



समग्र शिक्षा

Samagra Shiksha



ANNUAL REPORT

2024-25

SAMAGRA SHIKSHA

Gujarat Council Of School Education
Vidya Samiksha Kendra (VSK)
Sector-19, Gandhinagar, Gujarat-382021
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“Learning from experience and learning from education, both are important. Your education & values decide how you learn from your experiences.”

PM Shri Narendra Modi

Education is not merely a pathway to individual progress-it is the cornerstone of an inclusive, empowered, and equitable society. Samagra Shiksha, the Government of India’s flagship programme for school education, embodies this vision by integrating efforts across the continuum-from Early Childhood Education to Senior Secondary. Conceived as a convergence of erstwhile schemes, it positions Access, Equity, Quality, and Governance not as independent outcomes, but as interdependent goals.

At Samagra Shiksha Gujarat, we work with the conviction that education must not only reach every child but must also resonate with their reality, strengthen their identity, and empower their aspirations. In 2024–25, this vision came to life through concerted efforts spanning 54,000+ schools, directly impacting over 1.10 crore learners (including Grant-in-Aid and Self Finance Schools) across the State.

The total PAB approved budget for Samagra Shiksha, Gujarat was Rs. 3306.14 (Rs 2664.06 fresh + 642.08 spillover) crores for the year 2024-25. Opening Balance of the financial year 2024-25 was Rs. 522.14 crores, against which grant worth Rs. 2114.17 was received over the year, of which an expenditure of Rs. 2198.97 Crores (unaudited) was incurred for various interventions under Samagra Shiksha, which is 82.87% of the total available fund. The smooth flow of funds has facilitated the effective implementation of scheduled activities under the Annual Work Plan & Budget (AWP&B). This progress was made possible not just through systems or technology, but through people Teachers, Balmitras, CRCs, Engineers, School Leaders, SMCs, and Vidyanjali volunteers who stood closest to children and turned ideas into action. More than 2,000 schools received 4 and 5 star certifications under Saksham Shala, reflecting the strength of our grassroots ecosystem.

We began by reaching the most excluded. A Statewide household survey identified out-of-school children, many from migratory and marginalised communities. Through 577 Special Training Programs, over 11,500 children were mainstreamed through residential and non-residential support. These were not just numbers, but stories of return and re-entry into education.

The Government of Gujarat, with technical support from UNICEF, initiated the design of an Early Warning System (EWS) through a two-day workshop. The workshop focused on identifying dropout reasons, mapping risk data, selecting indicators, defining stakeholder roles, and planning interventions for integration with Samagra Shiksha. As an outcome, a draft framework and list of indicators were developed to identify potential dropouts and ensure timely interventions. The project has been launched in five districts as a pilot phase.

Our emphasis on Girls’ Education was equally unwavering. The Kasturba Gandhi Balika Vidyalayas (KGBVs) offered residential education to 27,000+ girls, while 249 Secondary Schools were equipped with Menstrual Hygiene Corners. Initiatives like the Red Dot Challenge and Self-Defense training in 20,000+ schools created safer and more empowered learning environments for girls.

To uphold Quality in Education, we intensified efforts under NIPUN Bharat, ensuring strong foundational in Literacy and Numeracy (FLN) Skills. More than 19 lakh children Students in early grades benefitted from Balvatika activities and Vidya Pravesh modules, while 40,000+ Teachers received pedagogical training. Our Learning Management System, G-SHALA, supported digital learning with content for Grades 1 to 12 across 100+ subjects.

To make digital equity a reality, we implemented more than 1,09,128 Smart Classrooms under the Gyankunj Project and established more than 21,508 Computer Labs, in schools under the Mission Schools of Excellence. Meanwhile, chatbot-enabled tools like SwaMulyankan 2.0 offered self-assessment and guided remedial learning at scale.

Governance and monitoring were strengthened through real-time systems. The School Monitoring App enabled CRCs and BRCs to log field visits and escalate school-level needs. Vidya Samiksha Kendra (VSK) analysed over 500 crore data points, tracking Learning, Outcome Attendance, and more. Gujarat became the first state to generate 17 crore individual Learning Outcome report cards supporting targeted academic interventions.

We also addressed the safety and continuity of learning through innovative solutions. A GPS-based Vehicle Tracking System supported over 2 lakh students in remote areas. An AI-based Early Warning System (EWS) was developed to predict dropout risk by analysing academic and socio-economic data helping schools act before a child slips out of the system.

Vocational Education and practical learning took centre stage with Kaushalyotsava, which saw 15,000+ students showcase innovations in agriculture, tailoring, solar design, and assistive tech. STEM labs were expanded, and Rashtriya Avishkar Abhiyan reached over 34,000 schools, promoting curiosity and hands-on science education.

Inclusion was not an afterthought—it was woven into everything we did. In 2024–25, over 68,600 Children with Special Needs (CwSN) were enrolled in age-appropriate classes. Through the Divyaan App, we tracked individual learning plans and extended therapy and academic support. Over 7,200 Aids and Appliances were distributed, and more than 6,500 Braille books and magnifiers reached visually impaired students. 131 barrier-free toilets and 700+ Resource Rooms were set up to make schools more accessible. Stipends reached 16,000+ girls with disabilities, and home-based education was extended to children with severe conditions.

Gujarat also introduced Guidelines for Inclusive Classrooms, Home-Based Education, and SOPs for Resource Rooms—affirming our belief that real inclusion requires structural, not symbolic, change.

This Annual Report 2024–25 presents a comprehensive account of the progress made across key pillars of Access, Equity, Quality and Governance and reflects our collective effort to translate policy into meaningful practice.

At Samagra Shiksha Gujarat, we remain committed to building a school education system that is responsive, resilient, and rooted in equity. As we move forward, our focus remains on systemic transformation one rooted in equity, strengthened by technology, and sustained by communities.

At Samagra Shiksha Gujarat, this is not just our mandate it is our mission.



Shri J. Ranjeethkumar, IAS

State Project Director,

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Sector-19, Gandhinagar - Gujarat

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Salient Features of the RTE Act, 2009

The RTE Act, 2009 provides for:

- The right of children to free and compulsory education till completion of Elementary Education in a neighbourhood school.
- It clarifies that compulsory education means obligation of the appropriate government to provide free Elementary Education and ensure compulsory admission, attendance and completion of Elementary Education to every child in the six to fourteen age groups. Free means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities are appropriate in providing free and compulsory education, and sharing of financial and other responsibilities between the central and state governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teachers-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher's ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher posting. It also provides for prohibition of deployment of teachers for non-education work, other than decennial census, elections to local authority, state legislatures and parliament and a disaster relief.

- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) Physical punishment and mental harassment; (b) screening procedures for admission of children; (c) Capitation fee; (d) Private tuition by teachers and (e) running of schools without recognition.
- It provides for development of curriculum in consonance with the values enshrined in the constitution, and which would ensure the all-round development of the child, building on child's knowledge, potentiality and talent and making the child free of fear, trauma, and anxiety through a system of child friendly and child centered learning.

Action taken in Gujarat

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

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

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

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

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

No.	Detail 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 Notification 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

CHAPTER:1

ACCESS AND RETENTION

STRENGTHENING OF EXISTING SCHOOLS

» **Vision:**

Enhancing and strengthening the infrastructure of existing and new schools to create a safe, sustainable, and joyful environment for all children, thereby improving access, retention, and academic performance.

» **Introduction:**

Development of school infrastructure plays a crucial role in ensuring access to education for all children and enhancing their retention, aligning with the vision of the Right to Education (RTE) Act and key objectives of the Samagra Shiksha program. Establishing infrastructure for School Resource Centers at the sub-district level creates vital academic support systems, acting as catalysts for improving the quality of education.

The school building itself is the most valuable asset for any educational institution. It should be easily accessible to all children and teachers, designed thoughtfully to meet the diverse needs of all students within the school campus. The quality of the school building and the availability of essential facilities significantly influence children's access to schools and their continued attendance.

The schedule of RTE act lays down the norms & standards for a school building. The schedule of the Right to Education (RTE) Act prescribes specific norms and standards for school buildings. A compliant school building must be an all-weather structure, comprising at least one classroom per teacher, along with an office-cum-store-cum-head teacher room. It must provide barrier-free access, separate toilets for girls and boys with proper ventilation and hand-wash facilities designed to appropriate anthropometric standards, and safe, adequate drinking water for all children. Additional essential facilities include a secured boundary wall, a Mid-Day Meal (MDM) kitchen shed, group hand-wash stations, a playground equipped for sports and games, a library, and teaching-learning materials (TLM).

In designing these structures, considerations extend beyond soundness, durability, and cost-effectiveness to ensure community acceptance. The designs integrate earthquake- and cyclone-resistant features and allow for future vertical expansion while remaining child-friendly. Barrier-free environments facilitate easy access for children with disabilities, enabling them to navigate the school and use all facilities comfortably. Classrooms are designed to maximize natural light and ventilation, provide suitable seating, display, and storage spaces—thereby promoting equity and quality in educational activities. Overall, the diverse infrastructure designs are attractive and comfortable for children, fostering motivation for enrolment and regular attendance.

» **The design of classroom has been developed as per Central Public Work Department (CPWD) for Educational Institutions and IS code: 8827-1978.**

The design of the classroom has been developed as per the Central Public Works Department (CPWD) for Educational Institutions and IS code: 8827-1978. The design includes accessible features like ramp, railings, tactile tiles, contrast colours etc. for special need children with special needs and Rainwater Harvesting system. The design adopted for classrooms incorporates features for future vertical expansion. The unit costs for various components were derived from the sanctioned Schedule of Rates (SOR) approved by the State Public Works Department (R&B) for the financial year 2023-24. Schools were identified based on infrastructure gaps determined through field verification at the school level and were subsequently approved under the Civil Works Plan for 2024–25.

» Objectives

1. Strengthening of existing infrastructure to address the rising demand due to increased enrolment, along with repair and maintenance activities to ensure a safe, secure, and sustainable school environment.
2. Provision of safe, hygienic, and inclusive sanitation facilities for all students, in alignment with national standards to promote health, dignity, and gender-sensitive infrastructure.
3. Upgradation of school infrastructure to support quality education through the establishment of essential facilities such as science laboratories, computer rooms, art and craft rooms, and libraries, aimed at fostering holistic learning outcomes.
4. Activities undertaken:
The types of school related different activities undertaken under strengthening of infrastructure for the year 2024-25 are as under:

» Strengthening of Existing Schools (up to Highest Class VIII)

- I. Additional Classrooms
- II. Boys Toilets
- III. Girls Toilets
- IV. CwSN Toilets
- V. Major Repair
- VI. Building less Schools
- VII. Dilapidated Building

» Implementing agency:

In order to ensure active community involvement and promote decentralization, **School Management Committees (SMCs)** have been constituted. Civil works are implemented through the **SMC–community participation model**, which is a key feature of the programme. SMCs undertake construction and maintenance activities such as the building of girls' and boys' toilets, CWSN-friendly toilets, boundary walls, mid-day meal (MDM) sheds, and both major and minor repair works.

Larger infrastructure projects—including the construction of classrooms, dilapidated buildings, building less schools **reconstruction of dilapidated buildings, schools with inadequate buildings**, science laboratories, computer rooms, libraries, art and craft rooms, Kasturba Gandhi Balika Vidyalaya's (KGBVs), secondary school buildings, and Block Resource Centre (BRC) Bhavans—are executed by contractors registered with the **Roads and Buildings (R&B) Department**. These works are awarded to qualified contractors through an open and transparent **e-tendering process**.

» Monitoring, Supervision & Quality Assurance

Monitoring of civil infrastructure works is carried out by a dedicated team comprising **Assistant Engineers (AEs), District Project Engineers (DPEs), Technical Resource Persons (TRPs), and Third-Party Inspection (TPI) agencies**. The monitoring process is facilitated through the **Civil Infrastructure Monitoring Mobile Application**, an Android-based platform developed to track the progress of infrastructure components such as school buildings, toilets, classrooms, administrative buildings, and related utilities.

The application enables real-time monitoring and generates insights into the performance of personnel at the district level, thereby assisting authorities in assessing workforce efficiency and overall productivity. **District-wise and agency-wise performance reports** support evidence-based decision-making, highlight areas requiring improvement, and help ensure timely and effective project implementation.

The system mandates on-site inspections by TRPs, DPEs, and TPIs, thereby strengthening quality assurance mechanisms and facilitating timely corrective actions quality assurance mechanisms and facilitating timely corrective actions to maintain construction standards.

- **Minimum supervision visits mandated for TRPs, DPEs and Third-Party Inspection agencies (TPIs).**
- **The 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 for the year 2024-25

The status of various infrastructure activities approved for the year 2024-25 under Samagra Shiksha is as under:

Name of activity	Total Approved	Completed		In Progress	
		No of works	Percentage	No of works	Percentage
Strengthening of Existing Schools (up to Highest Class VIII)					
Additional Classroom	490	32	6.53%	158	32.24%
Building less school	19	1	5.26%	4	21.05%
Dilapidated Building (Primary)	265	2	0.75%	101	38.11%
Girls Toilet	217	96	44.23%	31	14.28%
Boys Toilet	252	90	35.71%	50	19.84%
CWSN Toilet	131	53	40.45	40	30.53%
Major Repairing	292	31	10.61%	173	59.25%
TOTAL	1666	305	18.30%	557	33.43%

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

No	District	Additional Classroom			Dilapidated Classrooms		
		Approved	In Progress	Completed	Approved	In Progress	Completed
1	AHMEDABAD	11	6	0			
2	AMRELI	8	6	0			
3	ANAND	9	2	0			
4	ARAVALLI				39	22	0
5	BANASKANTHA				18	12	0
6	BHARUCH				92	26	2
7	BHAVNAGAR	19	5	0			
8	BOTAD	15	6	0			
9	CHHOTA UDEPUR	74	0	0			
10	DEVBHOOMI DWARKA	22	0	0	2		
11	DOHAD	64	1	0			
12	GANDHINAGAR	14	6	4			
13	GIR SOMNATH	28	20	4			
14	JAMNAGAR	9	3	2			
15	JUNAGADH	26	19	0			
16	KACHCHH	10	8	0			
17	KHEDA	39	10	8			
18	MAHESANA	10	5	2			
19	MAHISAGAR	18	1	1			
20	MORBI	12	5	0			
21	NARMADA				19	4	0
22	NAVSARI	8	4	0			
23	PANCHMAHALS	1	0	0			
24	PATAN	3	0	0			
25	PORBANDAR	5	3	1			
26	RAJKOT	12	5	5			
27	SABARKANTHA	23	15	4			
28	SURAT	10	10	0			
29	SURENDRANAGAR	3	1	0			
30	TAPI	3	2	0			
31	THE DANGS	13	2	1			
32	VADODARA	10	3	0	86	28	0
33	VALSAD	11	10	0	9	9	0
	TOTAL	490	158	32	265	101	2

No	District	Major Repairing			Building less Schools (Up to class VIII)		
		Approved	In Progress	Completed	Approved	In Progress	Completed
1	AHMEDABAD	5	5				
2	AMRELI	2	1				
3	ANAND	8		8			
4	ARAVALLI	9	3	5	3	3	
5	BHARUCH				4		
6	BHAVNAGAR	3	3				
7	DEVBHOO MI DWARKA	4	1				
8	DOHAD	12	9				
9	GANDHINAGAR	1					
10	JAMNAGAR	10	8				
11	JUNAGADH	1					
12	KACHCHH	42	24				
13	KHEDA	34	24				
14	MAHISAGAR	23	3	3			
15	MORBI	3					
16	NARMADA	5		4	6	1	0
17	NAVSARI	8	8				
18	PANCH MAHALS	2					
19	PORBANDAR	3					
20	RAJKOT	5		4			
21	SABAR KANTHA	15	15		6		1
22	SURAT	12	10				
23	SURENDRANAGAR	2		1			
24	TAPI	8	5	2			
25	THE DANGS	4		4			
26	VADODARA	67	50				
27	VALSAD	4	4	0			
	Total	292	173	31	19	4	1

No	District	Girls Toilets			Boys Toilets		
		Approved	In Progress	Completed	Approved	In Progress	Completed
1	AHMEDABAD	2			3		
2	AMRELI				3		2
3	ANAND	4		3	2		
4	ARAVALLI	6		5	4		3

No	District	Girls Toilets			Boys Toilets		
		Approved	In Progress	Completed	Approved	In Progress	Completed
5	BANASKANTHA	11		3	12		
6	BHARUCH	25	3	10	25	3	9
7	CHHOTA UDEPUR	35	4	16	48	9	17
8	DOHAD	16	7	8	36	19	13
9	DEVBHOO MI DWARKA	12		7	7		3
10	GANDHINAGAR	3	2		3		
11	GIR SOMNATH	4		1	3		1
12	JAMNAGAR	2			1		
13	KACHCHH	24	9	1	30	8	2
14	MAHESANA				1		1
15	MAHISAGAR	1		1	3		3
16	MORBI	3			6	1	
17	NARMADA	5		4	6		3
18	NAVSARI	3		3	2		1
19	PANCHMAHALS	3		2			
20	PATAN	5	1	1	1		1
21	PORBANDAR	1					
22	RAJKOT	4		2	3		
23	SABARKANTHA	3	1	2	6	2	3
24	SURAT	17		11	9	1	6
25	SURENDRANAGAR	2	1		3	1	
26	TAPI	2	1	1	5	1	2
27	THE DANGS	1		1	1		1
28	VADODARA	21	2	14	26	5	15
29	VALSAD	2			3		
	Total	217	31	96	252	50	90

S. No	District	CWSN TOILET		
		Approved	In Progress	Completed
1	AMRELI	1		
2	ANAND	6		5
3	ARAVALLI	3		3
4	BHARUCH	12	4	1
5	CHHOTA UDEPUR	46	15	21
6	DOHAD	30	16	10
7	DEVBHOO MI DWARKA	6		2
8	JAMNAGAR	11		2
9	NARMADA	5		4

S. No	District	CWSN TOILET		
		Approved	In Progress	Completed
10	PATAN	6	5	
11	RAJKOT	1		1
12	SURAT	1		1
13	THE DANGS	2		2
14	VALSAD	1		1
	Total	131	40	53



Fig: Additional Classrooms in Anand District



» Fig: CwSN toilet in Bharuch District



In accordance with the guidelines of the Accessible **India Campaign**, Samagra Shiksha, Gujarat has initiated steps to ensure that school infrastructure is inclusive and accessible for children with special needs (CWSN).



Incorporate anthropometric considerations and contrasting colors at the edges of steps and railings to ensure accessibility and safety for all types of children.



Fig: Construction of Kasturba Gandhi Balika Vidyalaya in Surendranagar District



CHAPTER:2

“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: 2024-25:

1. A total no. of 554 Government Secondary schools sanctioned under respective Annual work Plan & Budget from the Ministry of Education (MOE), New Delhi till the year 2024-25. Year wise approval of Government secondary Schools given as under.

Sr. no	Year	No. of Approved Schools
1	2010-11	70
2	2011-12	253
3	2016-17	137
4	2018-19	68
5	2023-24	10
6	2024-25	16
Total		554

2. Construction Work of 449 Government Secondary schools has been completed and 33 Government Secondary schools Construction work in progress 72 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 meritorious students can get the benefit of secondary scholarship after passing the examination. In the year 2024-25 Project Approval Board (PAB) has sanctioned “Secondary Education Scholarship” examination fee per student at Rs. 50 for a total of 84,559 children. Out of which 30,930 students have filled the examination form for the same.

Glimpses of RMSA Schools



District- Surendranagar, Ta- Dhrangadhara , Village- Jasapar



District- Banaskantha, Ta- Dantivada, Village- Moti Mahudi



District- Banaskantha, Ta- Dantivada, Village- Moti Mahudi



District- Surat, Ta- Mangrol, Village- Godhbar



District- Sabarkatha, Ta- Himmatnagar, Village- Kanda



District- Surat, Ta-Bardoli, Village- Nizar



CHAPTER:3

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 with 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 identified out-of-school children so that they are prepared for and ready to receive 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 promoting retention. Samagra Shiksha aims to achieve universal enrollment for not just in elementary grades but across the 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 at different intervals in different time intervals to identify the Out of School Children OoSC (6 to 19 years of age) and enrolled them in nearby schools, STP centres, NIOS / GSOS as outlined below Special Training Programme (STP) centres, NIOS/GSOS, as outlined below:

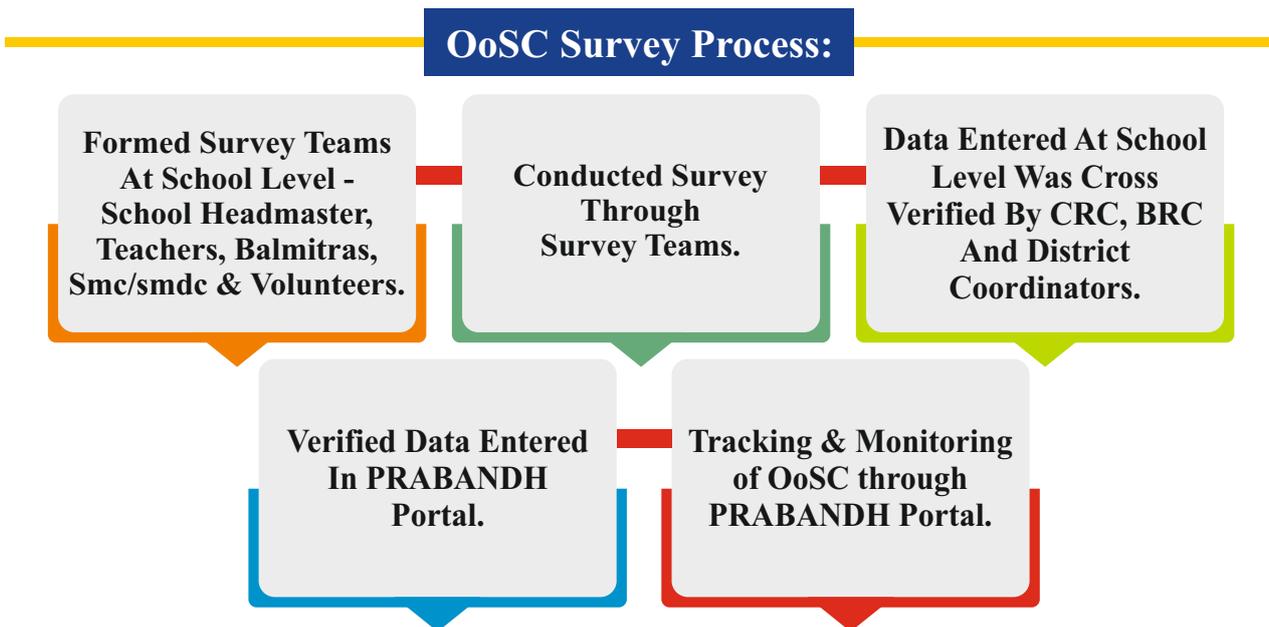
1. Age group (6-8 years) - Direct enrollment in age-appropriate classes in nearby schools.
2. Age group (9-14 years) - Need-based training (STP) based on their learning levels.
3. Age group (15-19 years) - Register with NIOS / GSOS for their completion of Schooling.

The survey was conducted in rural, urban, industrial, tribal areas, railway stations, bus stations, saltpan areas, brick kilns etc. by project staff (all district coordinators, block resource coordinators, cluster resource coordinators, monitoring RPs-STP, SMCs, etc.). To strengthen the identification and mainstreaming process, the state has appointed Block-Level Resource Persons (BRPs) 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 from NGOs are involved in the identification process, especially for children from slum areas and deprived groups. All data of identified OoSC has been updated on the PRABANDH Portal as per the guidelines of the MoE.

Advertisements were placed in local newspapers, radio, and on television to sensitize and raise awareness among the public about the survey. District-level toll-free helpline was started for the identification of out-of-school children. Details of dropped-out children were collected from VER/WER, General Registers, and the Aadhaar 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 children (orphans, children of beggars, children of prisoners, children of sex workers, migrant and nomadic community children, etc.)) with the help of NGOs, other Departments (Child Labour Department, Urban Authorities, Social Justice Department, ICDS, Health, NSS, NCC, and State Field Supervisors). The entire project staff played an active role with the help of HMs and school teachers. A total of 52,864 out-of-school children (6 -14 years) were identified.

Samagra Shiksha, Gujarat has strategically conducted surveys at different intervals to identify out-of-school children (OoSC). Once the children are identified and enrolled in nearby schools and STP centers, teachers and Educational Volunteers (EVs) conduct baseline assessments to understand their learning levels. Accordingly, children who have achieved the minimum level of learning are mainstreamed into

regular schools, while those whose learning levels are not up to the mark are enrolled in the Special Training Programme.



This year, the OoSC entries were made in the Child Tracking System at the school level, and data cleaning was done at the state level, where duplicate entries were deleted and incorrect entries corrected through call center representatives at Vidhya Samiksha Kendra. This was achieved by continuous follow-ups, followed by review meetings with cluster, block, and district leadership by the state office. Once the data was cleaned, the state 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 initially sent, followed by an in-person visit by state representatives to the Delhi office to ensure that all the OoSC entries were properly entered in the portal through the backend process. The entry of identified OoSC (6 to 19 years) was completed on the “PRABANDH PORTAL” of the Ministry of Education, Government of India.

SS-Gujarat has strategically surveyed at different periods to identify the OoSC:

Survey in October 2023: 67969 OoSC of age 6-19 Years.

GSOS – Gujarat State Open Schooling has been initiated by the State Government Education Department this year to provide the distance mode learning facility to decrease the dropout rates. Approximately, 15105 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 Resources and necessary guidance through contact programs at various center. (mentioned below in the table)

6 to 8 Years of Age		9 to 14 Years of Age		15 to 18 Years of Age		Total OoSC (6-18 Years)	
Target	Progress	Target	Progress	Target	Progress	Target	Progress
41190	41190 (100%)	11674	11599 (99.88%)	15105	15105 (100%)	67969	67894 (99.88%)

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

Section 4 of the RTE Act, 2009 makes specific provisions for Special Training and age-appropriate 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 had dropped out and remained out of school for more than a year. To facilitate the STP centres, School Management Committees (SMCs) identify the Education Volunteers called Balmitras with qualifications such as Graduation, PTC, or B.Ed. The selected Balmitras are trained on a customized curriculum, innovative teaching-learning methods/approaches, life skills, Activity-Based Learning (ABL), child protection, and more. 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 577 STPs catering to 11524 out-of-school children, using separate STP modules based on the children's learning levels.



The following are the activities taken up during the reporting period:
Mainstreaming the students by the end of the academic session:

આણંદ : કદીયે શાળાએ ન ગયેલા કે અધવચ્ચે છોડી દેનાર ૩૩૧ બાળકોનું શૈક્ષણિક પુર્નવસન

આણંદ, તા. ૧૧

આણંદ જિલ્લામાં દર વર્ષે જુદા જુદા કારણોસર શાળામાં પ્રવેશ ન મેળવનાર, ક્યારેક શાળાએ ન ગયેલા અને અન્યથાને શાળા છોડી દેનાર ૧ થી ૧૯ વર્ષના બાળકોનો સર્વે કરવામાં આવે છે. ત્યારબાદ સમગ્ર શિક્ષા વિભાગ દ્વારા પો. ૧ થી ૧૨નું શિક્ષણ પુરું ન કરનાર શાળા બહારના અને વિવિધ જાતના પાઠશાળામાં અભ્યાસ નામાંકન, શૈક્ષણિક પુર્નવસનની કામગીરી કરાય છે. શાળા પ્રવેશોલ્લવ દરમ્યાન આ બાળકોને તેમની નજીકની શાળામાં પ્રવેશ આપવામાં આવે છે.

ગત માસમાં ૧૧ી ૧૯ વર્ષની વય જુદા શાળા બહારના બાળકોની સર્વે પ્રક્રિયા શ્રીઆરસી, સીઆરસી, બ્લોક એઆર એન્ડ વીઈ, રિસોર્સ ટીમ્સર સહિતની સમગ્ર શિક્ષા ડેપી દ્વારા કરવામાં આવી હતી. ઉપરાંત ચાર્ટર્ડ ટ્રેડિંગ સીક્રમમાં કમ્પીટીની સ્થના કરવામાં આવી હતી. સર્વે દરમ્યાન નવામ પ્રાપ્ત અને શોરોટી વિસ્તારની આસપાસ કે જગન સુખ વિસ્તાર, ઝુલપટ્ટી, રેવેન્સ સ્ટેશન, ધાર્મિક સ્થળો, ક્ષામી ડીસી વિસ્તાર, વડે સારંગ, આમી ડીસી સહિતના સ્થળે કામ કરતા સમગ્ર જિલ્લામાંથી ૩૩૧

આણંદ જિલ્લામાં દર વર્ષે જુદા જુદા કારણોસર શાળામાં પ્રવેશ ન મેળવનાર, ક્યારેક શાળાએ ન ગયેલા અને અન્યથાને શાળા છોડી દેનાર ૧ થી ૧૯ વર્ષના બાળકોનો સર્વે કરવામાં આવે છે. ત્યારબાદ સમગ્ર શિક્ષા વિભાગ દ્વારા પો. ૧ થી ૧૨નું શિક્ષણ પુરું ન કરનાર શાળા બહારના અને વિવિધ જાતના પાઠશાળામાં અભ્યાસ નામાંકન, શૈક્ષણિક પુર્નવસનની કામગીરી કરાય છે. શાળા પ્રવેશોલ્લવ દરમ્યાન આ બાળકોને તેમની નજીકની શાળામાં પ્રવેશ આપવામાં આવે છે.

ગત માસમાં ૧૧ી ૧૯ વર્ષની વય જુદા શાળા બહારના બાળકોની સર્વે પ્રક્રિયા શ્રીઆરસી, સીઆરસી, બ્લોક એઆર એન્ડ વીઈ, રિસોર્સ ટીમ્સર સહિતની સમગ્ર શિક્ષા ડેપી દ્વારા કરવામાં આવી હતી. ઉપરાંત ચાર્ટર્ડ ટ્રેડિંગ સીક્રમમાં કમ્પીટીની સ્થના કરવામાં આવી હતી. સર્વે દરમ્યાન નવામ પ્રાપ્ત અને શોરોટી વિસ્તારની આસપાસ કે જગન સુખ વિસ્તાર, ઝુલપટ્ટી, રેવેન્સ સ્ટેશન, ધાર્મિક સ્થળો, ક્ષામી ડીસી વિસ્તાર, વડે સારંગ, આમી ડીસી સહિતના સ્થળે કામ કરતા સમગ્ર જિલ્લામાંથી ૩૩૧

સર્વે દરમ્યાન શાળાઓ વંચિત, અધુરો સંખ્યાસના ૩૩૧ બાળકો મળ્યા

ભાલુકો	બાળકો
આરોહિ	૫૨
અકલાવ	૮૫
બોરસદ	૭૪
અંબાલ	૫૩
ખેડલા	૫૩
સોજીયા	૧૦
તાપુર	૩૧
ઉમરેઠ	૧૧

જેટલા બાળકો મળી આવ્યા હતા. ઉલ્લેખનીય છે કે, આવા બાળકોના વાહીઓ અન્ય વ્યવસાયમાંથી સ્થળાંતરિત થતા, જુદાં મુદ્દા, કુટુંબ પર રહેલા કષ્ટવર્ણનો, સીક્રમના વ્યવસ્થામાં ખોટાવા ભોવાનું સર્વેમાં જોવા મળ્યું હતું. આવા બાળકોને નજીકની સરકારી પ્રાથમિક અને માધ્યમિક શાળામાં જાલ કરીને દાખલ કરી શકી તે કરવાની કામગીરી હાલ પસંદ થતી. વધુમાં યુજરતા સ્ટેટ ઓપન સ્કૂલ ઝેલ પો.૯ થી ૧૨નો અભ્યાસ કરવા માંગતા વિદ્યાર્થીઓને શિક્ષણ સાથે જોડાણ પ્રક્રિયા આરંભાઈ હતી. હજી પણ વિદ્યાર્થી આવા બાળકો મળી આવે તે ૧૦ ડિસે, ૨૦૨૪ સુધીમાં ઓપન મેલવવા સર્વે પ્રક્રિયા લાંબાવામાં આવાનું શિક્ષણ વિભાગના ધુરોએ જણાવ્યું હતું.

Post summer vacation and before the beginning of the academic year (i.e., June 2024), it is ensured by the Block Resource Persons (BRPs), District Coordinators, and 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 into age-appropriate classes. It was also ensured that the Balmitras extended necessary support during the transition. Since the STP centres are run on school premises and Balmitras work in close collaboration with Headmasters/Principals, the transition process became smoother and more effective. Even after mainstreaming, Balmitras continue to support both the students and the teachers, ensuring that the students adjust well and do not drop out again.

»2.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 into 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 150 children availed themselves of the facilities

»3.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 resource persons from other departments and universities. Learning material (Work Book) was developed in Hindi for the migrant children from other states. This material includes modules, workbooks, activity cards, pre-test papers, and progress cards.



The project will serve the children who are into begging or labour work through 10 buses that are converted into classrooms. The buses under this project have facilities such as blackboards, tables, chairs, LCD TVs, Wi-Fi, CCTV, drinking water, and mini fans. The buses will be stationed at specific places near signals and offer free education, mid-day meal, health check-up.



The children will be gathered during 9.30 to 10.00 am., educational activities will take place during 10 am to 1 pm. The children will be taken to pocket area at 1.30 pm. Monthly parent’s 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 Vidhyadeep, 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 and engaging learning practices, the program also aims to equip them with skills for sustainable livelihoods, thereby empowering them to contribute positively to society.

»5.Early Warning System:

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

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 primary 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 the 5 selected districts of the state as pilot phase.

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 educational facilities to children of intra-state and inter-state migrant families children through various initiatives of the State Government and MoE schemes, such as seasonal hostels, residential hostels, Tent STPs, and transport facilities.

»1.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 shifts in the way 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 for 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 school children out of school and achieving objectives of the project. Therefore, it is necessary to track the students migrating from one block/cluster/district to another block/cluster/district and to get them enrolled in Schools. The online Migration Monitoring System (MMS) is developed to monitor migration and to track migrated out of school children for full-fledged implementation of interventions to increase retention and reduce dropout rate.

2.Tent Special training program:

Migration poses a significant challenge in Gujarat with many families relocating from one district or state to another in search of livelihood. Each year large number of families migrate from Orissa, U.P, Rajasthan, Madhya Pradesh, & Maharashtra to Gandhinagar, Anand, Kheda, Bharuch, Surat Ahmedabad, Mehsana, and Vadodara districts of Gujarat. They get engaged in various forms of labour like agricultural work, Sugar factory work, Ceramic work, Salt workers, Brick-making Business, Construction work, etc. Children often migrate along with their parents, resulting in the discontinuation of 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 assist their parents in their work.

To address the above challenges and provide educational facilities to such children, STP day care centers have been started at work sites. Education Volunteers (Balmitras) visit such sites and identify the children and convenience their parents to enroll them in STP centers. These centers usually operate for 5 hours (11:00 AM - 4:00 PM) 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.

Strategy	No Of The Children Targeted	No Of The Children Covered	No Of Centers
Tent STP	8651	Boys –3481 Girls –2564 Total – 6045	291

During the reporting period (2024-25), a total of 6045 children were identified who would need Tent STP. Against the target of 8651 children, 6045 children were covered under 291 Tent STPs. The State has coordinated with neighboring States – M.P, Rajasthan, U.P, Odisha, Chhattisgarh, Bihar & Maharashtra, for textbooks in Regional Languages.

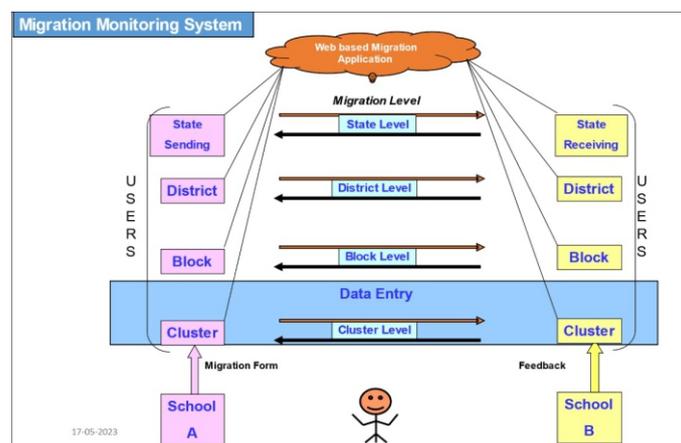
»3.Seasonal & Residential Seasonal Hostel:

As migration is a 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 migrate seasonally 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 531 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 2024-25	Progress	% Progress
GoI	16885	13385	79%
GoG	2500	2065	82%
Total	19385	15450	79%

In the AY. 2024-25, to date a total of 19,385 intra/interstate migrant children are tracked through Migrant Monitoring System (MMS).





» Progress made in the year 2024-25 w.r.t Out of School Children:

No.	Intervention for Out of School	childrenTarget as per AWP&B 2024-25	Achievement		No. of children mainstreamed
			No. of centres	No. of children	
1	STP (12 months)	11524	577	11524	11524
2	Residential Hostel (GOI)	150	2	75	75
3	Direct Enrollment	41190	0	41190	41190
	Total	52864	579	52789	52789
1	Tent STP	8651	291	6045	-
2	Seasonal Hostel	16885	531	13385	-
3	Residential Hostel (GOG)	2500	50	2065	-
	Total	28036	872	21495	-

Transport/Escort facilities: One of the reasons for the students to discontinuing 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 transport facility to students as per RTE Act, 2009, Section (8-B) & (9-B) and State RTE rule 2012, point 5(5), when the distance of primary school is more than 1 km, upper primary school is more than 3 km, secondary and senior secondary school is more than 5 kms and from the residence of the student and also for the students under school consolidation program.

State has developed a vehicle tracking system with tracking school transport vehicles and ensuring the safety of children while traveling. The main features of this application are as follows:

SOS System: The SOS system is a critical component for 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.

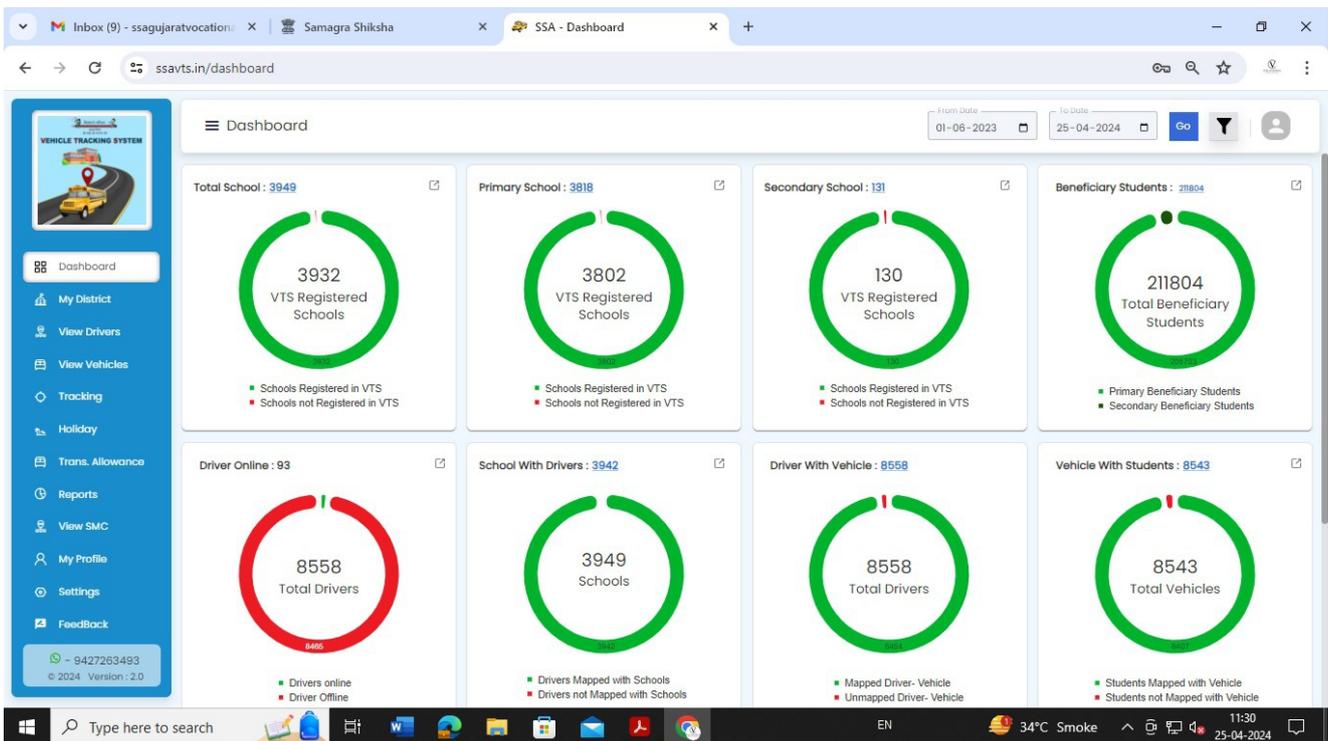
Real-Time Monitoring: Real time monitoring involves the use of advanced technology, such as GPS tracking and telematics systems, to monitor the location, speed, and status of school transport vehicles in real-time. Through a centralized monitoring system, transportation authorities can track the precise location of each vehicle, monitor 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 tracking 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 realtime, such as route deviations, traffic congestion, or driver fatigue, to ensure the safety, efficiency, and reliability of school transportation services.

Drunk 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 authority's work closely with education authorities and relevant stakeholders to implement and enforce RTE guidelines, thereby ensuring that every child could receive quality education, regardless of their socio-economic status or geographic location.

Training of School Transport Vehicles through RTO Experts: School transport vehicles, drivers and staff 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 improve and 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 the School Management Committees (SMC's). SMCs in collaboration with the teachers are provided with the responsibility to decide which students require transport/escort facilities to ensure uninterrupted education.



»• 4.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 the State Project Office.
- Proposals are approved after verification and the grant is disbursed in SMCs' bank account.
- SMC maintains records of grants received and utilized on transport facilities.
- SMC identifies local level RTO Approved vehicle for providing Transportation Service.
- Enrolment Drive Starts in June Month.

Transport facilities as a subject are included in the in-service teachers' training and SMCs/PRI's training. SS Gujarat has developed a GPS-based vehicle tracking system for ensuring the safety of all students. This system ensures that the authorities are able to track vehicle routes, overspeed of the vehicles and SOS facilities to ensure student safety.

	Target	Progress	% Progress
GoI (E.E)	2, 18413	1,04108	47.66
GoG (E.E)	88,880	5,287	5.94
GOI (S.E)	9848	2622	26.62

» **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 disruptions in the regular school activities and are left behind resulting in dropping -out of 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 these did not last long. Establishing a permanent school infrastructure was also not possible due to the extreme salinity of the 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, pen-drive with e-Content, LED TV with D2H set-top box (which provides Vande Gujarat Channel for study). Pure drinking water and midday 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 areas near the Salt Pan area and parked in nearby Schools / Government premises. During the season i.e., from September to May when the area gets transformed into Salt Pan, these buses serve as mobile classrooms where a Bal Mitra is selected from locally and teachers conduct regular classes for the Children. In the first year, the project provided academic support to 726 children and in the second year, the number has increased with the efforts of the concerned teachers from nearby schools.

During the current academic year, a total of 560 children being covered through the School on Wheels Project.





CHAPTER:4

GIRLS' EDUCATION

» Education of Girls:

Educating girls is not merely a matter of equality; it is a vital strategic investment in the nation's long-term development. “Education empowers girls by equipping them” with the necessary skills and knowledge to overcome poverty, actively participate in the economy, and contribute towards healthier, more resilient communities. Furthermore, educated women are also more likely to engage in decision-making processes at both household and community levels, fostering inclusive and participatory governance.

Ensuring equal access to quality education for girls is therefore not only a moral imperative but also a crucial cornerstone of for India's social and economic advancement.

The Samagra Shiksha initiative recognises the central role of girls' education in achieving universal access to school education across the country. It aligns closely with the vision of the National Education Policy (NEP), which prioritises the elimination of gender disparities in education. The NEP underscores education's transformative potential in empowering girls and women, enhancing their self-confidence, improving their social standing, and addressing systemic inequalities that have historically limited their opportunities.

The Girls' Education branch within the Samagra Shiksha Gujarat works diligently to ensure that girls especially those from disadvantaged and vulnerable groups have access to quality education and supportive learning environments such as improving enrolment, retention, and transition rates in Kasturba Gandhi Balika Vidyalayas (KGBVs), enhancing learning outcomes, and ensuring safe, hygienic school environments through the provision of facilities like sanitary pad vending machines and incinerators. Safety and security are given paramount importance, with regular audits involving senior girl students, along with orientation sessions for teachers and students on cyber safety and psychosocial well-being.

Investing in girls' education today is fundamental to building a more inclusive, empowered, and progressive India. Efforts under Samagra Shiksha continue to strengthen this commitment by creating pathways for girls to thrive academically, socially, and personally.

» Activities under “Girls' Education”:

» 1. Gender Audit:

A Gender Audit is a crucial tool used to evaluate the institutionalization of gender equality within organisations, encompassing their policies, programmes, and projects. Samagra Shiksha has developed a comprehensive checklist to assess the gender-responsiveness of teaching and learning environments in schools. This checklist comprises 28 indicators and is shared with all District Girls' Education Coordinators (DGCs), as well as Block and Cluster Resource Coordinators.

» The indicators are categorised under three key aspects:

- (A) School Physical Environment
- (B) School Learning Environment
- (C) Teacher-Child Interaction and Pedagogy

Gender Audits are conducted across schools in the state to identify major findings that guide follow-up actions.

2. Dikari Na Pranam Desh Ne Naam



“Educate every girl child and she will be the pride of the nation.” Education is a fundamental pillar of women's empowerment, playing a pivotal role in eliminating gender-based discrimination. It is the first step towards enabling women to choose their own path in life. Education equips women with the skills, knowledge, and confidence necessary to be effective mothers, employees, and responsible citizens. Educated girls not only brighten the future of the nation through the nurturing of upcoming generations but also gain freedom of thought, broadened perspectives, and a deeper understanding of their duties and responsibilities.

Since 2015-16, Samagra Shiksha Gujarat is celebrating “Dikari Ni Salaam Desh Ne Naam” in all primary and upper-primary government schools every year on 26th January, Republic Day. On this occasion, highly educated girls from villages are invited to hoist the flag and are honoured with awards and prizes. The programme also includes debates, quizzes, and various co-curricular activities centred around girls’ empowerment. Additionally, schools invite and felicitate mothers of newborn girl children, honouring them in recognition of their role in promoting the value of the girl child. From the academic year 2024–25 onwards, this meaningful initiative has been renamed as “Dikri Na Pranam, Desh Ne Naam,” continuing its mission to empower and celebrate the girls of Gujarat across all government schools, from primary till higher secondary.

3. Rani Laxmibai Atmaraksha Prashikshan

The Rani Laxmibai Atmaraksha Prashikshan programme aims to empower girl students by equipping them with self-defence skills to protect themselves against crime. Regular practice of self-defence techniques enhances girls' self-confidence, reduces dependence on others, and improves physical health.

The state government collaborates with the Suraxa Setu Society under the Home Department at both state and district levels for the effective implementation of this training. District-level committees have been constituted to oversee the programme, and partner agencies working with Suraxa Setu Society have been appointed to provide self-defence training in schools.

Samagra Shiksha has successfully provided self-defence training to all girls enrolled in Government Upper Primary and Secondary schools. The School Management Committees (SMCs) have taken responsibility for planning and executing the training schedules. The training spans three months and includes disciplines such as Judo Karate, Karate, Fight Karate, and Archery. Several trained girls have received medals and certificates at block, state, and national levels in recognition of their achievements.

No	Type of School	No. of school covered
1	Upper Primary School	18530
2	Secondary Schools	1449



» Innovative Online Monitoring Platform:

Samagra Shiksha Gujarat has developed a first-of-its-kind online portal for real-time monitoring of the Rani Laxmibai self-defence training programme. The portal captures student attendance, session progress, and generates payment-linked completion certificates for trainers. It offers state-wide analytics to identify areas needing intervention and features an interactive dashboard for administrators to track implementation, review patterns, and take timely decisions.



» 4. Adolescent Education Program

The Adolescent Education Program (AEP), known as Ujas Bhani, is a vital initiative aimed at empowering students with accurate, age-appropriate, and culturally relevant, fosters healthy attitudes and develops life skills to enable adolescents to respond to real-life situations in a positive and responsible manner.

As part of the health and wellness component under the Government of India's Ayushman Bharat Programme, AEP integrates health education, health promotion, and disease prevention, providing knowledge on access to health services in a systematic and cohesive way. The State collaborates with the Health Department, Women and Child Development (WCD), Integrated Child Development Services (ICDS), Gujarat Council of Educational Research and Training (GCERT), State Commission for Protection of Child Rights (SCPCR), Pandit Deendayal Energy University (PDEU), and UNICEF to deliver high-quality content at the school level. Subject matter experts are invited to provide sessions on relevant topics to ensure comprehensive coverage.

» Topics covered under AEP include:

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 Internet, Gadgets, and Media

District	Type of School	No. of school covered
37	Upper Primary School	18474
37	Secondary Schools	1489

» **5. Menstrual Hygiene Management in Schools**
Menstrual Hygiene Day Celebration (28th May)

Menstrual Hygiene Day is observed annually on 28th May to break menstrual taboos and raise awareness about the importance of menstrual hygiene management for women and adolescent girls globally. The date symbolises the average 28-day menstrual cycle and the typical five-day menstruation period, with May being the fifth month.

» **The objectives of Menstrual Hygiene Day are:**

- To break menstrual taboos and raise awareness about menstrual hygiene management.
- To improve accessibility to hygiene products.
- To engage decision-makers and elevate political priority for menstrual health and hygiene (MHH) at global, national, and local levels.

» **The theme for Menstrual Hygiene Day 2024 was “Period Friendly Gujarat”**

In 2024, MH Day celebrated its 10th year as a powerful platform to raise awareness about the importance of menstrual hygiene for health and well-being, ensure access to menstrual products, and promote supportive infrastructure for a comfortable period experience. The theme for the year, Period Friendly Gujarat, emphasized creating period-friendly spaces in schools, workplaces, healthcare facilities, and Anganwadi centres across Gujarat. Through initiatives like the Red Dot Challenge and the Menstrual Bracelet, the campaign encouraged open dialogue and challenged the taboos around menstruation. Samagra Shiksha, alongside multiple government departments and UNICEF, facilitated this advocacy, fostering convergence to ensure menstrual hygiene is recognized as an essential aspect of health and dignity for all. Over 30,000 girls from Kasturba Gandhi Balika Vidyalayas (KGBVs) actively participated in virtual live sessions via SATCOM and TV talk shows as part of the Red Dot Challenge.

GLIMPSE OF MH DAY ON GROUND



» 6. Menstrual Corner in Kasturba Gandhi Balika Vidyalayas and Secondary and Higher Secondary Schools of Gujarat

Samagra Shiksha Gandhinagar has initiated the establishment of Menstrual Corners to improve period education among students, especially girls, across Gujarat. Enhanced period education helps reduce school absenteeism, informs students about menstrual cycles, and aids early detection of ovarian or premenstrual disorders. It promotes awareness without prejudice and recognises dignified menstruation as a fundamental human right.

Menstrual Corners are being set up in phases, starting with 249 KGBVs and Government Secondary and Higher Secondary Schools, with plans to extend this initiative to all Upper Primary Government Schools. Designed in collaboration with UNICEF, these corners include visual aids and interactive Information, Education, and Communication (IEC) materials to provide students unrestricted access to accurate knowledge on menstruation, which is closely linked to adolescent health and well-being.

• Components of a Menstrual Corner include:

- Training modules for education
- Booklets and pocket guides for adolescent girls
- Awareness posters, leaflets, and aprons
- Interactive games
- Basic medication and health monitoring charts
- Sample absorbents
- Hygiene kits
- Audio-visual tools
- Table setup

MENSTRUAL CORNER- AN INTERACTIVE SBCC PACKAGE



Training on Menstrual Hygiene Management (MHM) Corner

Elementary nodal teachers from the elementary schools were trained in October 2024, equipping them with the skills to cascade training at district, block, and school levels, focusing on awareness, access, use, and disposal of menstrual hygiene products.

Capacity Building Menstrual Hygiene Management Value Chain: As part of the Menstrual Hygiene Management (MHM) initiative, a comprehensive capacity-building programme was implemented to train key stakeholders across Gujarat. Starting with the training of 1,773 field functionaries from the Education, Health, and WCD departments, the programme scaled up with the development of Master Trainers who conducted training for 37 Nodal Teachers in PM Shri schools. In 2024, refresher orientations were held for 50 Master Trainers and 37 Nodal Teachers, preparing them to train 1,489 Nodal Teachers in secondary and higher secondary schools. This initiative, supported by UNICEF and SEWA Rural, is aimed at ensuring effective implementation of the SBCC package and improving menstrual hygiene education across the state.

Glimpse of Capacity Building Workshop at State Level



» 7. Installation of Sanitary Napkin Vending Machines – “Kishori Swabhimaan”

Under the “**Kishori Swabhimaan**” project, Samagra Shiksha has installed sanitary napkin vending machines in Elementary, Secondary, and Higher Secondary Government schools, as per yearly approval by the Project Approval Board (PAB).

These vending machines promote empowerment and dignity among menstruating girls by normalising discussions around menstruation, reducing stigma, and fostering a supportive and inclusive school environment.



» 8. Kasturba Gandhi Balika Vidyalaya (KGBV)

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August 2004 to establish residential upper primary schools for girls predominantly from Scheduled Castes, Scheduled Tribes, Other Backward Classes, and minority communities residing in underserved and difficult areas. Age-appropriate enrolment is conducted for girls in Classes 6 to 8, following the provisions of the Right to Education (RTE) Act, 2009, and MHRD guidelines. For girls who have never attended school, a special training course is prescribed for a minimum duration of three months, extendable up to six months or longer, as required.

In Gujarat, currently, there are 249 KGBVs functioning under the aegis of Samagra Shiksha. Of these, 168 KGBVs operate with financial support from the Government of India (GOI), while 81 receive assistance from the Government of Gujarat (GOG). The KGBVs are categorised into four



Type-I: Classes 6 to 8
 Type-II: Classes 6 to 10
 Type-III: Classes 6 to 12
 Type-IV: Classes 9 to 12

» **Status of category wise enrolment in KGBVs:**

Type	KGBV Sanctioned	KGBV Operational	SC	ST	OBC	BPL	Others	Total
I	19	19	33	461	358	256	15	1126
II	18	18	148	420	484	439	6	1506
III	133	133	1293	5428	6496	3843	275	17482
IV	81	79	1018	1652	2985	1646	271	7625
	251*	249						27739

*Information of KGBVs managed by Samagra Shiksha.

Capacity building of the Staff:

Samagra Shiksha Gujarat has conducted comprehensive capacity-building trainings to strengthen the implementation of key programmes in Kasturba Gandhi Balika Vidyalayas (KGBVs). State-level offline training sessions for 170 KGBV wardens and head teachers focused on enhancing technical skills for the online enrolment process via the ERP module. District Gender Coordinators received training on Menstrual Health Management (MHM), breaking menstrual taboos, and creating MHM-friendly spaces in KGBVs, alongside strategies to improve access to hygiene products. Additional training for wardens and head teachers covered child rights, the POCSO Act, cyber safety, residential facility security, life skills, career guidance, and the 11 themes of the School Health and Wellness Program under Ayushman Bharat. Furthermore, online training for KGBV Management Committee (KMC) members addressed scheme provisions, financial management, roles and responsibilities, and ensuring holistic facilities including safety, nutrition, and co-curricular activities for girls.

» **Academic Activities:**

- Each KGBV Head Teacher maintains academic records based on semester examinations and collaborates with class teachers of grades 6 to 8 to conduct special remedial training.
- Extra coaching is provided for secondary school girls, especially in science and mathematics.
- Weekly unit tests are conducted for all subjects at the state level, with individual student data entered into an online database by teachers.
- Teachers prepare and utilise teaching-learning aids in both regular and bridge courses.
- Training on operating *Gyankunj* equipment has been provided, and internet access at KGBVs enables delivery of additional content and e-learning resources.
- KGBVs have been upgraded with Smart Classrooms (*Gyankunj*) and ICT Labs.
- Girls enhance their learning through the G-SHALA application.
- Science stream students benefit from online support for NEET and JEE preparation via G-SHALA.

» **Project 'Jigyasa' (Curiosity program) in collaboration with IIT Gandhinagar**

- To promote experiential, inquiry-based, multidisciplinary learning and foster critical and creative thinking among students—as advocated by NEP 2020—Samagra Shiksha Gujarat, in collaboration with IIT Gandhinagar, delivers online sessions on science and mathematics to all KGBVs in the State.

- These sessions, conducted twice weekly, engage students with hands-on experiments and activities using simple, universally available materials, integrating arts and sports with academics. A total of 49 online sessions have been conducted in Hindi during the academic year from June 2024 to January 2025, held twice a week.
- KGBV wardens ensure adequate materials are available prior to the sessions. Feedback indicates that girls enjoy these curiosity-driven videos and actively perform experiments, deepening their interest in science.



- An exposure visit was organized for selected students from the KGBVs on December 20, 2024. The event included 24 KGBVs, 24 teachers, and 192 girl students. The KGBVs were selected based on their active participation throughout the year. The objective was to honour the students and teachers for their dedication and persistence in the program, as well as to motivate other KGBVs to participate more actively. During the exposure visit, a Curiosity Exhibition was held where 24 KGBVs, 24 teachers, and 192 talented girls confidently and enthusiastically showcased their innovative models and presentations.

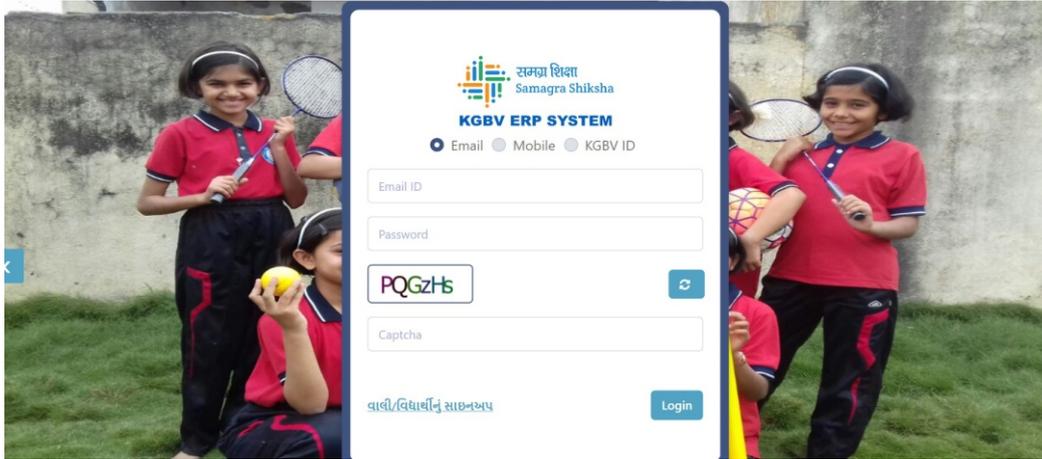


»• Extra-curricular Activities in KGBVs

- KGBV girls participate in diverse competitions such as project work, essay writing, elocution, science fairs, painting, rangoli, quizzes, and yoga, organised by GCERT, Primary Education Department, and other agencies.
- Throughout the year, students engage in skill development activities including glass painting, crafting useful items from waste, gardening, and weekly exposure visits.
- Details of these activities are regularly uploaded on the SHAGUN portal.



» KGBV ERP System: Digitizing KGBV Operations



The KGBV ERP System is a digital initiative aimed at streamlining administrative processes across KGBVs and real time monitoring by District & State Levels. By digitizing operations such as student enrolment, attendance, inventory management, and KGBV profiles, the system ensures greater efficiency and transparency.

Online Admission System: For the academic year 2024-25 admissions have been conducted through an online ERP portal, simplifying the process for both students and staff. It ensures timely and accurate student records.

Centralized Management through ERP system is under development for better management of student data, including profiles, attendance, and performance records, enabling quicker decision-making and efficient resource allocation.

Inventory and Resource Tracking System is also under development for tracking inventory, ensuring that KGBVs have the necessary materials and resources available for effective teaching and learning.

» Testimonials of KGBV Girl -KGBV Girl's success story



(1)Name: Vasava Sanjanaben Harpatbhai
Village: Karutha
Block: Mandvi
K.G.B.V. Name: Kasturba Gandhi Balika Vidyalaya, Amlidabhada
Present Status – Studying Medicine at Aaryaveer Homeopathic Medical College & Hospital in Kuvadwa



(2)Name: Shekh Sangeeta Ramesh bhai
Village: Sanganpur
Block: Ranpur
K.G.B.V. Name: Kasturba Gandhi Balika Vidyalaya, Ranpur
Present Status – undergoing training as a Forest Guard in Junagadh



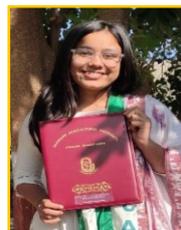
(3)Name: Vasava Thakor Minalben Nareshji
Village: AadeRann
Block: Satlasana
K.G.B.V. Name: Kasturba Gandhi Balika Vidyalaya, Vav
Present Status – Pursuing BHMS (Bachelor of Homeopathic Medicine and Surgery) at S.K. Patel College in Visnagar



(4)Name: Ussetiya Jagrutiben Premjibhai
Village: Gamdau
Block: Bhachau
K.G.B.V. Name: Kasturba Gandhi Balika Vidyalaya, Bhachau
Present Status – CISF, currently in operation



(5)Name: Morasiya Anisha b.
Block: Kodinar
K.G.B.V. Name: Kasturba Gandhi Balika Vidyalaya, Arnej
Present Status – Excelling in both academics and sports



(6)Name: Hetal N.Dasa
Block: Kutiyana
K.G.B.V. Name: Kasturba Gandhi Balika Vidyalaya, Mahiyari
Present Status – B.Sc. Horticulture

» Social Audit

In the year 2025–26, Samagra Shiksha signed a Memorandum of Understanding (MoU) with the Mahatma Gandhi Labour Institute (MGLI) for conducting Social Audits over a period of four consecutive years. Each year, approximately 20% of government schools will be covered under the audit process in a phased manner.



CHAPTER:5

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

»Introduction:

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 Sarva Shiksha Abhiyan and the centrally sponsored Inclusive Education for Disabled at Secondary Stage (IEDSS) scheme (IX-XII) were subsumed.

During the reporting period (2024-25), 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 & equipment's, 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, stipend for girls with special needs etc. 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.

Sr	District	CwSN (1-8)	CwSN (9-12)	Total
1	Acid Attack victim	72	29	101
2	Autism Spectrum Disorder	217	23	240
3	Blindness	1,765	978	2,743
4	Cerebral palsy	1,403	141	1,544
5	Chronic Neurological conditions	140	37	177
6	Dwarfism	351	146	497
7	Hearing impairment (deaf and hard of hearing)	6,450	1,500	7,950
8	Haemophilia	81	25	106

9	Intellectual Disability	17,220	2613	19,833
10	Leprosy Cured students	84	32	116
11	Locomotor Disability	7,260	2,514	9,774
12	Low-Vision	3,736	1,016	4,752
13	Mental illness	4,843	473	5,316
14	Multiple Disability including deaf, blindness	5,078	435	5,513
15	Multiple Sclerosis	421	49	470
16	Muscular Dystrophy	1,117	312	1,429
17	Parkinson's disease	61	15	76
18	Sickle Cell disease	630	282	912
19	Specific Learning Disabilities	1,673	129	1,802
20	Speech and Language	2,896	359	3,255
21	Thalassemia	376	68	444
	Grand Total	55874	11176	67050

Interventions /activities Implemented at both Elementary and Secondary Level (2024-25):

» 1. 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 2024-25, a total of 68,629 CwSN are enrolled (as per CTS March 2025) in age-appropriate Grades in nearby schools of which 2,770 in Balvatika and 4201 in Grade 1.



Shala Praveshotsav



» **2. Assessment to Screen and identification of Disabilities as per RPwD Act, 2016:**

- Conducted School Health Programme / RBSK (Rashtriya Bal Swasthya Karyakram) 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 56,512 CwSN have received disability certificates i.e., 82 % of 68,629 on CTS (March 2025).
- 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 87,120 valid users are registered on PRASHAST App of which 69,749 are Teachers, 16,464 are Principals, and 907 are Special Educators.

» **3. Provision of Aids & Appliances:**



- Out of total 33,042 children assessed for ready to use aids and appliances, 26,732 Children benefitted from the ALIMCO distribution camps and local civil service organizations at the Block Level Aids and Appliances Distribution Camp.

» **4. 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. 1 to 12 students.
- Girls 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 March 2025.

Sr No.	PAB 2024-25 Indicator	Beneficiary Target 2024-25	Beneficiary Outreach 2024-25
1	Transport	14,221	13,056
2	Escort Facility	12,312	11,188
3	Reader Allowance	3,463	1,604
4	Girls Stipend	17,148	16,368
5	Aids & Appliances	7,429	7,246
6	Home Based Education	1,463	1,295

Source: PRABANDH (March 2025)

» 5.Braille Textbooks and Magnifying lens:

Provided magnifying lens to 4,033 Low Vision Students and distributed 6739 Braille textbooks of Grade 1 to 12 to 355 Blind students with the support of Shri Navchetan Andhjan Mandal, Madhapur, Kutch district, Gujarat.

» 6.Capacity Building Program

The State has conducted multiple workshops for ensuring uniform understanding of the Inclusive practices from State level to School Level. The State had consulted the with all the relevant stakeholders during the formulation of the guidelines and then conducted trainings post finalization of the guidelines. The following are the details of the Capacity building workshops and consultation workshop conducted in year 2024-2025.

No.	Activities	Duration of Training	Participants trained (Teachers/RPs, Edu. Admin. etc.)	Participants	Resource Person
1	Consultation Workshop with District IE coordinators (Residential) on developed Resource Rooms guidelines.	2 Days	District Inclusive Education Coordinators	37	Inclusive Education-SS, Shiksha and Unicef.
2	Master Trainers Workshop (Residential) on developed Resource Rooms guidelines and their role	2 Days	Special Educators	150+	Inclusive Education Branch-SS, UNICEF, Sense India International, ALIMCO
3	Orientation on the Training Module of Inclusive Education practises in Gujarat State.	1 Day	District Inclusive Education and Special Educators (Master Trainers)	200+	State Inclusive Education Experts and UNICEF
4	Training of Special Educators on the 4 developed guidelines and their role in Implementation of Inclusive Education	2 Day	Special Educators	2,421	Special Educators Master Trainers, Samagra Shiksha.
5	Inservice training of Special Educator for Continuous Rehabilitation Education (RCI) on “Enhancing Skills in Disability Identification, Behaviour Management, and Inclusive Teaching Strategies”	3 Day	Special Educators in service	1,729	Cluster resource Center Ahmedabad, Rehabilitation Council India (RCI).



State Master Trainer's Workshop on the IE Initiatives in Gujarat



State Level Consultation Workshop for Inclusive Education

»7: Implementation of 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 included the School Accessibility Audit Tool Kit in the District level trainings with various Stake-holders key stakeholders (Master Trainers) such as IE District Coordinators, and Special Educators.

This School Accessibility Audit Tool kit is being implemented in augmentation of new infrastructure of the schools for year 2024-2025.

»8.Developed Guidelines to support CwSN in School, Resource Rooms and at Home

The National Education Policy (NEP) 2020, recommends to actively address and accommodate the diverse learning needs of the children with special needs in the conventional classroom along with abled children. It encompasses the provision of accessible learning material, supportive classroom learning environments and the active participation and engagement with students with disabilities in mainstream educational settings. Additionally, the NEP 2020 also emphasis on scaffolding the educational, therapeutic and recreational support for children with severe and profound disabilities who are unable to attend the mainstream school, resulting into their academic and social deprivation. To overcome these challenges and aligned with these recommendations, the Samagra Shiksha Gujarat has developed:

»1.Guidelines on Inclusive Classrooms for Children with Disabilities

Guidelines on creating Inclusive Classrooms helps the regular teacher in providing essential primary accommodations and exceptions to the students with disabilities within the school and classrooms – during the classroom transactions. The features of the Inclusive Classroom Guidelines are as below:

Legal Framework for the Rights of Persons with Disability

- International Framework and Policy
- National Framework, Law and Policy

Whole School Approach Method and Provisions in regular schools

- Inclusive Learning Materials
- Teacher and Special Educators
- Academic, Social and co- curricular activities
- Barrier Free Infrastructure
- Resource Rooms
- Aids and Benefits

Disability Specific Differentiation

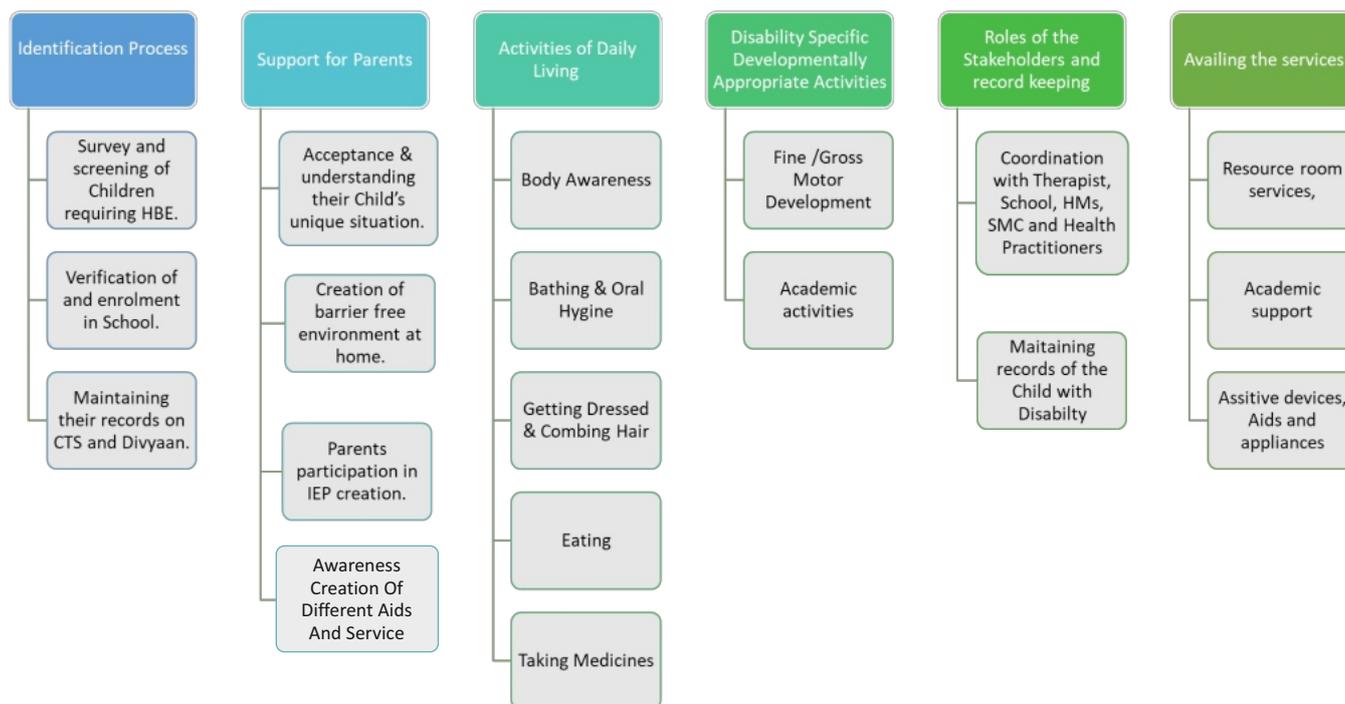
- Need based accommodations and exceptions in classroom setting
- Specific Teaching Strategies and customized classroom Transaction
- Use of Modified Materials, Audio, Tactile Learning Materials, Visual
- Assessment strategies

Working with Parents

- Creating awareness
- Guidance and counselling
- Facilitation of the referral for other required therapies and services

2. Guidelines on Home Based Education for Children with Disabilities

The 'Home Based Education' supports the children with profound disabilities, multiple disabilities to access the education as their fundamental right and creates an opportunity to lead a respectful and independent life. The guideline on the Home-Based Education enables the IE stakeholders (Special Teacher, Dist. Coord. Parents etc) on bridging the gaps of learning for CwSN by helping them in accessing the education from home. The features of the Home-Based Education Guidelines are as follows:



3. Comprehensive SoP for the Resource Rooms to support inclusive education.

The guidelines for the resource rooms would support the already established resource rooms at the Block and Cluster level to operationalise in the uniform way. It supports the role clarity for the stakeholders involved in implementation of the activities at the resource rooms for the additional academic, therapeutic support and recreational support to the CwSN as well as guidance and counselling to the Parents of the CwSNs. The features of the Guidelines on the F Resource Rooms are as follows:

Resource room Set-up	Services Offered at Resource Rooms	Roles and Responsibilities of the Stakeholders
<ul style="list-style-type: none"> • Building as per School Accessibility Audit Tool kit • Dedicated Activity Spaces • Physical Set up of the room and Storage 	<ul style="list-style-type: none"> • Primary Screening & Assessment (UDID Card, Medical Card) • Academic Support - IEP • Therapeutic Support (Licensed Therapists) • Technology based intervention • Vocational Training • Parental awareness, • Guidance and counselling 	<ul style="list-style-type: none"> • District Inclusive Education Coordinator • Special Educators • Headmasters and Teachers • BRC/CRC • SMC

All the guidelines have been the result of cumulative efforts and consultation with UNICEF and State Inclusive Education experts.

Glimpses of 'in-School Resource Rooms' Activity



»9.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's 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 support in basic therapeutic and functional academic. Children were encouraged to do activities and play games with their siblings.



»10.Celebration of Inclusion:

International Day of Persons with Disability on 3rd December 2024, World Braille Day on 4th Jan'25 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 as below:



World Braille Day, 4th January'25



International Day for Person with Disabilities, 3rd December 2024

» 11. Progress of Innovative Interventions:

The Gujarat State has established total of 755 Resource Rooms in year 2023-2024, further in the year 2024-25 additional 37 Cluster level resource have been established for the better outreach of CwSN in the respective clusters. Hence the State has 792 resource room supporting the wholistic development of the CwSNs.

Moreover, establishing the Resource Room, 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.

Resource Rooms		Physical (No. of Rooms) 2024-2025	No of Persons	No. of CwSN addressed
	School	NA	911+ Special Teachers Stationed at School level	Approximately 35000+ CwSN students
	Clusters	547	1492+ Special Educators stationed at Cluster level	
	Blocks	245		
	Districts	0	37 District Coordinators	
Total	792	Resource Room		

Total Block & Cluster level Resource Rooms Established				
No	District	Block	Cluster	Total
1	AHMEDABAD	9	14	22
2	AMRELI	10	11	20
3	AMC	0	21	20
4	ANAND	8	20	27
5	ARVALLI	7	13	19
6	BANASKANTHA	13	8	20
7	BHARUCH	9	18	26

8	BHAVNAGAR	10	56	65
9	BOTAD	2	17	18
10	CHHOTA UDEPUR	6	9	14
11	DAHOD	9	15	23
12	DEVBHUMI DWARKA	4	5	8
13	GANDHINAGAR	3	8	10
14	GIR SOMNATH	6	20	25
15	JAMNAGAR	6	3	8
16	JUNAGADH	9	20	28
17	KUTCH	10	19	28
18	KHEDA	10	28	37
19	MEHSANA	10	25	34
20	MAHISAGAR	6	16	21
21	MORBI	4	7	10
22	NARMADA	5	2	6
23	NAVSARI	5	11	15
24	PANCHMAHAL	7	29	35
25	PATAN	7	24	30
26	PORBANDAR	3	4	6
27	RAJKOT	6	16	21
28	RMC	0	6	5
29	SABARKANTHA	8	4	11
30	SMC	12	5	16
31	SURAT	8	20	27
32	SURENDRANAGAR	9	11	19
33	TAPI	7	5	11
34	THE DANG	3	12	14
35	VADODARA	8	19	26
36	VALSAD	6	13	18
37	V.M.C	0	13	12
	Grand Total	245	547	755

Glimpses of 37 Newly established Cluster Level Resource Rooms in 2024-2025



» 12. 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.

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.

» 13. Success Stories

Children with Special Needs Achievers



District: Valsad
 CwSN Name : Priyalben Sureshbhai Patel
 Type of Disability: Locomotor Disability
 Standard: 9
 Achievement: Participated in a painting competition in the district, in which she came first and received a prize of Rs. 2000.
 Year of Achievement: 2024



District: Aravalli
 CwSN Name : Rathod Khushiben Bhalabhai
 Type of Disability: Intellectual Disability
 Standard: 1
 Achievement: Improving overall development through therapy
 Year of Achievement: 2024



District: Surat
 CwSN Name : Vaidip Dehurbhai Nagotha
 Type of Disability: Locomotor Disability
 Standard : MBBS First Year
 Achievement: Vaidip was able to continue his education with support recieved through Samagra Shiksha for his corrective surgery to manage his Locomotor Disability.
 Year of Achievement: 2024



District: Junagadh
 CwSN Name : Unadkat Manasvi Pankajbhai
 Type of Disability: Total Blind
 Standard: 9
 Achievement: Won first prize at the District level Special in Khel Mahakumbh for special children with low vision and complete blindness.
 Year of Achievement: 2024



District: Valsad
 CwSN Name: Ashishbhai Yogeshbhai Patel
 Type of Disability: MR
 Standard: 9
 Achievement: Won the First prize with Gold medal in the 25 meter running at State level Special Khel Mahakumbh and got Second price in bochhi game at district level competition.
 Year of Achievement: 2024



District: Vadodara
 CwSN Name : Rajput Aayushi Rajeshbhai
 Type of Disability: Multiple Disability
 Standard: 1
 Achievement: Improving overall development through therapy at the resource room.
 Year of Achievement: 2024

CHAPTER:6

Quality Education And Monitoring

»Background:

Quality education is a multifaceted concept that comprises of learners, teachers, pedagogy, curriculum, the learning environment, assessment practices, and the outcomes of education. It goes beyond mere academic achievement to include the development of essential life skills, values, and attitudes necessary for responsible citizenship and personal growth. To ensure utmost 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:** Students construct their own knowledge through active participation and engagement.
- **Teachers are facilitators rather than instructors:** Teachers guide learning by identifying student needs and using varied, context-appropriate methods. 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.
- **Supportive Environment:** Classrooms are safe, inclusive, and equipped with adequate infrastructure for learning.
- **Relevant Curriculum:** Curriculum designed in coordination along with GCERT which is age appropriate, class specific, stage specific, socially relevant, unbiased, gender sensitive as well as upholds the constitutional ethos and values. It is to maintain the coherence as per the systemic continuum.
- **Child Centric Pedagogy:** 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 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 learning beyond the classroom walls. It should be ensured that the students are equipped for the demands of the 21st century.
- **Holistic Outcomes:** The educational outcomes must be aligned with the broader 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, and awareness of health, nutrition, and well-being.

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

»Introduction:

The Quality Enhancement Cell is dedicated to enhancing the overall quality of school education, spanning from pre-school (Balvatika) to Class X. It focuses on key domains such as curriculum enrichment, pedagogical improvement, teacher capacity building, assessments, research, evaluation, and robust monitoring systems. The branch plays a pivotal role in aligning classroom practices with national educational goals and ensuring meaningful learning outcomes for all children.

The core objectives of QE Cell branch are:

- Enhancing quality across all stages of school education.
- Promoting sound pedagogical understanding among educators.
- Developing and distributing high-quality teaching-learning materials.
- Designing and piloting innovative interventions for quality improvement.
- Creating awareness of progressive teaching practices among teachers.
- Implementing and disseminating best practices from across states.
- Developing supplementary learning resources to support classroom instruction.

- Conducting periodic assessments and providing timely remedial support.
- Strengthening school monitoring mechanisms and using data to drive instructional efficiency.

With an aim to achieve the above objectives, QE Cell branch under Samagra Shiksha-Gujarat has successfully implemented the following interventions during the period 2024-25.

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

As a part of this flagship nationwide initiative of FLN Mission, NIPUN Gujarat aims to ensure foundational learning for children in Balvatika, and Grades 1, 2 and 3 across all Government schools in the state. With an approximate reach of more than 19 lakh (19,04,333 as per CTS 2024-25) 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.

Key highlights of this initiative include:

- Access to developmentally appropriate foundational learning resources.
- Implementation of School Readiness Module (Vidhyapravesh) for Grade 1.
- Implementation of Balvatika Modules for Students and Teachers (Part 1 and Part 2).
- Comprehensive teacher training programs focused on FLN pedagogy.
- Availability of curated 30+ high-quality teaching-learning materials.
- Establishment of strong monitoring and mentoring systems for continuous improvement.

»• **Activities conducted during 2024-25:**

Training: To strengthen foundational learning and enhance classroom instruction, a series of structured capacity-building initiatives were implemented at the state, district, and block levels throughout 2024. These trainings aimed at equipping educators and key stakeholders with effective pedagogical strategies aligned with the NIPUN Gujarat framework.

»• **State Level Interventions:**

- Core Group Orientation Workshops were conducted between January and April 2024, setting the foundation for statewide training efforts.
- A 3-day workshop for 30 Key Resource Persons (KRPs) was successfully organized in May 2024, building a strong cadre of lead trainers.
- 300 Resource Persons (RPs) were trained through an intensive 3-day workshop in June 2024, preparing them to cascade training further down the system.
- Organized Shala Pravesh Utsav in all 32,940 school.

»• **District Level Interventions:**

- All Master Trainers (MTs) across districts underwent a 3-day training in July 2024, focused on grade-specific FLN pedagogy and implementation practices.
- Block Level Interventions:
- All Class 1 and 2 teachers were trained through a 3-day capacity-building program held from July to August 2024, ensuring classroom-level translation of FLN strategies.
- Refresher trainings were conducted at regular intervals, facilitated by Block Resource Coordinators (BRCs), Cluster Resource Coordinators (CRCs), and block-level experts to reinforce key concepts and practices.

»• **Content Development:**

- Vidyapravesh module was developed as per MoE guidelines and contextualized for Std 1 for teachers and students.

- Developed subject wise, chapter wise, and LO wise “Swa Adhyayan Pothi” for Std 3 & 10.
- Developed content for FLN grades.
- Developed e-content in G-Shala App for all grades
- Developed accessible content for CwSN.

» IEC materials

- IEC materials have been developed and delivered in the schools.
- Grade-wise Lakshayank developed and distributed for display in the classrooms.
- Displayed Posters at public places to bring awareness among the communities.
- Developed Karmavedika Diary and given to all the Principals, CRC's and BRC's which contains information related to all the Samagra Shiksha branches where they can also keep a record other school level, student level details etc.
- The Karmavedika Diary has been developed and distributed to all Principals, Cluster Resource Coordinators (CRCs), and Block Resource Coordinators (BRCs). It includes comprehensive information on all branches of Samagra Shiksha and provides space to record school-level and student-level details.

NIPUN Gujarat: Teaching Learning Materials (TLM) (2024-2025)

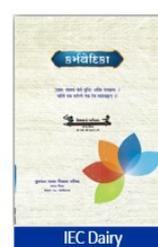
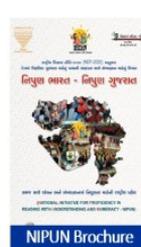
No	Details	Class	No of Items Per Set	No of Set
FLN Classroom Kits (TLM)				
1.	Braille Kit	Balvatika & Class 1 -2	26	2,650
2.	Music Instrument for FLN Class	Balvatika & Class 1 -2	6	40,527
3.	NCERT Early Maths Kit	Balvatika & Class 1 -2	37	33,000
4.	IIT Gandhinagar FLN Kit	Balvatika & Class 1 -2	9	32,000
5.	Jaadui Pitara*	Balvatika & Class 1 -2	31	60,000

* Ongoing Process

No	Details	Class	Unit	Total Coverage
Teaching Resource Materials For Teachers				
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

NIPUN Gujarat: IEC and Teacher Resource Materials (2024-2025)

No	Details	Unit	Total Coverage
IEC Material For Nipun Bharat Mission & FLN			
1.	NIPUN Bharat Guideline	School	34500
2.	NIPUN Learning Outcome (LO) 6 Posters	Classroom	34500
3.	NIPUN Bharat Brochure	School	34500
4.	IEC Diary	Principal	35500
5.	Annual Calendar	School	35500



» Primary School Teacher Trainings

- In the cascade model, Samagra Shiksha has been providing training to teachers' semester-wise (twice in a Year)
- State-level training to State Resource Persons -> District-level training to Master Trainers -> Block-level training to Teachers of Class 1 & 2.
- All 42,500+ (100%) teachers were trained in 2024-25.
- Total 5 Days of Training 3 Days for Semester 1 & 2 Days for Semester 2
- Training focused on Language and Maths subjects – lesson planning, use of appropriate TLMs, Classroom management, and monitoring of students' progress.
- NIPUN mentors have been appointed at the cluster, block, and district level.
- Additionally, NIPUN Block Resource Persons (BRPs) have been designated at each block to provide continuous support and handholding to schools and teachers, with a mandate to visit a minimum of two schools per week.



» STEM Labs (Elementary and Secondary)

- Established STEM labs for practical work in Mathematics and Science subjects in 1780 Government elementary schools and 1210 Government secondary schools.
- To enhance experiential learning, foster critical thinking, and deepen students' understanding of core subjects through hands-on activities and experiments.



» Youth and Eco Clubs:

- To foster environmental awareness, social responsibility, and leadership skills among students.
- Implemented in 34,291 schools (Ele. 32,383 & 1,908 Sec. & Sr. Sec).
- Key activities undertaken: Discussion sessions, Music, Arts, Reading and Writing, use of library, Physical activities, Environmental enrichment etc.
- Organized group-wise contest, honoring the best groups.
- Leveraged idle School infrastructure: playgrounds, sports equipment, libraries, in-school garden area, musical instruments etc.
- During summer camps focused on seven themes of Mission LiFE dedicating one day each viz. Adopt Healthy Lifestyle; Adopt Sustainable Food Systems; Reduce E- Waste; Reduce Waste; Save Energy; Save Water; and Say No to Single Use Plastic.



» Safety and Security at School Level – Class 1 to 12

- To ensure a safe and secure learning environment by implementing safety measures, promoting awareness, and enhancing disaster preparedness in schools.
- Implemented in 34,291 schools (Ele. 32,383 & 1,908 Sec. & Sr. Sec)
- Teacher Training on School Disaster Risk Management Plan (SDRMP)
- Formation of School Safety Committee



» Rashtriya Aavishkar Abhiyaan (RAA)

Rashtriya Aavishkar Abhiyaan (RAA) aims to make Science, Mathematics, and Technology exciting and engaging for students by promoting learning beyond the classroom. The initiative follows a dual-track approach to nurture curiosity, innovation, and creativity in students through hands-on, experiential learning.

» Key Highlights:

- Science & Mathematics Clubs: Clubs were formed in 19,797 elementary schools (Classes 6–8) and 1,737 secondary schools (Classes 9–12) with grants of ₹3,000 and ₹5,000 respectively. These clubs provide dedicated spaces and resources to support engaging activities aligned with the curriculum.
- Student Engagement: Students actively participated in experiments, projects, and problem-solving tasks, deepening their understanding of scientific and mathematical concepts through experiential learning.
- Teacher-Led Innovation: Teachers designed club activities to spark critical thinking, creativity, and real-world problem-solving, fostering an entrepreneurial mindset among students.
- Showcase Platforms: Science exhibitions, math fairs, and outreach events allowed students to present their learnings and inspire peers.



» **Twinning of Schools: Class 6 to 12**

- To promote educational equity, enhance learning outcomes, strengthen teacher capacity, and foster cultural exchange.
- 20,235 schools partnered, with implementation in 4 schools per cluster following specific guidelines.
- Host school demonstrated innovative practices for shared learning and improvement across the cluster.

» **Effectiveness of the Program:**

- **Exchange of Work:** Participating schools exchanged work within academic and co-curricular 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.



» **Sports and Physical Education - Class 1 to 12**

- To encourage sports and physical education activities, yoga, cocurricular activities etc.
- Developed guidelines in Gujarati in line with the revised guidelines for sports and circulated to schools.
- Provided school category-wise grants to 34,291 schools to procure equipment's' and conduct activities.



» Ek Bharat Shreshth Bharat – Class 1 to 12

- To promote cultural exchange and national integration by connecting states and regions through various activities and collaborations.
- Gujarat and Chhattisgarh participated in the event, engaging in activities like essays, stories, paintings, folk dances, dramas, and various art forms.
- Students celebrated unity in diversity, fostering and strengthening emotional bonds.
- Implemented in 34,291 schools (32,383 elementary and 1,908 sec./sr. sec.).
- Developed a short video series and uploaded in DIKSHA and Gujarat e-class YouTube channel [Ek Bharat Shreshth Bharat Channel](#)



» Science Exhibition / Book fair

- To promote scientific inquiry, foster a love for learning, and enhance students' access to educational resources
- Provided Rs. 10,000 per school to a total of 3,546 school (Ele. 1780, Sec./Sr.Sec. 1,767 schools).
- Clear guidelines were provided for conducting science exhibitions in schools.
- Students, teachers, and community members actively participated, showcasing creativity, innovation, and scientific knowledge.



» Strengthening of Sports: Class 1 to 12

- To harness the immense benefits of sports for children's holistic development, including physical, mental, socio-emotional, and cognitive growth
- Implemented across 34,291 schools: 32,383 elementary and 1,908 secondary/senior secondary.
- Allocated dedicated time in school timetables for FIT INDIA program activities.
- Organized events: Fit India Quiz 2.0, Fit India School Week, and Fit India Swachhta Freedom Run 4.0.
- Encouraged participation in Khelo India, Khelo Mahakumbha, yoga, Indian sports, and sports club formation; promoted use of the 'FIT INDIA' app.



» Exposure Visits outside the State

- Exposure visits to locations associated with renowned personalities across diverse fields, museums, historical sites, dairy plants, banks, Science organizations, etc.
- Knowledge gained through experience of outside school increase student interest in the subject matter they learn which becomes permanent knowledge.'



» Talent Search (Class 9)

Aimed at identifying and nurturing student potential, the Gujarat Secondary and Higher Secondary Education Board (GSHSEB) received a grant under Samagra Shiksha to cover ₹100 exam fees for Class 9 students.

Benefits:

- Enhances academic and social skills.
- Encourages goal-setting and problem-solving.
- Smoothens the transition from upper primary to secondary.
- Helps students identify the “best fit” career path.

» Periodic Assessment Test (PAT) – Classes 3 to 10

Weekly PATs were conducted every Saturday across Government schools for Classes 3–10 to assess learning outcomes and support remedial instruction.

- GCERT developed outcome-based assessment tools across subjects.
- Booklets distributed:
 - 1.71 lakh for Classes 9–10.
 - 36.81 lakh for Classes 3–8.

PAT enabled continuous evaluation, helping teachers tailor instruction and bridge learning gaps.

» Social Science Kit – Classes 6 to 12

Grants of ₹5,000 were provided to 22,002 schools for Social Science Kits comprising maps, games, simulations, and interactive tools covering history, geography, civics, and economics.

Impact:

- Promoted active learning through hands-on resources.
- Enhanced critical thinking and real-world application.
- Improved engagement and retention of complex concepts

» Community Participation – SMC/SMDC Training

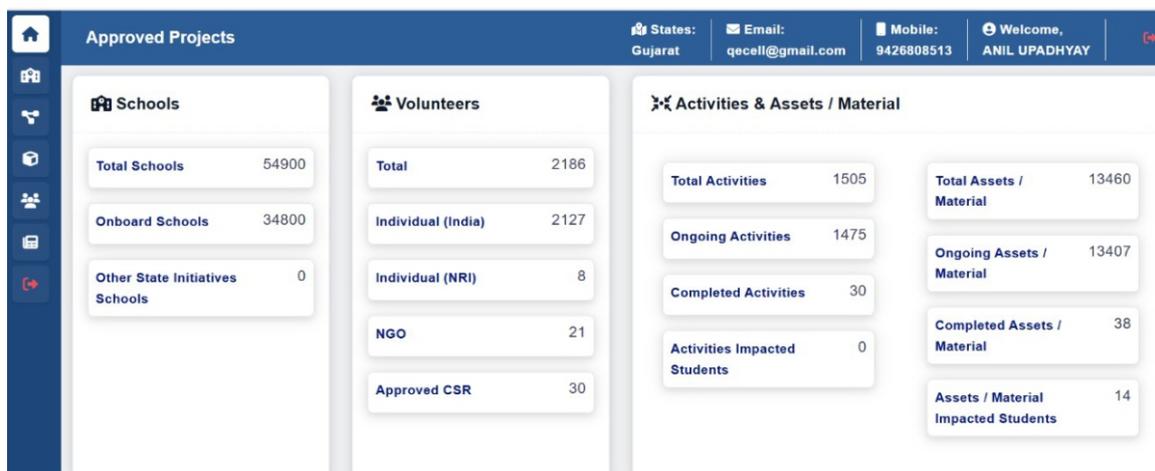
- Virtual training for SMCs/SMDCs conducted on 27th December 2023.
- Grants provided:
 - 929.97 lakh to 31,667 elementary schools (3,000/school)
 - 43.92 lakh to 1,911 secondary schools (3,000/school)

» Key focus areas:

- PM SHRI initiatives
- Roles & responsibilities of SMC/SMDC
- School Development Plans
- Utilization of school grants
- Community mobilization

» Key outcomes:

- Reduced dropout rates
- Increased parental and volunteer involvement
- Improved foundational learning.
- Enhanced school planning and accountability



An initiative by the Ministry of Education to enhance school quality through volunteer and donor engagement. It connects schools with individuals, NGOs, and corporates to offer:

- Volunteer Services (teaching, mentoring, extracurriculars).
- Donations (infrastructure, learning materials, digital devices).

It's an online portal to facilitate volunteer contribution by alumni of educational institutions, serving and retired teachers, scientists, Government/semi-Government officials, retired armed forces personnel, self-employed and salaried professionals, homemakers, persons from Indian diaspora and any other organization/group or company in the Government/ Government aided schools of their choice pan-India by registering on the Vidyanjali portal. The interested volunteers can contribute either in the form of assets or material or can participate by sharing their knowledge and skills in curricular, co-curricular and extra-curricular activities.

Gujarat embraced the Vidyanjali initiative soon after its national launch, connecting Government schools with volunteers, NGOs, and CSR partners to improve learning outcomes and infrastructure through community participation.

» **Key Achievements:**

- Schools Onboarded: 34,800 Government & aided schools.
- Volunteers Registered: 2,186 individuals (educators, professionals, community members)
- A total of 96 CSR-led initiatives in infrastructure, digital learning, sanitation & teacher training are approved so far.

» **Saksham Shala:**

- In 2024–25, a two-day training was held for DPEs, TRPs, Assistant Architects, QEC Cell Coordinators, and BRCs.
- The training ensured uniform understanding of the program guidelines across stakeholders.
- 640 Master Trainers were developed through this training initiative.
- Training was completed for all Government school Principals and Focal Point Teachers across districts.
- Over 5,100 Government schools registered and completed a 100-point self-evaluation.
- CRCs conducted cross-verification to ensure accuracy of school responses.
- 2,100 schools received 4 or 5 recognitions based on 12-point excellence criteria.
- Key recognition areas included safety, cleanliness, sustainability, and student engagement.

- Schools achieving block-level saturation moved ahead for further recognition.
- District-level awards are currently underway across districts.
- State-level awards are scheduled to be completed by April 2025.

» Learning materials for students:

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

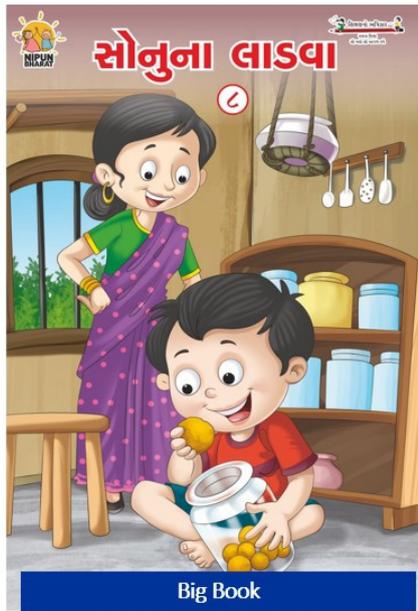
No	Components / Resources	Class	No of Book Per Students	Total Books	Total Coverage No of Students
Learning Material For Student					
1.	Balvatika workbooks Part 1 and 2	Balvatika	2 per student	2	5,24,052
2.	Maths workbook Part 1 and 2	1 and 2	2 per student	4	7,18,925
3.	Gujarati workbook Part 1 and 2	1 and 2	2 per student	4	7,18,925
4.	Vidyapravesh student book	1	1 per student	1	5,93,500
5.	Writing book	1 and 5	1 per student	2	7,18,925
6.	Activity Project book	1 to 5	1 per student	2	26,52,965
7.	Drawing book	1 to 5	1 per student	5	26,52,965
8.	Notebooks	1 to 5	3 per student	15	26,52,965
9.	Stationery Kit (7 items)	Balvatika to 5	1 kit per student	7 Items	31,77,017

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

Learning Enhancement Programme (LEP) (2024-2025)

No	Details	Class	Unit	No of Books	No of Students
Material For Students of Grade 6 to 10					
1.	Workbook Part 1 to 4	3 to 5	4 per student	12	29,62,000
2.	Workbook Part 1 to 6	6 to 8	6 per student	18	57,33,000
3.	Workbook Part 1 to 6	9 and 10	6 per student	12	36,60,000
4.	Periodic Assessment Test (PAT) Booklet	3 to 10	1 per student	8	46,13,000
5.	Project Book	6 to 9	1 per student	4	51,26,000
6.	Sanskrit Pocket Diary	6 to 8	1 per student	1	6,04,000

- Grade - 3 to 5 : 3 Subjects : Gujarati, Math's, Environment
- Grade - 6 to 8 : 7 Subjects : Gujarati, Math's, Science, Social Science, Hindi, Sanskrit, English
- Grade - 9 & 10 : 5 Subjects : Gujarati, Math's, Science, Social Science, English



Big Book



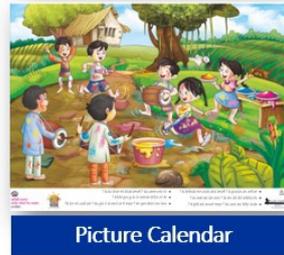
Early Reader



Picture Dictionary



Board Books



Picture Calendar



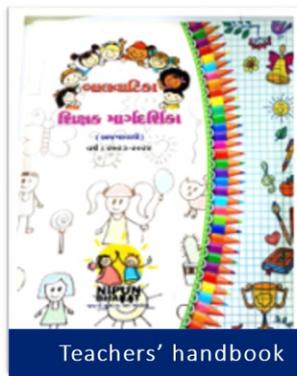
Flash Card



Chart

»Resource Materials for Print rich classroom and FLN Library FLN Classroom kits (TLMs):

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



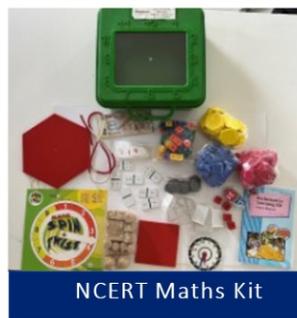
Teachers' handbook



Braille Kit



FLN IIT Kit



NCERT Maths Kit



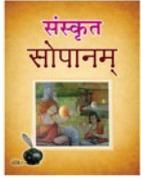
Music Instrument kit



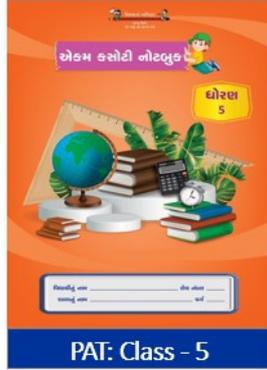
Wooden Toy Kit

» TLM for Teachers

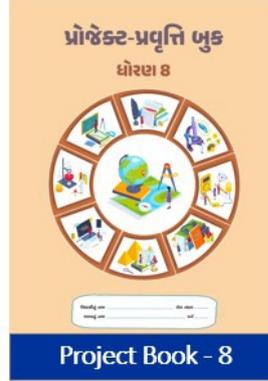
No.	Details	Class	Unit	Total Coverage
1.	Balvatika Teacher Handbook	Balvatika	1 per teacher	40,000
2.	Vidyapravesh Teacher Handbook	1	1 per teacher	40,000
3.	Teacher Training Module	1 and 2	1 per teacher	40,000



Pocket Diary



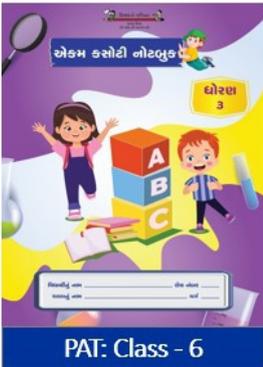
PAT: Class - 5



Project Book - 8



Workbook - 3



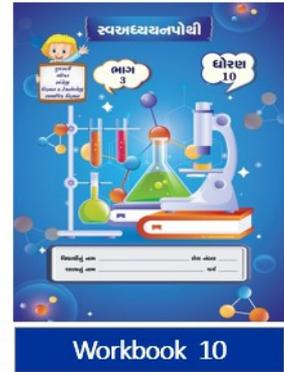
PAT: Class - 6



Workbook - 6



Workbook - 7



Workbook 10

» IEC and Teachers Resource Material

No.	Details	Unit	Total Coverage
1.	NIPUN Bharat Guideline	School	34500
2.	NIPUN Learning Outcome (LO) 6 Posters	Classroom	34500
3.	NIPUN Bharat Brochure	School	34500
4.	IEC Diary	Principal	35500
5.	Annual Calendar	School	35500

» Introduction

Education remains the cornerstone of both human and societal progress, with Quality being its most critical attribute. In this context, School education plays a pivotal role in shaping and empowering current and future generations, enabling them to realize their fullest potential.

Recognizing this, the State bears the responsibility of ensuring access to high-quality Education. This commitment involves creating an enabling environment that nurtures learning, encourages positive mindsets, and fosters the holistic development of students. Through sustained efforts, we aim to begin a new era of opportunity—one that equips learners with the knowledge, skills, and resilience needed to thrive in a rapidly evolving world.

» Composite School Grant

A composite school grant has been allotted to 32366 Primary schools and 1908 secondary schools in the State for the year 2024-25 under Samagra Shiksha. The grant allocation is based on the Enrolment as described below:

Enrolment of Students in School	Primary school	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

» Grant Utilization:

- The objective is to ensure decent and pleasant conditions in schools, in alignment with NEP 5.9.
- School grants are provided annually to all Government schools for the replacement of non-functional equipment and to cover recurring expenses such as consumables, play materials, sports equipment, laboratory needs, electricity charges, internet, water, teaching aids, and more.
- The grant also supports the annual maintenance and repair of existing school buildings, toilets, and other facilities to keep the infrastructure in good condition.
- This fund is utilized to promote the Swachh Bharat campaign and to encourage community participation.
- Each school is required to allocate at least 10% of the composite school grant to activities under the Swachhta Action Plan.

» Library Grant

For the academic year 2024–25, the Library Grant was approved for 12,409 Primary Schools, 19,957 Upper Primary Schools, 1,133 Secondary Schools, and 775 Higher Secondary Schools under the Samagra Shiksha initiative.

In accordance with the Ministry of Education (MoE) guidelines and the decision of the State-Level Book Selection Committee, the library grant was allocated to the Gujarat State School Textbooks Board – Pathya Pustak Mandal. This grant aims to support the objectives of the Padhe Bharat Badhe Bharat campaign.

Schools were advised to establish a Reading Room, Reading Corner, or dedicated Reading Space, and to incorporate two reading periods per week into the school timetable. One teacher in each school was assigned the additional responsibility for managing the library, including the custody, issue, and return of books.

This teacher is allowed relaxation from teaching duties for two periods per week to carry out these responsibilities.

Books provided under this grant are intended to encourage reading habits among students, thereby fostering a culture of curiosity and continuous learning.

» Academic Support through BRC/URC and CRC

1. TLM/TLE Grant:

During the year, a Teaching-Learning Material (TLM)/Teaching-Learning Equipment (TLE) grant was provided to strengthen classroom practices and pedagogical effectiveness. Under this initiative:

BRC and URC Coordinators received a grant of ₹5,000/- each.

CRC Coordinators received a grant of ₹2,000/- each.

The grant was aimed at supporting the development and procurement of TLM/TLE. These materials are used by teachers to enhance the classroom transaction process, ensuring improved student engagement and understanding.

In addition, workshops were organized at the BRC level with the participation of CRCs, subject teachers, and BRPs, focusing on the creation of innovative and effective TLM to support curriculum delivery.

2. Contingency Grant:

To ensure effective functioning and maintenance of educational resource centers, a Contingency Grant was provided under the Samagra Shiksha initiative:

BRC and URC Coordinators were allocated 50,000/- each.

CRC Coordinators were allocated 25,000/- each.

This grant was utilized for the maintenance of the resource rooms at the BRC level, the procurement of essential office equipment, and for covering other recurring office expenses, thereby facilitating smooth operational support for academic and administrative activities.

3. Meeting Travel Grant:

To facilitate participation in academic and administrative meetings and trainings, a Meeting Travel Grant was provided under Samagra Shiksha:

BRC and URC Coordinators received 30,000/- each.

CRC Coordinators received 5,000/- each.

This grant was specifically utilized to cover travel and refreshment expenses incurred during academic or administrative meetings and trainings conducted at the 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 guideline circular outlining the utilization of these one-time grants was issued from the State level to all BRCs, URCs, and CRCs.

» Kala Utsav

The objective of Kala Utsav is to identify talent in the field of art and enhance the significance of art in education among secondary and higher secondary school students. The event includes a diverse range of categories such as Vocal Music (Classical and Traditional Folk), Instrumental Music (Classical and Traditional Folk), Classical and Folk Dance, Visual Arts (2-dimensional and 3-dimensional), and Indigenous Toys and Games. Kala Utsav is conducted at four levels—District, Zone, State, and National—providing students with a structured platform to showcase their artistic abilities and nurture their creative potential.

»(i) District level Kala Utsav:

The Kala Utsav competition at the district level was conducted across all districts from 09th to 10th October 2024. Students from secondary and higher secondary levels actively participated in the event, competing in ten categories as listed below.

06 categories in which the students participate	
Vocal Music	Visual Arts
Instrumental Music	Traditional Story Telling
Dance	Drama/Theater

»(ii) Zonal Level Kala Utsav:

The zonal level competition was conducted at five locations across the state, with participation from 34 Districts. Winners from each district advanced to compete at the zonal level, which was organized from 25th to 26th October 2024. To ensure fair evaluation, expert committees were formed for each category to judge the recorded entries submitted by the Districts.

Following are the details of the Zonal level competition:

Zone	No. of Districts	No. of Winners
Arvalli - North - East Zone	8	14
Surat - South Zone	7	15
Vadodara-Central Zone	7	11
Rajkot -Saurashtra Zone	6	28
Junaghad- Saurashtra-Westran Zone	6	14
Total	34	68

»(iii) State level Kala Utsav:

A total of 68 winners from six categories of the Kala Utsav competition, representing five zones, participated in the State-level competition held on 21st and 22nd November 2024 at J.M. Chaudhary Sarvajanik Girls High School, Gandhinagar. The event was organized under the guidance of the Samagra Shiksha State Office, Gandhinagar.

Expert committees were formed category-wise at the zonal level to evaluate the recorded entries submitted by different zones. At the State-level competition, 15 winners (4 boys and 11 girls) were awarded certificates and a cash prize of ₹2000/- each.

»(iv) National level Kala Utsav:

Samagra Shiksha Gujarat actively participated in the National-level Kala Utsav competitions. All 15 winners from the State-level competition represented Gujarat at the National-level event held from January 3rd to January 6th, 2025, in Bhopal, Madhya Pradesh.

Notably, in the Visual Art category, Patel Flesha from BAPS Swaminarayan Vidyalaya, Valsad District, secured the 3rd prize at the National level.

Some glimpses of Kala Utsav competition at various levels:



» Band Competition

Objective:

The school band fosters a strong sense of unity and belonging among students, instilling pride and enthusiasm. Its rhythmic melodies inspire passion, courage, and motivation, leaving a lasting impact on audiences of all ages. Band competitions serve as powerful platforms to rekindle the patriotic spirit and promote national unity among school children across the country.

» Activities undertaken:

- Samagra Shiksha Gujarat, in collaboration with the Home Department, Government of Gujarat, organized the School Band Competition as per the guidelines of the Ministry of Education (MoE).
- All districts were grouped into 09 zones for the Zonal Level Competition, ensuring wide participation across the state.
- A total of 09 boys' teams and 07 girls' teams advanced to the State Level Competition, held in Ahmedabad on 18th October 2024, with 510 students from 17 teams participating at the State level.
- The winning boys' and girls' teams from the State Level performed at the Statue of Unity on 31st October 2024, as part of the National Unity Day celebrations.
- Further, two Pipe Band teams and one Brass Band team from the State Level Competition represented Gujarat at the Western Zone Level Band Competition, held in Bhopal, Madhya Pradesh, from 24th to 27th November 2024.
- Swaminarayan Kanya Vidyalaya Girls' Pipe Band, Bhuj, secured 2nd place at the Western Zonal Competition.
- Ambaji Gram Panchayat High School Boys' Pipe Band secured 3rd place at the same event.

» School Band set:

Band sets were allocated to selected Government schools with the aim of enhancing students' physical and mental performance, nurturing individual talents and personalities, building self-confidence, and promoting essential life skills and self-discipline—key elements contributing to collective achievement.

Under Samagra Shiksha, a grant of ₹50,000 per school was provided to 185 Government schools, including PM SHRI schools, for the procurement of brass band sets. The instruments included Euphonium, Trumpet, Tenor Drums, Clarinet, Side Drums, Bass Drums, Cymbals, Leader Stick, and Bugles, as per the guidelines of the Ministry of Education (MoE) and the suggestive list from BSF (Gujarat Frontier), Gandhinagar.

District-level committees, guided by state-defined criteria, were responsible for selecting the beneficiary schools. Each selected school constituted a procurement committee to ensure the proper and transparent utilization of the grant.

These band sets are being actively utilized to prepare students for participation in various levels of band competitions, helping them develop coordination and collaborative skills. Furthermore, student participation in these activities has enriched school assemblies and cultural and national events, providing a vibrant platform for students to showcase their talents and build public performance confidence.





Gujarat Council of
Educational Research
and Training (GCERT)

CHAPTER:7

Gujarat Council of Educational Research and Training (GCERT)

»Report on Teacher Training under the Continuous Professional Development (CPD)

Background and Introduction

The State is creating driving transformation in teacher professional development through a state-wide hybrid teacher training program, aimed at enhancing classroom instruction and improving student outcomes for Grades 3 to 8. The program combines offline, interactive sessions with online, self-paced learning modules, ensuring both, accessibility and quality for teachers across both urban and remote regions.

This initiative is aligned with the National Education Policy (NEP) 2020, which emphasizes the creation of a robust Continuous Professional Development (CPD) ecosystem. The training program aims seeks to:

- Update teachers on contemporary pedagogies and digital competencies.
- Build subject-specific expertise and classroom management skills.
- Strengthen support for remedial education and inclusive instruction.
- Ensure ongoing, contextual, and data-informed professional growth.

The program was spearheaded by GCERT under the leadership of the Director - Shri Prakash Trivedi, with the vision to elevate the quality of education by addressing real practical classroom challenges. It focuses on Grades 3 to 8 teachers across all subjects through both online and offline training, ensuring comprehensive professional development that is inclusive, effective, and outcome oriented.

»Approach and Methodology

GCERT adopted a phased, research-informed approach. Based on assessment data from NAS, GAS, and SAT, subject- and pedagogy-specific modules were created. These were aligned with NEP 2020 goals and developed in collaboration with teachers, DIET faculty, academic experts, and partner organizations.

- Offline Training: Face-to-face 2–3 day workshops emphasized peer interaction and experiential learning.
- Online Modules: Two one-hour courses (total 20 hours), focused on NEP 2020 topics, SCF, and innovative teaching methods.
- The approach contributes to the NEP-recommended 50 hours of annual CPD through both modes.

»Key Features and Innovations

- Modern Pedagogies: Game-based, story-based, and experiential teaching methods.
- Digital Integration: Use of G-Shala Plus, BISAG tools, and chatbot platforms.
- Contextual Modules: Designed separately for Grades 3–5 and 6–8 to maintain age-appropriateness.
- Collaborative Content Development: Involved GCERT, DIETs, SRGs, NGOs; content reviewed by experts and recorded professionally at BISAG & VSK.

»Workshops Conducted

The workshops were conducted during the year in the following manner in two phases on the following dates:

Phase 1: Pedagogical Module Development (April–August 2024)

Set 1: Foundational Modules (10 Modules)

Covered NEP 2020, SCF/NCF, assessment, classroom management, and mental health

» Workshops:

- April 18–20, April 29–May 1, 2024
- May 16–18, 2024
- **Recording:** May 23–30, 2024 (BISAG & VSK)

» Set 2: Advanced Modules (8 Modules)

Focused on higher-order thinking, lesson planning, child rights, cyber safety.

- **Workshops:** July 2–4, 9–11, and 18–20, 2024
- **Recording:** July 22–31, 2024 (BISAG & VSK)

Modules 1 and 2 were launched via the Prashikshak chatbot and DIKSHA

» Phase 2: Advanced Module Development (December 2024 – January 2025)

Total Modules Developed: 5

Workshops:

- December 6–7, December 19–21, 2024
- January 2–4, 2025

Recording: January 16–17, 2025 (BISAG & VSK)

Module 3 was launched on the Prashikshak bot and DIKSHA

List of Modules



LIST OF MODULES (PHASE 1)



»• **Total number of teachers trained:**

 Efforts on Teacher Training			
	Grades 3-5	Grades 6-8	Grades 9-10
Total Teachers Trained A total of 275,377 teachers across Grades 3 to 10 were trained through online modules delivered via the Prashikshak chatbot platform.	109,365 Teachers	123,953 Teachers	42,059 Teachers
Face-to-Face and Blended Mode Training Reach An additional 340,715 teachers were trained through offline and blended formats, ensuring deeper engagement and contextual learning.	301,499 Teachers	262,181 Teachers	26,014 Teachers

»• **Conclusion**

Through its structured, inclusive, and innovative CPD initiative, GCERT has laid the foundation for a systematic and sustainable teacher development ecosystem. By leveraging the hybrid model and embedding continuous feedback, the State has demonstrated a scalable model of quality education reform, in strong alignment with national goals and local needs.

CHAPTER:8

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. Since quality is a major concern and one of the key objectives of Samagra Shiksha, regular monitoring is essential. It is important that all schools are visited and that quality indicators are systematically collected, updated, verified, and analyzed to achieve the objectives of the program. To meet these requirements, emphasis is placed on the Management Information System (MIS) to review the status of school education in the context of planning for priority areas.

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

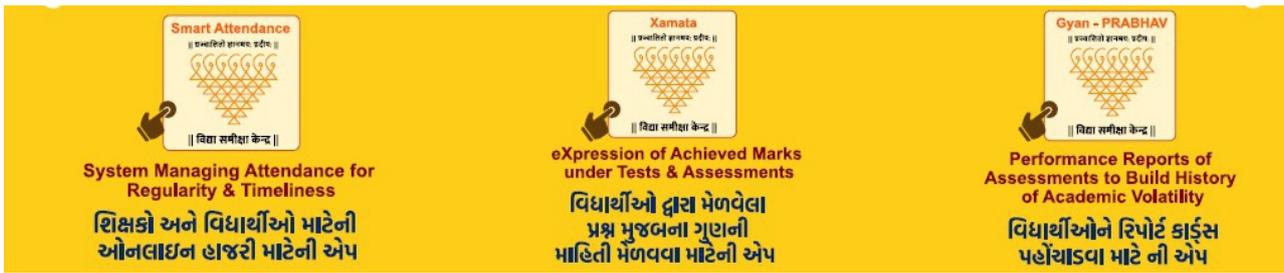
A project named "Aadhaar Enabled DISE" was launched in January 2012 for tracking children in the context of retention and assessment of learning outcomes. It aims to track the students from Classes 1 to 12 by maintaining the students' database to provide prompt access to child information by interlinking 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.

- 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 53,000+ Government and Private Schools is received at VSK. 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.
- The Daily Online Attendance System was launched in 2018-19 across all Government Primary Schools to track the attendance of all students and teachers across the state.
- This system was extended to all Government and Private Schools in the state from June 2019.
- Launched chatbot application – Smart Attendance – a system managing attendance for regularity and timeliness; for daily online attendance reporting of teachers and students.
- An automated system designed with the intent to emulate teachers' responses on the internet, such as messaging to report the daily attendance of the students and teachers.
- The bot is able to perform tasks which are simple and repetitive in nature.
- Today, daily online attendance of 11.5 million students and 398,000 teachers across 53,000+ government and private schools is received at VSK.



» 1. Centralized 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.

1. Xamata (eXpression of Achieved Marks under Tests & Assessments) chatbot is being used for data entry of PAT marks through mobile devices / tablets.
2. These formative assessment tests are expected to help improve the performance of schools in the upcoming NAS and Gunotsav 2.0.
3. It is estimated that more than 4 million children across the state benefit from the unit test every year.
4. This large repository of data, running into about 500 crore data points, is analyzed at Vidya Samiksha Kendra (VSK) using AI and ML.
5. This provides state-wise analysis of achievements across all learning outcomes of all subjects from Grade III to XII.
6. Gujarat is the first state to offer learning outcomes-based report cards for every student, across all subjects and grades from III to XII.
7. About 17 crore report cards have been generated till now.

» Learning Outcomes Report Card

STUDENT REPORT CARD

SEMESTER II EXAM 2022-23

STD: 6 વિષય : વિજ્ઞાન

STUDENT: AMITBHAI BABARI	SCHOOL: AMBAJI PAY CENTER SCH.
CHILD UID: 240203189021710946	UIDISE CODE: 24020318902
DISTRICT: BANASKANTHA	BLOCK NAME: DANTA
CLUSTER: AMBAJI-1	SUB TEACHER: DIGINTABEN S PATEL

સિદ્ધિઓ

પ્રશ્ન નંબર	વર્ણન આઉટકમ	G-Shala Link	મેળવેલ ગુણ	કુલ ગુણ
Q6	પ્રક્રિયા અને સજ્જવોની નામનિર્દેશિત આકૃતિ દોરે છે.	Click Here	4	4
Q2	પદાર્થો અને સજ્જવોને તેમના ગુણધર્મો/ભારક્રિયાક્રમના આધારે વર્ગીકૃત કરે છે.	Click Here	8	8
Q7	બોલિંગ સારી માપે છે અને તેને ડા મોડમાં રજૂ કરે છે.	Click Here	4	4
Q1	પદાર્થો અને સજ્જવોને તેમના ગુણધર્મો, સ્થાના અને કાર્યના આધારે પુરા પાડે છે.	Click Here	8	10
Q4	સીમેન્ટ વેલનિટિ બ્લોકને સંવિધિત જુદાનમ લાગુ પાડે છે.	Click Here	8	12
Q5	પ્રક્રિયા અને ઘટનાને સ્મરણપત્રોને વે.	Click Here	8	12

આવશ્યક ઉપચારાત્મક કાર્ય

પ્રશ્ન નંબર	વર્ણન આઉટકમ	G-Shala Link	મેળવેલ ગુણ	કુલ ગુણ
Q3	પ્રક્રિયા અને ઘટનાઓને કારણે સારું થઈ શકે છે.	Click Here	3	12
Q8	પ્રશ્નોના જવાબ મેળવવા સ્વચ્છ તપાસ લખાઈ શકે છે.	Click Here	0	8
Q10	પર્યાવરણને બચાવવાનો પ્રયત્ન કરે છે.	Click Here	0	6
Q9	પોલિથી આસવાસ મળી આવતી વસ્તુનો ઉપયોગ કરી અનુભવુ દિશાંત કરે છે અને તેની કાર્ય પદ્ધતિ વર્ણવે છે.	Click Here	0	4

રિમાર્ક્સ

AMITBHAI BABARI એ પ્રક્રિયા અને સજ્જવોની નામનિર્દેશિત આકૃતિ દોરે છે. LO ટિપ્પણ કરે છે. જ્યારે પોલિથી આસવાસ મળી આવતી વસ્તુનો ઉપયોગ કરી અનુભવુ દિશાંત કરે છે અને તેની કાર્ય પદ્ધતિ વર્ણવે છે. LO માં સાચા ઉપચારાત્મક કાર્યની જગતીય છે તેમજ આવશ્યક ઉપચારાત્મક કાર્ય માં સમાવિષ્ટ LO માં ઉપચારાત્મક કાર્યની આવશ્યકતા છે. જે G-SHALA app ના માધ્યમથી મહાવરે કરી શકો છો. જેના માટે LO ની બાજુમાં આવેલ લિંક પર ક્લિક કરશો.

વર્ગ શિક્ષકશ્રીની સહી _____ G-Shala App Sઉપલોલ કરવા માટે <https://gshala.schoolnetindia.com>
 પ્રમુખ શિક્ષકશ્રીની / આચાર્યશ્રીની સહી _____ પર ક્લિક કરો અથવા QR Code સ્કેન કરો
 વાલીની સહી _____

STUDENT REPORT CARD

સર્કલ પરીક્ષા એકેડમી પરિણામ પત્રક

STD: 8

STUDENT: AMBHAJI RSR	SCHOOL: CHHERNANI PRIMARY SCHOOL
CHILD UID: 240101001011630004	UIDISE CODE: 24010100101

વ્યવસ્થા સમીક્ષા (ORF) પરિણામ

23 CWPM અને નીચે સ્તરે સ્થાપ્યું

પરિણામ સમીક્ષા અને સ્વચ્છતા સુધારવા માટે

પરિણામ સમીક્ષા અને સ્વચ્છતા સુધારવા માટે

જાહેરાતમાંથી વારંવાર કુલ કાર્યો ની સંખ્યા : 83/148 કાર્યો

છૂટી ગયેલ કાર્યો : 69 સારા કાર્યો : 24

ખોટા કાર્યો : 55 વધારાના કાર્યો : 4

આરોગ્ય માહિતી

BMI: 15.5 (Moderate Thinness)

Age: 13	Gender: Female
Hemoglobin: 8	Blood Group: AB+
Hemoglobin: 149	Weight(kg): 34

સર્કલ પરીક્ષા એકેડમી પરિણામ પત્રક

શ્રેણી	સુવર્ણ	ચિત્રી	ચિત્ર	સોલ્ડ	સિલ	અભિવેશ	કુલ	%	
સર્ક-1	51	39	17	24	36	24	46	42.32	
સર્ક-2	47	48	45	38	38	23	39	278	49.64

સર્ક-1 અને સર્ક-2 ના કુલ ગુણ 1120 માંથી 515 (45.98 %) ગુણ મેળવેલ છે.

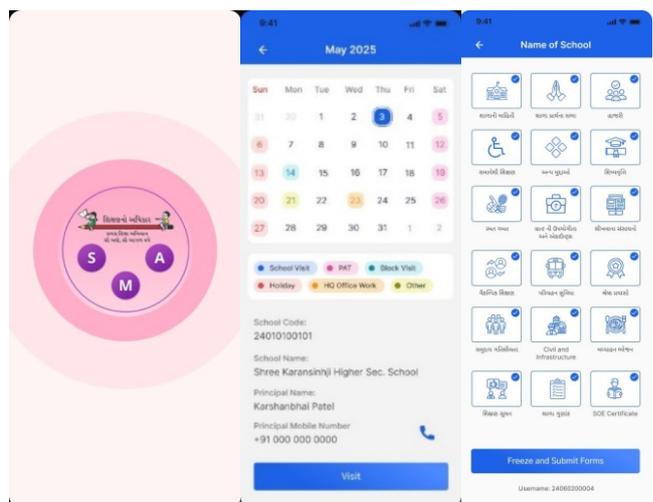
સરેરાશ હાજરી

» 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 & Non-academic 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 its 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



»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 (VSK) for Monitoring School Education at the State Level is the first initiative of its kind in the country. As part of this initiative, Vidya Samiksha Kendra was established to serve as the nerve center for all transformational interventions. It has been instrumental in conceptualizing, planning, implementing, nurturing, monitoring, and evaluating initiatives to ensure the transition from '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 tailor-made support to the stakeholders for bridging identified gaps. Vidya Samiksha Kendra will be a key enabler for the State's mission to shift from schooling to learning. It will focus on objective data analysis and actionable insights, predictive analytics for future readiness, and leveraging technology for seamless communication among stakeholders. The center will establish clear accountabilities and provide customized support to stakeholders to bridge identified gaps.



» Dashboards at Vidya Samiksha Kendra.

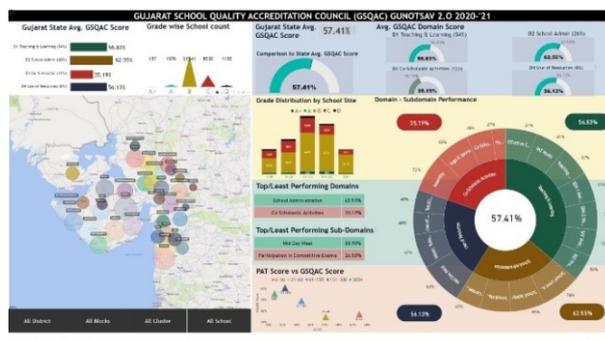
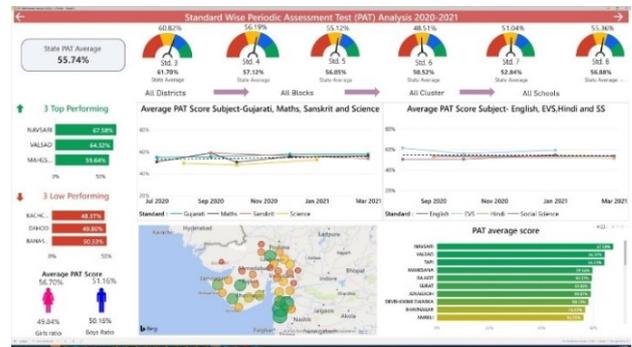
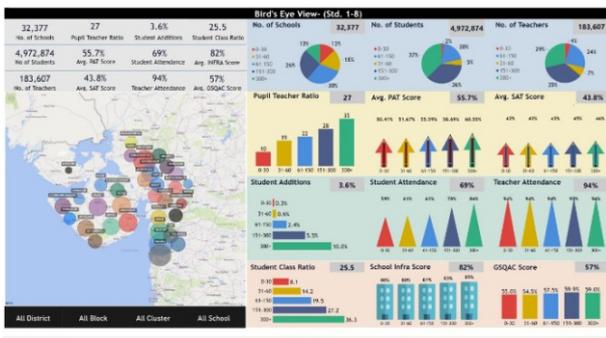
- Country's first National Digital Education Architecture (NDEAR) framework-based; holistic school education dashboard has been set up at Vidya Samiksha Kendra.
- Artificial Intelligence, Big Data and Machine Learning are used to design the School Excellence Dashboard so that important metrics stand out and are easy to access.
- The School Excellence Dashboard consists of analysis and insights related to Grade > Subject > Student-level assessment data, learning outcomes, and school accreditation scores along with real-time tracking and monitoring of cluster resource coordinators and a video conference facility directly with the schools.



» Dashboards

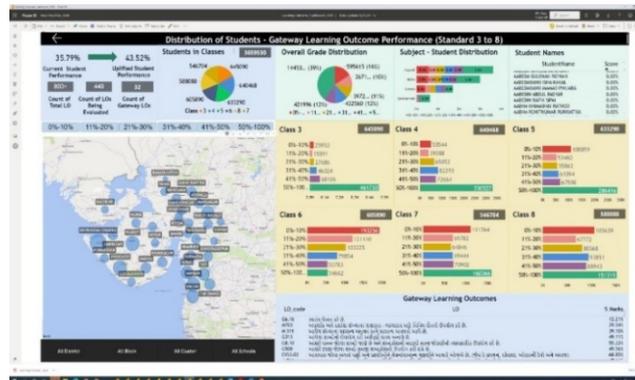
1. Periodic Assessment Dashboard

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.



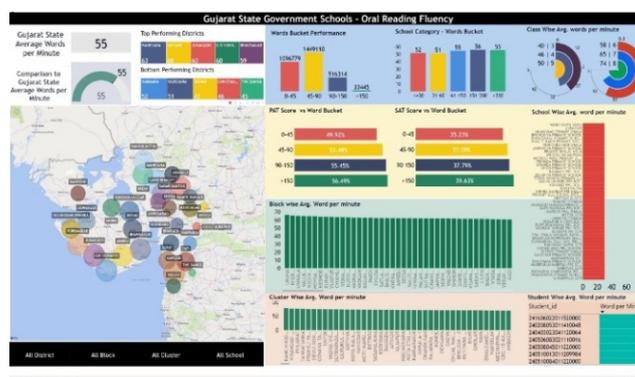
➤2. Gateway Learning Outcome Dashboard

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



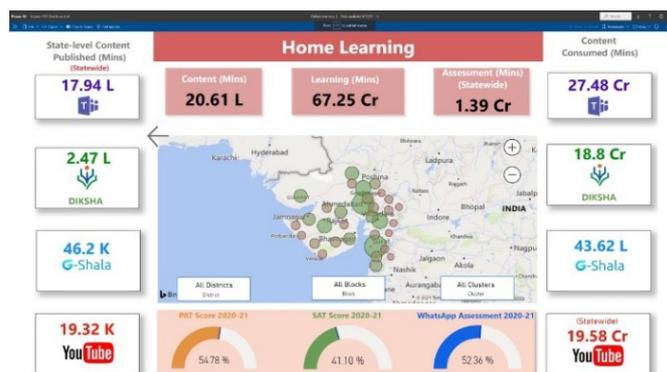
➤3. Oral Reading Fluency Dashboard

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



➤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. GSQC Dashboard

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

6. Bird's Eye View Dashboard

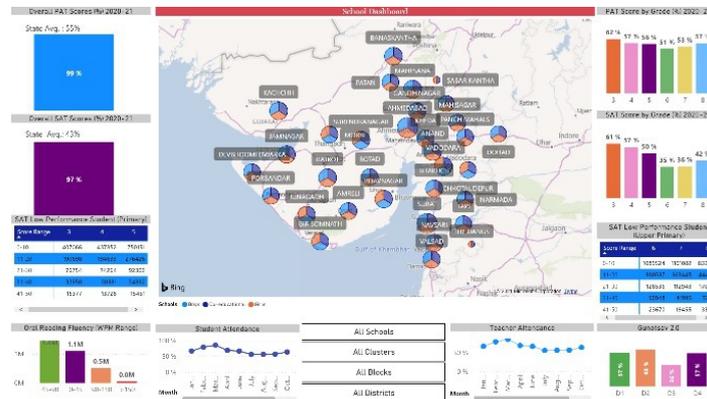
Bird's Eye view Dash Board showcases the overall performance of schools which includes details of No. of Schools, No. of Teachers, No. of Students, Pupil-Teacher Ratio, Average PAT score, Average SAT Scores, Student Additions, Student attendance, Teacher attendance, Student class ratio, school Infra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

7. School Dashboard

School Dashboard displays School wise details of student and teacher attendance, Grade wise and student-wise 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

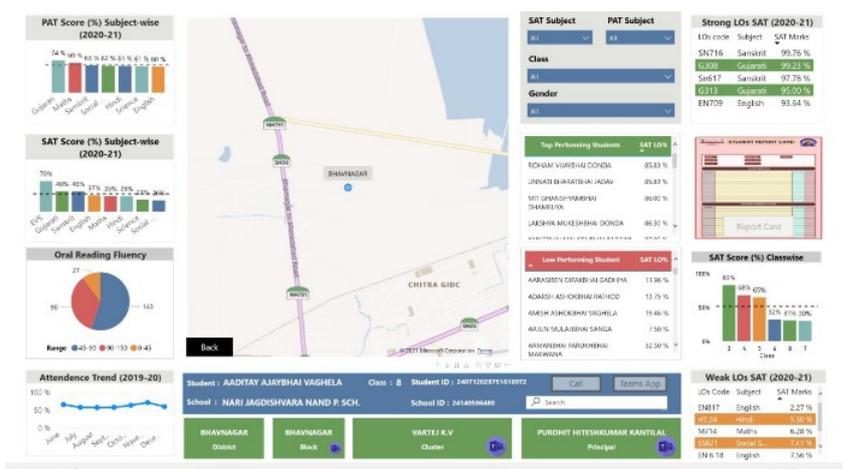
Using Big Data, Artificial Intelligence and Machine Learning to analyse large set of data generated from across the State.

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.



Data Driven Initiatives to Improve Learning Outcomes



»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 1,09,128 Classrooms as Smart 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 21,508 Computer Labs
- Each lab comprises of,
- 15 Desktops with Web Cam & Headphone
- 15 Tables
- 30 Chairs
- GSHALA LMS Based e-Content



» • SwaMulyankan 2.0

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

» • 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 medium aligned with the State Board syllabus. It features animated videos (2D and/or 3D), reference and supplementary materials, learning outcome-based content mapping, interactive content, laboratory/experimental simulations, pre-classroom modules for teachers, instructor-led videos, and self-learning & self-assessment modules for students. The system is platform-agnostic and device-independent.



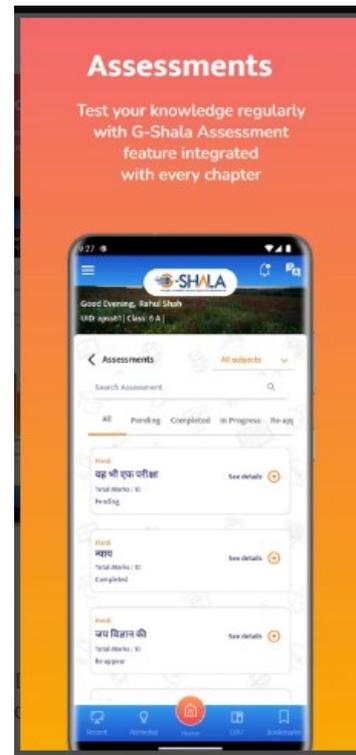
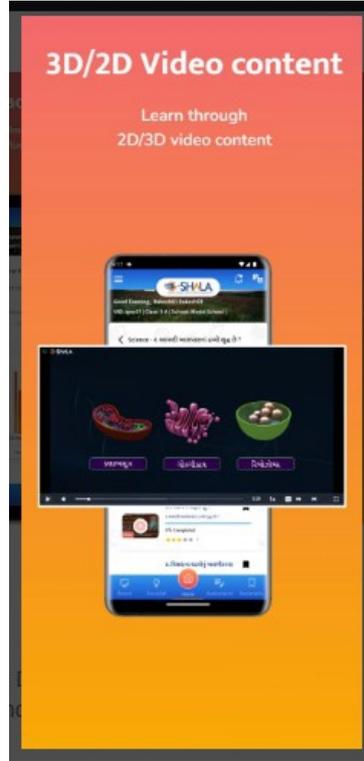
10 લાખ
કરતાં પણ વધુ વિદ્યાર્થીઓ
સ્વમૂલ્યાંકન સાથે જોડાયા

હવે સમય છે સ્વમૂલ્યાંકન 2.0
સાથે જોડાવાનો

જોડાવવા માટે કલિક કરો

8595524502

અમરેલી ભાવનગર, બોટાદ, દેવભૂમિ
દ્વારકા, ગીર સોમનાથ, જામનગર,
જુનાગઢ, મોરબી, પોરબંદર, રાજકોટ,
RMC, સુરેન્દ્રનગર



» 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

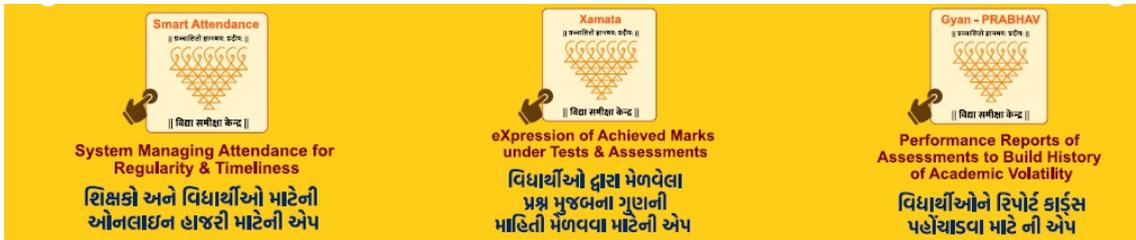
દિવ્યાંગ વિદ્યાર્થીઓ માટે ઈ-કન્ટેન્ટ

- શ્રવણ ક્ષતિવાળા અને દષ્ટિહીન વિદ્યાર્થીઓ **G-SHALA** એપનો ઉપયોગ કરી શકે તે હેતુથી
- જી-શાલા એપમાં ઓડિયો ફાઇલ, ઈપબ્સ, સબટાઇટલ્સનું ભારતીય સાંકેતિક ભાષા (ISL) માં રૂપાંતર
- સાંભળવાની ક્ષતિ ધરાવતા વિદ્યાર્થીઓ માટે ધોરણ ૩ થી ૮ ના ગુજરાતી પાઠ્યપુસ્તકોને ભારતીય સાંકેતિક ભાષા (ISL)માં રૂપાંતર
- ધોરણ ૧ થી ૨ ના પ્રજ્ઞા પુસ્તકો અને વર્કશીટ બ્રેઇલ લીપીમાં ઉપલબ્ધ
- પ્રજ્ઞાચક્ષુ બાળકો માટે બુકશર એપ દ્વારા ધોરણ ૧ થી ૧૨ ના ઓડિયો પુસ્તકોની સુવિધા



» 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

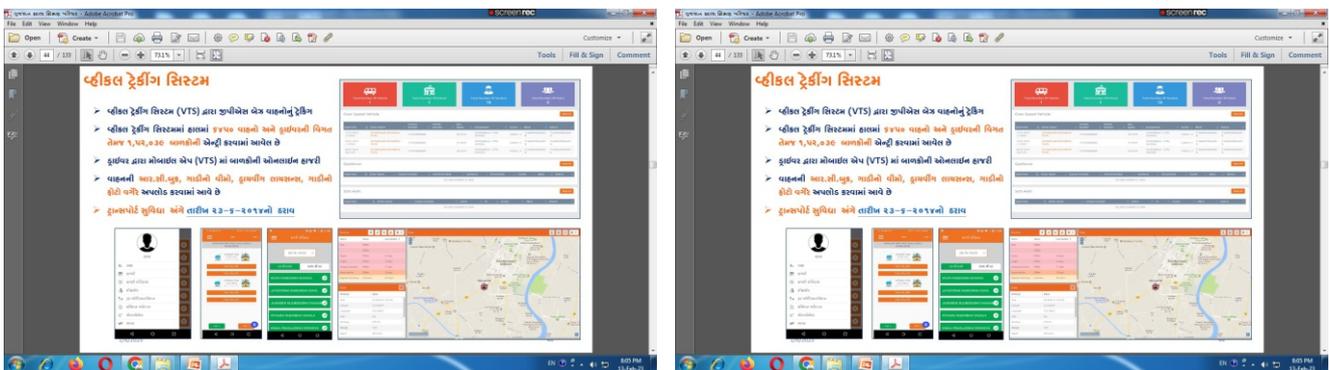


Vehicle Tracking System

- 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
- Geo-Fencing
- Daily Travel History with route map
- More than 2 lakh students are being benefited across the State



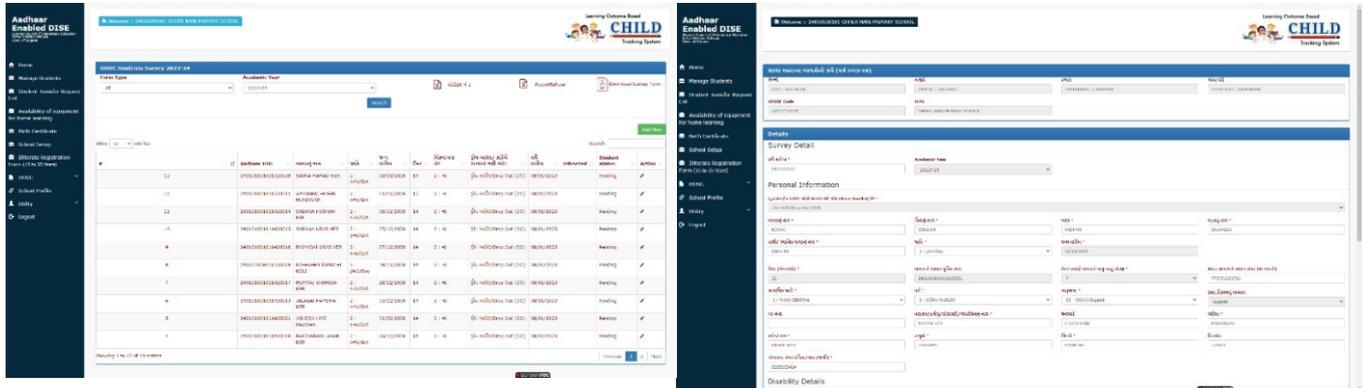
» Divyaan Application for CwSN Students

- 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)



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

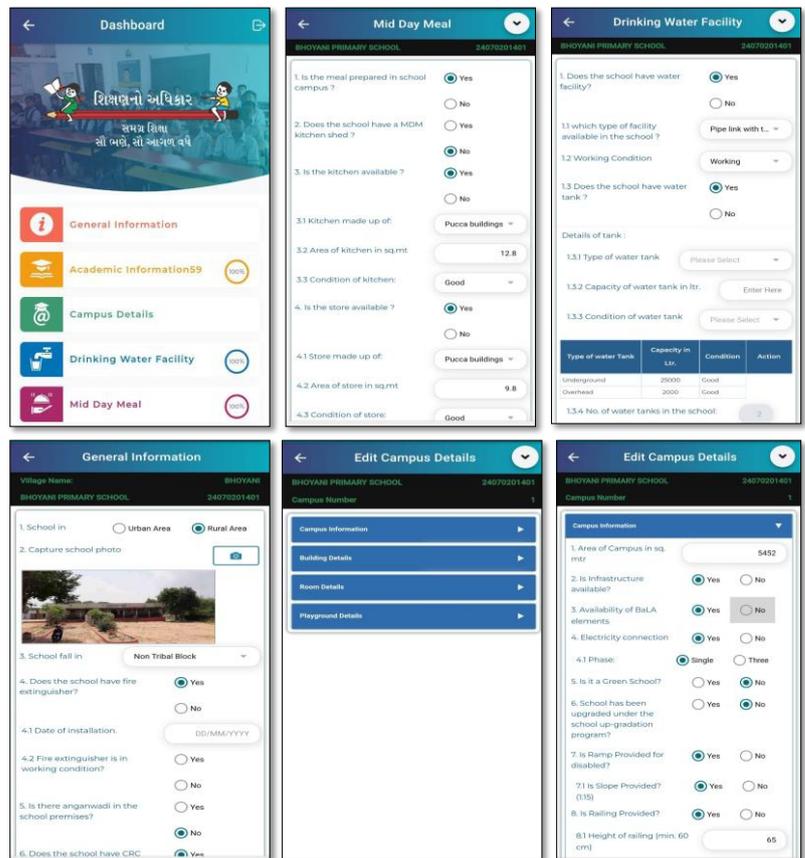
Academic Information

- **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.



Artificial Intelligence (AI) based Early Warning System (EWS)

In a pioneering move to tackle the issue of school dropouts, the Gujarat Council of School Education, Samagra Shiksha has launched an Artificial Intelligence (AI)-powered Early Warning System (EWS). This innovative system is designed to identify students who are at risk of dropping out by analyzing multiple data points using AI and Machine Learning (ML) algorithms. The EWS adopts a scientific approach to evaluate students' attendance, academic performance, behavioral trends, family background, and socio-economic factors such as migration status. Data collected from educational applications is synthesized to generate a predictive list of students vulnerable to dropout.

This list is made accessible to schools via the Child Tracking System (CTS) portal, allowing school principals and teachers to download it and take proactive measures. These may include counseling parents, understanding individual student challenges, and encouraging families to prioritize continuous education.

The screenshot displays the Child Tracking System (CTS) portal interface. On the left is a navigation menu with options like Home, Manage Students, and various reports. The main area shows the 'Early Warning System' for a specific class, with a table of students and their predictor scores. On the right, a 'Student Profile' is shown with personal details and a table of predictor scores.

Table 1: Student List from Early Warning System

Sl. No.	Aadhaar ID	Student Name	Class	Gender	Predictor 1	Predictor 2	Predictor 3	View
1	1234567890123456789	Test Test Test	3	Male	attendance factors	school factors	attendance factors	View details
2	9876543210123456789	Test Test Test	3	Male	school factors	geographical factors	attendance factors	View details

Table 2: Student Profile Predictor Scores

	Predictor 1	Predictor 2	Predictor 3	Other Predictor
System Generated Predictors	attendance factors	school factors	attendance factors	
Teacher Observations on Predictors				
Proposed Intervention				
Responsibility				
Actions Taken by School				

CHAPTER:9

Vocationalization of School Education

» Vocationalization of School Education

Skill development has become significant for 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, KVKs, and Grant-in-aid & self-financed ITCs etc some are Government as well as privately run institutes. The Government of India has 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 “Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education” (CSSVHSE). RMSA proposed introduction of the Centrally Sponsored Scheme of “Vocationalisation of Higher Secondary Education” in some Secondary and Higher Secondary Schools of 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 employability of the students passing from 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 which 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 international recognition of national standards. Students would have the scope for vertical and horizontal mobility with multiple entry 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.

» Vocational Education Scenario in Gujarat:

Year Wise PAB Approvals:

Year	Nos of Schools	Sector
2017-18	20	4
2019-20	99	7
2020-21	130	8
2021-22	81	8
2022-23	529	13
2023-24	218	15
2024-25	655	16
Total	1732	16

»Standard wise enrollment details are as under:

Std	9th	10th	11th	12th	Total Enrollment
Boys	43256	22545	7316	1864	74981
Girls	42860	22702	8030	2507	76099
Total	86116	45247	15346	4371	151080

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)	460
2	Apparel	Sewing machine operator	Specialized Sewing Machine Operator	425
3	Automotive	Automotive Service Technician L-3	Auto Service Technician L4	103
4	Beauty & Wellness	Assistant beauty Therapist	Beauty Therapist	550
5	Electronics & HW	Field Technician – Other Home Appliances	Installation Technician – Computing and Peripherals	401
6	Healthcare	Home Health Aide	General Duty Assistant	64
7	Retail	Store operations assistant	Sales Associate	74
8	Tourism & Hospitality	Food & Beverage Service Trainee	Customer Service Executive (Meet and Greet)	44
9	Sports, Physical Education, Fitness & Leisure	Physical Education Assistant (Early Years)	NA	48
10	Plumbing	Plumber General	NA	43
11	IT - ITeS	Domestic Data Entry Operator	NA	345
12	Food Processing	Baking Technician	NA	12
13	BFSI	Microfinance Executive	NA	18
14	Power	Consumer Energy Meter Technician	NA	3
15	Construction	Assistant Mason	NA	1
16	Transportation, Logistics & Warehousing	Warehouse Associate		3
		Total	Total	2594

District-wise No. of Vocational Education Schools:

Sr. No.	District	Schools	Job roles	Students
1	AHMEDABAD	48	82	6194
2	AMRELI	61	92	5324
3	ANAND	90	147	9255
4	ARAVALLI	63	92	5609
5	BANAS KANTHA	111	169	11180
6	BHARUCH	32	45	2243
7	BHAVNAGAR	30	55	3743
8	BOTAD	26	36	1844
9	CHHOTAUDEPUR	25	38	2853
10	DEVBHOO MI DWARKA	14	20	1293
11	DOHAD	43	52	1729
12	GANDHINAGAR	41	68	3483
13	GIR SOMNATH	30	45	3056
14	JAMNAGAR	18	28	1781
15	JUNAGADH	60	81	3358
16	KACHCHH	60	91	5511
17	KHEDA	71	108	6075
18	MAHESANA	47	68	2855
19	MAHISAGAR	78	134	4633
20	MORBI	19	26	1366
21	NARMADA	28	49	3459
22	NAVSARI	105	133	8124
23	PANCH MAHALS	75	109	7172
24	PATAN	52	82	6034
25	PORBANDAR	15	25	2032
26	RAJKOT	57	111	4660
27	SABAR KANTHA	60	77	4528
28	SURAT	38	77	4057
29	SURENDRANAGAR	64	89	3188
30	TAPI	26	43	2547
31	THE DANGS	25	33	1968
32	VADODARA	65	131	4797
33	VALSAD	68	105	6445
34	AMC	36	53	3108
35	RMC	15	26	1974
36	VMC	22	35	1508
37	SMC	14	23	2094
	Total	1732	2594	151080

Agreement with Vocational Training Partners:

Trade	Selected VTPs
Healthcare	Ultimate Energy Resource Private Limited
Beauty & Wellness	Mosaic Workskills Pvt. Ltd.
Retail	CARE EDUCATIONAL AND WELFARE SOCIETY
Tourism and Hospitality	Mosaic Workskills Pvt. Ltd.
Automotive	Yashaswi
Agriculture	EMPOWER PRAGATI VOCATIONAL AND STAFFING PVT LTD
Apparel Made-Ups Home Furnishing	Mosaic Workskills Pvt. Ltd.
Electronics and Hardware	Mosaic Workskills Pvt. Ltd, AISECT
Physical Education and Sports	Mind Leaders Learning India Pvt. Ltd
Plumbing	NITCON LTD
IT - ITeS	FACE
Food Processing	DISTRICT DEO OFFICE
Banking, Financial Services and Insurance	DISTRICT DEO OFFICE
Power	DISTRICT DEO OFFICE
Logistics	DISTRICT DEO OFFICE
Construction	DISTRICT DEO OFFICE

» Major Activities carried out in 2024-25

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 2024 total 16 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 16 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 trade-wise 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 2594 vocational labs in all 1732 schools for 16 job roles.

- 1089 Vocational Labs have been set up.
- For the remaining, a tender has been published and a technical evaluation has been done and work order has been issued.

» Internship:

This marks the third year of vocational students engaging in internship activities within the state. Typically, students intern with employers and organizations either near their school or close to their homes. So far, around 7542 students have completed their internships across eleven sectors. Many of our students are placed in rural and tribal areas, which means they often have to travel long distances to access quality internship opportunities. Despite these challenges, our students persevere, gaining valuable real-world experience through internships with reputable employers.

This year, students received a Direct Benefit Transfer (DBT) of 1,200, with an additional 300 allocated to provide "I Am Student Intern" T-shirts, a manual outlining vertical mobility options for students, and certificates for students, headmasters, employers, and vocational trainers. The manual highlights post-class 12th skill education courses and pathways.

The state has shared a Standard Operating Document (SOP), which outlines all quality, planning, and documentation procedures for internships. This SOP serves as a comprehensive guide for Vocational Trainers (VTs) and District Coordinators in planning and conducting internships in both urban and rural settings. Additionally, a student booklet in the local language has been created, covering all aspects of internships that students need to be aware of. The state is now working to print and distribute physical copies of these internship booklets and SOP manuals directly to schools, similar to how vocational textbooks are distributed.

» Internship flow:

In classes 11 and 12, students are required to complete over 80 hours of internships over two years. Vocational Trainers, along with Block Resource Persons (BRPs), work to find and convince trade-related employers near the schools to host the internships. If finding employers nearby is difficult, students are encouraged to find opportunities closer to their homes and complete their internships during Diwali or summer vacation. District Resource Persons (DRPs) and RMSA coordinators oversee and monitor the entire process. The Standard Operating Procedure (SoP) includes all the necessary consent letters to be signed by parents, school principals, and employers before the internship begins. Ensuring student safety at the employer's site is a non-negotiable requirement before any internship starts. To document their experience, students answer three reflective questions each day to record their tasks and learning during the internship. School principals, BRPs, DRPs, RMSA coordinators, and state representatives visit internship sites to monitor quality and encourage students to gain new skills.

» Monitoring and Evaluation mechanism:

Pathways portal is a monitoring and learning platform 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 diary 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 Diary is way to capture the learning which students undergoes in his/her own language.

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 diary report
- compilation of Internship in urban cities and rural areas of Gujarat
- Employer density in urban and rural areas

» **Trade wise Internship Completion:**

	Trade	Number of Students
1	Agriculture	1357
2	Apparel, Made-Ups & Home Furnishing	1127
3	Automotive	259
4	Beauty & Wellness	1824
5	Electronics & Hardware	1664
6	Healthcare	177
7	Retail	405
8	Tourism & Hospitality	198
9	IT/ITES	450
10	Food Processing	15
11	Plumbing	66
	TOTAL	7542

» **Gender wise Internship Completion:**

	Gender	Number of Students
1	Girls	4165
2	Boys	3377

In addition, district coordinators review the internship planning sheets and conduct on-site visits to employers to ensure quality before the internships begin. Throughout the internship, Vocational Trainers (VTs), BRPs, DRPs, and School Principals visit the internship sites to check documentation and monitor the entire process. State officials also visit internship sites across Gujarat to conduct similar checks. Once the internship data is successfully uploaded to the portal, the state initiates a sample verification of completed internships based on the sample size and instructs districts to begin the Direct Benefit Transfer (DBT) process.

Objective for Monitoring & Evaluation:

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

» **Innovation in Vocational Education**

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, 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.

Due to these interventions, maximum schools have planned internships in Summer and Winter vacations. Girls are facing more problems getting permission from hostels, parents and even employers for internships. They mostly complete their internships near their home or in supervision of VT or parents or provision of Internship at School is also provided to schools where we find such issues.

»Industrial linkage:

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. The state is taking an initiative to make a district wise list and sign MoU with MSMEs and large scale Industry ventures to provide High Tech internship experience to the students in their respective districts. So far employers are being identified across Gujarat to sign MoU to provide internships, field visits and guest lectures.

»1.Internship Support Material:

- Multiple YouTube live for guidance on overall Internship planning and documentation; employer onboarding for RMSA coordinator, DRP, BRP, VT and School Principals
- Recorded sessions on Pathways Portal and steps to fill the data in the portal.
- Flyers, guiding booklets, presentations and other resources for employer onboarding, student orientation and VT orientation.

Number of Employers engaged – 500+ local level employers are engaged.

»2.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 5000 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.

»3.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.

»4.Skill Competition:

Skill Competition (Kaushalotsav) designed to provide a platform for vocational education (VE) students from grades 9 to 12 to showcase their talents and skills. This competition aims to nurture essential competencies such as problem-solving, effective communication, and teamwork, equipping students for real-world challenges.

The theme of Kaushalyotsav 2024-25 focused on developing a working plan or model to address a problem identified in their surroundings. Additionally, students aligned their problem statements with the United Nations' 21 Sustainable Development Goals, fostering a global perspective on local issues.

Students from 9th to 12th grade from all VE schools celebrated this to showcase their expertise in 15 different job Roles. Total 15078 students (7209 boys and 7869 girls) presented their individual and group projects like WASTE management food court, Road safety, Overload vehicle detection at residential area, Electric car, Solar Car, Smart kits for CwSN, Smart Home 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.

- Schools Participated at district level skill competition: 1572.
- District Level Competition: 33 Districts + 4 Municipal Corporations participated.
- State Level Competition: 19th December 2024
- Total Participant Students at State Level competition: 6752
- No of Projects winner at State level competition: 5 (1 winner and 4 runner-up)

» 5. Progress of Pre-Vocational education for the year 2024-25:

Pre-vocational education (PVE) introduces foundational skills, knowledge, and career awareness to middle school students (Classes 6 to 8). As outlined in the NEP 2020, it prepares students for vocational opportunities by familiarizing them with basic work concepts and skills without specialized training. Its objectives are:

- Early Exposure to Skills: Provide students with hands-on experience in various trades, crafts, and professions to develop an early interest in vocational fields.
- Career Exploration and Awareness: Help students understand the diversity of careers and industries, enabling them to make informed decisions about future educational and career pathways.
- Skill Development: Instill foundational skills such as carpentry, gardening, pottery, electrical work, and basic digital literacy, preparing students for more advanced vocational training.
- Promoting 21st-Century Skills: Enhance creativity, problem-solving, critical thinking, teamwork, and communication skills to prepare students for dynamic work environments.
- Holistic Development: Encourage intellectual, emotional, and practical growth by integrating academic and practical learning.
- Cultural Awareness and Preservation: Promote pride in indigenous crafts, trades, and traditions by linking skill development to the local and regional context.
- Linking Learning to Real-Life Applications: Connect theoretical concepts with practical applications, helping students see the relevance of education in solving real-world problems.

» Year-wise schools approved under PAB

Academic Year	Budget (GoI)	PM Shri (2023-24)	PM Shri (2024-25)	Total
2022-23	491	0	0	491
2023-24	3992	65	0	4057
2024-25	3517	65	173	3755
Total	8000	65	173	8238

» Status of pre-vocational education for the year 2024-25

In the AY 2024-25, SS-GCSE has boarded 3517 new schools added as a part of Exposure to Vocational Education i.e. Pre-Vocational Education (PVE) in the Gujarat State. With the addition of new schools, the total number of schools with VE in Gujarat has increased to 8000. The orientation program for 3517 & 173

(PM Shri Phase 2) school principals was organized where they were oriented about pre-vocational activities & implementation in class 6 to 8. During the year, capacity building workshops for nodal teachers, DRP, BRC, CRC were organized and guided them to sensitize parents and students for their involvement to give exposure about different vocations exist in their block or district.

Sr. No	Name of District	No of Schools (GoI)	No of Schools (PM Shri Phase 1 & 2)	Total Schools
1	AHMEDABAD	331	6	337
2	AMRELI	166	6	172
3	ANAND	422	9	431
4	ARAVALLI	121	5	126
5	BANAS KANTHA	962	15	977
6	BHARUCH	128	7	135
7	BHAVNAGAR	422	11	433
8	BOTAD	162	3	165
9	CHHOTAUDEPUR	123	5	128
10	DAHOD	675	14	689
11	DEVBHOO MI DWARKA	91	7	98
12	GANDHINAGAR	232	6	238
13	GIR SOMNATH	207	6	213
14	JAMNAGAR	107	7	114
15	JUNAGADH	80	6	86
16	KACHCHH	310	5	315
17	KHEDA	442	9	451
18	MAHESANA	326	7	333
19	MAHISAGAR	159	6	165
20	MORBI	123	3	126
21	NARMADA	62	7	69
22	NAVSARI	98	6	103
23	PANCH MAHALS	349	14	363
24	PATAN	250	3	253
25	PORBANDAR	39	4	43
26	RAJKOT	123	6	129
27	SABAR KANTHA	240	11	251
28	SURAT	144	8	152
29	SURENDRANAGAR	210	5	215
30	TAPI	71	11	81
31	THE DANGS	67	4	71
32	VADODARA	213	3	216
33	VALSAD	224	10	234
34	xAMC	194	1	194
35	xRMC	55	0	55
36	xSMC	20	2	22
37	xVMC	52	0	52
Grand Total		8000	238	8238

» Student Enrollment for the AY 2024-25 from class 6 to 8 (Data as per CTS)

Std	6th	7th	8th	Total Enrollment
GoI	354805	338709	352512	1046026
PM Shri	12957	12613	13204	38774
Total	367762	351322	365716	1084800

» 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.

» • 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

State had conducted training of the district and block level coordinator as well as Vocational Trainers 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, 75 Block level resource rooms are functional and 1617 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.

No	District	No of Resource Room	No of Trades	Total No of Students
1	Ahmedabad	2	4	31
2	Amreli	2	4	10
3	Anand	2	4	17
4	Aravalli	6	12	108
5	Banas kantha	2	4	22
6	Bharuch	4	8	100
7	Bhavnagar	2	4	80
8	Chhotaudepur	6	12	72
9	Dohad	2	4	60
10	Gandhinagar	4	8	78
11	Gir Somnath	2	4	27
12	Jamnagar	2	4	80
13	Junagadh	2	4	29
14	Kachchh	4	8	56
15	Kheda	2	4	30
16	Mahesana	2	4	57
17	Morbi	1	2	46
18	Narmada	2	4	18
19	Panch mahals	2	4	60
20	Patan	2	4	27
21	Rajkot	2	4	20
22	Sabar kantha	2	4	25
23	Surat	2	4	64
24	Surendranagar	3	6	121
25	Tapi	2	4	60
26	Vadodara	2	4	58
27	Valsad	4	8	88
28	Xrmc	2	4	163
29	Xvmc	3	6	10
Total		75		1617

Impact Assessment study was conducted & completed with the support of 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.

For the next financial year, below districts have provided their additional requirement for the development and children will be benefited from the same.

» Activity View

Career Guidance & Counselling

A pilot program, titled “Class to Career” was implemented in 100 schools across Gujarat, strategically selected from diverse districts such as Dahod, Panchmahal, Vadodara, and Ahmedabad to address opportunities and challenges within varied geographical and sociocultural contexts.

To streamline the dissemination of career-related information, a set of 500+ career cards was developed and reviewed with support from UNICEF. These career cards, written in English and translated and contextualized in Gujarati, span 21 different sectors and provide basic information about diverse career options, ensuring that every child gain foundational awareness of available career paths. Additionally, resources were developed to equip adolescents with essential life skills such as self-esteem, body confidence, and 21st-century skills, enabling them to reach their full potential and make meaningful life choices.

Innovative tools such as the AadhaFULL comic series were created to promote self-esteem and body confidence among students. Similarly, CRIO4Good, a collection of eight cricket-themed animated films, was launched to encourage gender equality, life skills development, and participation in sports. These career cards, videos, and modules were made accessible through the GShala application, ensuring ease of use for both students and teachers.

Extensive capacity-building initiatives were undertaken to empower state, district, and block-level stakeholders with skills and resources for career guidance and counselling. Over 500 functionaries completed a certified course on Career Guidance for Teachers, enabling them to provide better support to students.

With the budget approved under PAB, Samagra Shiksha, Gujarat, has collaborated with the Information Department, Gandhinagar, to enhance students' exposure. Through this initiative, 5,790 government and aided schools receive Weekly Employment Newsletters, equipping students with valuable insights into government job opportunities, required qualifications, and career trends across the state and country. Additionally, the annual Karkirdi Visheshank booklet provides detailed information on ITIs, various institutes, and the courses they offer, enabling students to make informed career choices.

To enhance awareness of Vocational Education, Samagra Shiksha, Gujarat, plans to publish relevant information in the Weekly Employment Newsletters. This initiative will help DRPs, BRPs, schools, students, and the public understand the importance of Vocational Education, key aspects of NEP 2020, various industry sectors, and market demand across different fields.

Samagra Shiksha, Gujarat, in collaboration with the Directorate of Employment & Training (DET), is working to enhance school-level career opportunities through District Employment Offices, counsellors and counsellor of National Career Services. The initiative includes career guidance for Class 10th and 12th students, facilitated by the District Vocational Guidance Centres. Additionally, efforts are being made to strengthen coordination with local ITIs and industrial bodies to provide students with industry-aligned career pathways and skill development opportunities.

» Conclusion

Samagra Shiksha, Gujarat, is focused on providing career counselling and psycho-social support to promote vocational education. This initiative aims to guide students in making informed career choices while addressing their psychological and emotional well-being. Through dedicated counselling sessions, students will receive insights into vocational education pathways, industry demands, and skill development opportunities. Additionally, psycho-social support will help them build confidence, resilience, and a positive mindset toward vocational careers.

Vocational for CwSN



ચાણસ્મા બી આર સી ભવન ખાતે વિશ્વ વિકલાંગ દિનની ઉજવણી કરવામાં આવી

જેમાં ચાણસ્મા તાલુકાની વિવિધ શાળાઓના ના બંધે ૧ થી ૧૨ ના ૧૦૦ દિવ્યાંગ બાળકો અને ૨૦ જેટલા વ્યક્તિઓ ઉજવણીમાં ઉપસ્થિત રહ્યા હતા.

આ કાર્યક્રમની ઉજવણીમાં દિવ્યાંગ બાળકોને સરકારી તરફથી મળતા વિવિધ શાળાઓ અને ધોળવામાં વિદે સંપૂર્ણ માહિતિ આપવામાં આવી ઉપરાંત દિવ્યાંગ બાળકોને બી આર સી કો.ઓ શ્રી ધર્મગાર્હ પટેલ દ્વારા વિવિધ

બાળકોના શિક્ષણ અને નેમી તેકરી બાબતે માર્ગદર્શન આપવામાં આવ્યું. ત્યારબાદ બાળકોને વિવિધ સ્પર્ધાત્મક રમતો રમવામાં આવી અને વિજેતા બાળકોને ટ્રાન્સપોર્ટ દ્વારા પ્રોત્સાહન કરવામાં આવ્યું તેમજ આવેલ તમામ બાળકો અને વ્યક્તિઓને સ્વચ્છ ધોળવા આરોગ્યમાં આવું આ પ્રવૃત્તિ કરવામાં આવી.

આ ઉપરાંત વાલી મિટીંગ દ્વારા દિવ્યાંગ બાળકો વાલીઓને ઉપસ્થિત દિવ્યાંગ બાળકોના વાલીઓને ને રાજ્ય હતા.



One Day Capacity Building Workshop of Block Resource Persons



One Day Capacity Building Workshop of RMSA Coordinators



Internship





CHAPTER:10

Media & Community Mobilization

The Media Branch of Samagra Shiksha Gujarat has played an instrumental role in amplifying the reach and impact of the state's flagship education initiatives. Leveraging a blend of traditional and digital platforms, the branch has ensured consistent visibility, public engagement, and awareness building across the education ecosystem.

With a strong focus on storytelling, collaborative media engagement, and strategic promotion, the Media Branch has supported multiple flagship campaigns, training programs, and awareness drives throughout 2024–25. The following sections summarize its key achievements and outline upcoming plans.

Key Achievements in 2024–25

»1. Kanya Kelavani Mahotsav and School Enrollment Drive 2024

The annual enrollment drive was carried out with a renewed media strategy, focusing on both urban and rural outreach.

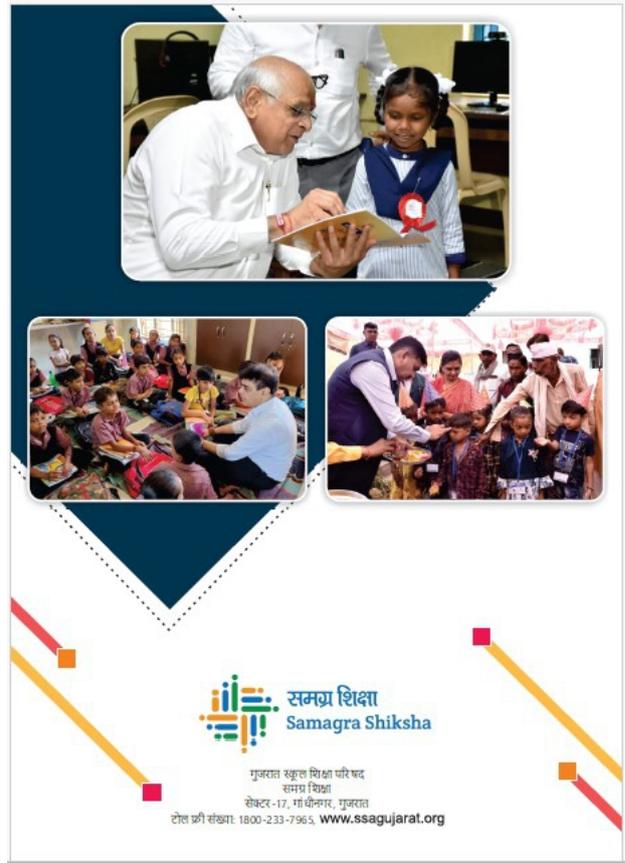
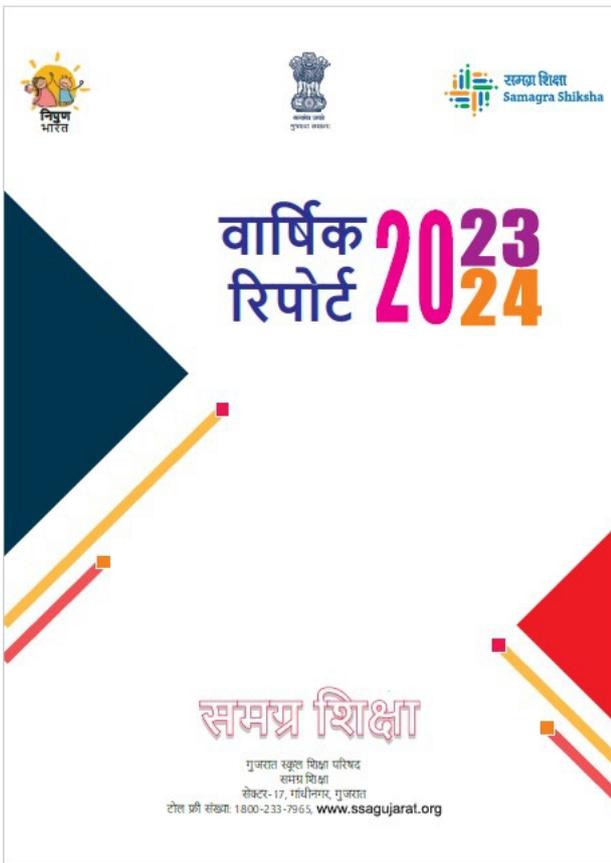
- Prominent use of temporary and permanent hoardings, LED TV screens, and radio/TV jingles ensured visibility at key public points.
- Targeted social media campaigns on Twitter, Instagram, and YouTube enhanced online engagement.
- A dedicated documentary and a special publication were developed to highlight the movement.
- Reels, graphics, and briefing-debriefing events were conducted for wider outreach and impact analysis.



»2. Special Training and Documentary Initiatives

Recognizing the need for content-driven awareness and training, several media products were developed:

- Production of documentaries in Hindi and English for flagship initiatives such as Nipun Bharat, Namu Lakshmi, and Namu Saraswati.
- Visual stories and testimonial-based formats were adopted to capture real-life impact.
- The Annual Report 2023–24 was compiled in both English and Hindi, documenting branch-wise progress.



3. Collaborative Media Engagements

Strategic partnerships with leading media houses helped expand the narrative of educational reforms:

- Participation in TV9's E-Shiksha Samvaad, showcasing Gujarat's educational innovations.
- Participation in TV9's Coffee Table Book .



- Co-sponsorship of Zee 24 Kalak's Shiksha Conclave 2024, bringing together key stakeholders.
- Live discussions with education ministers and sector experts helped build a stronger connect with the public.

4. Statewide Outreach and Event Management

The Media Branch successfully handled content development and coordination for large-scale outreach:

- Wide promotion of Namu Lakshmi and Namu Saraswati schemes via DD Girnar, public buses, and electronic ads.

BACK SIDE

3 FEET (W)

2 FEET (H)

નમો લક્ષ્મી યોજના

- રાજ્યમાં સરકારી, અનુદાનિત અને ખાનગી (ગુજરાત બોર્ડ, CBSE) શાળાઓમાં અભ્યાસ કરતી કન્યાઓ ધો. 9 થી 12 સુધીનો અભ્યાસ પૂર્ણ કરે તે કેતુથી કન્યાઓ માટે નમો લક્ષ્મી યોજના.
- આ યોજના અંતર્ગત અંદાજિત 10 લાખ કન્યાઓને ધોરણ 9 થી 12 નો અભ્યાસ પૂર્ણ કર્યેથી કુલ રૂ. 50,000 ની સહાય મળશે.
- આ યોજના અંતર્ગત દર મહિને આશરે રૂ. 66 કરોડ DBT દ્વારા ચૂકવવામાં આવશે.
- વર્ષ 2024 - 2025 માં અંદાજિત રૂ. 1250 કરોડનો ખર્ચ કરવામાં આવશે.

નમો સરસ્વતી વિજ્ઞાન સાધના યોજના

- રાજ્યના વિદ્યાર્થીઓને વિજ્ઞાન પ્રવાહમાં અભ્યાસ માટે પ્રોત્સાહિત કરવા નમો સરસ્વતી વિજ્ઞાન સાધના યોજના અંતર્ગત ધો. 11 અને 12 માં વિજ્ઞાન પ્રવાહ લેનાર વિદ્યાર્થીઓને સહાય આપવામાં આવશે.
- આ યોજના અંતર્ગત ધોરણ 11 - 12 માં વિજ્ઞાન પ્રવાહ માં પ્રવેશ મેળવી પાઠ્યક્રમ ધરાવનાર વિદ્યાર્થીઓને રૂ. 25,000 સહાય આપવામાં આવશે.
- આ યોજના અંતર્ગત આશરે 2 થી 2.50 લાખ વિદ્યાર્થીઓને લાભ મળશે.
- આ યોજના અંતર્ગત દર મહિને આશરે રૂ. 19 કરોડ DBT દ્વારા ચૂકવવામાં આવશે.
- વર્ષ 2024 - 2025 માટે રૂ. 250 કરોડનો ખર્ચ કરવામાં આવશે.

- Parental meetings were conducted twice a year (on 15th August and 26th January) in government schools, covered and promoted through local media.

5. Education Summits and Innovation Partnerships

- To encourage forward-thinking and STEM education:
- Media support and sponsorship were extended to Amalthea 2024, a tech-summit hosted by IIT Gandhinagar.
- The event served as a platform to engage students with innovation, research, and future careers.

6. Scholarship Distribution and Public Awareness

- One of the year's most impactful moments was the large-scale scholarship distribution event:
- On October 22, 2024, under the guidance of Union Home Minister Shri Amit Shah, scholarships were disbursed to 11 lakh students of Grades 9 to 12 under Namo Lakshmi and Namo Saraswati.
- The event featured live coverage, extensive social media promotion, and well-executed event management, receiving wide acclaim across platforms.

- 7. From the year 2018-19, SSA and RMSA were merged and reconstituted as Samagra Shiksha. Accordingly, a plan was implemented to paint and display the Samagra Shiksha logo across all government primary and secondary schools in the state.

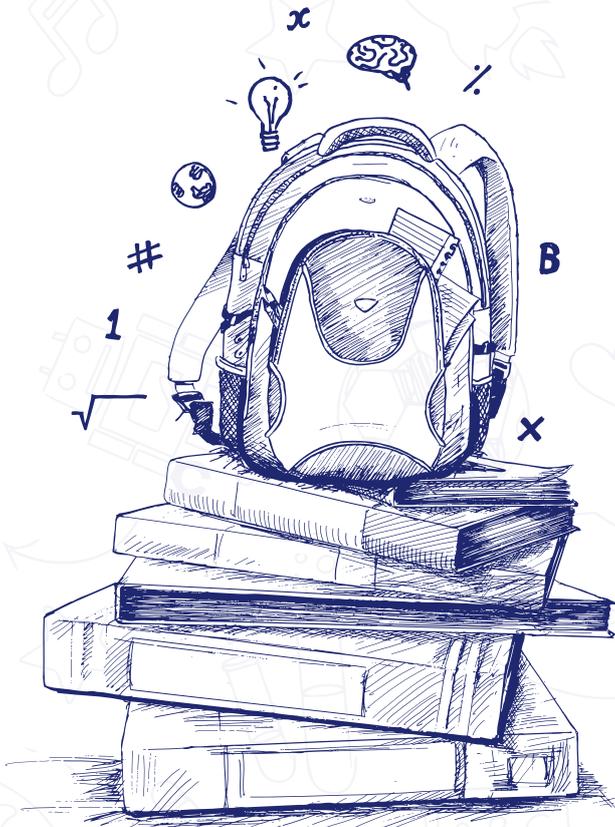
Conclusion

The year 2024–25 has been instrumental in strengthening the visibility and impact of Samagra Shiksha Gujarat's interventions. Through sustained media efforts, active community engagement, and a strong digital presence, the Media Branch has helped bridge the gap between policy and people. The roadmap for 2025–26 continues this journey with renewed vigor and strategic outreach.



समग्र शिक्षा

Samagra Shiksha



SAMAGRA SHIKSHA

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