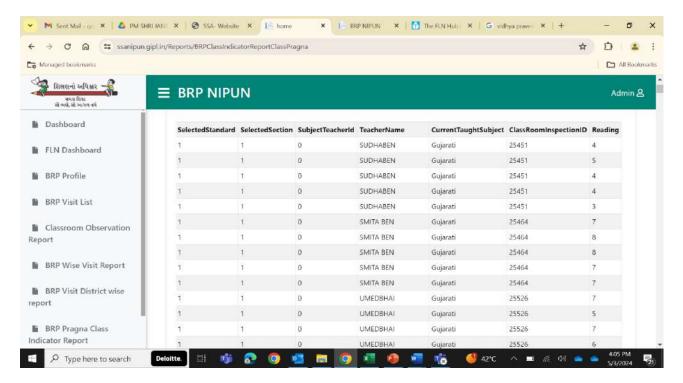
PART 2: Teacher preparation and classroom learning process. (શિક્ષકની પૂર્વતૈયારી અને વર્ગખંડ અધ્યયન પ્રક્રિયા)

PART 3: Evaluation (મૂલ્યાંકન)

PART 4: Teaching approach (વિશેષ અભિગમ)

#### **Dashboard Photo:**





#### Impact made:

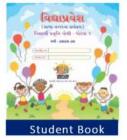
- To implement Foundational Literacy and Numeracy, in alignment with the National Educational Policy (NEP) 2020, State has introduced key components such as Balvatika for strengthening foundational education, including a teacher's handbook and two workbooks (Part 1 & 2) for each student.
- The School Readiness module under Vidya Pravesh (Class 1) incorporates a Teacher's Manual, Student workbook, and Activity Based Learning for Classes 1-2, encompassing Maths Practice book, Gujarati Practice book, Creative Exercise book, and Drawing book. State has also emphasized the development of reading skills and comprehension through the collection of Gijjubhai Bhadeka stories Varta no Vadlo book parts 1 & 2, employing a trilingual approach in English, Gujarati, and Hindi.
- It further includes a set of 24 Board books based on different subject matters and focuses on early education with QR coded Indian Sign Language videos for Hearing Impaired children and provided braille embossed Pragna books for totally blind children. Additionally, the state promotes art education enrichment by providing grants to schools for musical instruments, activity grants, and grants for purchasing materials.
- A capacity-building approach is facilitated through Administrative and Educational Guidelines for teachers and the NIPUN Gujarat Brochure is disseminated for public awareness.

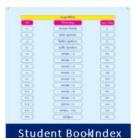


- The mission is reinforced by providing the FLN Kit (Class 1-2) through IIT Gandhinagar, which includes basic mathematical activities and language skill development for children.
- Overall, this initiative strives to create a holistic foundation for students' learning and development.

# Vidyapravesh-Class 1

SN	Resource Material	Description	Total Coverage
1.	Vidyapravesh- Student activity book	<ul> <li>Based on Learning Outcomes mentioned in NCF &amp; SCF</li> <li>Cordially prepared by GCERT and Samagra Shiksha based on NCERT guidelines.</li> <li>Three month Play Based Module for All Students f Grade: 1</li> <li>Areas included: Mathematics, Environment &amp; Gujarati</li> </ul>	5,09,786
2.	Vidyapravesh– Teacher Handbook	<ul> <li>Based on Learning Outcomes mentioned in NCF &amp; SCF- help provide learning experiences to students in joyful way.</li> <li>Cordially prepared by GCERT and Samagra Shiksha based on NCERT guidelines</li> </ul>	40,000







1

# Status of Jaadui Pitara Material Development NCERT & Gujarat

No	Particulars	NCERT - No. of Items suggested in Jaadui Pitara	Gujarat - No. of Activity-Based Learning Materials per classroom
1	Toys & Games	21	35
2	Cards	332	445
3	Dominoes	14	59
4	Poster	27	40
5	Activity - Story / magazine	40	98
6	Picture Dictionary	0	25
7	Calendar	0	2
8	IEC Material	0	10
9	NCERT kit	0	37
10	Inclusive Education (Braille TLM)	0	26
11	Music kit	0	16
	Total Items	434	793



# **Learning materials for students:**

No.	Components / Resources	Class	No of Book Per Students	Total Books	Total Coverage No of Students
1.	Balvatika workbooks Part 1 and 2	Balvatika	2 per student	2	6,10,000
2.	Math's workbook Part 1 and 2	1 and 2	2 per student	4	6,17,450
3.	Gujarati workbook Part 1 and 2	1 and 2	2 per student	4	6,17,450
4.	Vidya pravesh student book	1	1 per student	1	5,09,786
5.	Writing book	1 and 2	1 per student	2	6,17,450
6.	Activity Project book	1 and 2	1 per student	2	6,17,450
7.	Project Book	3 to 5	1 per student	3	19,17,857
8.	Slate	1 and 2	1 per student	2	6,17,450
9.	Drawing book	1 to 5	1 per student	5	25,33,307
10.	Notebooks	1 to 5	3 per student	15	25,33,307
11.	Stationery Kit (7 items)	Balvatika to 2	1 kit per student	7 Items	12,34,900

Note: The distribution of some of the items will be carried in A.Y. 2024-25.



# Resource Materials for Print rich classroom and FLN Library:

No	Details	No. of Items per set	No. of sets
1	Story book collection (Part: 1 to 12)	12	58,700
2.	Varta no Vadlo (Part 1 and 2)	2	219,112
3.	Big book	8	58,700
4.	Early Reader Series	20	58,700
5.	Bilingual Story books CIIL	25	33,000
6.	Picture Dictionary	1	58,700
7.	Board book set	24	48,200
8.	Charts	40	58,700
9.	Flash cards	504	58,700
10.	Picture Calendar	2	58,700
11.	General Knowledge Book Set	3	50,000

















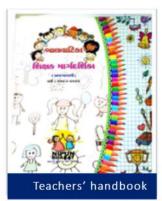


# FLN Classroom kits (TLMs):

No.	Details	Class	No. of items per Set	No. of Sets
1.	Braille Kit		26	2,650
2.	Music Instrument for		6	40,527
	FLN Class	Balvatika,		
3.	NCERT Early Math's Kit	Class	37	33,000
4.	IIT Gandhinagar FLN Kit	1 & 2	9	32,000
5.	Children University NIPUN		18	15,000
	Toy kit			

# **TLMs for Teachers:**

No	Details	Class	Unit	Total Coverage
1.	Balvatika Teacher Handbook	Balvatika	1 per teacher	40,000
2.	Vidyapravesh Teacher Handbook	1	1 per teacher	40,000
3.	Teacher Training Module	1 and 2	1 per teacher	40,000













#### **IEC and Teacher Resource Materials:**

No.	Details	Unit	Total Coverage
1.	NIPUN Bharat Guideline	School	34,500
2.	NIPUN Learning Outcome (LO) 6 Posters	Classroom	34,500
3.	NIPUN Bharat Brochure	School	34,500
4.	IEC Diary	Principal	35,500
5.	Annual Calendar	School	35,500









#### Learning Enhancement Program/Remedial Programme:

The Learning Enhancement Programme (LEP) for students in Std. 3 to 10 was initiated to address the need for enhancing students' understanding of key concepts aligned with their syllabus. Through a combination of activity-based learning, group discussions, and project work, the program aimed to deepen students' comprehension and foster critical thinking skills across various subject areas.

During the reporting period, the following resource materials/books were developed and will be provided to students.

Progress for the academic year 2024-25:

No.	Details	Class	Unit	No. of	No. of
				Books	Students
1.	Workbook Part 1 to 4	3 to 5	4 per student	12	19,17,857
2.	Workbook Part 1 to 6	6 to 8	6 per student	18	19,19,589
3.	Workbook Part 1 to 6	9 and 10	6 per student	12	2,27,042
4.	Periodic Assessment	3 to 10	1 per student	8	41,82,871
	Test (PAT) Booklet				
5.	Project Book	6 to 9	1 per student	4	20,33,113
6.	Sanskrit Pocket Diary	6 to 8	1 per student	1	19,19,589



- Grade 3 to 5: Gujarati, Math's, Environment
- Grade 6 to 8: Gujarati, Math's, Science, Social Science, Hindi, Sanskrit, English
- Grade 9 & 10: Gujarati, Math's, Science, Social Science, English

#### At School level:

- The activity-based approach sparked curiosity among students, encouraging them to refer to textbooks, engage in discussions with peers, and seek guidance from teachers.
- Peer learning was promoted through group activities, fostering healthy competition and collaborative learning environments.
- Different periodic themes were identified and included in the activity booklet to broaden students' understanding and strengthen their learning.
- Thematic units provided opportunities for students to explore diverse topics and apply their knowledge in various contexts.
- Project work, both individual and group-based, was integrated into the program to deepen students' understanding and promote independent research skills.
- Projects encouraged students to delve deeper into specific topics, analyze information critically, and present their findings creatively.



Pocket Diary















#### **❖** Youth & Eco-Club:

The Youth & Eco-Club (YEC) initiative aimed to engage students in curricular and co-curricular activities to raise awareness about public campaigns such as 'Jal Shakti Abhiyan', Swachh Bharat Abhiyan, and the 'Fit India Movement'. Through the establishment of Youth Clubs primary schools Eco-Clubs in upper primary secondary and schools,



various activities were conducted to promote environmental consciousness, civic responsibility and healthy lifestyles among students.

Grants of Rs 3000 for each primary school (12,478), Rs 5000 for each upper primary school (19,797), and each secondary school (1,879) were effectively utilized to fund YEC activities. The funds were allocated towards organizing events, procuring materials, and implementing projects that promoted environmental sustainability and community engagement. Students enthusiastically engaged in a wide range of activities, including tree plantation programs, awareness campaigns, competitions, and cleanliness drives. These activities helped in utilizing the idle school infrastructure like playground, sports equipment, libraries, in-school garden area, musical instruments etc. which helped the students to develop hobbies, skills and interest they might not otherwise be able to explore.

The Youth & Eco-Club initiative has made significant strides in promoting environmental awareness, civic responsibility, and holistic student development. Through a diverse range of activities, students have been empowered to take ownership of their learning, engage meaningfully with their communities, and contribute towards building a sustainable and resilient future.



#### Rashtriya Aavishkar Abhiyaan (RAA)

While emphasizing the primacy of the schools and classroom transactions, the RAA aims to leverage the potential for science, mathematics and technology learning in non-classroom settings. Beyond the four walls of a classroom, opportunities for science, mathematics and technology learning abound. Accordingly, the 'Rashtriya Avishkar Abhiyan (RAA)' is planned to provide nourishing and nurturing support to and a platform for schools in a dual track approach to make Science, Mathematics and Technology exciting to children and encourage them to have an enduring interest both inside classroom and outside classroom activities.

#### (i) Formation of Science / Math's Clubs at Elementary and Secondary level:

One of the key objectives is to stimulate a spirit of curiosity, enquiry, innovation and creativity amongst students of classes 6 to 8 through activities which would supplement conventional (in class) education and make science and mathematics an enjoyable and interesting pursuit.

During the reporting period, a grant of Rs.3000/- for each elementary schools (19,797) and Rs 5000/- for each secondary schools (1,737) have been given for the formation of Science-Mathematics Clubs along with the guidelines to implement various activities. Schools have utilized the provided grant to create dedicated spaces and procure essential resources, fostering conducive environments for club activities.

Students from classes 6 to 8 at Elementary level and students from classes 9 to 12 at Secondary level have enthusiastically embraced the club activities, demonstrating heightened interest and engagement in science and mathematics. The clubs have served as platforms for students to explore scientific phenomena, mathematical concepts, and technological innovations in interactive and hands-on ways. Club



activities have been meticulously designed by the teachers to align with and complement the existing curriculum, enriching students' learning experiences. Through experiential learning activities, such as experiments, projects, and problem-solving tasks, students have been able to deepen their understanding of scientific and mathematical principles.

The Science-Mathematics Clubs have emerged as incubators for fostering innovation and creativity among students. Participants have been encouraged by the teachers to think critically, explore diverse perspectives, and devise innovative solutions to real-world challenges, thereby nurturing an entrepreneurial spirit from a young age. Science exhibitions, math fairs, and outreach programs organized by the clubs have provided opportunities for students to showcase their learnings and inspire others to embrace the joy of scientific inquiry and mathematical exploration.

The formation of Science-Mathematics Clubs under the RAA has emerged as a pivotal initiative to ignite curiosity, foster innovation, and promote interdisciplinary learning



among school students. Moving forward, we remain committed to nurturing these clubs as dynamic hubs of scientific exploration and mathematical inquiry, empowering students to embark on a journey of lifelong learning and discovery.

# (ii) Excursion Trip within the State for Class 6 to 8 Students:

An excursion trip within the state was organized for students in classes 6 to 8, aiming to foster curiosity, excitement, and exploration among school children. With a grant of Rs 500/- per student provided, totaling 17,565 students, schools conducted two-day trips within the state following the guidelines.



The objective was to promote inquiry-based learning outside the classroom and provide students with practical exposure to various aspects of their state's culture, geography, and history.

The winners and runners up from the various events/competitions held at Block, District, State and National level were selected as per the selection criteria and grouped them for excursion trips. The excursion trips successfully instilled a sense of curiosity and excitement among students as they explored various destinations within the state.

109

Students had the opportunity to visit historical landmarks, cultural sites, natural reserves, and other points of interest, broadening their understanding of their state's heritage and environment.

The trips encouraged enquiry-based learning by allowing students to observe, question, and engage with their surroundings.

Teachers facilitated interactive sessions and discussions during the trips, encouraging students to inquire about the significance and relevance of the places visited. The excursion trips served as valuable educational experiences, complementing classroom learning and providing practical insights into various subjects.









## (iii) Exposure visits outside the State for Class 9 to 12 students:

An exposure visit outside the state was organized for students in classes 9 to 12, aiming to broaden their horizons, enhance their understanding of diverse cultures, and provide them with practical exposure beyond their immediate surroundings. With a generous grant of Rs 5000/- per student provided, a total of 500 students were selected to participate in this enriching experience following the guidelines.

The student selection was done as per the selection criteria - The winners from the various events/competitions held at Block, District, State and National level were selected as per the selection criteria and grouped them for excursion trips.

The exposure visit provided students with the opportunity to immerse themselves in a different cultural milieu and interact with people from diverse backgrounds. Visits to historical sites, museums, cultural landmarks, and local communities enriched students' understanding of regional history, traditions, and socio-cultural dynamics.

The exposure visit created lasting memories and experiences for students, shaping their perspectives and broadening their outlook on the world.

## (iv) Science Exhibition / Book Fair at Elementary and Secondary level:

Science exhibitions were organized at both elementary and secondary levels, aiming to promote scientific inquiry, foster a love for learning, and enhance students' access to educational resources. Each of the 1,780 elementary level schools and 1,737 secondary level schools, where Learning by Doing (LBD)



and STEM labs were set up, received a grant of Rs 10,000. Additionally, clear guidelines were provided to ensure the successful conduct of science exhibitions in schools. Schools effectively utilized the grants of Rs 10,000 to procure materials, equipment,

and resources necessary for organizing the exhibitions. Students, teachers, and community members enthusiastically engaged with the exhibitions, showcasing their creativity, innovation, and scientific knowledge. They have provided students with hands-on opportunities to explore scientific concepts, conduct experiments, and showcase their projects.



## **❖** Sports and Physical Education at Elementary and Secondary level:

Under centrally sponsored scheme Samagra Shiksha, sports and physical education component has been introduced for encouragement of sports and physical education activities, yoga, cocurricular activities etc. As mentioned below education level-wise grants had been provided to schools.

In order to ensure proper utilization of grant, this department had developed guidelines in Gujarati in line with the revised guidelines for sports grant from MoE and circulated to schools. The guidelines have given special focus on daily sports activities, procurement of equipment (provided age-appropriate list with specifications and unit cost), age-appropriate games, Yoga, Indigenous games, infrastructure development, function of Sports committee and Physical Education Teachers etc.

Activity Master	Category	No. of Schools	Unit Cost (Rs.)
Sports & Physical Education (P)	1-5 (All Medium schools)	12,410	5,000
Sports & Physical Education (U.P)	6-8, & 1-8 (All Medium schools)	19,973	10,000
Sports & Physical Education (S)	1-10, 6-10, 9-10 (All medium schools)	1,133	25,000
Sports & Physical Education (Sr. S)	6-12, 9-12,11-12 (All medium schools)	775	25,000









## Strengthening of Sports Education at Elementary and Secondary level:

The strengthening of sports education at elementary and secondary levels aims to harness the immense benefits of sports for children's holistic development, including physical, mental, socio-emotional, and cognitive growth. Through various Fit India related activities and participation in state and national level events, schools have provided students with opportunities to engage actively in sports, promote fitness, and foster a culture of healthy living.

As mentioned below a grant of Rs. 1000/- per school was provided to conduct the sports activities. The schools had organized the following Fit India activities during the year.

1. Fit India School Week in month of November/December



- Fit India Freedom Run 15th Aug 2nd Oct
- 3. Fit India Plogging event on 2nd October (Culmination of the Freedom Run)
- Fit India Cyclothon 4.
- 5. Fit India Quiz
- Fit India Mobile App (focus on maximizing downloads for the same) amongst other events to engage children, teachers and parents.

In addition to the above the students were encouraged to participate in Khelo India, Khel Mahakumb and other State and National level events/competitions. The winners of the above-mentioned events were felicitated during the annual school event Ramostav, acknowledging their achievements and fostering a culture of sportsmanship and excellence.

Activity Master	Quantity	Grant (Rs.)	
Strengthening of Sports Education (Elementary)	32,275	1,000	
Strengthening of Sports Education (Sec.& Sr. Sec)	1,879	1,000	

# રાજયકક્ષાની ટેકવેન્ડો સ્પર્ધામાં ભોદના ત્રણ વિદ્યાર્થીઓ દાખવશે કૌવત

જિક્ષાકક્ષાની ખેલમહાકુંભની સ્પર્ધામાં સીમશાળા નં-૧ના વિદ્યાર્થીઓએ મેળવી જીત

## આજકાલ પ્રતિનિધિ-પોરબંદર

પોરબંદર જિ દ્વાક ક્ષાની ખેલમહાકંભની ટેકવેન્ડો સ્પર્ધામાં ભોદગામની સીમશાળા નં-૧ના ત્રણ વિદ્યાર્થીઓએ મેદાન માર્યુ છે અને રાજ્યકક્ષાએ તે પોરબંદર જિલ્લાનું પ્રતિનિધિત્વ કરશે.

પોરબંદર મુકામે યોજાયેલ પોરબંદર જિલ્લા કક્ષા ખેલ મહાકુંભ ટેકવેન્ડો સ્પર્ધામાં ભોદ સીમ શાળા નં - ૧ના ૩ બાળકોએ ભાગ લીધો હતો. જેમાં અંડર - ૧૪ ભાઈઓ તથા બહેનો કેટેગરીમાં શાળાના ત્રણે વિદ્યાર્થીઓ અલગ અલગ વજન કેટેગરીમાં પ્રથમ .ક્રમ પ્રાપ્ત કરેલ છે બામણીયા રોહિત ભવરૂભાઈ જિલ્લા કક્ષા ટેકવેન્ડો ભાઈઓ (વજન - ૧૮ થી ૨૧ કિ. ગ્રા)



ખેલમહાકુંભની જિલાકક્ષાની ટેકવેન્ડો સ્પર્ધામાં ભોદ સીમશાળા નં-૧ના ૩ વિદ્યાર્થીઓએ પ્રથમ ક્રમ પ્રાપ્ત કર્યો તેની તસ્વીર (તસ્વીરઃ જિજ્ઞેશ પોપટ)

સ્પર્ધામાં પ્રથમ નંબર, બામણીયા મહેશ ભવરભાઈ જિલ્લા કક્ષા ટેકવેન્ડો ભાઈઓ (વજન - ૨૭ થી ૨૯ કિ. ગ્રા) સ્પર્ધામાં પ્રથમ નંબર, મસાનીયા રંજના કાસમભાઈએ જિલ્લા કક્ષા ટેકવેન્ડો

બહેનોની સ્પર્ધામાં(વજન - ૨૬ થી ૨૯ કિ. ગ્રા) માં પ્રથમ નંબર પ્રાપ્ત કરેલ છે. જે બદલ ત્રણે વિદ્યાર્થીઓને તથા વિજેતા થયેલ ખેલાડીઓ હવે પછી શાળાના શિક્ષક અમિતભાઇ સાતાને શાળાના આચાર્ય ભરતભાઈ વાઢિયા

તેમજ સમગ્ર શાળા પરીવાર વતી ખૂબ ખબ અભિનંદન પાઠવવામાં આવે છે. રાજ્ય કક્ષાની ટેકવેન્ડો સ્પર્ધામાં ભાગ લેવા માટે જશે.

## મોકર ગામની પ્રાથમિક શાળાના ખેલાડીઓએ વોલીબોલની સ્પર્ધામાં ૮૪ હજારનું મેળવ્યું ઈનામ



તાલુકાકક્ષા ખેલ મહાકુંભ ૨૦૨૩-૨૪ વોલીબોલમાં શ્રી મોકર પ્રાથમિક શાળાની અંકર-૧૪ કુમાર પ્રથમ કન્યા દ્વિતિય નંબર અને અંકર-૧૪ કન્યા દ્વિતિય કમે આવી શાળાનું ગૌરવ વધાર્યું છે. તેમજ અંકર-૧૭ કુમાર-કન્યા પ્રથમ અને ઓપન એજ કન્યા પ્રથમક્રમે આવી ગામનું ગૌરવ પણ વધાર્યું છે. શાળામાં અને ગામમાં વોલીબોલ રમતનો પાયો નાખનાર શિક્ષક પટેલ રિતેશભાઈ અને લાખાણા ભાવિશાબેનની મહેનતથી મોકર ગામની કુલ ૫ ટીમે તાલુકાકક્ષાએ નંબર મેળવ્યો છે. જીતેલી દરેક ટીમ જિલાકક્ષાએ ભાગ લેશે તેમજ દરેક ટીમ તાલુકાના ઈનામને પાત્ર પણ થશે.મોકર ગામના વોલીબોલ રમતનું કુલ ઈનામ ૮૪૦૦૦ થયું જેથી દરેક ખેલાકી અને વાલીઓ હર્ષ અને આનંદની લાગણી અનુભવે છે. તસ્વીર(તસ્વીર:જીન્નેશ પોપટ)



## ❖ Shaala Siddhi:

Shaala Siddhi is an evaluation initiative aimed at improving the performance of elementary and secondary schools in Gujarat. By conducting comprehensive self-evaluations and external evaluations, schools identify strengths, areas for improvement, and innovative practices. The initiative aims to facilitate the development of action plans for incremental and sustainable improvement in school performance across seven key domains -

(1) Enabling Resource of School; (2) Teaching Learning and Assessment; (3) Learners' Progress Attainment; (4) Managing Teacher Performance; (5) School Leadership and Management; (6) Inclusion, Health and Safety; (7) Productive Community Participation

- The module prepared by the National Institute of Educational Planning and Administration (NIEPA) was translated into Gujarati and printed.
- Soft copy was shared with all government schools.
- In month of March 2024, all government elementary and government secondary schools conducted self-evaluations.
- Schools actively engaged in assessing their performance across seven domins and uploaded the information onto the Shaala Siddhi portal.



- External evaluation of one-third of schools for the academic year 2022-23 was conducted by three-member committees.
- The evaluations took place in March 2024, providing an external perspective on school performance.
- Based on the evaluation findings, schools will develop action plans for incremental and sustainable improvement.

## **❖** Funds for Safety and Security in Elementary and Secondary schools:

Considering the safety of school children and providing them a safe environment as a high priority area, the National Disaster Management Authority (NDMA) of India, formulated the National Guidelines on School Safety Policy in 2016 with a vision of safety of school children. In line with this, Gujarat has developed, translated in Gujarati and circulated to all schools. A grant of Rs 2000 was provided to all schools. As per the guidelines all the schools have implemented the following activities:

- Constituted a 11-member Safety Disaster Management Committee (SDMC)
  with Teachers, SMC/SMDC members, Students, Headmaster/Principal, Fire
  officer, Police, Person from Revenue department, etc. and regularly conducted
  meetings.
- School Disaster Risk Management Plan (SDRMP) was developed by all schools.
- Installed Safety pledged banner at the prominent place in the schools.
- Provided First-aid kit with basic medicines and displayed emergency numbers.
- Conducted various activities related to safety and security.





## Orientation Programme for Teachers on Safety and Security:

In coordination with Gujarat Institute of Disaster Management (GIDM), a 2-day residential orientation workshop on school safety and security for all PM SHRI 1st phase 274 schools Principals and Teachers (One Teacher per school) was conducted at GIDM, Gandhinagar. These master trainers further conducted orientation training to the rest of the school staff and students in their respective schools.







## Organic Farming:

The Organic Farming Initiative was launched with the aim of promoting sustainable agricultural practices and educating students about the benefits of organic farming. A total of 254 elementary schools (one per block) and 100 secondary and senior secondary schools were selected to participate in the program. Each selected school received a grant of Rs 10,000 along with detailed guidelines outlining mandatory activities to be implemented.

The program focused on introducing various organic farming practices, including systematic plantation, installation of watering systems, compost pit management, and the use of natural fertilizers. Additionally, rotational plantations were introduced to enhance soil fertility and crop yield. The involvement of scientists and officers from the agriculture department of the concerned districts further enriched the learning experience by providing expert guidance and raising awareness about organic farming techniques.

The Organic Farming Initiative sparked a keen interest among students in understanding the correlation between organic farming and the production of healthy food. Through hands-on activities and expert guidance, students developed a deeper appreciation for sustainable agricultural practices. Moreover, the initiative served as a platform for students to acquire valuable life skills such as teamwork, problem-solving, and environmental stewardship.



## **\*** Twinning of Schools:

The Twinning of Schools Initiative aimed to promote collaborative learning experiences both within and outside the classroom. By pairing schools together, the program provided a platform for students and teachers to share knowledge, experiences, and best practices. A grant of Rs 1000 per school was allocated, benefiting a total of 20,028 schools across the region.

## The following activities were conducted in the schools:

- Visiting schools participated in school assemblies where the purpose of the visit was shared and plans for the day were discussed.
- Host schools facilitated observation visits to various facilities including the library, laboratory, nursery, kitchen shed, playground, and sanitation facilities.
- Host schools showcased innovative and best practices, providing inspiration and ideas to visiting schools.
- Students engaged in sports and cultural activities to promote camaraderie and teamwork.

• Debates, elocution contests, puzzles, book fairs, and science/math fairs were organized to stimulate intellectual engagement.

## **Effectiveness of the Program:**

- Exchange of Work: Participating schools exchanged work within academic and cocurricular activities, enriching the learning experiences of both students and teachers.
- Capacity Enhancement: The program enhanced the capacity of teachers and students through knowledge sharing and exposure to diverse teaching and learning methods.
- Synchronization of Abilities: Schools complemented each other's weaknesses, leading to synchronized learning and mutual growth.
- Peer and Group Learning: The initiative strengthened peer learning and group learning environments, fostering collaboration and cooperation among students.
- Teacher Development: Teachers had the opportunity to adopt better and more effective teaching methods, resulting in enhanced pedagogical practices and student engagement.

In a nutshell, the Twinning of Schools Initiative has been instrumental in promoting collaborative learning environments and fostering the exchange of ideas and best practices among schools. By providing opportunities for peer and group learning, the program has contributed to the overall development of students and teachers alike.



















## **❖** Ek Bharat Shreshtha Bharat

The vision of this programme is to commemorate the concept of India as a unified nation where diverse cultural entities from various geographical regions converge and engage with one another. To foster awareness among our citizens regarding the cohesive integration of the modern Indian States/Union Territories spanning a vast expanse, which forms the sturdy foundation sustaining the geopolitical prowess of the nation for the collective benefit and to mitigate the sense of alienation among individuals from different states. It is instilling a sense of duty and belongingness towards the nation as a unified entity. In this regard, a grant of Rs. 45,40,000 for elementary government schools and Rs. 18,79,000 (Rs. 1000 per school) for 1879 Secondary and Sr. Secondary was provided to perform EBSB activities at Block, District and State level across the state.

## The following activities were undertaken based on the MoE guidelines:

- A short video series of sessions of Ek Bharat Shreshtha Bharat has been uploaded on the DIKSHA Platform and YouTube channel and their links have been shared with the students, teachers and parents via different social media platforms. Links of the sessions are given below:
  - Common Link for all online Video Sessions from the E-Book of DIKSHA: https://diksha.gov.in/play/content/do\_3131903688146534401291
  - Gujarat e-Class YouTube Channel: https://www.youtube.com/playlist?list=PLDas\_-OQK0BzXNNGpyNc5CnBT3xLKha4x for EBSB were shared with the schools.
- These videos of the Ek Bharat Shreshtha Bharat program include a session on different themes which are aligned with EBSB vision and connected to the paired state of Chhattisgarh.
- At the school level, a range of activities including essay writing, storytelling, painting, folk dance, drama/ character-drama, and



various art forms on culture, history, tradition of paired State were organized. Optional classes at school to learn the language of the partner state and students' expression developmental activities of 100 sentences, song compositions, proverbsidioms and special idioms in the languages of the partner state.



## Effectiveness of the programme:

Students from both the states were able to celebrate unity in diversity, preserving and reinforcing the emotional bonds that have traditionally connected the people of our nation. They were able to foster the spirit of national integration. The state had highlighted the abundant heritage, culture, customs, and traditions of the other state, facilitating a deeper understanding and appreciation of India's diversity, thereby nurturing a sense of shared identity. This endured partnerships and cultivated an environment conducive to inter-state learning by facilitating the exchange of best practices and experiences.

સરદાર વલ્લભભાઈ પટેલ જન્મ જયંતી. રાષ્ટ્રીય એકતા દિવસની ઉજવણી. સાતરડા -1 પ્રા શાળા.











## **❖** Talent Search:

A talent search initiative is conducted to recognize, appreciate, and nurture students' abilities from a young age, linking them with opportunities to develop their potential. In this regard, the Gujarat Secondary and Higher Secondary Education Board (GSHSEB) is provided grant from Samagra Shiksha to cover the examination fees of Rs. 100 per student for Class 9 students.

This benefited the students to:

- improve their study and social skills while allowing space for independent development.
- encourage students to set reasonable goals and support them in finding?solutions to problems that arise along the way.
- support students in their transition to from Upper primary to secondary school
- place them in the "BEST FIT" Career Path

## **PAT** (Periodic Assessment Test):

• Weekly Periodic Assessment Tests (PAT) were conducted every Saturday in all government schools across Gujarat for students from Standard 3 to 10. These formative assessments played a vital role in facilitating the teaching-learning process in classrooms. By consistently monitoring students' performance, teachers identify learning gaps and provide necessary support through remedial measures, adjusting their lesson plans accordingly. The annual PAT calendar was distributed to schools, aiding teachers in structuring the academic year effectively.



• The Gujarat Council of Educational Research and Training (GCERT) developed a learning outcome-based assessment toolkit for these tests. Assessment covers all subjects, including Gujarati, Mathematics, Environmental Studies (EVS), Science, Social Science, Hindi, Sanskrit, and English. Each student from class 3 to 10 is provided with a booklet to record their answers during PAT sessions. A grant of Rs. 25 per students was provided for printing PAT booklet. In total, 1,71,778 lakhs booklets for classes 9 & 10 and 36,80,999 lakhs booklets for classes 3 to 8 were distributed to facilitate students' participation in PAT in the academic year 2023-24.

## **❖** Social Science Kit- 6 to 12

A social science kit for students in standard 6 to 12 is a comprehensive set of educational resources and materials designed to help students learn about various social sciences subjects such as history, geography, economics, and sociology. A grant of Rs. 5000 per school was allocated for Social-Science kits in 22,000 Schools, encompassing a variety of games, simulations, textbooks, maps, and interactive materials, to understand the geography and history of different regions, countries, and cultures.

These kits typically include a range of hands-on and interactive materials such as books, maps, games, simulations, and other tools that help students to understand and engage with the concepts and topics covered in social sciences.

## Effectiveness of the kit at school level:

The benefits of using a social science kit for students in standard 6 to 12th are the following:

The hands-on and interactive materials in social science kits helped the students to understand and retain information better than they would through traditional lecture-style learning. By using simulations, games, and other interactive materials, students were actively engaged with the information they were learning and gained a deeper understanding of complex concepts and ideas.

The interactive nature of social science kits can help students to analyze and interpret information, develop arguments, and make informed decisions. Students learnt how to think critically and creatively and apply their knowledge to real-world scenarios, improving knowledge of the world.

# GUJARAT COUNCIL OF EDUCATIONAL RESEARCH & TRAINING









## **GUJARAT COUNCIL OF EDUCATIONAL RESEARCH & TRAINING**

## Highlights of the programs conducted:

## (1) PM Shri Yojana (PM Schools for Rising India)

"PM SHRI" (PM Schools for Rising India) Centrally Sponsored Scheme has been approved by the Cabinet on 07th September 2022. More than 15,000 schools nationwide will be qualitatively strengthened to incorporate all components of the National Education Policy. These schools are PM SHRI Schools. An innovative pedagogy training for teachers of schools selected under PM Shri Yojana and leadership training for principals of schoolsselected under PM Shri Yojana were imparted to guide other schools to achieve the objective of the program

## **Innovative Pedagogy Training:**

50% of selected schoolteachers were trained on Enjoyable Activities Learning, Toy-Based Learning, Discovery-Based Learning, Experiment-Based Learning, Art-Based Learning, Sports-Based Learning under the PM Shree Scheme (Sports Based), ICT-Based Learning (Other than PPT), etc.

## **Training of Principals:**

The training of Principals of selected schools was organized under PM Shri Yojana. The various topics covered included PM Shri Yojana-Introduction, Role of Principal in PM Shri Yojana, activities to be conducted in school under PM Shri Yojana, National Education Policy-2020, soft skills-positiveapproach, use of technology in education, Holistic Progress Card 360 Assessment, NIPUNBharat Mission, NCF-SE, etc. were included.

Number of training beneficiaries under the PM Shri Scheme				
Principal's RPs Training Details: Agalod, Dist. Mehsana	31 RPs (Principal)			
Principal's Training Details: At Zone Leve (Idar, Botad, Kathlal, Junagadh, Dang)	263 (Principal)			
Innovative pedagogy RPs Training Details: Aglod, Dist.	50 RPs			
Statistical details of innovative pedagogyMTs training: Zone Level (Surendra Nagar, Rajkot, Vadodara, Mehsana, Ahmedabad Rural)	293 MTs			
Statistical details of innovative pedagogy teacher training	1,649 teachers			







## (2) Learning outcomes-based training:

According to the provision of National Education Policy-2020 based on innovative pedagogy, teacher training on learning outcomes for subjects 6 to 8 Gujarati, English, Hindi, Mathematics, Science, and Social Science was organized. Resource persons were trained forteacher training by organizing a two-day training at District Education and Training Bhavan, Idar.

Under this training, master trainers have been trained at the district level., The teachers in grade 6-8 teaching Gujarati, English, Hindi, Mathematics, Science, and Social Science subjects were given Learning Outcoem based training in two phases. The entire training was organized incascade mode. The cost of this training was met from the budget sanctioned for training for 2023-2024 by Samagra Shiksha, Gandhinagar. In this training, all the primary schools of the districtincluding, government, granted, ashramshala, K.G.B.V and model school teachers were included.

Class 6 to 8 Language and Social Science Studies Performance-Based Training			
Language: KRP Training:	290		
Language: master's Trainers Training:	2,036		
Language: Teacher Training:	22,938		
Social Science: K.R.P. Training:	103		
Social Sciences: Masters Trainers Training:	1,364		
Social Science: Teacher Training:	17,990		







## (3) Training report of teachers of Standard 9 and 10

The training of teachers from the Government and Granted Secondary Schools (Standard: 9 & 10) of the State was organized by GCERT, Gandhinagar. Six Key Resource Persons (KRPs) from each district were provided with two days of training. After the training, the responsibility for organizing district-level training sessions was assigned to the KRPs.

Following the completion of training at the district level, a Resource Person (R.P.) training session was scheduled. Subsequently, a three-day training program for teachers of

government and grant-in-aid schools, targeting Standard 9 and 10, was conducted statewide in two phases. During the teacher training, a total of four lectures were broadcasted via air from the state level in collaboration with VSK (Vidya Samixa Kendra) and through BISAG-N (Bhaskaracharya National Institute for Space Applications and Geo-informatics). These lectures covered topics such as NEP-2020, Vocational Education, NCF-FS, and G-Shala+ App.

Detail	Date	Location	Number	
K.R.P.	February 12 and 13, 2024	Vadodara	241	
Training				
	February 28-29 and		Government	Granted
Teacher	March 1, 2024, (Phase I)	District	Teachers	Teachers
Training	4th to 6th March 2024	Level		
	(Phase II)		3,276	13,470

• A Resource Person (RP) and a team of specialists were integrated into the teacher training sessions. The training sessions were conducted multiple times, and specialists were involved in delivering the content.



















# MANAGEMENT INFORMATION SYSTEM (MIS)







## **MANAGEMENT INFORMATION SYSTEM (MIS)**

Since quality is a major concern and is one of the objectives of Samagra Shiksha, 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 Samagra Shiksha. To meet the requirement of the program objectives, the emphasis is given on Management Information System (MIS) to review the scenario of school education in the context of planning for the thrust area.

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

## 1. UDISE+ (Unified District Information System for Education)

U-DISE+ (Unified District Information System for Education Plus) is a database of information about schools in India. The database was developed at the National Institute of Educational Planning and Administration (NIEPA).

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

UDISE+ is an updated and improved version of UDISE. The entire system is now online and has been collecting data in real-time from 2018-19

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

A project named "Aadhaar Enabled DISE" was launched in January 2012 for tracking children in the context of retention and assessment of learning outcomes. It aims to track the students from Classes 1 to 12 by maintaining the students' database to provide prompt access to child information by interlinking with enrolment and academic data. The system has generated 18 Digits unique Id Numbers 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 the benefit of scholarship schemes.

## 3. Daily Online Attendance of Students and Teachers

- NEP 2020, Chapter 7.7 recommends using ICT-tools for Regular Attendance, as it is one of the most important factors for improving the quality of education.
- Daily Online Attendance System was launched in 2018-19 across all Government Primary Schools to track the attendance of all the Students and Teachers across the State.
- This system was extended to all Government and Private Schools in the State from June, 2019.

Smart Attendance

- Launched chat bot application Smart Attendance - System Managing Attendance for Regularity & Timeliness; for daily online attendance reporting of teachers and students
- An automated system designed with the intent to emulate teachers' response on the Internet, such as messaging to report the daily attendance of the students and teachers.
- The bot is able to perform the tasks which are simple and repetitive in nature.
- Today daily online attendance of 11.5 million Students and 3.98 lakh Teachers across 53,851 Government and Private Schools is received at VSK.

## 4. Centralised Periodic Assessment Test for the Students of Grades III to XII

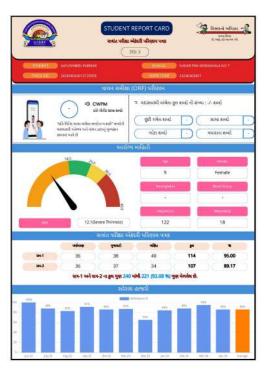
Periodic Assessment Test also known as Unit Test or Ekam Kasauti is a new approach by the Education Department of the Government of Gujarat to constructively evaluate the academic achievement of students based on the achievement of learning outcomes. Evaluation of students conducted only during half-yearly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

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

- Xamata (eXpression of Achieved Marks under Tests & Assessments) Chat Bot is being used for data entry of PAT marks through Mobile / Tablets
- These formative assessment tests are expected to help improve the performance of schools in the upcoming NAS and Gunotsav 2.0.
- It is estimated that more than 4 million children across the state are benefiting from the unit test every year.
- This large repository of data running into about 500 Crores of data sets is analyzed at Vidya Samiksha Kendra (VSK) using Al and ML
- This gives us State wise analysis of achievements across all Learning Outcomes of all Subjects from Grade III to XII
- Gujarat is the first State to offer Learning Outcomes based Report Card for every student, all subjects, across Grades III to XII.
- About 17 Crore Report Cards have been generated till now.

# STUDENT REPORT CARD SEMESTER II EXAM 2023-24 SEMESTER II EXAM 2023-24 STUDINI ANUSHIBEN PARIAR STUDINI ANUSHIBEN PARIARA STUDINI A

## **Learning Outcomes Report Card**



## **❖** Summative Examinations for Grades III to XII

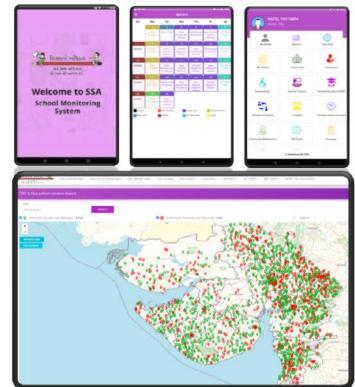
- Since October 2018, Centralized Summative Examinations have been introduced in the State.
- 100% of the answer sheets are checked by the teachers from other schools.
- Centralized data entry is done for all 43 Lakh (4.3 Million) Students for all subjects.



- Almost 50 crores of unique data are entered, compiled and analysed for each examination
- Every exam captures data on a specific question, mapped to a learning outcome.
- Subsequently, Centralised Summative Examinations are now extended to Secondary, Higher Secondary Government, and Grant-in-aid Schools as well as to Self-Financed Schools.

## 5. GPS based School Monitoring App for CRC and BRC

- Holistic school monitoring system for field level staff to capture the real time data:
- It improves School Management and Governance
- It helps in timely interventions, streamlining processes, creating transparency
- To build accountability through real time escalations from field for academic & Nonacademic issues for timely actions
- School Monitoring App covering following two parts:



- Information Part: Cluster details including number of schools, enrolment, teachers, attendance, Gunotsav, Assessments, Transportation and other educational indicators.
- Inspection Part: System generated tour Diary for School Visit & Classroom Observation and it's Formats.

## 6. Divyaan Application for CwSN Students

- 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
- The app consists of three modules:



## Information, Monitoring & Individual Education Plan (IEP)

## **Features:**

- Disability-wise identification through Survey form, enrolment and attendance of CwSN
- Disability-wise medical and UDID certification status
- Aids & Appliances status and Status of allocation of benefits to CwSN
- 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
- Monitoring application
  with Geo-tagging feature
  to monitor the outcomes
  achieved by District
  Coordinators, Special
  Educator (SE) at Cluster
  and School level working
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- SE's School, Classroom, Resource Room and Home visit observation Forms



## 7. Vidya Samiksha Kendra.

Vidya Samiksha Kendra for Monitoring School Education at the State Level is the first of its kind initiative in the country. As part of the initiative, Vidya Samiksha Kendra was established to be the nerve center for all the transformational interventions. It has been instrumental to conceptualize, plan, implement, nurture, monitor, and evaluate the initiatives to ensure 'Schooling to Learning'.

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

## Dashboards at Vidya Samiksha Kendra.

Country's first National Digital Education Architecture (NDEAR) framework-based;
 holistic school education dashboard has been set up at Vidya Samiksha Kendra.

- Artificial Intelligence, Big Data and Machine Learning are used to design the School Excellence Dashboard so that important metrics stand out and are easy to access.
- The School Excellence Dashboard consists of analysis and insights related to Grade > Subject > Studentlevel assessment data, learning outcomes, and school accreditation scores along with real-time tracking and monitoring of cluster resource coordinators and a video conference facility directly with the schools.

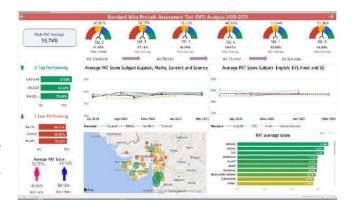




## **Dashboards**

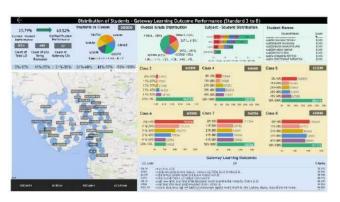
## 1. Periodic Assessment Dashboard

Periodic Assessments were introduced for all subjects in Grades 3-8 in all Government Primary Schools in December 2018. It is now extended to higher Grades and includes Grades 3 to 12. PAT Dashboard displays Analysis of Standard wise and Subject wise PAT Scores.



## 2. Gateway Learning Outcome Dashboard

Displays analysis of Learning outcomewise performance of students from Grade 3 to 8. This includes Class-School-cluster-block-District and Statewise Learning outcome Performance of Students.





## 3. Oral Reading Fluency Dashboard

Oral reading fluency data is displayed on this dashboard, including studentclass-school-cluster-block-District wise words per minute, PAT Score vs word bucket, SAT Score vs word bucket, etc.

# Column 1980 And the Ministry Control of Minist

## 4. Home Learning Dashboard

Home Learning Dashboard displays data of content published and content consumed through various platforms like DIKSHA, G-SHALA, Microsoft Teams, YouTube, etc. This also includes data of Learning and Assessments.



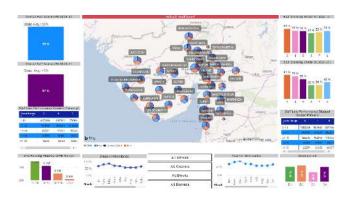
## 5. GSQAC Dashboard

GSQAC(Gujarat School Quality Accreditation Council)- Dashboard Displays GSQAC Domain and Sub Domain wise performances of School-Cluster-Block-District, as well as PAT Score vs GSQAC Score.



## 6. Bird's Eye View Dashboard

Bird's Eye view Dash Board showcases the overall performance of schools which includes details of No. of Schools, No. of Teachers, No. of Students, Pupil-Teacher Ratio, Average PAT score, Average SAT Scores, Student Additions, Student attendance, Teacher attendance, Student class ratio, school Infra Score, GSQAC score, etc.





## 7. School Dashboard

School Dashboard displays School wise details of student and teacher attendance, Grade wise and studentwise PAT & SAT Scores, Oral Reading fluency and GSQAC scores, etc.



## 8. Student Dashboard

Student Dashboard showcases all the information regarding the Individual student such as Students' attendance trend, Subject wise PAT & SAT scores, Learning outcome-wise performance of a student, Oral reading fluency, etc.

## Outcomes of Vidya Samiksha Kendra.

## • Improved Enrolment and Attendance in Government Schools

Enrolment in Government Schools has increased significantly

Online Attendance System has significantly improved regular attendance of students and teachers.

## From Attendance to Improving Learning Outcomes

Focus on measuring and tracking the achievement of Grade appropriate learning outcomes for every Student in the State.

## • Improving Governance through Monitoring

Ensures seamless communication, coordinated efforts for learning activities, assimilation of information, data analysis and actionable insights to trigger responses across levels.

## From Data Collection to Data Analysis

Using Big Data, Artificial Intelligence and Machine Learning to analyse large set of data generated from across the State.

## From Data Analysis to Actionable Insights

Real time dashboards and reports to share insights, triggers and action points at all levels.





## Data Driven Decision making thereby increasing Efficiency & Effectiveness

Using data to develop the blueprint for large scale transformation projects that result in maximum return and maximum impact on investment.



## 8. Technology Enabled Learning Initiatives

## ❖ "Gyankunj" Project - Digital Interactive Class

Gyankunj-Digital Interactive Class is a school digitalization program to enhance classroom interactivity and the teaching-learning process with the help of technology tools, like a Laptop & Interactive Flat Panel. It aims to reinforce the teaching-learning and evaluation process.

- Gyankunj is a school digitalization programme to enhance classroom interactivity and teaching-learning experience
- Smart Class equipped with Interactive Panel, Laptop & GSHALA e-Content
- Equipped 53,437 Classrooms as Smart Classrooms
- Implementation under progress in 43,750 Classrooms
- All 20,000 Schools covered under Mission Schools of Excellence to be equipped with Smart Classrooms

## Technology Enabled Learning through Computer Labs

- All 20,000 Schools covered under Mission Schools of Excellence to be equipped with Computer Labs
- Implemented 6,037 Computer Labs & Implementation of 15,000 Computer Labs is under progress



- Each lab comprises of,
  - 15 Desktops with Web Cam & Headphone
  - 15 Tables
  - 30 Chairs
  - GSHALA LMS Based e-Content

## ❖ G-Shala app

A Learning Management System (LMS) - "G-Shala (Gujarat Students' Holistic Adaptive Learning App)" has been deployed with e-content (100 subjects and up to 1500 chapters) for all subjects of Std. 1 to 12 including Science and Commerce streams. More than 31 lakhs of teachers-students are registered and using G-Shala App, which provides ample opportunities for interactivity, experimental simulation and independent self-learning as well as self-assessment and a dashboard for reviewing and improving one's academic progress.

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

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







# ❖ G-Shala: Digital Learning Content & LMS for CwSN

# Special Features in G-Shala for CwSN Students

- Audio books (ePub)
- eContent with subtitles
- eContent in Indian Sign Language
- Screen Reader & Zoom in out for e-textbooks
- Effective color contrast
- Ease of navigation between activity sections, levels, pause, save
- Supports device accessibility mode for totally blind / low vision





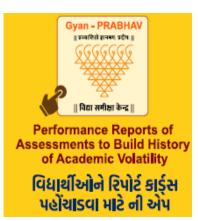


# Chatbot based Applications

- Chat bot for reporting daily online registration of Students & Teachers Smart
   Attendance System Managing Attendance for Regularity & Timeliness
- Chat bot for Aggregation of question-wise marks obtained under PAT / SAT by students - Xamata - eXpression of Achieved Marks under Tests & Assessments
- Chat bot to deliver the Report cards of students to their parents: Gyan -PRABHAV: Performance Reports of Assessments to Build History of Academic Volatility







# Vehicle Tracking System

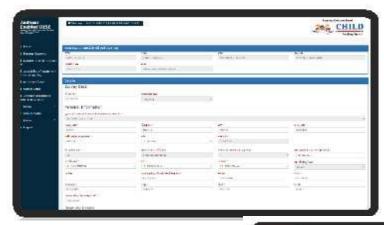
- Transportation is being provided to students living far from their schools to ensure continuum of their education.
- To ensure the safety of children, online vehicle tracking system (VTS) is developed and implemented.

### **Key Features of the VTS:**

- Web Based Online System with Mobile Application including :
- All reports related to vehicle i.e. Average speed, top speed, Tracking History with route map, etc.
- Monitoring of unsafe or over speeding by driver
- Route Planning to ensure optimum utilisation which ensures smooth and quick rides to the destinations
- Single Control of the Control of the
- Geo-Fencing
- Daily Travel History with route map
- More than 2 lakh students are being benefited across the State

# **❖** Tracking Out of School Children

- Survey entries have been completed by field staff at the school level
- BRCs, CRCs, BRPs at the Block level need to verify the Child's details and School level freeze the records in the system
- As per the details captured in the survey, the records will be updated in the respective database. (Via API Data Push to PRABANDH Portal).



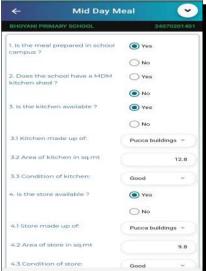


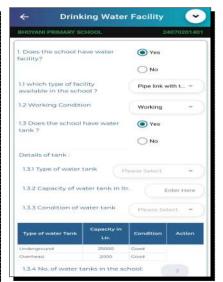
# **❖** Application for School Infrastructure Assessment

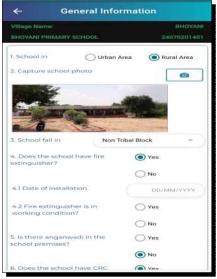
- Samagra Shiksha Gujarat has developed infrastructure assessment form for Whole School Development Plan (WSDP).
- The followings are incorporated in the WSDP form: Infrastructure Assessment:
- General information
- Academic Information
- Campus Details : Infrastructure details, Details of classrooms, Boundary wall,
   Availability of separate toilet for Girls & Boys,
- Drinking water facility
- MDM kitchen shed
- A detailed questionnaire is developed to monitor the overall infrastructure of the school.



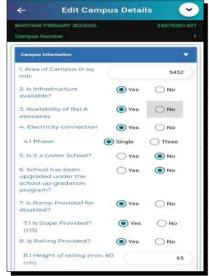












# SCHOOL MANAGEMENT COMMITTEE (SMC/SMDC)



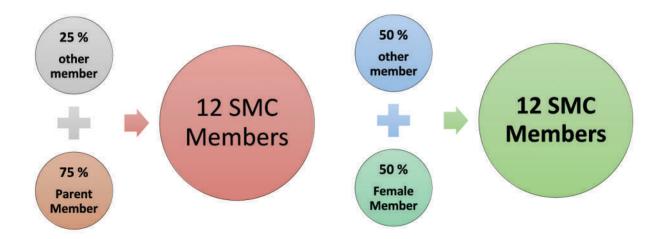


# 9

# School Management Committee (SMC)/ School Management and Development Committee (SMDC)

Section 21 of Right of Children to Free and Compulsory Education Act - 2009 makes it mandatory for the constitution and functions of a School Management Committee in all schools except non-granted 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 plans and monitor the utilization of grants received from the Government, 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**

1	Chairperson	Principal or In-charge Principal of the School		
2	Member	One Teacher related to science		
3	Member	One Teacher related to Social Science		
4	Member	One Teacher related to Mathematics		
5	Member	One Teacher related to Language/ Sports		
6	Member	One Teacher related to Art/Craft/Culture		
7	Member	One Gentleman from the parents		
8	Member	One Lady from the parents		
9	Member	Two members from Panchayat		
10	Member	One member from SC/ST community		
11	Member	One member from the Educationally Backward Minority community		
12	Member	One member from women's groups		

# Major Roles of the School Management Committee (SMC)

The School Management Committee shall perform the following functions namely:

- Ensure the enrolment and attendance of all the children, especially children belonging to disadvantaged groups and weaker sections in the school.
- Ensure that children belonging to disadvantaged groups and weaker sections are not discriminated against and prevented from pursuing and completing elementary education.
- Monitor that all not-enrolled and drop-out children are facilitated to participate in Special Training for age-appropriate admission to regular school as per section 4 of the RTE Act.
- Monitor the identification, enrolment and participation of children with disability in elementary education and ensure that facilities for their education are provided.
- Ensure that child rights under the RTE Act, especially rights concerning the prohibition
  of physical and mental harassment, expulsion and detention, the provision of any-time
  admission are observed in letter and spirit and that child entitlements, including
  uniforms, textbooks, mid-day meal etc. are provided promptly.
- Ensure that teachers maintain regularity and punctuality in attendance.
- 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.
- The SDP primarily includes the identification of gaps in the development of infrastructure, achievement of students, needs of existing teachers, parent's expectations, classroom transaction process etc. Hence, the SDP provides requirements for each school which are finally compiled at the district level and in turn all these SIPs of the district need to be accumulated at the State level for the formulation of one 'Integrated State Consolidated Plan'.

# Major Roles of the School Management and Development Committee (SMDC)

- School level planning
- 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 expenditures.
- 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, student's attendance, the 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.

# **Progress:**

All elementary and secondary government schools in Gujarat have formed SMCs and SMDCs as per the Guidelines. To build the Capacity of SMC and SMDC members Samagra Shiksha-Gujarat organized three virtual training sessions through BISAG. A total grant of Rs. 515.71 lakhs were provided to 31,979 schools (Rs 1000/- per school) and Rs 16.895 lakhs was provided to 1,489 secondary schools for this purpose.

In each of the 90-minute virtual training sessions, state officers of various branches, including



community mobilization, Girls' Education, Alternative schooling, Vocational Education, Inclusive Education for CwSN, Quality Education, and the MIS branch, guided the role of SMC/SMDC in strengthening the ongoing activities of Samagra Shiksha.

The training sessions covered a wide range of activities and initiatives under Samagra Shiksha, including:

- Enrolment in KGBVs (Kasturba Gandhi Balika Vidyalayas)
- Adolescent Education



- Self-Defense Training
- Installation of Sanitary Pad Vending Machines and Incinerators
- School Development Plans
- Social Audits
- Admission of Students from Private to Government Schools
- 100 Days of SOE (School of Excellence)
- Preparation for NMMS (National Means-cum-Merit Scholarship) exams
- Ensuring equal opportunities for all children
- Participation in Paralympics
- Provision of Transport Facilities
- Cyber Awareness
- Out-of-School Children Surveys
- Proposals for STP (School Transformation Program 12 Months)
- Awareness for Vocational Training
- Praveshtoshva (School Enrollment Campaign)
- Career Guidance
- Education for CwSN through resource rooms
- Safety and Security of children in schools
- Guidance on Disaster Management
- Vidhya Pravesh (School Preparation)
- Pragna classes
- Community involvement in child development
- Seasonal hostels
- Implementation of digital initiatives in schools
- Enrollment of students between the ages of 6 and 18 in schools
- Availability of educational materials in schools
- MDM (Mid-Day Meal) facilities for CwSN
- Information related to Bal Mitra
- Use of the Vande Gujarat Channel
- Open Schooling through NIOS (National Institute of Open Schooling)
- School grants
- Centrally Sponsored Schemes
- Maintaining account registers
- Resolutions of the Finance Department
- Implementation of the Purchase Policy at the school level
- Use of NCERT books
- Conducting PAT-SAT exams at the school level
- Appointment of focal teachers for disaster management at the school level

At the district level, all DPEOs, DEOs, District Coordinators, BRCs, CRCs, URCs, SMC Members and SMDC Members, and School staff attended the Training.



# VACATIONALISATION OF SCHOOL EDUCATION





# 10

# 10 VOCATIONALISATION OF SCHOOL EDUCATION

Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVHSE). Skill development has become significant for the growth of the economy across the globe in recent times. Through skill development initiatives, we can enable a large number of youths towards industry-relevant projects, which will help them in finding better livelihood opportunities.

The State has been proactive to bridge the gaps between the demand and supply of skilled manpower. Several programs of skill development are operational such as ITIs and aided & self-financed ITCs, some are government as well as privately run institutes. The Government of India brought out a revised Centrally Sponsored Scheme of vocationalisation of Secondary Education by integrating employability education into School Education in September 2011 and the scheme was further revised and is now known as the "Centrally Sponsored Scheme of vocationalisation of Secondary and Higher Secondary Education" (CSSVHSE). RMSA proposed the introduction of the Centrally Sponsored Scheme of "Vocationalisation of Higher Secondary Education" in some Secondary and Higher Secondary Schools in Gujarat.

# Objective of the Scheme

There is a great disconnect between what students are learning in school versus what is required in real life. 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 the employability of the students passing these courses because of industry-driven inputs and exposure. Integration of vocational education with mainstream education will enhance the learning outcomes and eventual employability of the students, as they would be well equipped in a skill that drives the market and helps them in finding better opportunities.

# National Vocational Education Qualifications Framework (NVEQF)

The NVEQF would set common principles and guidelines for a nationally recognized qualification system, covering schools, vocational education institutes, and institutes of higher education with qualifications ranging from secondary to doctorate level, leading to Page 105 of 115 international recognition of national standards. Students would have the scope for vertical and horizontal mobility with multiple entries and exits. The aim is to start the project at Level I (Class 9th) with the goal to make students employable when they complete Class 12th.

# National Skill Qualification Scenario in Gujarat:

Year	Nos of Schools	Sector
2017-18	20	4
2019-20	102	7
2020-21	138	8
2021-22	85	8
2022-23	578	13
2023-24	227	15
Total	1,150	15

- Total Approved Schools: 1150 with 1715 Sectors
- 565 schools with 2 Trades and 585 Schools with 1 Trade
- 1010 Composite (9th to 12th), 140 Non Composite Schools( 9th and 10th Standard)

# Standard wise enrollment details are as under:

Std	9th	10th	11th	12th	Total Enrollment
Boys	30,921	13,257	2,120	803	46,471
Girls	30,420	13,664	2,703	1,046	47,833
Total	60,711	26,921	4,823	1,849	94,304

# Sector-wise distribution of schools in Gujarat:

Sr. No.	Sector	Job Roles in 9th and 10th Standard	Job Roles in 11th and 12th Standard	Schools
1	Agriculture	Solanaceous crop cultivator	Floriculturist (Open Cultivation)	329
2	Apparel made ups & Home Furnishing	Sewing machine operator	Specialized Sewing  Machine Operator	280
3	Automotive	Automotive Service Technician L-3	Auto Service Technician L4	95
4	Beauty & Wellness	Assistant beauty Therapist	Beauty Therapist	336

5	Electronics &	Field Technician -	Installation Technician	339
	Hardware	Other Home Appliances	- Computing	
			and Peripherals	
6	Healthcare	Home Health Aide	General Duty	36
			Assistant	
7	Retail	Store operations assistant	Sales Associate	62
8	Tourism &	Food & Beverage	Customer Service	46
	Hospitality	Service Trainee	Executive	
			(Meet and Greet)	
9	Physical Education	Early Years Facilitators	NA	25
	& Sports			
10	Plumbing	Plumber General	NA	28
11	IT - ITeS	Domestic Data	NA	113
		Entry Operator		
12	Food Processing	Baking Technician	NA	12
13	Banking, Financial	Microfinance Executive	NA	11
	Services			
	and Insurance			
14	Power	Consumer Energy	NA	2
		Meter Technician		
15	Construction	Assistant Mason	NA	1
		Total		1,715

# **District-wise No. of Vocational Education Schools:**

Sr. No.	District	Schools	Job roles	Students
1	AHMEDABAD	66	108	5,100
2	AMRELI	43	62	3,380
3	ANAND	47	85	5,476
4	ARAVALLI	35	56	2,942
5	BANAS KANTHA	79	112	6,788
6	BHARUCH	17	21	1,247



7	BHAVNAGAR	18	28	2,163
8	BOTAD	22	31	1,647
9	CHHOTAUDEPUR	19	31	2,087
10	DEVBHOOMI DWARKA	13	22	1,160
11	DOHAD	31	33	1,922
12	GANDHINAGAR	29	57	1,865
13	GIR SOMNATH	27	39	2,426
14	JAMNAGAR	14	24	1,358
15	JUNAGADH	43	55	2,572
16	КАСНСНН	50	74	4,236
17	KHEDA	36	51	2,471
18	MAHESANA	31	56	2,166
19	MAHISAGAR	51	82	3,801
20	MORBI	22	32	1,104
21	NARMADA	25	42	3,159
22	NAVSARI	72	94	4,316
23	PANCH MAHALS	73	94	5,197
24	PATAN	34	53	3,633
25	PORBANDAR	8	11	913
26	RAJKOT	48	77	4,496
27	SABAR KANTHA	31	43	2,114
28	SURAT	35	60	3,536
29	SURENDRANAGAR	29	34	1,646
30	TAPI	21	35	1,923
31	THE DANGS	17	23	1,831
32	VADODARA	31	40	2,309
33	VALSAD	33	50	3,320
	Total	1,150	1,715	94,304

# **Timely Deployment of Vocational Trainers:**

State issued a work order to the VTPs for deployment of all 1715 VTs for 1150 schools.

- 1549 VTs have been deployed at schools with the support of The Vocational training providers.
- Stats has given rights to district also to deploy trainers if VTP is unable to deploy Vocational trainer
- School Head Master has been given authority to continue learning through Guest lecturer max every day 2 lecture.

# **District wise VT Count**

District	No. of VT	District	No. of VT
AHMEDABAD	59	KHEDA	50
AMRELI	57	MAHESANA	41
ANAND	82	MAHISAGAR	79
ARAVALLI	55	MORBI	22
BANAS KANTHA	104	NARMADA	42
BHARUCH	20	NAVSARI	94
BHAVNAGAR	23	PANCH MAHALS	80
BOTAD	30	PATAN	52
CHHOTAUDEPUR	29	PORBANDAR	10
DEVBHOOMI DWARKA	16	RAJKOT	56
DOHAD	29	SABAR KANTHA	40
GANDHINAGAR	36	SURAT	29
GIR SOMNATH	35	SURENDRANAGAR	33
JAMNAGAR	18	TAPI	33
JUNAGADH	53	THE DANGS	23
КАСНСНН	72	xAMC	23
VADODARA	34	xRMC	20
VALSAD	50	xSMC	14
xVMC	6	Total	1,549

• The Visiting Lectures are conducted with the support of the DET and other skill resources like PMKK centers, KVK Centers, etc.

# Lab setup in Vocational Schools:

Samagra Shiksha Gujarat has initiated the Lab procurement process as per the provision and Procurement guideline of the Samagra Shiksha and also followed the FMP manual instructions for the need base selection of the tool according to the PSSCIVE list of the specific trade. As in the year of 2023 total 15 job roles have been approved in the PAB.

A committee was formed under the chairmanship of the State Project Director, Department of Labour and Employment, Education department and Local ITI experts. All 15 trade specifications of the lab equipments are finalized by the tender evaluation committee. IT related tool and equipment specifications have been finalized by the IT committee and GIL Experts. After finalization of the specification, Tender process was done for the tradewise labs through the GEM portal with the support of The PMU Team.

Through the GeM tendering process, the state has issued a work order for establishment of a total 1715 vocational labs in all 1150 schools for 15 job roles.

- 1117 Vocational Labs have been set up and are functional.
- For the remaining, a tender has been published and a technical evaluation has been done and work order has been issued.













# Translation of Curriculum, Printing Textbooks & Distribution:

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 (PSSCIVE), Bhopal as well as other sources like CBSE & from other state vocational website.

With the help of expert translators empaneled by the state, available Vocational books have been translated in regional language (i.e. Gujarati) and also QR Coded. Translated books have been uploaded on the "Diksha Portal".

Vocational Trainers were engaged to create job role wise e-content during Diwali and summer vacation and after quality checking & due diligence of this content has been uploaded on state Vocational YouTube channel.

### Channel link:

# https://www.youtube.com/channel/UCmwpESXQvs9SzhXd3aZJbwA/playlists

Created video may also viewed through physical copy by scanning the QR codes.







# Internships:

This is the second year of Vocational Students indulging in internship activities in the state. The students usually intern with employers and establishments nearby the school or the students' homes. In this academic year, 1851 students have finished their internship in the state across 8 sectors.

Since a lot of our students are placed in rural/tribal areas, they have to travel long distances to pursue quality internships. But our students overcome the challenges of distance to do internships with good employers and learn about the real world of work and the experience that comes with it. Though they received a DBT of Rupees 600/- but it is not enough to cover for the frequent long-distance travel for internship.

By visiting the schools and internship sites we have estimated that this DBT should be more than Rupees 1500/- which includes transportation from school to employer site/ shop, transportation amount for VT to find quality employers and Internship compilation ceremony.

SoP has been released from the state covering all the quality, planning and documentation aspects of the internship. This SoP is the guiding document for all the VT and District Coordinators to plan and conduct internships nearby for Urban and Rural areas.

# Internship flow:

In class 11 and 12 students are supposed to do 80+ hours internships once in two years. Vocational Trainer along with BRPs finds and convince trade related employers nearby schools to execute the internships. If it is hard to find the employers nearby school, students find employers nearby their home and complete the internship in Diwali or Summer vacation.

SoP provides all the consent letters to be signed from parents, school principals and employers to start the internship. Student safety at the employer site is a non-negotiable aspect to start the internship. To document the internship students are answering 3 reflective questions per day to note their tasks and experience in the internship. School Principal, BRP, DRP, RMSA coordinators and State representatives visit the internship sites to check the quality and encourage the students to learn new skills.

# **Monitoring and Evaluation mechanism:**

Internship portal is a monitoring tool developed by PMU - Lend A Hand India to capture the detailed Internship data from ground. It contains all the necessary data like copy of consent forms, photographs from the internship site, Daily dairy from the students, total

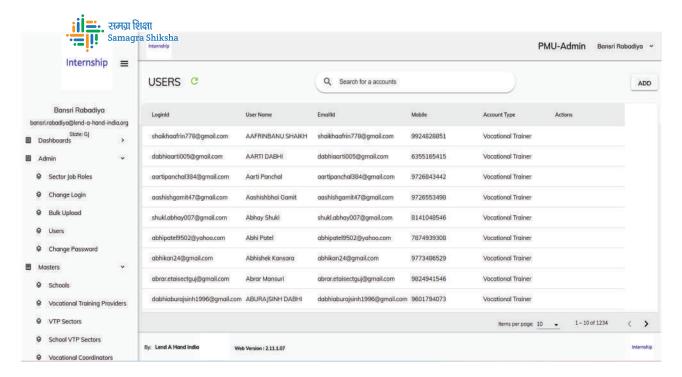


hours of the internship, internship timeline, employer details etc. It provides reliable data from the ground to check the quality of the internship at state and district level. Based on this data districts release DBT to the students. Daily Dairy can also be filled by registered student whatsapp chatbot.

From this portal we can analyze

- Trade wise internships completed in year as well as in specific period
- Gender wise internships completed in year as well as in specific period
- District wise internships completed in year as well as in specific period
- Analysis of student daily tasks and learnings from daily dairy report
- Compilation of internship in urban cities and rural areas of Gujarat
- Employer density in urban and rural areas





# **District wise Internship Completion:**

Sr no.	District	Number of Students	Sr no.	District	Number of Students
1	AHMEDABAD	127	18	MAHESANA	46
2	AMRELI	235	19	MAHISAGAR	35
3	ANAND	182	20	MORBI	27
4	ARAVALLI	18	21	NARMADA	117
5	BANAS KANTHA	486	22	NAVSARI	27
6	BHARUCH	30	23	PANCH MAHALS	140
7	BHAVNAGAR	333	24	PATAN	158
8	BOTAD	50	25	PORBANDAR	0
9	CHHOTAUDEPUR	43	26	RAJKOT	313
10	DEVBHOOMI DWARKA	73	27	SABAR KANTHA	24
11	DOHAD	1	28	SURAT	60
12	GANDHINAGAR	0	29	SURENDRANAGAR	26
13	GIR SOMNATH	42	30	TAPI	0
14	JAMNAGAR	48	31	THE DANGS	46
15	JUNAGADH	11	32	VADODARA	8
16	КАСНСНН	304	33	VALSAD	0
17	KHEDA	11		Total	3,010

# Sector wise Internship Completion:

Sr no.	Trade	Number of Students
1	Agriculture	616
2	Apparel, Made-Ups & Home Furnishing	543
3	Automotive	72
4	Beauty & Wellness	581
5	Electronics & Hardware	675
6	Healthcare	197
7	Retail	184
8	Tourism & Hospitality	142

# **Gender wise Internship Completion:**

Gender	Number of Students
Female	1,801
Male	1,209

In addition, districts are verifying internship planning sheets to quality check before starting the internship. During the internship VT, BRP, DRP and School Principals are visiting the internship site to check documentation and the whole process. State officials are also visiting the internship sites across Gujarat for the same. After successful data completion on the internship portal, the state initiates verifying internships according to the sample size and ask districts to initiate the DBT process.

# Objective for robust Monitoring system:

- To ensure the safety of the student
- To check all the paperwork has been done
- To check the role and responsibilities of the students at internship site
- To interview the students and employers
- To check the overall quality of the internship

# Internship site visit by state - data for 2023-24 year:

- Total number of districts visited: 12
- Total number of internship site visited: 32
- Total number of employer visited: 30
- Total number of students visited in school: 1586

# **Innovation in Internships:**

Rural districts of Gujarat like Narmada, Panchmahal, Dang, Valsad and Chhota Udaipur are in shortage of employers due to less population density and more interior areas. For that orientation 7 training sessions specifically for Internships along with field visits were conducted for each district by state to check ground realities and provide practical solutions. Under this, innovative and remarkable internship programs like Beauty camps, Repair@school and School Nursery were organized under the guidance of the school Principal.



District Orientation training

Kitchen Garden made in School Premise

Due to these interventions maximum schools have planned the internships in Diwali vacation. Girls are facing more problems to get permission from hostels, parents and even employers for internships. They mostly complete their internships near their home or in supervision of VT or parents.

# **Industrial linkage:**

Gujarat is known for its industrial and business ventures. Vocational Education acts as linkage between market and schools to provide required soft skills to the students to be job ready after their 12th class. State is taking an initiative to make a district wise list and sign MoU with MSMEs and large scale Industry ventures to provide HighTech internship experience to the students in their respective districts. So far 104 employers are being identified across gujarat to sign MoU to provide internships, field visits and guest lectures.

## **Internship Support Material:**

- Youtube live for guidance on overall Internship planning and documentation; employer onboarding for RMSA coordinator, DRP, BRP, VT and School Principals
- Recorded sessions for filling the internship data on internship portal
- Flyers, guiding booklets, presentations and other resources for employer on boarding, student orientation and VT orientation.

Mode - On Employer Site













Number of Employers engaged - 721 Employers

# **Initiatives under Internship activity**

# New intervention to be proposed: Internship closing ceremony

All the districts will start Internship closing ceremonies at District level (preferably) or Block/School level. This is the time when a school can give recognition and support to

- Students who have completed 80+ hours internship
- Employers who volunteered in this noble cause
- Parents who gave their moral support to their children especially Girls
- Vocational trainer who arranged all the logistics and employers
- Soft skill development of their students by showcasing their internship experience at school level.

# Outcome expected from the ceremony:

- Vertical mobility of 12th graduating students
- Higher number of quality internships from upcoming batches
- Community mobilization on Vocational Education
- Transferring ownership of the program to the school, VTP, and District
- Database of graduating students

# Sector wise orientation of Principals before selection of new schools:

An online sector wise orientation was conducted for new HMs in Gujarat before they could send the proposal for starting Vocational Education in their school. This was to ensure that the Principals could understand the offerings from different sectors and align them to their schools' needs better before requesting for a trade. Approximately 2000 Principals viewed the orientation webinar. As a result of this, there were more streamlined proposals for new schools from the districts.

Letter to do proposals were sent in the mail to all the government schools for consideration as well.

# **Training of Vocational trainers**

In the current academic year, a strategic emphasis has been placed on the training of vocational trainers, with allocated grants for conducting training programs distributed to various districts. Districts have been entrusted with the crucial responsibility of organizing and overseeing the training sessions, focusing on orienting trainers to key aspects of the scheme. This comprehensive orientation covers topics such as scheme norms, marking and evaluation procedures, assessment methods, industry visits, and guest lectures. Trainers are also acquainted with their general roles and responsibilities within the scheme.

Additionally, trainers receive guidance on the state's monitoring and evaluation system, known as Lighthouse. The training extends to practical aspects, including the process of student registration on the portal, applying for leaves, and maintaining daily attendance records. Furthermore, trainers learn how to input details of guest lectures and industrial visits on the platform.

The orientation session encompasses a thorough introduction to the Prabandh portal, ensuring trainers are well-informed about the centralized progress tracking system. To enrich the training experience, experts, including faculties from Industrial Training Institutes (ITI) and practitioners, are actively involved. Periodically, members from the state team visit districts and engage with trainers during these orientation sessions, enhancing the overall effectiveness of vocational trainer training.







# **Skill Competition:**

Also, the State has initiated efforts that the schools identify and encourage to conduct Guest lectures to break the existing trend of student's participation in nontraditional Sectors. For Example - the school shall encourage Male Guest Lecture for Beauty and Wellness trade in school.

### **Skill Competition (Kaushalotsav):**

There is a huge gap between what students are learning in school and what is needed in real life. Vocational Education introduced under NEP 2020 at secondary and higher secondary school levels aims to bridge this gap and make education practical and relevant. The objective of the scheme is expected to improve the employability of students passing out of these courses due to industry-driven inputs and exposure. Integrating vocational education with mainstream education will enhance students' learning outcomes and eventual employability, as they will be equipped with skills that are marketable and help them find better opportunities. Samagra Shiksha, Gujarat celebrates these skills in the form of KAUSHAYOTSAV to further enhance the skills acquired by the students in their respective Vocational Trades.

Kaushalyotsav is an initiative of Samagra Shiksha Gujarat for Vocational School students of Gujarat Kaushlyotsav is not a competition, but a celebration of the skills learned by every student in each trade. Through this competition, we intend to bloom their skills like problem-solving, effective communication, teamwork, etc. which can benefit them in the outside world. The theme of Kaushalyotsav-23-24 was based on making a working plan or model to solve one of the problems they identify in their surroundings. Students also have mapped their problem statement with United Nations 21 Sustainable Development Goals. More than 900 schools participated as part of this festival celebration in the academic year 2023-24 in which more than 19000 students of class 9 to 12 exhibited their unique skills in various 15 trades.

**Kaushalotsav** is an initiative of Samagra Shiksha, Gujarat to provide a platform to 9 to 12 grade VE students for displaying and showcasing their talent and skills.





Students from 9th to 12th grade from all VE schools celebrated this to showcase their expertise in 13 different job Roles. 6614 boys and 7934 girls presented their individual and group projects like water cleaning boat, Drip irrigation with skating technology, physical health and fitness, fuel saving system, Fast food zone, double side wearable cloths, etc. Winner groups and individuals from all the districts were welcomed to participate in state level competition where they were recognized and awarded for their talent.

- Total number of schools participated: 900+
- Total number of students who participated in schools across Gujarat: 19413
- Project presented: 5745
- District Level Competition:33 Districts + 4 Municipal Corporations participated
- State Level Competition: 31 districts + 4 Municipal corporations participated

State celebrated **Kaushlyotsav 23-24 in Gandhinagar** to celebrate the skills they have learned and shown at school and district level. Around 175 students represented 31 districts and 4 corporations at state level.

Hon'ble SPD madam and Secretary sir motivated and thanked participant students for representing their projects at respective districts and the state level. With great interest, the jury understood the concept and design of the project and asked questions about its sustainability and scalability. A jury of 5 ITI professors was appointed to assess the projects. Jury members provided crucial inputs to improve the project applicability and effectiveness.









# Pre-Vocational education for the year 2023-24 (Innovation activity-10 bag less class)

SSA-Gujarat has approved 3997 new schools to start Pre-Vocational Education (PVE) for the year 2023-24. With the addition of new schools, the total count of schools with VE in Gujarat increased to 4553. The orientation program for all 3997 + 65 (PM Shri) Principals was organized to explain to them about the Pre-Vocational Education Scheme, the basics of implementation by involving School Monitoring Committee, BRC, CRC, Parents, Teachers and Students involvement to help giving exposure to the students to various regional skills and sectors with proper visits at various destination.

# District-wise No. of Pre-Vocational Education Schools:

Sr.No	District	Gol	GoG	PM SHRI	Total
1	AHMEDABAD	185	58	3	246
2	AMC	109	25		134
3	AMRELI	93	57	1	151
4	ANAND	237	46		283
5	ARAVALLI	68	27	2	97

6	BANASKANTHA	539	145	5	689
7	BHARUCH	72	17	3	92
8	BHAVNAGAR	237	36	3	276
9	BOTAD	91	11		102
10	CHHOTAUDEPUR	69	11		80
11	DOHAD	380	27	4	411
12	DEVBHOOMI DWARKA	51	17	1	69
13	GANDHINAGAR	130	49		179
14	GIR SOMNATH	116	46	1	163
15	JAMNAGAR	60	37	1	98
16	JUNAGADH	45	40	2	87
17	КАСНСНН	174	72	1	247
18	KHEDA	248	65		313
19	MEHSANA	183	62		245
20	MAHISAGAR	89	1	2	92
21	MORBI	69	8		77
22	NARMADA	35	2	4	41
23	NAVSARI	55	24	4	83
24	PANCH MAHALS	196	17	5	218
25	PATAN	140	68		208
26	PORBANDAR	22	17	1	40
27	RAJKOT	65	40	4	109
28	RMC	35	21		56
29	SABAR KANTHA	134	49	3	186
30	SURAT	90	29	3	122
31	SURENDRANAGAR	118	42	1	161
32	TAPI	40	8	6	54
33	THE DANGS	37	6	2	45
34	Vadodara	123	44		167
		•	•	•	•

35	Valsad	126	41	3	170
36	VMC	25	16		41
37	SMC	2	0		2
	<b>Grand Total</b>	4,488	1,281	65	5,834

# Pre-Vocational Education (PVE) for upper primary students pursuing standard 6th to 8th Objective of the Scheme

- 1) Every student will take a fun course, during Grades 6-8, that gives a survey and handson experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs.
- 2) A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc.
- 3) Internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.
- 4) Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits to higher educational institutions in their village/Tehsil/ District/State.

# No. of Schools with Pre-vocational component:

Sr. No	Component	No. of Schools		
1	Gol	4,488		
2	PM SHRI	65		
3	GoG	1,281		
	Total	5,834		

# Enrollment in total 5834 schools implemented are as under:

	No. of Students			
Std	Gol	GoG	PM SHRI	
6th	74,054	58,521	2,783	
7th	73,603	56,741	2,857	
8th	71,082	55,202	3,018	
Total	2,18,739	1,70,464	8,658	
Grand Total		3,97,861		

# **Major Activities carried out**

- The approval from GCERT was obtained to implement the 10-days bagless activity to be carried out in all schools.
- Training and sensitization done for stakeholders by giving them training in person and On-line.
- Provided all guidance for pre-vocational activities in coordination of PSSCIVE.
- Exposure visits to various industries done by the schools to help students to have hands-on experience of working industries.
- Record keeping folders created and shared with all districts to accumulate the data for each activity done under Pre-Vocational.

# **About Pre-Vocational Activities with Photograph:**







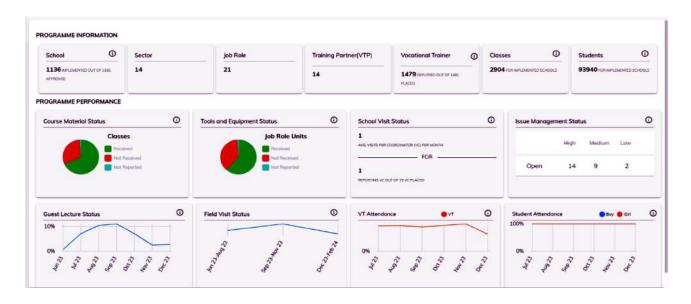
# DRP, BRP and RMSA Coordinators training on Pre-Vocational Education:

A one-day training workshop was held for all DRPs, BRPs and RMSA coordinators to orient them about the Vocational Education scheme, its guidelines, components, and the significance of field visits, guest lectures, and internships aligned with their roles and responsibilities in the same. Experts from SSA Gujarat, UNICEF & PSSCIVE provided guidance on Importance of Skilling/Vocational Educationin empowering the youth. "Gender Equity" in Vocational Education is meant - To promote equal opportunities for boys and girls in vocational education. Encourage diverse course options and ensure fair access. Provide a safe and inclusive learning environment. Monitor and address any gender-based barriers or biases.



# Monitoring and Evaluation Application - "Lighthouse":

State has developed a Monitoring and evaluation application called "Lighthouse" with the help of Lend A Hand India for better monitoring and evaluation of the scheme.



The state has effectively overseen monitoring and evaluation processes in vocational education through the utilization of the Lighthouse platform. Trainers' salaries are processed following the generation of a monthly report that includes verified data on daily attendance and school enrollment. This report is signed by the school principal and undergoes scrutiny at the district level. The Lighthouse platform also captures information on the status of course materials and tools/equipment at the school level, facilitating comprehensive monitoring.

In addition to daily student attendance, the platform encompasses features such as issue management and enables a comparative analysis of districts and Vocational Training

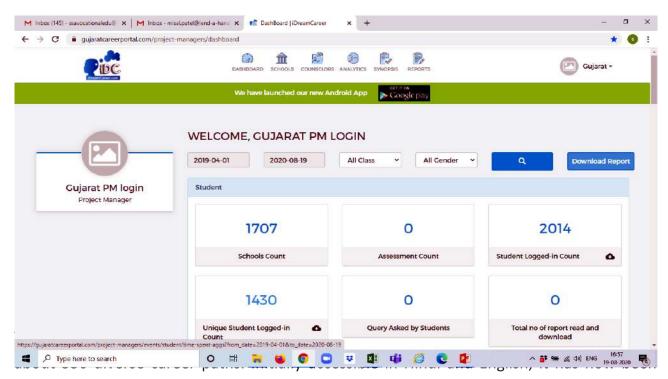
Providers (VTPs). Integration with the state's child tracking system ensures consistency in student details across various platforms. A meeting with VTPs was convened to address concerns regarding low enrollment in Class XI, with the platform proving instrumental in decision-making through its provision of relevant data points.

The district coordinators play a pivotal role in facilitating and monitoring activities throughout the year in schools via daily reporting from vocational trainers. This reporting includes location details and tasks completed by trainers. Furthermore, resource persons at the district level supervise vocational work, manage grant allocations to schools, conduct regular meetings with principals, and oversee the establishment of labs at the school level.

# **Gujarat Career Counseling Portal:**

Samagra Shiksha, Gujarat had launched a Career Counseling portal for the benefit of all the students from class 9-12th studying in Govt. and Grant in Schools. 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 Through this portal, students, teachers and master trainers will have unique ID and personalized profiles so that students can efficiently look for career interests as per their aspirations, goals and skills.

# Till date, around 10.00 lakhs students have used this portal. www.gujaratcareerportal.com



translated into Gujarati. Samagra Shiksha, Gujarat, has initiated the integration of the Gujarat Career Portal into the state server, transitioning it from the UNICEF server.

Several meetings took place to facilitate the handover process, involving UNICEF's state and ICT team, as well as the MIS team of Samagra Shiksha, Gujarat. There is potential for further development of the portal to compile information and guidance tailored to the specific needs of Gujarat. The portal has already been utilized by around 4.5 lakh students in Gujarat to gather information on career options, scholarships, and more, with nearly 50% of users being female.

Towards this, 550 Gujarati, English and Hindi Career Cards, developed and vetted at national level by UNICEF India, in partnership with government and non-government stakeholders have been made available to Samagra Shiksha for use, both in digital and offline modes. These Career Cards have also been uploaded on G-Shala App and provide details of career pathways and information on institutions for professional and vocational courses across the country along with entrance exams and scholarship options, etc. for students. These 550 Career Cards have also been translated in Gujarati and are being uploaded on the G-Shala App.







# 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 2 new job roles 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 standard student. Hence the same pattern has been adopted and being drafted by Gujarat Education Board.

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

# **Vocational Youtube Channel:**

Updated content from below 8 trades already running on YouTube channel:

- Agriculture
- Apparel, Home made ups and furnishings
- Automotive

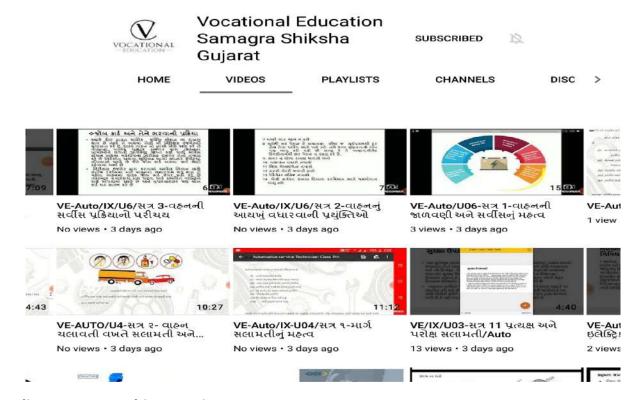


- Electronics and Hardware
- Beauty and Wellness
- Tourism and Hospitality
- Retail
- Healthcare

The main aim of the channel is to share Vocational e-Content with students in a better way. These videos were developed by experts and aimed towards making learning easy and fun for students.

The channel currently has 375 Videos and 12000+ Viewers, who take regular benefit of the Videos. All relevant content is uploaded on the YouTube channel regularly.

https://www.youtube.com/@vocationaleducationsamagra5838



### **Online Career Webinar Series**

A series of 11 online webinars was conducted for all the students across Gujarat via Gujarat e Class You tube Channel by experts from different fields and organizations. The objective of the webinar series was to make them more aware about their strengths and weaknesses. The students were also oriented towards different career pathways available for them post high school. They were also up-skilled on the ways in which they can plan for achieving their goals. The series had more than 20 thousand views online.



### Gujarat e-class You tube Channel - Career Guidance Series - YouTube

Vocational Education for Children With Special Needs [CWSN] (Innovation Activity):

In line with approval received in PAB-23, the State had signed an MOU with NIOS to conduct Vocational Education in a 50-block resource center in 25 districts. Special teachers have been trained to provide vocational education to students. State had issued grants to schools for the procurement of tools and equipment to set up Lab.

State had conducted training of the district and block level coordinator as well as Vocational Trainers for 2 days for the implementation of the vocational education for CWSN. Necessary guidelines and support is being provided to the concerned Vocational Trainers as they are providing training to the special children under the guidance of special teachers, experts and parents.

Currently, 50 Block level resource rooms are functional and 864 children with Hearing impairment, Intellectual disability, learning disability, Low Vision and totally blind are taking benefit of the training under vocational topics 2 -3 days in a week. Moreover, Industry visits and hands-on training is being organized to make them aware of the industry environment.

### District-wise No. of CwSN undergoing Vocational Education:

	<b>D</b> :	DI .	Tools 4 Tools 2		No. of CwSN				
Sr.	District	Block	Trade - 1	Trade - 2	Students				
No.					Boys	Girls	Total		
1	Ahmedabad	Dascroi	Certificate course	Certificate	36	33	69		
			in Computer skill	course in					
				beauty culture					
2	Ahmedabad	Dhandhuka	Certificate course	Certificate	13	7	20		
			in computer skill	course in					
				beauty culture					
3	Amreli	Amreli	Apparels made	It/ites	15	5	20		
			ups & home						
			furnishing						
4	Amreli	Savarkundala	Computer	Beauty and	5	6	11		
				wellness					
5	Anand	Anand	Beauty and	Certificate	0	10	10		
			wellness	course in					
				tailoring and					
				dress making					

6	Anand	Sojitra	Certificate course	Certificate	11	2	13
	/ triditia	Jojitia	in beauty culture	course in		2	13
			,	cutting, tailoring			
			and dress				
				making			
7	Banaskantha	Palanpur	Certificate course	Certificate	9	6	15
			in beauty culture	course in			
				computer skill			
8	Banaskantha	DHANERA	Certificate course	Certificate	20	12	32
			in computer skill	course in			
				cutting tailoring			
				and			
				dress making			
9	Bharuch	Bharuch	Beauty and	Computer skill	6	9	15
			wellness				
10	Bharuch	Zagadiya	Beauty and Computer skill		8	12	20
			wellness				
11	Bhavnagar	Bhavnagar	Certificate course	Tailoring and	8	7	15
			in beauty culture	dress making			
12	Bhavnagar	Mahuva	Yoga and training	-	6	9	15
13	Chhotaudepur	Chhotaudepur	Apparels Made	-	11	13	24
			ups & Home				
			Furnishing				
14	Chhotaudepur	Chhotaudepur	Sewing Trade	-	4	7	11
15	Dahod	Jhalod	Certificate course	Certificate	20	20	40
			in computer skill	course in			
				beauty culture			
16	Dahod	Dahod	Certificate course	Certificate	12	8	20
			in computer skill	course in			
				computer skill			
17	Gandhinagar Kalol		Certificate course	Certificate	10	10	20
			in beauty culture	course in			
				beauty culture			



			5	5		_	
18	Gandhinagar	Dahegham	Certificate course	Certificate	10	9	19
			in beauty culture				
				computer			
19	Gir somnath	Veraval	Certificate course	Apparel and	0	7	7
			in beauty culture	made ups			
20	Gir somnath	Kodinar	Certificate course	Certificate	0	15	15
			in beauty culture	course in			
				tailoring			
21	Junagadh	Junagadh city	Certificate course	Certificate	4	8	12
		,	in beauty parlour	course in			
			, ,	cutting tailoring			
				and dress			
				making			
22	Junagadh	Keshod	Certificate course	Certificate	10	10	20
	Janagaan	in computer skill		course in	10	10	20
				cutting tailoring			
				and			
				dress making			
23	Kachchh	Anjar	Beauty and	_	0	10	10
	- radireini	wellne			Ü	10	10
24	Kachchh	Bhuj	Computer	Apparel and	10	10	20
24	Racifeiiii	Bridj	Computer	made ups	10	10	20
	14			made ups			
25	Kheda	Nadiad	Tailoring and	-	7	7	14
			dress making				
26	Kheda	Mahemdavad	Tailoring and	-	8	7	15
			dress making				
27	Mahesana	Mahesana	Certificate course	Certificate	13	5	18
			in computer skill	course in			
				beauty culture			
28	Mahesana	Mahesana	Certificate course	Certificate	0	11	11
			in computer skill	course in			
				beauty culture			
29	Narmada	Dediyapada	Beauty and	Apparels made	20	11	31
			wellness	ups & home			
				furnishing			
				Tarriistiilig			

30	Narmada	Nandod	Beauty and wellness	Apparels made ups & home furnishing	8	12	20
31	Panchmahal	Patan	Beauty and wellness	Electronics	10	10	20
32	Panchmahal	Patan	Certificate course in beauty culture	Certificate course in computer skills	10	10	20
33	Patan	Dhoraji	Certificate course in beauty culture	Certificate course in computer skills	5	0	5
34	Patan	Rmc	Certificate course in beauty culture	Certificate course in computer skills	5	8	13
35	Rajkot	Talod	Beauty & wellness	-	0	9	9
36	Rmc	ldar	It-ites	Beauty and wellness	3	2	5
37	Sabarkantha	Mahuva	Beauty & wellness	Apparels made ups & home furnishing	8	11	19
38	Sabarkantha	Mangrol	Computer	Apparels made ups & home furnishing	6	5	11
39	Surat	Wadhvan	Certificate course in tailoring	Certificate course in tailoring & basic computer	16	2	18
40	Surat	Muli	Certificate course in tailoring	Certificate course in computer skill	11	5	16
41	Surendranagar	Vyara	Certificate course in computer skill tailoring and dress making	-	14	8	22

42	Surendranagar	Songadh	Certificate course in computer skill tailoring and dress making	-	15	9	24
43	Тарі	Vadodara	Certificate course in tailoring and dress making	Certificate course in beauty culture	1	5	6
44	Tapi	Valsad	Certificate course in computer skill	Certificate course in tailoring and dress making	6	2	8
45	Vadodara	Dharampur	Tailoring and dress making	It/ites	12	3	15
46	Vadodara	Godhra	It ites	Apparels made ups & home furnish	21	10	31
47	Valsad	Shahera	Tailoring and dress making	-	15	5	20
48	Valsad	Padra	Tailoring and dress making	-	14	6	20
		_		Total	456	408	864

State had started vocational education for CwSN from November 2022. State and district offices have conducted training of Vocational Trainers and guest lecturers. All 50 Resource room of 25 districts have been covered under the training programme.

As a part of PAB-23 Impact Assessment, State has made an agreement with Gujarat Vidhyapith, Ahmedabad for the need assessment of special children as well as how to improve their livelihood and connect them with different sector industries. State may submit the Impact Assessment Research Report by May 2024 subject to completion of the analysis of targeted children.

### **Activity View**

# ચાણસ્મા બી આર સી ભવન ખાતે વિશ્વ વિકલાગ દિનની ઉજવણી કરવામાં આવી

વિવિષ શાળાઓ ના ધોરણ ૧ થી ૧૨ ના ૧૦૦ દિવ્યાંગ બાળકો અને eO જેટલા વાલીઓ ઉજવણી માં ઉપસ્થિત રહ્યા હતા.

આ કાર્યક્રમની ઉજવણીમાં દિવ્યાંગ બાળકો ને સરકારશ્રી તરફથી મળતા વિવિધ લાભો અને યોજનાઓ વિશે સંપૂર્ણ માહિતિ આવ્યા. સ્પેશ્યલ ખેલ મહાકુદની આપવામાં આવી ઉપરાંત દિવ્યાંગ તમામ માહિતિ આપવામાં આવી. બાળ કોને બી આ રસી કો.ઓ શ્રી



પ્રોત્સાહક ઈનામો આપવામાં

પંક્રજભાઈ પટેલ દ્વારા વિવિધ દિવ્યાંગ બાળકોના વાલીઓ ને રહયા હતા

બાળકોના શિલયા અને તેમની તકેદારી વાવતે માર્ગદર્શન આપવામાં આવ્યું. ત્યારબાદ બાળકોને વિવિધ સ્પર્ધાત્મક રમતો રમાડવામાં આવી અને વિજેતા બાળકોને ઇનામો દ્વારા પ્રોત્સાહિત કરવામાં આવ્યાં તેમજ આવેલ તમામ બાળકો અને વાલીઓ સાથે સ્વરુચિ ભોજન આરોગવામાં આવ્યું આ પ્રસંગે કર્મચારીઓ

આ ઉપરાંત વાલી મિટીંગ દ્વારા દિવ્યાંગ બાળકો વાલીઓ ઉપસ્થિત











Plan of Action for the upcoming year: 2024-25

Out of 1150 approved schools, 112 schools are willing to add additional job role with already presently running one job role in the schools. Out of 1150 approved schools approved in the state, 73 schools with 112 Job Roles were unable to continue implementation of Vocational Education due to reasons like, students' and parents' unwillingness, nonavailability of extra rooms in their schools to set up Vocational Lab, etc. Apart from these, 41 schools have dropped one job role out of the two job roles approved for them. With it, 26 Job roles are requesting to change their job roles.



State had conducted an online session for all secondary and higher secondary School HMs to orient them towards the different sectors in Vocational Education. Following that, the districts gathered the proposals from the schools and shared them with the state. They have considered the availability of room, high enrolment, willingness of students and other stakeholders to start vocational education.

The state has proposed and the below mentioned schools have been approved upon request from the respective districts as depicted here.

	Existing		Surrender		Additional		Job role		Job Role		New	
			Scho	ols	Job Role		change		Surrender		Proposal	
								est				
District	Schools	Job Role	Schools	Job Role	Schools	Job Role	Schools	Job Role	Schools	Job Role	Schools	Job Role
AHMEDABAD	43	67	5	8	0	6	0	0	0	1	10	17
AMRELI	44	63	3	3	0	7	0	2	0	2	20	26
ANAND	47	85	0	0	0	1	0	2	0	3	43	64
ARAVALLI	35	56	0	0	0	2	0	0	0	1	28	35
BANAS KANTHA	79	112	6	7	0	7	0	0	0	1	38	58
BHARUCH	17	21	0	0	0	7	0	0	0	1	15	18
BHAVNAGAR	17	26	0	0	0	8	0	2	0	1	13	22
BOTAD	22	31	1	1	0	0	0	0	0	0	5	6
CHHOTAUDEPUR	19	31	1	2	0	0	0	0	0	0	7	9
DEVBHOOMI DWARKA	13	22	2	4	0	0	0	0	0	2	3	4
DOHAD	31	33	3	3	0	2	0	2	0	0	15	20
GANDHINAGAR	26	52	5	10	0	0	0	1	0	5	20	31
GIRSOMNATH	27	39	2	3	0	2	0	2	0	1	5	8
JAMNAGAR	14	24	1	1	0	1	0	3	0	1	5	5
JUNAGADH	44	56	3	3	0	6	0	0	0	0	20	24
КАСНСНН	50	74	0	0	0	4	0	1	0	2	10	15
KHEDA	36	51	1	1	0	4	0	2	0	0	36	54
MAHESANA	31	56	5	10	0	0	0	1	0	6	21	28

	Existing Surrender Schools		nder	Additional		Job role		Job Role		New		
			Scho	Schools		Role	change		Surrender		Proposal	
							request					
District	Schools		Schools		Schools		Schools		Schools		Schools	
		Role		Role		Role		Role		Role		Role
MAHISAGAR	51	82	3	4	0	5	0	0	0	0	30	51
MORBI	22	32	3	4	0	1	0	0	0	4	0	0
NARMADA	25	42	0	0	0	1	0	0	0	0	3	6
NAVSARI	72	94	0	0	0	3	0	2	0	0	33	36
PANCH MAHALS	73	94	9	12	0	13	0	3	0	1	11	16
PATAN	34	53	1	1	0	5	0	0	0	0	19	25
PORBANDAR	7	10	0	0	0	5	0	0	0	1	7	10
RAJKOT	36	57	0	0	0	3	0	0	0	1	21	26
SABAR KANTHA	34	48	2	2	0	1	0	0	0	5	28	35
SURAT	18	28	0	0	0	1	0	0	0	0	19	24
SURENDRANAGA	R29	34	1	1	0	1	0	0	0	0	36	55
TAPI	21	35	0	0	0	1	0	0	0	2	5	9
THE DANGS	17	23	0	0	0	0	0	0	0	0	8	10
VADODARA	26	34	0	0	0	6	0	0	0	0	39	56
VALSAD	33	50	0	0	0	5	0	1	0	0	35	50
AMC	23	41	8	16	0	1	0	1	0	0	21	28
RMC	12	20	0	0	0	2	0	0	0	0	3	4
SMC	17	32	8	16	0	1	0	1	0	0	6	7
VMC	5	6	0	0	0	0	0	0	0	0	17	29
Total	1,150	1,714	73	112	0	112	0	26	0	41	655	921

# MEDIA AND COMMUNITY MOBILIZATION





# 11

### MEDIA AND COMMUNITY MOBILIZATION

Samagra Shiksha's Media department is actively pursuing several initiatives in print, electronic, and social media. These projects, which cover a wide range of topics, are mainly meant to increase public awareness and produce a lot of media coverage. In 2023–2024, 32,692 government schools received funding of Rs 490.38 lakh as part of the Community Mobilization initiative. Additionally, a budget of Rs 28.71 lakh was approved for 1914 secondary schools. Which led to the following actions being carried out:

- Praveshotsav, various activities of the Samagra Shiksha, NIPUN Bharat, Radio and tv broadcast of jingles, LED TV hoardings, ST bus back and side panels, advertisements on auto rickshaws, inside and outside of railways, preparing Praveshotsav brochures, pamphlets, posters etc.
- for the wide publicity of various branch of Samagra Shiksha documentary films are made on the September 5 -Teachers' Day, School of Excellence Vocational Education Gyanshakti Residential School and Gyan Setu Day School.
- Distribution of ¡¥Gujarat Pakshik¡¦ by Information Department.
- GCSE-SS Stall Organization at Event (Education Expo) at New Delhi on 28, 29 and 30 July, 2023.
- The whole day event was organised at Vidhya Samiksha Kendra for Hon'ble United States Secretary of treasury and the President World Bank Group Visit.
- Plan to prepare annual report (English and Hindi) 2023-24 as a documentation of the Samagra Shiksha.
- Samdrashti Kshamta Vikas evm Anusandhan Mandal (Saksham) is a special organization that works for 21 types of divyangjans across India and in Gujarat as per the Rights of Persons with Disabilities Act, 2016. Plan to publish advertisement of NIPUN Bharat in Samdrashti Kshamta Vikas evm Anusandhan Mandal Souvenir issue.
- Organize the event during the World Bank's visit at Vidya Samiksha Kendra on 1-8-2023
- TV9 Special initiative "Gujarat The Growth Engine of India" ¡V Coffee table book, Residential School of Excellence in Gujarat article and Great practises of` the state by the Samagra Shiksha is published.
- Stall setup and design work has been executed for the Akhil Bharatiya Shiksha Samagam Coinciding with 3 Anniversary (NEP)2020 at Delhi.
- The state office, district/ corporation office in all primary/ secondary schools and KGBV Model-3 are planning to fill the subscription amount to information Department.
- For the wider publicity of Samagra Siksha, Education Stall and LED TV advertisement are published during the Vibrant Gujarat Trade Show from 9 to 13 January, 2024.



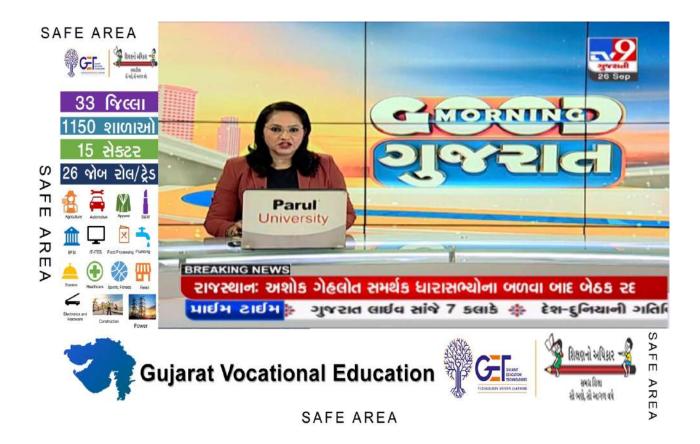
### **Annual Report 2022-23**



### Full page article in TV-9 Coffee Table book



### L band Advertisement in News Channel





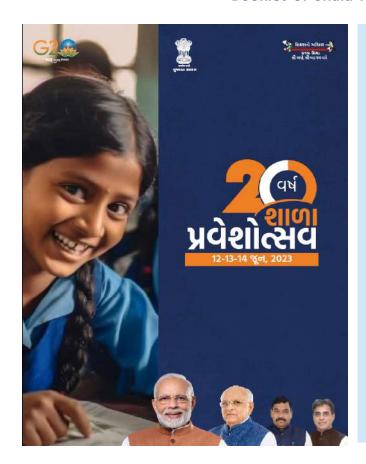
### Horadings for the Praveshotsav

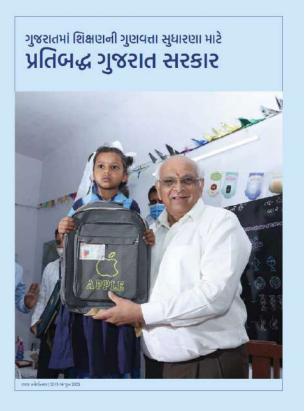






### **Booklet of Shala Praveshotsav**

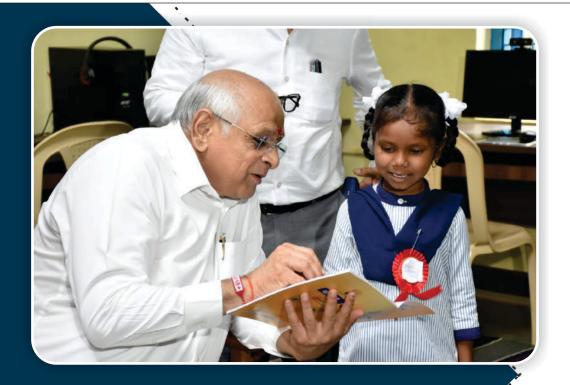




## **Pamphlet of Nipun Bharat**













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