

SAMAGRA SHIKSHA EDUCATION FOR ALL



ANNUAL REPORT 2022-23

SAMAGRA SHIKSHA

Gujarat Council of School Education

Samagra Shiksha

Sector-17, Gandhinagar, Gujarat

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Preface

With great pleasure, presenting the Annual Report of Samagra Shiksha Gujarat for the year 2022-23. This report serves as a comprehensive reflection of our endeavours, achievements, and challenges in the field of School Education in Gujarat.

Samagra Shiksha-Gujarat encapsulates the vision and commitment of the Government of Gujarat to ensure inclusive and equitable quality education from Pre-primary to Grade 12 in accordance with NEP 2020 and Sustainable Development Goal (SDG)-4. This report outlines the collective efforts and tireless dedication of the various stakeholders involved in the implementation of Samagra Shiksha.

Samagra Shiksha an encompassing program for the School Education sector spanning Pre-school to Grade 12 has been developed with the overarching goal of enhancing school effectiveness as evaluated by equal access to education and equitable learning results. It incorporates the former Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education Schemes (TE).

Samagra Shiksha's main goals are to provide quality education and improve students' learning outcomes; to close social and gender gaps in school education; to ensure equity and inclusion at all levels of school education; to ensure minimum standards in schooling provisions; to promote Vocationalization of education; to assist states in implementing the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

The Centre has approved the continuation of the 'Samagra Shiksha Scheme' for School Education till March 31, 2026. The scheme has also been revamped now with the addition of new components/initiatives based on the recommendations of the NEP 2020. Education is a fundamental pillar of any progressive society, and in Gujarat, we believe in nurturing the potential of every child to create a brighter future. With a focus on comprehensive learning outcomes, our initiatives encompass the domains of access, equity, infrastructure development, learning outcomes, and holistic development.

During the reporting year 2022-23, we have made significant strides in Access, Equity, Quality and Governance components. Through our initiatives, we have ensured that more children especially those from marginalized communities, have the opportunity to attend school. Under the School Access component, conducted household survey and enrolled 1,35,925 Out-of-School Children (OoSC) in regular schools/Special Training Programme/NIOS. Provided transportation facilities for a total of 1,69,968 students at the elementary and secondary levels. Constructed 54 boys' toilets, 38 girls' toilets, 13 CwSN toilets, 1 additional classroom and 60 major repairs. Conducted School Accessibility sample survey in schools and drafted guidelines cum audit checklist with the support of UNICEF.

Enhanced focus on improving the quality of education by allotting composite school grants to all schools for the replacement of non-functional school equipment and for incurring other recurring costs. Provided a library grant to support the Padhe Bharat Badhe Bharat to develop foundational skills at the primary level. Implemented various initiatives such as Kala Ustav, band competition, WASH interventions, capacity building of BRC/CRC/teachers, weekly Period Assessment Test (PAT) for Grade 3 to 8, Ek Bharat Shreshtha Bharat, strengthened sports education, Rashtriya Avishkar Abhiyan to promote science and math learning in schools, LO-based report cards for every student, etc.

Under the NIPUN Bharat mission, various stakeholders were trained through multiple modes on the FLN mission and learning principles. Provided Gujarati-translated NIPUN Bharat guidelines, gradewise 'Lakshayas' posters and banners, PRAGNA materials for Grades 1 and 2, grants for purchasing musical instruments to all 32,940 Govt. Developed FLN dashboard, *SwaAdhyayanPothi*(practice workbooks) for Grade 1 to 3, *Vidhya Pravesh* Module (School Readiness Module) for Grade 1. Organized Vidhya Pravesh in all schools in which community participation was notably high.

To reduce the girls' dropout rate and increase retention and transition, Samagra Shiksha-Gujarat has been running 249 Kasturba Gandhi Balika Vidhyalayas (KGBVs). Some of the key initiatives implemented during this period are – self-defence training for more than 9 lakh Girls in collaboration with Suraxasetu Society of the Home Department under the Ranilaxmibai Atmaraksha Prashikshan programme, set-up of Mensuration Hygiene corners in 249 (KGBVs), installation of Sanitary napkin vending machine in 2447 Elementary Schools and 1010 Secondary Schools under Kishor Swabhimaan project, Vocational Training Programs through NIOS in alignment to NSQF Courses, project Jignasha in collaboration with IIT Gandhinagar to develop curiosity among Girls, etc.

To ensure that no child regardless of ability, is denied access to quality education, we have implemented various initiatives under Inclusive Education for a total of 62,831 Children with Special Needs (CwSN) enrolled in Government & Aided schools with one or more disabilities as mentioned in the schedule of disabilities of the Right of the Persons with Disabilities (RPwD) Act, 2016. Apart from the regular activities, some of the key initiatives implemented are converting Std. 3 to 8 textbooks into Indian Sign Language (ISL) and embedding ISL videos in eContent on the G-SHALA app with the support of the Central University of Rajasthan. All the above activities/initiatives are monitored through Divyaan App and Web Dashboard and reviewed regularly.

The State has been proactive to bridge the gaps between the demand and supply of skilled manpower. Under Vocational Education, some of the key interventions implementing are 10 bagless day activities for Grade 6 to 8 under pre-vocational education, set-up of vocational labs of 13 trades in 934 schools benefitting 51,372 students at the secondary level, Gujarat career guidance portal, internship, etc. On a pilot basis implementing vocational education for CwSN at the secondary level,

Assessment and monitoring form an integral part of our educational framework. We have implemented robust evaluation mechanisms to measure learning outcomes, identified areas of improvement, and tracked the progress of our students through Vidhya Samiksha Kendra with various digital initiatives. Some of the key initiatives in place for real-time monitoring and support are Child Tracking System (CTS), GPS-based school monitoring system for CRC & BRC, Gujarat Student's Holistic Adaptive Learning (G-SHALA) App, Vehicle Tracking System (VTS), Divyaan App, etc. We have encouraged the active participation of parents and the community in the educational process, recognizing the crucial role they play in fostering a child's holistic development.

In addition, extensive publicity has been executed using a variety of media and electronic platforms. The main objective is to increase public awareness of Samagra Shiksha's new initiatives and programmes and to inform teachers, parents, and students about them.

Against the total budget of Rs. 2842.61 crores for the year 2022-23 under report, an expenditure of Rs. 1910.96 Crore (unaudited) was incurred for various interventions under Samagra Shiksha, which is 67.23 % of the total approved budget. The smooth flow of funds has facilitated the effective implementation of scheduled activities under the Annual Work Plan & Budget (AWP&B).

We extend our heartfelt gratitude to the Government of Gujarat, our dedicated teachers, school administrators, community leaders, parents, and all stakeholders who have contributed to the success of Samagra Shiksha. Their unwavering support and commitment have been instrumental in the realization of our objectives.

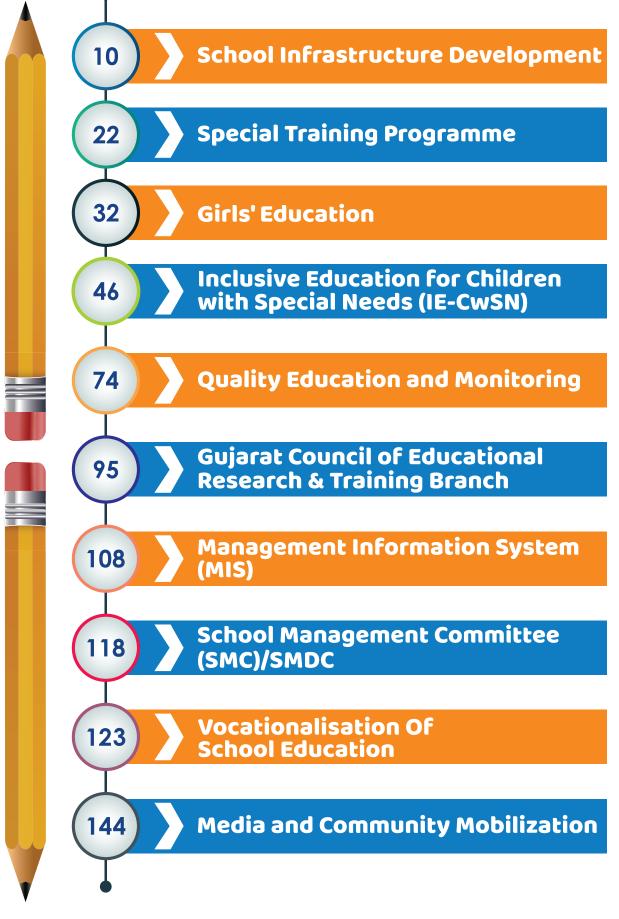
As we forge ahead, we remain steadfast in our commitment to providing every child in Gujarat with a holistic and empowering education. We invite you to delve into the pages of this report, which encapsulate our journey, accomplishments, and aspirations in the pursuit of educational excellence.

Together, let us continue to build a future where every child in Gujarat can unleash their full potential and contribute meaningfully to society.

Dr. Ratankanvar H. Gadhavicharan, IAS

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

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ABOUT RTE

Salient Features of the RTE Act, 2009

The RTE Act, 2009 provides for:

- The right of children to free and compulsory education till completion of Elementary Education in a neighbourhood school.
- real transfer 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.
- 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 childs knowledge, potentiality and talent and making the child free of fear, trauma, and anxiety through a system of child friendly and child centered learning.

Action taken in Gujarat

Education is the most crucial 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 twelth plan places the highest priority on education as a central instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education.

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

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

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





SCHOOL INFRASTRUCTURE DEVELOPMENT





Access and Retention Strengthening of Existing Schools

Ongoing Vision:

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

Introduction:

School is not merely a structure or a building. It is not only the assembly of children and teachers. It is indeed a very special place for children to learn and grow. It is a place that shapes their thoughts, one where they can ponder, question and share experiences. The infrastructure of schools is very important under Samagra Shiksha to attain good quality of education for all. The provision of school infrastructure helps to provide access to children and also helps in their retention in accordance with the vision of the RTE act, both of which are important objectives of Samagra Shiksha. The schedule of the RTE Act lays down the norms & standards for a school building. A school building has to be an all-weather building comprising at least one classroom for every teacher & an office- cum-store- cumhead teacher room, barrier-free access, toilets, safe & adequate drinking water for all children, arrangements for securing the school building with boundary wall, MDM kitchen shed, group hand wash facility, playground, equipment for sports and games, library & TLM. All these aspects are given due consideration in the design process. The resulting structures to be constructed are not only durable & economical but also acceptable to the community.

The budget for Civil Works was proposed considering requirements as per the schedule of the RTE act. The designs have been developed as per Central Public Work Department (CPWD) for Educational Institutions and IS code: 8827-1978. The unit cost for various items of work is based on sanctioned SOR approved by the State Public Works Department (R & B) for the year 2021-22. Each school was selected considering the gaps derived from the school level after the field verification and was approved under the Civil Works plan for the year 2022-23.

Results Achieved

- 1. Strengthening the existing infrastructure to meet the demand of increase in enrollment and repairing to ensure safe and sustainable infrastructure.
- 2. Ensuring healthy, safe and inclusive sanitation facilities for all students.
- 3. Upgrading the school infrastructure to ensure improved learning of students through access to the science lab, computer room, and library.
- 4. Providing residential facilities for teachers to improve their retention in remote areas of the state.

Activities undertaken:

The types of school-related different activities undertaken under Samagra Shiksha for the year 2022-23 are as under:

Elementary Schools

- Additional Classrooms
- Girl's Toilet blocks
- Boy's Toilet blocks
- CWSN Toilet
- Major repair



Secondary & Higher Secondary Schools

- Additional Classrooms
- Computer Room
- Library Room
- Science Lab
- Residential Quarter
- Major Repair

Implementing agency:

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

Activity	1 st instalment in advance	2 nd instalment	3 rd instalment
Construction of toilet Blocks, boundary wall, major Repair of the school building	40% of the estimated amount in advance of the signing of the MOU.	30% of the estimated amount when 50% of the 1st instalment is utilized adequate physical progress minimum up to roofing to be noted by the TRP, the 2nd instalment may be released.	30% of the estimated amount when the work is plastering and completion of work.
Additional classrooms, library, laboratory, computer room	Payment shall be made & measured.	to the agency as per the	e level of work done
computer room			

Supervision, Monitoring & Quality assurance:

- The state has recruited engineers on a contractual basis & is posted at the block level for monitoring and supervision work. The engineers provide technical guidance to the School Management Committee.
- District Project Engineer is looking after the civil work of the entire district. He conducts weekly meetings with all the block-level engineers working in the district to review & monitor the progress.
- Monthly meetings of all the District Project Engineers are conducted at the state level for monitoring & review of the progress of the entire state. The issues related to the civil works are settled during the monthly meeting.

- Architectural Assistants are posted at the district level for the Whole school development plan.
- Technical Resource Person posted at block level looks after construction activity carried out at school regularly.
- The work is also monitored through an online monitoring system at various levels.

External Evaluation of Civil Works (3rd Party):

- For technical audit & quality assurance of civil works, the hiring services of a professional consultant have been adopted. The consultants supervise the ongoing construction work frequently to achieve the stipulated standard of quality in the project. The discrepancy/error (if any) is pointed out by 3rd party consultant with his suggestions & remedial measures to rectify the defects.
- The consultants also carry out independent testing (field & laboratory) of construction materials & report to SMC & engineers.
- The consultant issues a completion certificate, on successful completion of the work.

Status of Civil work approved in 2022-23

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

N. C. (1)	Total	Comp	oleted	In Pro	ogress
Name of activity	Approved	No of works	Percentage	No.of Works	Percentage
Elementary Schools					
Additional Classroom	98	1	1 %	35	36 %
Major repair	109	60	55 %	28	26 %
Boy's Toilets	103	54	53 %	35	34 %
Girls Toilets	66	38	58 %	20	30 %
CwSNToilets	25	13	52 %	11	44 %
Secondary Schools					
Additional Classroom	2	0	0	0	0
Major repair	10	0	0	5	50 %
Science Lab	1	0	0	0	0
Library Room	1	0	0	0	0
Computer Room	1	0	0	0	0
Teacher's Quarters	17	0	0	0	0

Elementary Schools (District Wise)

Sr		Addi	tional Clas	sroom	Major repair			
No	District	Approved	In Progress	Completed	Approved	In Progress	Completed	
1	BHARUCH	6	0	0	14	4	7	
2	DOHAD	30	0	0	15	0	15	
3	КАСНСНН	7	3	0	15	6	3	
4	NARMADA	0	0	0	10	5	4	
5	PANCH MAHALS	15	0	0	10	2	7	
6	THE DANGS	7	0	0	14	1	13	
7	VADODARA	2	2	0	17	0	10	
8	VALSAD	31	30	1	14	10	1	
	Total	98	35	1	109	28	60	

Sr		E	Boy's Toilet	ts	Girls Toilets			
No	District	Approved	In Progress	Completed	Approved	In Progress	Completed	
1	BHARUCH	4	0	4	0	0	0	
2	DOHAD	8	0	7	5	0	5	
3	КАСНСНН	13	6	0	6	4	2	
4	NARMADA	28	16	10	14	7	4	
5	PANCH MAHALS	6	4	2	7	4	3	
6	THE DANGS	25	0	25	16	0	16	
7	VADODARA	6	0	5	9	0	7	
8	VALSAD	13	9	1	9	5	1	
	Total	103	35	54	6 6	20	38	

Sr	District	CWSN Toilets	CWSN Toilets					
No	District	Approved	In Progress	Completed				
1	BHARUCH	2	0	2				
2	DOHAD	2	0	2				
3	КАСНСНН	4	4	0				
4	NARMADA	11	5	6				
5	PANCH MAHALS	1	1	0				
6	THE DANGS	1	0	1				
7	VADODARA	1	0	1				
8	VALSAD	3	1	1				
	Total	25	11	13				

Secondary Schools (District Wise)

Sr		Addit	ional Class	sroom	Major repair			
No	District	Approved	In Progress	Completed	Approved	In Progress	Completed	
1	КАСНСНН	2	0	0	0	0	0	
2	NARMADA	0	0	0	0	0	0	
3	THE DANGS	0	0	0	10	5	0	
	TOTAL	2	0	0	10	5	0	

Sr		S	Science Lal	b	Computer Room		
No	District	Approved	In Progress	Completed	Approved	In Progress	Completed
1	VALSAD	1	0	0	1	0	0
	TOTAL	1	0	0	1	0	0

Sr		,	Science Lat)	Computer Room			
No	District	Approved	In Progress	Completed	Approved	In Progress	Completed	
1	NARMADA	6	0	0	0	0	0	
2	THE DANGS	11	0	0	0	0	0	
3	VALSAD	0	0	0	1	0	0	
	TOTAL	17	0	0	1	0	0	

Activities approved as Additional Budget for the year 2022-23 under 'Rejuvenation of Basic infrastructure and overall cleanliness of Government schools' to fill up infrastructure gaps in Government schools.

Sr No	District	Boundary Wall	Boys Toilet	Girls Toilet	Major Repair	Minor Repair
1	AHMEDABAD	38	1	3	26	59
2	AMRELI	79	7	4	21	36
3	ANAND	46			47	144
4	ARAVALLI	19		4	11	
5	BANAS KANTHA	66	6	5	11	125
6	BHARUCH	50	13	4	71	13
7	BHAVNAGAR	82	5		32	116
8	BOTAD	14	5	7		1
9	CHHOTAUDEPUR	83	21	9	33	106
10	DEVBHOOMI DWARKA	11		1	22	70
11	DOHAD	56	3	1	13	146
12	GIR SOMNATH	33	1	5	18	103
13	JAMNAGAR	27		2	3	59
14	JUNAGADH	40	4	2	7	2
15	KHEDA	87	10	8	49	
16	MAHESANA	28	5	3	35	1

Sr No	District	Boundary Wall	Boys Toilet	Girls Toilet	Major Repair	Minor Repair
17	MAHISAGAR	27			16	10
18	MORBI	26	2	3	11	80
19	NARMADA	26	5	1	8	
20	NAVSARI	104	4	4	10	61
21	PANCH MAHALS	75	1	1	64	177
22	PATAN	34			13	13
23	PORBANDAR	12	5	3	9	
24	RAJKOT	45	26	56	17	179
25	SABAR KANTHA	38	3		9	18
26	SURAT	43	14	6	14	5
27	SURENDRANAGAR	30	2		21	107
28	TAPI	55			30	76
29	THE DANGS	7			6	12
30	VADODARA	105	29	22	33	3
31	VALSAD	89	7	2	28	
		1475	179	156	688	1722

Government Secondary School Project

Secondary Education is being implemented in the state for the Secondary Level classes i.e. Class IX and Class X. In Gujarat, Class VIII is part of 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 a 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

The Vision for Government Secondary schools 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, the 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 to Secondary Education by 2017(GER of 100%) and
- Universal retention by 2020.
- Providing access to Secondary Education with special references to economically weaker sections of 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: 2022-23:

- 1.72 Government Secondary Schools started in June 2010 which was approved under Annual Plan 2010-11, 253 Government Secondary Schools have been sanctioned in June 2011 under Annual Plan 2011-12 of RMSA, 137 Government Secondary Schools have been sanctioned in June 2016 under Annual Plan 2016-17 and 70 Government Secondary Schools have been sanctioned in June 2018 under Annual Plan 2018-19 of RMSA. A total no. of 532 Government Secondary schools were sanctioned under the Secondary Education project in Gujarat State.
- 2. Construction Work of 416 Government Secondary schools has been completed and 26 Government Secondary schools Construction work is in progress, 61 schools are at the tender stage and 29 schools have not taken up for construction due to non-availability of land.





Child-Friendly Environment in Schools

Samagra Shiksha has started the implementation of various green components in schools since 2013, and some schools have achieved remarkable progress. Some schools were awarded for their implementation of green components.

As part of our current schooling system, a child spends a minimum of 12 years of their childhood in school and this is the most important time to inculcate values and habitual thinking and discipline.

To provide a child-friendly environment in schools, GCSE-SS has initiated the implementation of the following themes:

- 1) Green School
- 2) Clean School
- 3) Safe School
- 4) Inclusive school

Green School

The Green School Program is in line with the National Education Policy which recommends adopting a whole-school approach where the students' experiences are not confined to the classroom but are part of the learning in the school and the community. The Green School Program (GSP) focuses on environmental education, health & hygiene besides the infrastructural facilities, energy efficiency, water conservation, and waste management aspects of the schools.

The goal of the Green School Program is to sensitize and mobilize schools to become sustainable ecosystems and let children be the torch-bearer of the movement.

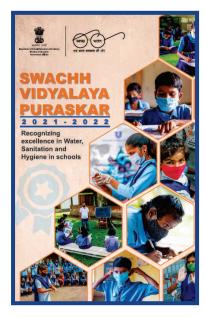
Objectives

- To learn the importance and benefit of the environment and its conservation
- To develop creativity and better understanding among the children
- To learn the concepts of science, mathematics, social science, and language in the world around the children

Programs implemented:

- 1. Water Conservation through Rainwater Harvesting in Schools. About 29 % of Government schools have installed Rainwater harvesting systems. Currently, three types of RWH systems have been implemented in schools, RWH with storage tank, cross wave with storage and recharging, and RWH with borewell recharge.
- 2. Energy Conservation Solar panel installations, design modifications for proper light and ventilation
- 3. Waste Management Waste segregation, composting of bio-degradable waste, and use of manure in gardening
- 4. Environmental Awareness and Conservation through,
 - a. Environmental Lab Implementation in Schools
 - b. Kitchen and herbal Garden
 - c. Use of low-VOC paints
 - d. Use of materials having recycled content fly ash in cement and recycled steel
 - e. Retaining Existing Trees
 - f. Bal Sansad Bal Sansad and student committees are formed to ensure student leadership for green and clean schools
 - g. Inclusion of relevant sections on the environment in the curriculum

Clean School Swachh Vidyalaya Puraskar and Shala Swachhta Gunank





- Significant progress has been achieved in the past few years. Increase in the number of schools participating and being awarded at the National Level.
- There are major 6 components that contain a total of 59 indicators. The major components of the Shala Swachhta Gunank are:
- i. Drinking Water
- ii. Toilet
- iii. Handwashing with Soap
- iv. Operation and Maintenance
- v. Capacity Building and Behaviour Change
- vi. COVID-19 Preparedness and Response

			Out of total No. of National Awards for Schools		
Year	No. of Schools participated	% of Schools participated	No. of awards achieved by the state	% of awards achieved by the state	
2016-17	14214	41%	6	4%	
2017-18	34367	64%	5	10%	
2021-22	52202	96%	10	26%	

• This year 26% of the total 39 awarded schools at the National level are from Gujarat (of which 10% schools are Green schools)

The Shala Swachhta Gunank ensures clean and adequate water and sanitation facilities in the school along with,

- Provision of soap/liquid for handwash in all the schools
- Height-wise provision of water taps for hand wash
- RO/UV filtration system for drinking water provided with regular maintenance

Menstrual Hygiene Management

- Provision of sanitary napkin incinerators in schools for safe disposal of used sanitary napkins. More than 800 schools are provided with Vending machines and incinerators.
- Observing Global MH Day to break taboos and Myths around menstruation
- Set up a Menstrual corner in 249 KGBVs to improve Period Education
- Menstrual Hygiene Management Sanitary napkin vending machines and incinerators- More than 800 schools are provided with Vending machines and incinerators, Set up
- Behaviour Changes and Capacity Building All teachers trained and certified on 'WASH in Schools and 'COVID-19 Preparedness and Response in Schools

Safe School

For keeping schools safe, the following measures have been undertaken as part of construction practices: Boundary creation, Fire Safety and Electrical safety

Fire and Electrical Safety:

- State Government to provide minimum fire safety facilities in all school buildings.
- Schools with an area >1000 Sqmt or height >= 9 m, received NOC after the provision of fire extinguishers, hose reels, sump, and water pump

The design of buildings is in line with the guidelines as per

- 1. Harmonized Guidelines and Standards for Universal Accessibility in India 2021
- 2. Seismic Code IS:1893 for the design of earthquake-proof school building design
- 3. National Building Code of India 2016 Fire Safety Rules & Regulations
 - Addressing potential disasters:
 - Understanding the region-specific potential disasters in schools,
 - Use of local materials a design change to adapt to the potential disasters in the region
 - MoU with Gujarat Institute of Disaster Management (GIDM) for providing training on School Safety and Learning Continuity during disasters. Training and safety mock drills for teachers conducted jointly with GIDM.



SPECIAL TRAINING PROGRAMME



2 Special Training Programme

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

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

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

Like every year, this year too Samagra Shiksha-Gujarat in coordination with various stakeholders conducted a household survey in different time intervals to identify the OoSC (6 to 18 years of age) and enrolled them in nearby schools, STP centres, NIOS / SIOS 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 (15-18 years) Register with NIOS/SIOS for their completion of Schooling.

The survey was conducted in rural, urban, industrial, tribal areas, railway stations, bus stations, Saltpan area, Brick kin, etc. by project staff (all district coordinators, block resource coordinators, Cluster resource coordinators, monitoring RP-STP, SMC, etc.), Educational volunteers, Asha workers, Anganwadi workers and retired teachers. Special focus is given to urban, semi-urban and million-plus cities. Volunteers of NGOs are involved in the identification, especially the children of slum areas and deprived groups.

Advertisements were given in local newspapers, radio & on television to sensitize and raise awareness among the public about the survey. District-level toll-free helpline started for the identification of out-of-school children. Details of dropped-out children were collected from VER/WER, General Register and from the Adhar DISE. The survey focused on the million-plus cities (AMC, RMC, SMC, VMC) especially in the urban slums and industrial areas for the identification of deprived group children (orphans, children of beggers, children of prisoners, children of sex workers, Migrant and nomadic community children etc.) with the help of NGOs, other Departs (child labour department, urban authority, Social Justice Department, ICDS, Health, NSS, NCC and state field supervisors) and total project staff has taken active role with the help of HM and school teachers. 19706 total out-of-school children (6-14 Years) were identified.

Before the survey, all the above enumerators were oriented on survey, data collection, verification and data entry processes. Considering the impact of school closures due to **COVID-19** on **drop-out rates**, SS-Gujarat has strategically surveyed at different periods to identify the OoSC. Once the children are identified and enrolled in nearby schools and STP centres, Teachers and EVs conducted baseline assessments to understand their level of learning. Accordingly, the Children are mainstreamed in regular schools who have achieved the minimum level of learning and those whose learning levels are not up to mark are enrolled in Special Training Programme.



OoSC Survey Process

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

Conducted Survey through Survey Teams.

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

Verified data entered in PRABANDH Portal.

Tracking & Monitoring of OoSC through PRABANDH Portal.





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

• Considering the impact of school closures due to **COVID-19** on the **drop-out rate**, SS-Gujarat has strategically surveyed at different periods to identify the OoSC:

- Survey in December 2021: 51,099OoSC of age 6-18 Years.
- Dropout Girls (11-14 Years of Age) survey in collaboration with ICDS in April 2022 (SABLA/PURNA scheme): 22,021.
- Special Survey in June 2022: 70,338 OoSC of age 6-18 Years.
- Total OoSC of age 6-18 years identified from December 2021 to June 2022:1,43,458.

6 to 8 Year	6 to 8 Years of Age		9 to 14 Years of Age		15 to 18 Years of Age		SC (6-18 1 31.12.2022
Target	Progress	Target	Progress	Target	Progress	Target	Progress
86,305	79,195 (91.7%)	20,580	20,580 (100%)	36,573	36,150 (98.8%)	1,43,458	1,35,925 (94.7%)

Special Training Programme (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 who dropped out and have been out of school for more than a year. To facilitate the STP centres, SMCs identify the Education Volunteers called Balmitras with qualifications (Graduation/PTC/B.Ed). The selected Balmitras are trained on customized curriculum, teaching-



learning methods/approaches, life skills, ABL, Child protection, etc. The facilities provided under the programme are baseline assessment, specially developed STP materials, and Mid-Day Meals and monitoring & tracking of STP children through the PRABANDH portal.

Currently, the state is running 1,025 STPs to accommodate 20,580 out-of-school children with separate STP modules based on learning levels.

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

Mainstreaming the students by the end of the academic session:

Post the summer vacation and before the beginning of the academic year i.e., June 2023, it is ensured by the block resource persons, district coordinators and the Balmitras that the students of the STP centres who achieved the required academic level (after having received almost a year of support in



the STP centres) get mainstreamed and enrolled in the grade appropriate classes. It was also ensured that the Balmitras provide the required support to the students during their transition from STP to School. As the STP centres are running on the school premises and the Balmitras working in close collaboration with the Headmasters/Principals, the transition will become easy. Even after mainstreaming the Balmitras provide the required support to students and teachers.

Residential Special Training for Children of Deprived Group

Children living in difficult areas or difficult circumstances should be taken care of empathetically. Efforts are needed to identify the out-of-school children who are living in extremely remote, inaccessible or scattered habitations so that, they can be mainstreamed in the regular schools in age-appropriate classes. The state planned to cover those children in Valsad districts and SMC. Residential Special Training Programme 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 76 children availed of the facilities provided through Residential Special Training.

Special Training Material

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

Initiatives for Inter/Intra State Migration Children Tent Special training programme:

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

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

During the reporting period (2022-23), a total of 10,566 children were identified who would need Tent STP. Against the target of 10,566 children 9,051 children were covered under 435 Tent STPs. The state has coordinated with neighbouring States – M.P, Rajasthan, U.P, Odisha, Chhattisgarh & Maharashtra, for textbooks in Regional Languages.

Strategy	No of the children Targeted	No of the Children covered	No of Centers
Tent STP	10566	Boys –5007 Girls –4144 Total -9151	435

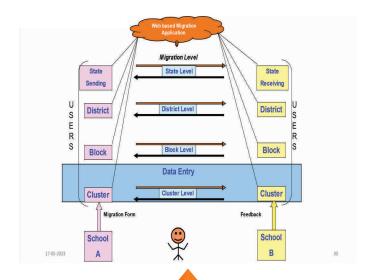
Seasonal & Residential Seasonal Hostel

As mentioned above, seasonal migration usually takes place from one region to another or one state to another which is agrarian distress or forest degradation. These are some rain fed areas and after that particular period no work available in the area. In this situation, parents are convinced to keep their children in their village and migrate without their children. These children get an education in Residential Seasonal Hostel with lodging and boarding facilities for 6-9 months.

After activation of School Management Committee, the work of running Seasonal Hostels is managed by the community itself as an SMC. Capacity building training was imported for all SMCs on the topical STP and mainstreaming of OSCs. Now migrating children with their parents are declined due to availability residential hostel at the village school.

Strategies	Approved target for 2022-23 GOI	Coverage	Achievement in%
Strategies	Physical	Physical	Physical
Seasonal Hostel (Residential)	26109	19013	73%

Strategies	Approved target for 2022-23 GOG	Coverage	Achievement in%
Strategies	Physical	Physical	Physical
Seasonal Hostel (Residential)	1665	2060	82.04%
TOTAL	27774	21073	73.6%







Progress made in the year 2022-23 w.r.t Out of School Children

		Target as per	A	chievement	No. of
No.	Intervention for Out of School children	AWP&B 2022-23	No. of centres	No. of children	children mainstreamed
1	STP (12 months)	19537	1025	20580	20580
2	Residential Hostel (GOI)	226	3	76	76
3	Direct Enrollment	26393	-	26393	26393
	Total	46156	1028	47049	47049
4	Tent STP	10566	435	9151	
5	Seasonal Hostel	26109	768	19013	
6	Residential Hostel (GOG)	1665	83	2060	
	Total	38,340	1286	30224	

Transport/Escort facilities

One of the reasons for the students to discontinue education after elementary grades is the difficulties, they face in accessing schools outside their village. To ensure their learning continuity, since 2012, the State has been providing the Transport facility to students as per RTE Act. 2009, Section (8-B) & (9-B) and State RTE rule 2012, point 5(5) where the distance of primary school is more than 1 km, upper primary school is more than 3 km, secondary school is more than 5 kms and senior secondary school is more than 7 kms from the residence of the student and also for the students under school consolidation programme.



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



Implementation Framework of Transportation Facility

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

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

Transport facility provided to Students in the AY 2022-23

	Target	Progress
GoI	1,81,087	Elementary & Secondary: 1,69,968 (B:86,048 & G:83,920)
GoG	88,880	Elementary: 26,145 (B:13,934 & G:12,211)

School on Wheels

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

To overcome the above challenges and provide continuous learning to children, Samagra Shiksha, Gujarat has conceptualized a unique project called "School on Wheels" to provide continuous academic support to approximately 1200 children of around 8000 migrant families who work in salt pan deserted areas. Under this initiative, GSRTC has provided 38 unused buses at low cost which were further remodelled 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, drinking water and mid-day meals, Solar System with Battery Backup which provides required electricity, PVC Flooring, Lights & Fans to serve as a mobile classroom. The project was inaugurated by Hon'ble Chief Minister Shri Vijay Rupani on 11th July 2018.

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

During the current academic year, a total of 770 children are being covered through the School on Wheels Project. Details of coverage are given below:

Sr No	District	Block	No. of Buses	No. of Children
1	Kutchh	Anjar, Bhachau	5	116
2	Patan	Santalpur	10	181
3	Morbi	Halvad	3	94
4	Surendranagar	Patdi	20	379
Total			38	770





Workshop on Early Warning System

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

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

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





GIRLS' EDUCATION



3 Girls' Education

Education of Girls:

Samagra Shiksha acknowledges that reaching out to the girl child is central to the efforts to universalize elementary education. Samagra Shiksha's focus on gender parity is rooted in the National Education Policy which brought centre-stage the issue of gender and girls' education. More importantly, it linked the education of women and girls to their empowerment. NPE states that education should be a transformative force, build women's self-confidence, improve their position in society, and challenge inequalities.

Women have a critical part in the country's overall development. To make democracy work, women must be educated. They are the true foundations of a happy family, and an educated woman has the skills, knowledge, and self-confidence to be a better parent, worker, and citizen, hence girls' education should be encouraged.

Activities under Girls Education:

Gender Audit:

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

This program started in 2014-15. The checklist to assess the gender-responsive teaching and learning environment in schools (gender audit) was prepared by Samagra Shiksha (SS) based on the checklist prepared by the NCERT. The checklist consists of different indicators; the checklist is shared with all the District Girls Education Coordinators (DGCs), and Block & Cluster Resource Coordinators.

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

- (A) School and classroom physical environment
- (B) School and classroom learning environment
- (C)Teacher-child interaction and pedagogy
- A gender audit is conducted in schools across the state.
- From the Gender Audit, Major findings are separated for follow-up work.
- Training needs are identified for creating gender bias-free classrooms/school environments considering the findings from Gender Audit.
- The district will do gender audits independently to focus on gender sensitization in all schools of the district.

Dikari Ni Salaam Desh Ne Naam

Education plays one of the most important roles in Women's Empowerment. It also helps to put a stop to discrimination based on gender. Education is the first step to giving women the power to choose the way of life she wants to lead. Education helps women to be more productive in their work. A knowledgeable woman has the skills, information, talent, and self-confidence that she requires to



be a superior mother, employee, and resident. Educated girls can brighten the future of the country through the good upbringing of their children. Education gives a woman freedom of thought. It broadens her outlook and makes her aware of her duties and responsibilities.

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

Ranilaxmibai Atmaraksha Prashikshan Programme

Empowering the girl student to fight back against crime is the aim of the Ranilaxmibai Atmaraksha Prashikshan Programme. Every girl student should practice the techniques of self-defence. Girl students learn practical defence techniques in a safe environment from experienced and friendly martial arts instructors under Samagra Shiksha Gujarat. This practical defence technique program for girl students is a great way to relieve stress and learn valuable self-defence skills at the same time. Self-defence training helps girls to improve their their self-confidence, minimize their reliance on others, and enhance their physical health.

The state has collaborated with the SuraxaSetu Society of the Home department at State and district level offices to Implementing Self-defense training.

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

Samagra Shiksha Gujarat has provided self-defence training to all the girls studying in Government Upper Primary and Secondary schools. Planning for Training Schedule and Implementation as per the Schedule was taken care of by School Management Committees (SMC). Three-month self-defence training has been given to all the girls. This covers Judo Karate, Kate Karate, Fight Karate, and Archery instruction. A few of the girls who received the training received medals and certificates at the block, state, and national levels.





No	Type of School	No. of schools covered	No. of Girls Covered
1	Upper Primary School	19400	More than
2	Secondary Schools	1460	9 lakhs Girls

Gujarat was selected to showcase best practices of Self-defense training Modules on the DIKSHA Portal at the National Girl Child Day Celebration 2023. Self-Defense Training Online Modules were very useful for Girls to learn from Home or for the repetition the reputation of practical classes.

Achievements - Other afficients in record through the tracks of the second through the second th

Adolescent Education Program

Ujas Bhani... (Adolescent Education Program-AEP) is an important initiative that aims to empower students with accurate, age-appropriate, and culturally relevant information, promote healthy attitudes and develop skills to enable them to respond to real-life situations in positive and responsible ways. Adolescence is a very special period of a person's life where an individual assumes a sense of self-identity and is marked by a myriad of emotions including enthusiasm, idealism, self-doubt, and anxiety. It is a transitional phase



between childhood and adulthood and is characterized by several physical, emotional, cognitive, intellectual, and attitudinal changes. various topics related to adolescents are taught using an online platform as part of this training program.

As a part of the health and wellness component of the Ayushman Bharat Program of the

Government of India. All the sessions combine health education, health promotion, and disease prevention and provide knowledge on access to health services in an integrated and systematic manner. A total of 10 Episodes of one hour are telecasted through BISAG every first Friday of the month. All the episodes are available on our YouTube channel Gujarat e-class (UJASHBHANI KARYAKRAM)



To create good quality content for the program, the state has collaborated with Health Department, WCD, GCERT, SCPCR, PDEU, and UNICEF. A wide range of subject matter experts delivered information on the relevant subjects.

Topic Covered in AEP are:

- Growing up Healthy
- Emotional Well-being and Mental Health
- Interpersonal Relationships
- Values and Responsible Citizenship
- Gender Equality
- Nutrition, Health, and Sanitation
- Prevention and Management of substance Misuse
- Promotion Of a Healthy Lifestyle
- Reproductive Health and HIV prevention
- Safety and security against Violence and Injuries
- Promotion of safe use of the Internet, Gadgets, and Media

No	District	Type of School	No. of schools covered	No. of Girls Covered
1	37	Upper Primary School	15000	More than
2	37	Secondary Schools	1464	20 Lakh Girls

Menstrual Hygiene Management in Schools

MH Day Celebration on 28th May.

Samagra Shiksha Gujarat has been celebrating Menstrual Hygiene Day over the past two years. MH Day is observed every year on May 28th symbolizing May as the 5th month with an average of 5 days of menstruation in every cycle of 28 days. For the last three years, the MH Day movement has been calling for more action and investment in menstrual health and hygiene using the hashtag #ItsTimeForAction as a rallying cry.

To catalyze progress, shifting from calling for action to lead by example by committing to action. The Theme for MH Day 2022 is #WeAreCommitted.



It aims

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

Virtual session MH Day Celebration 2022.

Virtual session through YouTube live (https://youtu.be/c7cKpoG5F3c). It was led by the Girls' Education Branch of Samagra Shiksha, Education Department, GoG on May 27th, 2022 (as May 28th was an office holiday) from 1200-1300 hours. The session was organized with a convergence lens, supported by the presence of speakers from the Health Department and UNICEF who shared their expert knowledge and commitment to contribute towards a positive period experience. The webinar was streamed live on YouTube and received 12423 views,



comprising district-level staff, block-level staff, and CRCs. The recording is available on the Girls' Education, Gujarat YouTube channel for further dissemination at the ground level. Guidance from Experts

Dr Bina Vadaliya, Assistant Director, Health Department, GoG, shared the technical knowledge of Menstrual Health and Hygiene. She emphasized the fact that it is a physiological condition and hence shall not be related to or lead to social injustice and discrimination. She further shared the

commitment from the Health Department to ensure the distribution of sanitary pads. She further talked about the existing initiatives that women and adolescents can benefit from, such as Adolescent Health Clinics and RKSK.

The UNICEF team from the Gujarat office showed commitment to support the government in technical capacity and financial capacity (if need be). UNICEF Chief shared his experiences of working in different states on MHM at the policy level and the ground level and emphasized the fact that ground-level interventions are crucial to see the change. He appreciated the commitment of the Education Department towards Period Education and MHM in the workplace and welcomed the efforts of leadership in Samagra Shiksha that will increase transparency, provide a basis for accountability and encourage others to follow our example. He nudged other departments as well to announce that they are committed to contributing to creating a world where no one is held back because they menstruate by 2030.

Dr. Ami shared technical knowledge of the female reproductive system and hormones. She further talked about ways and means to maintain adolescent health and nutrition. Additionally, she discussed the prevalent myths and stigmas around menstruation and the importance of dissolving these myths in schools for providing a safe learning environment for not just all girls but boys as well.

Ms. Darshana Suthar concluded the session by presenting the commitment from Samagra Shiksha and urging all participants to fulfill their roles and responsibility in meeting the commitment. She drew attention to the fact that interventions such as having period-friendly toilets in schools and at our offices can change the way our female colleagues spent around 5 days every month. Having regular orientation at the workplace can lead to the creation of an environment where there is no shame attached to menstruation. The UNICEF team from the Gujarat office showed commitment to support the government in technical capacity and financial capacity (if need be). UNICEF Chief shared his experiences of working in different states on MHM at the policy level and the ground level and emphasized the fact that ground-level interventions are crucial to see the change. He appreciated the commitment of the Education Department towards Period Education and MHM in the workplace and welcomed the efforts of leadership in Samagra Shiksha that will increase transparency, provide a basis for accountability and encourage others to follow our example. He nudged other departments as well to announce that they are committed to contributing to creating a world where no one is held back because they menstruate by 2030.

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Activities

All districts were directed to observe MH day to improve knowledge and awareness about Menstrual Health and Hygiene (MHH) and dispel taboos and stigma around it; to enable a safe and comfortable period experience for all girls and women through the following activities-

- Red Dot Challenge- Oftentimes discourses about menstruation are seen as a 'girls' problem and are shamed, looked down and avoided. #RedDotChallenge attempts to encourage men, women, boys, and girls to speak up about periods/menstruation, and menstrual hygiene without any feeling of taboo/shame. A red dot can be made on the hand to give visibility to period talk. You can share your picture on any digital media.
- Menstrual Bracelet-The Menstruation Bracelet is a global symbol for menstruation created by MH Day. It consists of 28 beads of white colour including 5 beads of red colour representing a monthly period cycle. These bracelets can be made from local material and shared on digital media.
- Kit, stories, poems, and drawings related to menstrual awareness or personal experiences can be shared with the community and
- Senior girls of schools can take MHM awareness sessions with the women of their homes using the resource material shared with this letter.
- Teachers who have successfully conducted MH awareness sessions can share their lesson plans along with experiences.

Menstrual Corner in Kasturba Gandhi Balika Vidyalaya of Gujarat

Samagra Shiksha Gandhinagar aims to improve Period Education among students of Gujarat, especially girls, through the menstrual corner. Improving Period Education can lead to a reduction in school absenteeism, effectively inform how the period works, and detect symptoms of ovarian or premenstrual disorders.

Proper education creates awareness of menstruating bodies without prejudice and conceives dignified menstruation as a basic human right.

Menstrual Corners are set up in a phased manner starting with 249 Kasturba Gandhi Balika Vidhyalaya



across the state of Gujarat. Menstrual Corner proposed by UNICEF consists of visual tools and interactive IEC for students to have barrier-free access to knowledge about menstruation linked to adolescent health and wellness.

One unit of menstrual corner consists of-

- Training modules for education
- Booklets and pocket booklets for adolescent girls
- Awareness posters and leaflets and aprons
- Interactive games
- Basic medication and health monitoring charts
- Sample Absorbents
- Hygiene kit
- Audio-visual tools
- Table to set-up

Installation of Sanitary napkin vending machine

"Kishori swabhimaan"

Under the "Kishori swabhimaan" Project Samagra Shiksha has installed Sanitary napkin vending machines in 2447 Elementary schools and 1010 secondary schools.

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

Kasturba Gandhi Balika Vidyalaya (KGBV)

KGBV scheme was launched by the Government of India in August 2004 for setting up residential schools at an upper primary level for girls belonging predominantly to the Scheduled cast Scheduled tribe, other backward classes, and minorities in difficult areas. Under this Scheme, KGBVs are set up in Educationally Backward Blocks (EBBs) where the female rural literacy is below the national average (i.e., below 46.13% as per the census 2001) and the gender gap in literacy is above the national average of 21.59%. The scope of the scheme was enlarged to cover the Blocks that have rural female literacy below 30% and urban areas with less than the national female literacy (urban) of 53.67% as per the census 2001. 75% of the targeted girls belong to scheduled castes, scheduled tribes, minority communities, and other backward-class communities, and 25% of girls from families the Below the Poverty Line (BPL). Age-appropriate enrolment of the girls is done in classes 6 to 8 according to their age and as prescribed in the RTE Act, 2009. The special training course has also been prescribed for a minimum of 3 months and a maximum of 6 months or more than 6 months for the girls who were never been to school.

In Gujarat, at present, a total of 249 KGBVs are established under Samagra Shiksha of which 168 KGBVs are run with the support of GOI and 81 with the support of GOG. There are four types of KGBV:

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

Status of category-wise enrolment in KGBVs:

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

Type	KGBV Sanctioned	KGBV Operational	SC	ST	OBC	BPL	Muslim	other	Total
I	25	25	73	536	342	354	2	27	1334
II	24	24	199	492	958	486	25	48	2208
III	121	121	1086	4980	5411	3736	132	206	15551
IV	81	79	908	1920	2868	1526	68	142	7432
	251	249	2266	7928	9579	6102	227	423	26525

Capacity building of the Staff

Teachers and wardens are provided training at regular periods to manage the KGBVs properly. The following are the details of the training provided in the years 2022-23.

Type of training	Training Content
Zone Level Training of Warden cum Head Teacher	KGBV Administration and Management
Zone Level Training of Warden cum Head Teacher by Mahaila Samkhya	Training on School Health Program Gender Equality Interpersonal Relationships Values and Responsible Citizenship Menstrual Hygiene Management
Menstrual Hygiene Corner Training to District and KGBV Staff	Awareness about MH Corner and the Use of Menstrual absorbents
Orientation Program on JEE -NEET Preparation	Online Orientation Program to aware Staff and KGBV Girls on Online support through G-SHALA for JEE-NEET preparation.

Academic Activities

- Based on semester exams, each KGBV head teacher maintains an academic record with the relevant class teachers of grades 6, 7, and 8, and conducts special training.
- Extra coaching is available for secondary school girls in topics such as science and mathematics.
- Weekly unit tests were conducted for all subjects at the state level, and each girl's data are entered into the online database by all the teachers.
- This method of continuous evaluation is used so that KGBV teachers can focus on the low-performing females and provide them extra attention.
- At the KGBV level, educational visits are scheduled to learn more.
- Teachers design and prepare teaching-learning aids, which they use in regular or bridge course classes.
- Teachers are trained on how to operate the Gyankunj equipment, internet access is available at
- KGBV to deliver additional relevant information as well as access to e-content for all subjects.
- KGBVs are upgraded with Smart Classroom (Gyankunj) and ICT Labs
- KGBV Girls enhance their learning by using G-SHALA Application
 Science stream students benefitted from Online support for NEET & JEE preparation through G-SHALA

Extra-curricular Activities

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

- Throughout the year, Girls participate in activities that are helpful for the development of their skills such as glass painting, making useful items from waste, gardening, and weekly exposure visits.
- Details of the activities are regularly uploaded on the SHAGUN portal
- Project JIGNASHA with the support of IIT Gandhinagar to enhance curiosity among KGBV Girls





Maintaining health records and assessing the girls' overall health

- Health Check-Ups are conducted every three months. During the Health Check-up of girls Height, weight, and Basic Metabolic Index (BMI) all are calculated.
- Records are displayed & updated every quarter and girl-wise data is monitored accordingly
- At KGBVs, updated health records are displayed. And each girl's data is kept track of.
- Nutritious food is served as directed by dieticians from the M.S University (Food and Nutrition Department). Every three months, PHC doctors visit KGBV.
- A health committee has been constituted to look after the underweight and anemic girls' food and diet.
- Girls' menstrual cycles are recorded, and they are taught correct hygiene techniques these days.
- Sanitary Napkin Vending machines and Incinerators are provided in KGBVs
- The iron-folic tablet is given to all Girls twice a week with the help of CHC/PHC

KGBV Safety Guidelines

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

Provision of safe facilities

- Well-ventilated KGBV buildings with 24-hour electricity facility
- Child-friendly toilet facility and bathing cubicles with access to water
- Provision of bedding set (inclusive of the mattress, blanket, pillow, mosquito net, a bed sheet), hygiene kit (inclusive of a toothbrush, towel, soap, oil, etc.)
- Appropriate drinking water facility, water purifier wherever required
- Access to safe absorbents during menstruation and a safe facility for disposal
- A clean and green environment with a kitchen garden, plants, etc.
- Compound wall and fencing of the KGBV boundary
- First-aid kit available at KGBVs

Safe and healthy meal

- 1. 4 nutritious meals are provided as per the KGBV Menu which contains full of different variety of food
- 2. Good Quality of all groceries in the Kitchen is Ensured

Kitchen safety

- Use of LPG gas and stove instead of any wood and traditional challahs
- Restricted entry to girls in the kitchen when cooking is going on to prevent any kind of an accident

- Regular checks to ensure that there is no gas leakage
- Provision of Extra LPG gas cylinder.
- Access to fire-extinguisher in kitchen and other places of KGBV



Safety in KGBV building and playground: Safety during meetings with guests and school outings: Strategy for safety and security:

- a) Security staff is present 24 hours in KGBVs.
- b) KMC members also ensure that the security staff is in KGBV and doing their job properly.
- c) Each KGBV has a compound wall with fencing.
- d) CCTV surveillance in each KGBV.
- e) A Security committee is formed in the KGBV which shall be vigilant for the safety and security arrangements of the KGBV Such as the strength of the doors, to check out the locks before going to sleep.



- f) The staying of the relatives of the full-time teachers is restricted in the KGBVs
- g) Attendance of the girls twice a day
- h) Entry for unknown individuals is forbidden in the Vidyalaya campus after the scheduled time or at night the entry of the male individual is restricted after 6 pm.
- I) The school boundary and safe main gate with a lock.
- j) Compulsory entry in registers when visiting KGBVs.
- k) At night, the warden, full-time female teachers, and a watchman must be present.

Kitchen Garden:

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



Vocational Skill Training

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

KGBV Provides Vocational Training in Below mentioned trades

- Cutting and Tailoring
- Beauty Culture & Hair Care
- Basic Computing
- Certificate in Indian embroidery
- Yoga



Convergence Strategy

For achieving the set goal to improve girl education in the state, SS has adopted Convergence as a strategy for holding hands. State KGBVs are functional with the support of the Department of Education.

Convergence is done with:

- Women and Child Department
- Health Department
- Social Justice & Empowerment Department
- Tribal Department
- Road & Building Department
- NIOS
- Sports, Youth, and Cultural Department
- Home Department
- Disaster management Department
- District Child Protection Unit

Project 'JIGNASHA' in collaboration with IIT Gandhinagar

Curiosity is a natural aspect of human development and is commonly seen among adolescents. It is a desire to learn and explore new things, to understand the world around them, and to gain knowledge and experience. Adolescents are at a unique stage in their development where their curiosity is high, as they are transitioning from childhood to adulthood and exploring their identity and place in the world. Encouraging and fostering their curiosity can help them develop critical thinking skills, creativity, and a love for learning.



Samagra Shiksha Gujarat has collaborated with IIT Gandhinagar, the institute has developed many videos to develop curiosity among students. These videos focus on the Foundation of experiential science. The Girls Education Branch of Samagra Shiksha has developed a guideline and instructed KGBVs to run Curiosity videos as per the given timeline. It was also instructed that the Girls of KGBV must be provided with the learning material before showing the videos.

Curiosity is a useful tool to improve student motivation, and it will be helpful to improve the learning outcomes of the Girl child.



In all the KGBVs of Gujarat, curiosity videos are shown every Saturday and Sunday. The KGBV warden ensures the availability of enough materials in KGBVs before starting the videos. It is observed that Girls have enjoyed watching the curiosity videos and learning new things every time. Girls have also done experiments after completing the videos that helped them to improve their curiosity in a science subject. 28 curiosity videos on different Topics were played every Saturday and Sunday.

Testimonials of KGBV Girl - KGBV Girl's success story

Name: Rikita Dineshbhai Vasava KGBV: Selamba, Narmada Enrolled as: a BPL girl Present Status: FIRST YEAR an Ophthalmologist (Divya Jyoti College)





Name: Shradhha Aalabhai Vasara KGBV: Vijalpar, Devbhoomi Dwarka Enrolled as: Drop Out Girl Present Status: MBB FIRST YEAR (GMERS

Name: Vaishali Arvindbhai Parm KGBV: Una, Gir Somnath Enrolled as: Drop Out girl Present Status: Engineer (Dindayal University)





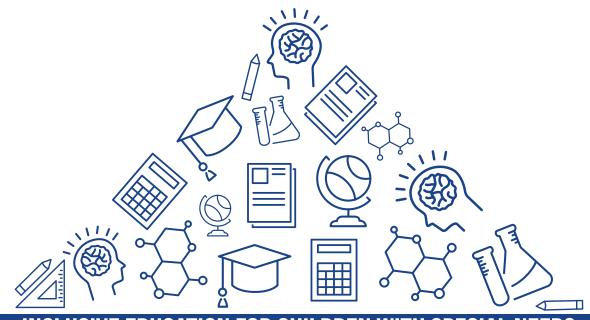
Name: Kenisha Mansinghbhai Mori KGBV: Kerala, Junagadh Enrolled as: a BPL girl Present Status: MBBS FIRST YEAR

Name: Rajiben Jivanbhai Aahir KGBV: Koliwada, Patan Enrolled as: Drop Out girl Present Status: Police constable





Name: Parul Sumatbhai Madam KGBV: Naghedi, Jamnagar Present Status: Selection in CRPF



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



Inclusive Education for Children with Special Needs (IE-CwSN)

Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. The objective of 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 the 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 (2022-23), Samagra Shiksha, Gujarat has introduced and implemented many initiatives for the Inclusion of Children with Special Needs under the component called Inclusive Education for Children with Special Needs (IE-CwSN). The focus, like previous years, continued to be on identification of OoSCwSN, enrollment, medical assessment, facilitating the issuance of disability certificates, providing the aids and appliances, allowances, etc. to facilitate continuous learning and therapeutic support through online/offline and home visits. This year, along with key activities, the focus has also been on planning and implementation of ways in which the learning levels of the CwSN can be improved and the special educators can devote more time to support CwSN's learning in the schools.

INCLUSIVE Education at Pre-primary level

As per UDISE+ 2021-22, a total of 546 CwSN are enrolled in all management schools at the preprimary level of which a total of 193 (Boys: 130 & Girls: 67) CwSN students are enrolled in Govt, Aided and Local Body schools. i.e., 35.34%.

Inclusive Education at Elementary Level

In Gujarat as per UDISE+ 2021-22 a total of 60,557 CwSN with one or more disabilities as defined in RPwD Act, 2016 students are enrolled in all management schools of which 52,836 CwSN are enrolled in Govt, Aided & Local body schools i.e., 87.25%. Out of 52,836 CwSN of different types of disabilities, 31,939 are boys and 20,897 are girls.



District-wise and School Management-wise CwSN Enrolled at Elementary level:

	CwSN Enrolment in Std. 1 to 8 as per UDISE+ 2021-22									
No.	District	All Management Schools	Central Govt., Madrasa, & Private Schools	Govt., Aided, Local body, Tribal Social welfare, MSB, Model & Model Day, other Govt. & RMSA Schools						
1	AHMEDABAD	1675	135	1540						
2	AMRELI	1398	39	1359						
3	ANAND	2702	253	2449						
4	ARAVALLI	1419	120	1299						
5	BANAS KANTHA	2986	79	2907						
6	BHARUCH	1506	270	1236						
7	BHAVNAGAR	2906	76	2830						
8	BOTAD	638	32	606						
9	CHHOTAUDEPUR	1363	91	1272						
10	DEV.DWARKA	466	29	437						
11	DAHOD	1116	42	1074						
12	GANDHINAGAR	1207	181	1026						
13	GIR SOMNATH	1383	33	1350						
14	JAMNAGAR	625	131	494						
15	JUNAGADH	1678	188	1490						
16	КАСНСНН	2386	201	2185						
17	KHEDA	2122	38	2084						
18	MAHESANA	2075	105	1970						
19	MAHISAGAR	1900	18	1882						
20	MORBI	985	6	979						
21	NARMADA	938	2	936						
22	NAVSARI	1554	58	1496						
23	PANCH MAHALS	2736	53	2683						
24	PATAN	1304	23	1281						
25	PORBANDAR	374	38	336						
26	RAJKOT	1592	91	1501						
27	SABAR KANTHA	1883	64	1819						
28	SURAT	1414	122	1292						
29	SURENDRANAGAR	2231	55	2176						
30	TAPI	1004	9	995						

	CwSN	Enrolment in Std	. 1 to 8 as per UDIS	E+ 2021-22
No.	District	All Management Schools	Central Govt., Madrasa, & Private Schools	Govt., Aided, Local body, Tribal Social welfare, MSB, Model & Model Day, other Govt. & RMSA Schools
31	THE DANGS	619	101	518
32	VADODARA	2487	131	2356
33	VALSAD	1811	256	1555
34	AMC	3299	1813	1486
35	RMC	619	253	366
36	SMC	3069	1881	1188
37	VMC	1087	704	383
	Grand Total	60557	7721	52836

School-wise Analysis (UDISE+ 2021-22): No. of Elementary Schools (irrespective of Management) with different categories of CwSN Enrolled in Std. 1-8:

Sr. No.	Districts	Total schools (Govt. & Aided)	Total schools having CWSN	TB	LV	CND	HI	Locomotor	SLI	TC	ID	Thalassemia	MS	Muscular Dystrophy	SLD	CP	ASD	Dwarfism	AAS	Sickle cell	
1	AHMEDABAD	722	474	24	104	2	124	151	42	1	260	11	13	18	43	49	2	9	0	2	70
2	AMRELI	787	451	13	79	0	102	155	54	1	162	23	7	16	49	80	5	10	0	1	89
3	ANAND	1099	735	48	136	1	177	326	48	1	343	6	10	25	92	96	20	7	0	1	100
4	ARAVALLI	1243	520	25	76	1	101	166	60	0	190	8	7	15	51	63	4	6	0	1	93
5	BANAS KANTHA	2425	977	43	209	4	180	375	161	5	174	7	26	38	53	40	8	9	0	3	348
6	BHARUCH	931	485	15	66	2	77	139	57	1	195	2	7	15	62	42	3	11	2	35	95
7	BHAVNAGAR	1025	726	19	118	1	157	255	90	1	318	21	22	30	136	117	13	15	0	0	99
8	BOTAD	248	191	10	36	0	31	74	24	0	85	2	5	8	25	32	2	5	0	0	40
9	CHHOTA UDEPUR	1298	434	14	77	1	59	130	75	1	118	0	6	9	81	24	4	13	2	36	103
10	DEVBHOOMI DWARKA	601	166	14	19	0	32	60	21	2	34	13	3	4	9	6	1	1	0	0	59
11	DAHOD	1748	367	25	100	1	84	138	71	1	37	0	14	18	27	22	5	3	0	18	141

NAGAR TAPI THE DANGS VADODARA VALSAD	857 394 1092 1011	390 185 689 527	7 4 18	48 34 173 92	2 0 2	47 28 133 93	69 51 236 165	272511354	1 1 0	19689388239	5 0 6	56911	7 12 15 7	68449269	32 3 41 21	1 3 2	2 8 5	3 0 1	6666	31 29 51 67
NAGAR TAPI THE DANGS	857	185	4	34	0	28	51	25	1	89	0	6	12	44	3	1	2	0	6	29
NAGAR TAPI	857		·															_		
NAGAR		390	7	48	2	47	69	27	1	196	5	5	7	68	32	2	2	3	100	31
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KANTHA														.,						53
SABAR																			_	97
PORBANDAR	895			83					0									_	0	48
PATAN									1		·								0	139
MAHALS	1433	851	19	168	5	133		114	4	359	3	7	12	75	135	1	11	1	34	206
NAVSARI	706	370	12	49	0	64	101	41	3	166	2	5	7	48	4	4	3	1	48	39
NARMADA	728	320	4	50	1	48	78	45	1	190	1	1	12	49	8	2	3	0	21	15
MORBI	590	351	11	51	0	66	109	43	2	180	11	4	5	49	24	4	1	0	0	38
MAHISAGAR	1230	623	27	91	0	129	197	47	1	367	5	7	4	53	71	2	5	0	0	55
MAHESANA	1048	619	41	85	1	157	247	50	2	334	9	14	16	62	64	1	6	0	0	83
KHEDA	1437	803	44	131	0	168	364	52	1	386	4	44	9	29	48	3	8	0	1	75
КАСНСНН	1739	756	46	101	2	155	244	99	5	224	31	16	21	45	59	12	14	0	2	175
JUNAGADH	745	484	23	71	1	91	168	52	1	270	25	1	3	95	96	1	16	0	1	15
JAMNAGAR	722	231	9	22	0	44	70	15	0	70	12	1	5	15	15	1	2	0	0	48
GIR SOMNATH	556	392	11	69	2	72	128	46	1	206	23	7	11	75	58	2	16	0	2	32
	JAMNAGAR JUNAGADH KACHCHH KHEDA MAHESANA MAHISAGAR MORBI NARMADA NAVSARI PANCH MAHALS PATAN PORBANDAR RAJKOT SABAR KANTHA SURAT	GIR SOMNATH 556 JAMNAGAR 722 JUNAGADH 745 KACHCHH 1739 KHEDA 1437 MAHESANA 1048 MAHISAGAR 1230 MORBI 590 NARMADA 728 NAVSARI 706 PANCH 1433 MAHALS 1433 PATAN 841 PORBANDAR 311 RAJKOT 895 SABAR KANTHA	GIR SOMNATH 556 392 JAMNAGAR 722 231 JUNAGADH 745 484 KACHCHH 1739 756 KHEDA 1437 803 MAHESANA 1048 619 MAHISAGAR 1230 623 MORBI 590 351 NARMADA 728 320 NAVSARI 706 370 PANCH 1433 851 MAHALS PATAN 841 460 PORBANDAR 311 109 RAJKOT 895 574 SABAR 1213 629 SURAT 984 428 SURENDRA 886 665	GIR SOMNATH 556 392 11 JAMNAGAR 722 231 9 JUNAGADH 745 484 23 KACHCHH 1739 756 46 KHEDA 1437 803 44 MAHESANA 1048 619 41 MAHISAGAR 1230 623 27 MORBI 590 351 11 NARMADA 728 320 4 NAVSARI 706 370 12 PANCH 1433 851 19 PATAN 841 460 27 PORBANDAR 311 109 3 RAJKOT 895 574 12 SABAR KANTHA 1213 629 25 SURAT 984 428 10 SURENDRA 886 665 35	GIR SOMNATH 556 392 11 69 JAMNAGAR 722 231 9 22 JUNAGADH 745 484 23 71 KACHCHH 1739 756 46 101 KHEDA 1437 803 44 131 MAHESANA 1048 619 41 85 MAHISAGAR 1230 623 27 91 MORBI 590 351 11 51 NARMADA 728 320 4 50 NAVSARI 706 370 12 49 PANCH 1433 851 19 168 MAHALS PATAN 841 460 27 59 PORBANDAR 311 109 3 10 RAJKOT 895 574 12 83 SABAR KANTHA 1213 629 25 104 SURAT 984 428 10 56 SURENDRA 886 665 35 157	GIR SOMNATH 556 392 11 69 2 2 3 3 4 2 3 4 4 3 7 1 4 4 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 5	GIR SOMNATH 556 392 11 69 2 72 JAMNAGAR 722 231 9 22 0 44 JUNAGADH 745 484 23 71 1 91 KACHCHH 1739 756 46 101 2 155 KHEDA 1437 803 44 131 0 168 MAHESANA 1048 619 41 85 1 157 MAHISAGAR 1230 623 27 91 0 129 MORBI 590 351 11 51 0 66 NARMADA 728 320 4 50 1 48 NAVSARI 706 370 12 49 0 64 PANCH 1433 851 19 168 5 133 PATAN 841 460 27 59 1 88 PORBANDAR 311 109 3 10 0 21 RAJKOT 895 574 12 83 1 90 SABAR 1213 629 25 104 0 109 SURAT 984 428 10 56 0 79 SURENDRA 886 665 35 157 3 161	GIR SOMNATH 556 392 11 69 2 72 128	GIR SOMNATH 556 392 11 69 2 72 128 46 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Details of Resource Rooms in Elementary Schools 2022-23

	Details of Resource Rooms									
		Physical (No. of Rooms)	No of Persons	No. of CwSN addressed						
	School	NA	683 Special Teachers Stationed at the School level							
Resource Rooms	Clusters	510	1027 Special Educators stationed at Cluster level	Approximately 35000+ CwSN						
	Blocks	245	37 District Coordinators	students						
	Districts		37 District Coordinators							

Information of Girls with Special Needs enrolled in KGBVs at Elementary Level (2021-22)

	KGBVs & Girls Hostels (Std.1 to 8)									
State	Total CwSN Std. 1 to 8	LV	ні	SLI	LOCOMOTOR	MI	SLD	ID	SICKLE CELL DISABILITY	
Total	20	2	1	3	3	5	2	3	1	

The Details of the Training on IE at the State Level, as proposed by the state at the Elementary level during 2022-23

	State Level Training. The		raining on IE at the S e for 2022-23:	tate Level, as pro	oposed
Sr No	Activities	Duration of Training	Participants to be trained (Teachers/RPs, Edu. Admin. etc.)	No. of Participants	To be trained by
1	ICT Assistive devices, Mobility and Pre- Braille training for VI specialized Master Trainers	2-day residential	Special Educators / Special Teachers and District Coordinators	198 Special Educators and 36 District Coordinators	Navchetan Trust, Kutch district
2	Intellectual Disability Teaching Learning Materials (TLMs) - kits for 03-to-18-year age CwSN students	2-hour online session	Special Educators / Special Teachers and District Coordinators	1710 Special Educators and 36 District Coordinators	NIEPMD, Chennai

Schools Coverage at Elementary Level

		Schools Coveraş	ge 2022-23	
Sr No	Cluster	Average No. of Schools Covered by Special Educators in 1 Month	No. of Schools Covered (each day)	Avg. No, of CwSN Coverage
	One Special Educator stationed at the Cluster level	30 schools including the repetition of the same schools.	In Divyaan App a tour diary is generated accordingly the Special Educators stationed at the cluster level visit the schools within the cluster iteratively. There are two types of clusters as mentioned below: 1) Cluster having In-School with Resource Room: Every Monday to Thursday one school (In-SRR) visit and Friday two school visits and a home visit on Saturday. 2) Cluster not having Resource Room: Every Monday one school with the highest CwSN enrolled within the cluster; Tuesday to Friday- two school visits and a home visit every Saturday	15000+

Inclusive Education at Secondary Level (Std. 9 to 12)

As per UDISE+ 2021-22, a total of 12,809 CwSN are enrolled in all management schools across the State out of which 10,792 CwSN (Boys: 6,653 & Girls: 4,139) with one or more disabilities as defined in RPwD Act, 2016 are enrolled in Government, Government Aided and local body schools i.e., 84.25%.

	CwSN	Enrolment in S	Std. 9 to 12 as per UDISE+ 202	1-22
No.	Scho		Govt., Aided, Local body, Tribal Social welfare, MSB, Model & Model Day, other Govt. & RMSA Schools	Central Govt., Madrasa, & Private Schools
1	AHMEDABAD	460	375	85
2	AMRELI	351	342	9
3	ANAND	660	579	81
4	ARAVALLI	218	210	8
5	BANAS KANTHA	428	386	42

	CwSN Enrolment in Std. 9 to 12 as per UDISE+ 2021-22										
No.	District	All Management Schools	Govt., Aided, Local body, Tribal Social welfare, MSB, Model & Model Day, other Govt. & RMSA Schools	Central Govt., Madrasa, & Private Schools							
6	BHARUCH	368	305	63							
7	BHAVNAGAR	707	648	59							
8	BOTAD	102	97	5							
9	CHHOTAUDEPUR	179	178	1							
10	DEV. DWARKA	66	60	6							
11	DAHOD	217	162	55							
12	GANDHINAGAR	411	302	109							
13	GIR SOMNATH	292	269	23							
14	JAMNAGAR	97	73	24							
15	JUNAGADH	543	493	50							
16	КАСНСНН	437	298	139							
17	KHEDA	629	621	8							
18	MAHESANA	581	578	3							
19	MAHISAGAR	543	538	5							
20	MORBI	133	131	2							
21	NARMADA	166	163	3							
22	NAVSARI	358	199	159							
23	PANCH MAHALS	520	503	17							
24	PATAN	269	259	10							
25	PORBANDAR	82	76	6							
26	RAJKOT	256	224	32							
27	SABAR KANTHA	489	433	56							
28	SURAT	295	276	19							
29	SURENDRANAGAR	395	380	15							
30	TAPI	146	138	8							
31	THE DANGS	136	77	59							
32	VADODARA	326	318	8							
33	VALSAD	287	267	20							
34	AMC	592	483	109							
35	RMC	186	77	109							
36	SMC	616	170	446							
37	VMC	268	104	164							
	Grand Total	12809	10792	2017							

 $School\text{-}wise\ Analysis-\ Number\ of\ Secondary\ level\ schools\ (irrespective\ of\ management)\ with\ different\ categories\ of\ CwSN\ students$

	erent categories of	& Aided)																						
Sr. No.	Districts	Total schools (Govt. & A	Total schools having CWSN	TB	LV	CND	HI	Locomotor	SLI	TC	ID	Thalassemia	MS	Muscular Dystrophy	SLD	CP	ASD	Dwarfism	AAS	Sickle cell	MI	Haemophilia	MD	PD
1	AHMEDABAD	307	129	8	32	0	21	54	7	1	46	5	2	1	2	15	1	3	0	0	12	1	12	0
2	AMRELI	184	104	7	29	1	20	49	6	1	36	4	2	1	8	9	0	1	0	0	24	1	5	0
3	ANAND	243	167	19	48	0	31	102	5	2	72	0	0	4	17	13	1	2	0	0	21	0	11	0
4	ARAVALLI	226	83	10	29	0	9	40	1	0	36	0	0	4	5	4	0	2	0	0	10	0	5	0
5	BANAS KANTHA	366	148	8	42	1	21	81	10	1	16	0	2	5	3	5	1	5	0	1	39	0	6	2
6	BHARUCH	188	99	8	19	0	15	43	7	0	30	2	0	5	6	2	1	5	0	10	17	0	6	0
7	BHAVNAGAR	225	137	7	35	1	39	41	19	0	63	1	2	3	29	16	1	4	0	0	15	1	23	0
8	BOTAD	82	37	1	10	0	7	17	3	0	9	0	1	2	2	2	0	1	0	0	6	0	3	0
9	CHHOTA UDEPUR	139	47	3	10	0	4	17	7	0	12	0	0	0	4	2	0	1	0	11	13	0	2	0
10	DEVBHOOMI DWARKA	92	28	3	2	0	3	12	1	0	5	2	1	0	0	0	0	1	0	0	9	1	3	0
11	DAHOD	314	57	9	18	0	10	27	7	0	1	1	0	0	2	2	0	2	0	0	19	0	2	0
12	GANDHINAGAR	210	86	9	16	0	11	41	2	0	18	1	0	0	3	6	0	1	0	0	20	0	3	0
13	GIR SOMNATH	122	76	1	19	0	17	46	4	0	35	1	0	2	8	10	0	2	0	0	4	1	7	0
14	JAMNAGAR	151	32	3	5	0	3	14	0	0	14	3	0	0	1	1	0	0	0	0	4	0	3	0
15	JUNAGADH	238	174	16	24	0	32	89	12	0	97	3	1	1	9	19	0	6	0	1	7	0	1	0
16	КАСНСНН	294	115	9	24	1	20	52	8	0	30	4	1	4	1	1	1	2	0	0	29	0	2	0
17	KHEDA	288	193	23	42	0	48	113	7	1	100	2	3	3	5	7	0	1	0	0	15	0	11	0
18	MAHESANA	278	176	23	42	1	36	103	6	0	80	1	6	4	18	16	1	4	0	0	19	1	9	0
19	MAHISAGAR	213	144	21	46	0	31	59	7	1	96	0	1	3	4	14	0	0	0	0	17	1	9	0
20	MORBI	113	57	4	12	0	8	25	2	0	16	3	0	1	5	2	0	0	0	0	13	0	1	0

21	NARMADA	111	51	1	13	0	5	18	4	0	24	0	0	1	5	1	0	1	0	9	3	0	2	0
22	NAVSARI	145	69	6	22	0	14	28	3	0	24	1	0	1	4	2	0	2	0	19	4	0	6	0
23	PANCH MAHALS	241	140	12	41	1	20	73	5	0	56	1	0	4	9	15	1	2	0	5	37	1	0	0
24	PATAN	202	93	8	29	0	6	45	6	1	19	0	1	1	3	7	3	2	0	0	20	0	7	0
25	PORBANDAR	72	28	1	6	0	4	14	2	0	0	0	1	3	1	3	0	0	0	0	12	0	2	0
26	RAJKOT	215	90	4	16	0	14	48	8	0	31	1	0	1	9	3	0	4	0	0	11	0	2	0
27	SABAR KANTHA	285	172	20	46	0	31	72	3	0	73	1	0	3	9	16	0	1	0	3	29	0	13	0
28	SURAT	165	68	0	20	0	11	32	4	0	29	1	0	1	8	5	0	1	0	14	6	0	8	0
29	SURENDRA NAGAR	211	128	12	19	0	25	65	7	0	65	1	0	4	13	7	0	2	0	0	8	1	4	1
30	TAPI	130	49	0	8	0	3	15	6	1	20	0	0	2	7	2	0	2	0	21	4	0	3	0
31	THE DANGS	65	33	1	5	0	1	13	6	0	15	1	1	1	2	0	0	0	0	3	4	1	2	0
32	VADODARA	160	102	5	26	0	11	60	12	1	53	0	0	0	11	1	0	1	0	2	3	0	3	0
33	VALSAD	183	82	2	24	0	7	40	3	0	30	0	0	2	6	1	0	0	0	13	10	1	7	0
34	AMC	329	66	1	18	0	12	26	4	0	18	1	1	4	4	8	1	0	0	0	8	0	6	0
35	RMC	78	27	4	4	0	3	9	2	0	2	0	0	3	0	1	0	0	0	0	8	0	0	0
36	SMC	101	29	3	7	0	6	12	2	0	2	2	0	1	0	1	0	0	0	1	10	0	3	0
37	VMC	98	29	3	6	0	5	13	2	0	4	0	0	0	0	0	2	1	0	1	6	0	0	0
	TOTAL	7064	3342	275	814	7	564	1608	200	11	1278	43	26	75	223	218	14	62	0	114	496	11	193	က

Details of Resource Rooms in Secondary level School:

	Details of Resource Rooms									
		Physical (No. of Rooms)	No of Persons	No. of CwSN addressed						
Resource	Clusters	510	977 Special Educators	Approximately 5000+ CwSN students						
Rooms	Blocks	245	stationed at Cluster level							
	District		37 District Coordinators							

State-level training details at the Secondary level during 2022-23

	State Level Training. The Details of the Training on IE at the State Level, as proposed by the state for 2022-23:									
Sr No	Activities	Duration of Training	Participants to be trained (Teachers/ RPs, Edu. Admin. etc.)	No. of Participants	To be trained by					
1	ICT Assistive devices, Mobility and Pre-Braille training for VI specialized Master Trainers	2-day residential	Special Educators / Special Teachers and District Coordinators	303 Special Educators	Navchetan Trust, Kutch district					
2	Intellectual Disability Teaching Learning Materials (TLMs) - kits for 03-to-18-year age CwSN students	2-hour online session	Special Educators / Special Teachers and District Coordinators	977 Special Educators	NIEPMD, Chennai					

Schools Coverage at Secondary Level during 2022-23

		School	s Coverage 2022-23	
Sr No	Cluster	Average No. of Schools Covered by Special Educators in 1 Month	No. of Schools Covered (each day)	Avg. No, of CwSN Coverage
1	One Special Educator stationed at the Cluster level	30 schools including the repetition of the same schools.	In Divyaan App a tour diary is generated accordingly the Special Educators stationed at the cluster level visit the schools within the cluster iteratively. There are two types of clusters as mentioned below: 1) Cluster having In-School with Resource Room: Every Monday to Thursday one school (In-SRR) visit and Friday two school visits and home visits on Saturday. 2) Cluster not having Resource Room: Every Monday one school with the highest CwSN enrolled within the cluster; Tuesday to Friday- two school visits and a home visit every Saturday	5000+

Initiatives Implemented at both Elementary and Secondary Levels (2022-23): Identification and Medical Assessment of CwSN:

- Orientated all the field staff such as District Coordinators, BRC, CRC, In-Service Teachers, Special Educators, Resource Persons and Balmitras on the identification of Out of School Children (OoSC) including CwSN before the enrolment drive.
- Conducted the household survey and identified 3096 Out-of-School CwSN.
- In this academic year, a total of 4,754 CwSN are enrolled in Std. 1 in nearby schools.
- Special Educators along with the parents/guardian of CwSN visited the nearby CHC / District Civil hospital for disability assessment.
- Conducted medical assessment camps at the block level in coordination with Health Department.
- Special Educators facilitated the issuance of medical certificates and UDID card as a result to date 52,928 CwSN have received disability certificates i.e., 69.24% of 76,433 enrolled.
- A total of 208 CwSN underwent surgeries (Std. 1-8: 162 & Std.9-12: 46)









Provision of Aids & Appliances

Conducted Aids & Appliances distribution camps in the remaining 09 districts and 01 Municipal Corporation to distribute 10,524 different aids & appliances to 5,940 CwSN through ALIMCO which was pending in the last AY 2021-22.

In the current AY 2022-23, the branch conducted Aids and Appliances assessment camps at the block level in coordination with ALIMCO from November to December 2022. Four teams with experts and doctors assessed all the CwSN enrolled and prescribed different aids & appliances such as Hearing aids, Daisy player, braille kit, Smart cane, MSEID kit, CP chair, Wheelchair, Tricycles, Crutches, Calipers', etc. for the eligible CwSN enrolled in Std. 1 to 12.

The distribution of appliances is yet to start.





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

- Transportation and Escort allowances was provided to the eligible CwSN for their easy access to enrolled School and Resource Room to avail academic, therapeutic and remedial services.

 Reader allowance was provided for Visually Impaired Std. 9 to 12 students.
- Girls Stipend was provided for all Girls with one or more disabilities.
- Helper allowance for the Std. 9 to 12 CwSN who find it difficult to move and require the support of Ayah / Helper/Attendant.

The above allowances were disbursed to districts for further disbursement to the eligible std.1 to 8 CwSN and std.9 to 12 CwSN students, the funds were disbursed from the State level through Direct Benefit Transfer (DBT). In the case of Therapeutic allowances, the districts have been paying an honorarium of Rs 1000 to the Therapists per visit to the Resource Rooms at the Block / Cluster level for providing therapeutic services to the CwSN students.

The following allowances were disbursed through DBT to the eligible CwSN as on Jan'23

Sr No	Provisions	CwSN availed the provisions at the Elementary level	CwSN availed the provisions at the Secondary level	Total CwSN availed the provisions (Std.1-12)
1	Transport	14667	5306	19973
2	Escort	9228	3022	12250
3	Helper / Aya	1383	1762	3145
4	Reader	1058	1151	2209
5	Girls Stipend	12364	3280	15644

Source: PRABANDH portal.

Braille Textbooks and Magnifying Lens

Provided magnifying lenses to 4,809 Low vision students. Distributed Braille textbooks (Std.1 to 12) to 955 Blind students with the support of Shri Navchetan Andhjan Mandal, Madhapur, Kutch district, Gujarat.

Capacity Building Program:

Two-day Residential Training for 6 Specialized (Master Trainers) Special Educators on ICT Assistive Technology, Mobility, and Pre-Braille:

Conducted a 2-day residential training programme for the selected 534 Master trainers (District Coordinators and Special Education) on ICT Assistive Technology. Mobility, and Pre-Braille in coordination with Shri Navchetan Andhjan Mandal, Madhapur, Kutch district, Gujarat in October and December 2022. The trained master trainers further conducted a training programme for the rest of the IE-CwSN field staff at the District/Block level.

Objectives

- To enable trainees to use classroom-related Assistive Technology effectively.
- To enable trainees to teach the use of various Hardware and Software to children with vision impairment so that they may participate in all academic and co-curricular activities.
- To train the trainees to encourage their VI students to use Assistive Technology in all walks of life.
- To impart training in problem-solving and troubleshooting to the trainees so that they may provide support service to their students if and when necessary.
- To acquaint trainees with resources to keep themselves updated in Assistive Technology.

Methodology

- Two-day Residential training for 534 IE-CwSN Field Staff (Master Trainers).
- Conducted Pre-test and Post-test
- Master Trainers were trained in batches (Per batch Average of 60).
- Practical and Theoretical aspects were covered by the team of experts.
- Master Trainers were identified by respective District Coordinators. Duration of the Training (10.00 A.M 05.30 P.M)

Key Topics covered in the Training Program were

- Concept of ICT Assistive Technology and introduction to tools of ICT such as Screen Reader, Screen Magnifier, Daisy Player etc.
- Introduction and overview of Screen Reader and Screen Magnifier of Microsoft Windows
- Operating System (Narrator, NVDA, JAWS etc.) different settings.
- Smart Phone as a Reading Tool Demonstration of Different Apps.
- ICT in Mobility Demonstration of smart Cane, Torch it & Other Devices
- Introduction of Scan & Read Technology (Demonstration of different Apps.) of Computer & Smart Phone
- Daisy as a Reading Tool & use of Hardware daisy player Evo E5.
- How to download Daisy's book & E-Books from Sugamy Pustakalaya, Bookshare & Other Sources.
- Introduction of Refreshable Braille Display & demonstration of Orbit Reader 20 & Orbit Writer Introduction of Tactile Graphics 7 fun with pre-Braille



The sessions were interactive and engaging to gain hands-on experience. After the successful completion of the training issued the certificate to the participants. These Master trainers further trained the rest of the Special Educators at the block/district level. An important outcome of this training is that these MTs will play a leading role in increasing the involvement and participation of students with vision impairment in curricular and extra-curricular activities.







Online Orientation on Intellectual Disability TLMs:

Conducted online orientation sessions twice in the AY i.e., 16th October 2022 & 10th February 2023 through BISAG (Bhaskaracharya Institute for Space Applications and Geoinformatics), Gandhinagar for IE-CwSN field staff on the usage of age group wise ID Teaching Learning Materials that was procured for 500 Resource rooms and 4300 + Schools from NIEPMD, Chennai. The video can be viewed on the below link.

https://www.youtube.com/watch?v=fb6ciHfWQaU







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 the toolkit and provided the feedback for further improvement based on their expertise and field experiences.

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

However, in December 2022, SS-Gujarat conducted 1 out of 4 zonal district-level workshops from 9 to 16 December 2022, and the rest are scheduled to be completed before the beginning of the next Academic Year, followed by orientation workshops for School Headmasters and Principals.

Digital Content Creation for CwSN

Video Documentation on Examination Board Provisions for CwSN:

The objective is to sensitize and aware CwSN students, School Headmasters / Principals, Teachers, Parents of CwSN and other stakeholders regarding the examination provisions and the procedure for availing them.

The video explains different examination provisions for CwSN offered by the Gujarat Secondary & Higher Secondary Education Board (GSHSEB) such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses, etc. The video can be accessed on the below link

 $\underline{https://www.youtube.com/watch?v=XVAER8RDVWU\&list=PLGZQfuNf5a5Ua7PLY4pCyR2k9jMohb9}\\ \underline{kj\&index=1}$

Video Documentation on Inclusive Education The objectives are

- 1. To build an understanding of different Stakeholders on the inclusive environment in schools to cater for the needs of CwSN.
- 2. To sensitize and aware the stakeholders of the interventions and activities being implemented in Government schools for creating a barrier environment for the inclusion of CwSN.

It explains the Samagra Shiksha-Gujarat's vision towards inclusive education for CwSN, and the steps being taken in implementing the objectives defined in Samagra Shiksha guidelines and NEP 2020. The video can be accessed at the below link https://www.youtube.com/watch?v=MkrAP OlmlY

Converting GCERT Textbooks into Indian Sign Language (ISL) & Embedding ISL videos in existing G-Shala All videos

Converting GCERT state textbooks of Class 3 to 8 and translating e-content on G-Shala App & Gujarat e-class youtube channel into ISL in coordination with Central University of Rajasthan. So far Std. 3 to 6 content is translated and the same is being reviewed by the team of experts. It is planned to roll out these videos before the beginning of the Academic year 2023 – 24 and the translation of e-content on the G-Shala App by December 2023.

Modifying the e-content (Std.1. to 12) on Gujarat-Shala mobile App to ensure the accessibility for



CwSN in line with the Development of e-content for CwSN guidelines by MoE. Adding features such as audio files, epubs, subtitles, ISL, etc. in G-Shala App to provide access for hearing-impaired and visually impaired students 3.4) Translating content of Pragnya textbooks (Std.1-2) into Braille, the same will be distributed before the beginning of the AY 2023-24.

Other Activities

- Developed draft SOP on Inclusive Classroom for Teachers and the same is shared with experts for review. This will be rolled out in the AY 2023-24 following the orientation on SOP for Teachers and School Headmasters / Principals in coordination with GCERT.
- Translated PRASASHAT Screening checklist for Teachers and Special Educators in Gujarati and the same will be printed and distributed to schools followed by online orientation.
- Provided free Braille Textbooks (Std.1-12) to 955 Blind students in coordination with Navchetan Andhjan Mandal, Kutch, Gujarat.

Sports & Extra-Curricular Activities

Conducted Special Khel Mahakumbh in which more than 2166 participated in various indoor and outdoor games such as handball, swimming, softball, table tennis, roller staking, football and cricket, of which 622 CwSN have received awards (211 each Gold, Silver & Bronze).





Home Visit by Special Educators

As per the Tour Dairy in Divyaan Application (State developed) every Saturday the Special Educators do home visits of the Severe and Profound Disabilities CwSN enrolled in nearby Schools. The Special educators provide counselling to the children and parents about the learning continuity and psycho-social support required and support them in basic therapeutic and functional academic support to CwSN. Children were encouraged to do activities and play games with their siblings. The development of Guidelines on home-based education is in process.





Special Teachers Recruitment Drive

In compliance with the Honorable Supreme Court order dated 21.07.2022 in the matter of W.P (C) 132 of 2016 titled as Rajneesh Kumar Pandey & Ors. Vs. Union of India & Ors., Samagra Shiksha Gujarat, under Stop gap arrangement recruited on a contractual basis and stationed 683 (ID: 394, MD: 1, VI: 111, HI: 167 & CP: 10) new Special Teachers at School level out of 1500 Vacant positions.

Progress of Innovative Interventions: Development of Model In-school Resource Rooms (In-SRR) at Cluster Level-

a.Brief description:

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

b.Objectives:

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

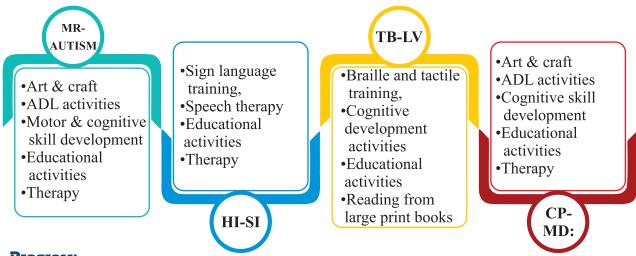
c. School Selection Criteria at the Cluster Level to Establish In-SRR:

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

d.Implementation Process:

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

Key Activities Implem ented at Inclusive School with Resource Room



Progress:

To date a total of 755 Resource Rooms established in the State of which 245 are at the Block level and 510 at the Cluster level. However, in the AY 2022-23, Samagra Shiksha has planned to establish a resource room in the remaining clusters. Accordingly, it has requested proposals from all the districts with the following instructions

- 1) Identify Government Schools with additional room at the cluster in coordination with School Headmaster/Principal, Technical Resource Person-Civil and Special Educator.
- 2) District Primary Education Officer (DPEO), District Project Engineer (DPE), Inclusive Education District Coordinator and School Headmaster/Principal duly signed a letter with school and room details.

In response, the state has received the following proposals from all the districts as summarized below:

Particular	Total Clusters
Additional Room Available	1572
Additional Room Not Available	533
Total	2105

To ensure a physical barrier-free environment and optimal and meaningful utilization of the internal and external spaces and materials/equipment, the state has designed the standard layout for the resource room in line with Accessible India Campaign Guidelines by Ministry of Social Justice and Empowerment- Government of India, revised the list of basic equipment / materials, disability-specific TLMs, etc. to be made available in resource room, defined the resource room's internal space in deliberative consultation with the key stakeholders such as 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.

The above drafts will be revised based on the constructive inputs provided by all the above stakeholders. The final documents will be shared at the field level followed by Orientation to all the Civil and IED branch staff. Samagra Shiksha will ensure to development of one resource room in all the above clusters in a phased manner by prioritizing the clusters that have additional room and the highest number of CwSN enrolled in Government and Aided schools. The Civil department is in the process of estimating the budget for the refurbishment of the available rooms as mentioned in the table above.

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

Strengthening of Resource Rooms & Schools

The following Assistive devices, Teaching Learning Material (TLM) kits are being procured from NIEPMD-Chennai and ALIMCO.

- Procured and distributed Intellectual Disability Kit 2 (4-6 YoA), 3 (7 11 YoA) & 4 (12 & above YoA) in 2,388 Schools in coordination with NIEPMD, Chennai.
- Equipped 891 RRs with C.P Chair and MSIED kit in coordination with ALIMCO Completed.
- Equipped 500 RRs and 2000 schools with ID kits 2,3 & 4 in coordination with NIEPMD, Chennai Completed.
- Equipped 742 Resource Rooms with the Stationery kit and the purchase has taken place at the district level in progress.
- Equipping 742 resource rooms with VI kit and the purchase will be carried at the district level-in progress.















Divyaan Application and Web-dashboard:

Brief Introduction:-

It is a monitoring application with a Geo-tagging feature to monitor the outcomes achieved by District Coordinators, Special Educators (SE) at the 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 in one place and generate reports and dashboards for better planning and decision-making at State, District and Cluster levels.

Features:

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

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









Progress

The app and the web dashboard are rolled-out in the field and accordingly, the Special Educators and District Coordinators were oriented multiple times until they get familiar with its usage. The orientation videos and user manuals in Gujarati were shared with the users for reference.

During the school closures, the SEs utilized the time in entering the data related to the CwSN in the app and cross-verified the data that is already fetched from other sources like Aadhar DISE, Attendance Portal, etc. and made necessary changes in the respective data sources. From time-to-time feedback was collected from the SEs either through email or WhatsApp group or overcall and addressed with the support of the concerned team members.

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

New Developments in the App & Web application

- Change in the Tour dairy where the school and home visits are fixed for one month and the same is reflected in BRC and IE-CwSN District Coordinators dashboard for supervision of the Special Educators visits.
- Report generation of the activities is under process.

Important Day Celebrations

International Day of Persons with Disability on 3rd December 2022 was not conducted due to the State General Elections Code of Conduct whereas World Braille Day on 4th Jan'23 was celebrated at District, Block and Cluster level 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:





Visit of Nepal Education Team & USAID Representatives



On 24th August 2022 Samagra Shiksha, Gujarat hosted a team of 20 delegates from the Nepal Education Department, and USAID and presented the IE component initiatives/activities. They visited the Vidhya Samiksha Kendra (VSK) and observed the live dashboards on learning outcomes, and the Divyaan web application followed by interaction with staff and made key suggestions for the effective integration of existing apps for better monitoring, analysis, and interventions.

CSR Activities under Vidhyanjali — School Volunteer Programme: We Hear Innovations Pvt. Ltd, Ahmedabad:

WeHear is India's first hearing care company developing products to make day-to-day hearing habits more ear-health-friendly. Under its CSR, it has conducted camps in 24 districts and 4 municipal corporations and assessed 2639 Children with hearing problems and identified 2525 eligible Children who require the device of which to date they have provided 432 CwSN.

Yuva Unstoppable, Ahmedabad

Yuva Unstoppable is an India & US registered leading NGO founded in 2006 by a group of zealous individuals led by Amitabh Shah with a mission to empower children and youth through various initiatives. Under its CSR, it has provided 480 Tablets in 48 Resource Rooms i.e., 10 each for CwSN students.

Case Study: Earning by Learning Pre-Vocational Skills

During Diwali festive season the Children with Special Needs at Block Resource Centre, Kalol, Gandhinagar, Gujarat get busy learning and earning by painting, packing and selling colourful earthen lamps (days).

Like every year, this year also the CwSN got very excited to showcase their artistic skills. A total of 49 CwSN of various categories of disabilities have been actively involved in this initiative and they are encouraged and guided by 13 Special Educators. Initially, all the special educators made contributions and pooled the funds required and procured the raw materials such as empty mud diyas, packing materials, watercolours, stickers, paint brushes, wax, fevicol, price tags, etc.

The empty mud diyas are soaked in water, wiped to ensure that no more extra loose mud is present and carefully placed on the table without breaking. During this activity, the concepts such as clean,

safety, dry & wet concepts are taught, and their fine motor skills are developed.

These cleaned diyas are painted with the support of their parents and special educators. During this activity the children held discussions with their parents, peers and special educators in selecting colours, choosing brushes, reviewing their work and rectifying their mistakes thus, imbibing cognitive skills such as naming colours, objects, wet & dry, aesthetic and artistic skills, creativity, colour coordination, social skills of working as a team, listening, seeking help, responsibility, communication skills, respecting others' opinions, emotional bonding, etc.



Once the painting is dried then they are transferred to the wax table where the liquid wax is poured into the diyas and wicks are fixed at the centre of the diya. During this process, they have learnt the states of matter, mathematical skills such as measurement, sorting, shapes, patterns, number concept, space relations, etc. and developed fine and gross motor skills.







Later these are carefully packed in different boxes and pasted stickers and the price tag on each box. While doing this, they have learned to match a pair, and the concept of money, besides, hand-eye coordination, stacking, arranging and other cognition aspects of colour, design shape and size are again established. Finally, by loading and unloading from the large carton boxes, students' gross motor skills are developed. On day one, all the children were very nervous and slowly picked up speed as they gained confidence and become comfortable with each other while doing the activities. By selling the packed diyas in nearby communities, and corporate and government offices they have earned a total of Rs. 35,700. This additional amount will be utilized for CwSN recreational activities.

The whole process enhanced the skills and competencies of CwSN and happily engaged them in making Diwali more exciting and creative with some fun-filled activities. In the long run, these kinds of pre-vocational and vocational activities will make them skilful, economically independent, and an asset to the socioeconomic structure instead of a liability.







PHOTOS AND NEWS PAPER CLIPPINGS:















અઠવા ઉધના ખાતે સમગ્ર શિક્ષા અંતર્ગત દિવ્યાંગ વિદ્યાર્થીઓને સાધન સહાય વિતરણ ૧૨૦ જેટલા વિદ્યાર્થીઓને વ્હીલચેર,આંખ તથા કાનની કીટ જેવા સાધનો અર્પણ થયા



ધબકાર પ્રતિનિધિ સુરત તા૦૮ શ્રીમતી ALIMCO UJJAIN કંપની દિપ્તીબેન, યુ.આર.સી કો.ઓં અને શિક્ષણ વિભાગ દ્વારા દિવ્યાંગ રાકેશકુમાર પાઠકના વરદ હસ્તે વિદ્યાર્થીઓને સાધન સહાય કેમ્પનું આયોજન કરવામાં આવ્યું હતું. જેમાં નગર પ્રાથમિક શિક્ષણ સમિતિ સુરતના પદાધિકારીઓ ઉપસ્થિત રહી બાળકોને પ્રોત્સાહન આપી મળવા પાત્ર સહાય અર્પણ કરી હતી. ચેરમેન ધનેશભાઈ શાહ, દંડક રાજેન્દ્રભાઈ પટેલ,અનુરાગભાઈ કોઠારી કન્વીનર મધ્યસ્થ વિજ્ઞાન ભવન સમિતિ, રાજેન્દ્ર કાપડિયા કાપડીયા કન્વીનર કોમ્પ્યુટર સમિતિ,

રંજનાબેન ગોસ્વામી સમગ્રશિજ્ઞા અંતર્ગતયુ.આર.સી કન્વીનર સાંસ્કૃતિક સમિતિ, ત ૦૩ અઠવા ઉધના ખાતે આઇ.ઇ.ડી કો.ઓ.શ્રીમતી

સાધન અર્પણ કરવામાં આવ્યા હતા. ૧૨૦ જેટલા વિદ્યાર્થીઓને અને બસ પાસ જેવી સુવિધા ઉપલ્બધ કરાવવામાં આવે છે જે બદલ તમામ વ્હીલચેર, સી.પી.ચેયર, વોકર, બ્રેઇલ કીટ તથા હીયરીંગ એડ, સ્જીંફ રિસોર્સ ટીચરને અભિનંદન પાઠવી આભાર વ્યક્ત કરવામાં આવ્યો હતો.

આવ્યા હતા. સમગ્ર શિક્ષાના રિસોર્સ ટીચર દ્વારા આ તમામ બાળકોને

મેડીકલ સર્ટી, સાધન સહાય, પેન્શન સહાય, ટ્રાન્સપોર્ટ, એસકોર્ટ સહાય

प्रत अभो नीचे सकी हरनाह तक रूप प्रकार प्रशासी प्रव ते अभाश असीवार्षी प्रशासी विक्रमात्रा हमानेव हेंदेवाची प्रव अंगी/बंद, दवीओभाजनार,हनाहमान, बुद्धल्ली युक्ता को अने प्रभाव से तैरावरी आपीओ छीओ है डीड्डीयर अप डीड्डीयर पुजानी प्रभीन विस्ताद और कर अंगीनानी इंटियाह स्टेस तरी, तो खण्ड विभागे पीतीह तरामा तथा प्रत छीवदानांव स्टेसा समान समस्तराष्ट्र हर्चेद्र विस्तारी स्टिप्स कर्मा हर्मा हर्मा तथा मामस्तराष्ट्र हर्चेद्र विस्तारी सीवीय तथान तथा प्रत छीवदानांव स्टेसा मामस्तराष्ट्र हर्चेद्र विस्तारीम सीवीयरामार्थं हृद्धात रहेवासी : यर, वेपाईप सोसावरी, मास्त विस्तारीम सीवीयरामार्थं हृद्धात रहेवासी : यर, वेपाईप सोसावरी, मास्त विस्तारीम सीवीयरामार्थं हमार्था स्टेसा सीवीयरामार्थं सावरीय स्टेसा सीवीयरामार्थं अस्ति अस्ति अस्ति असीवीयरामार्थं हमार्थां इत्सीठीने

હિલ્ટા ભારકર

વડોદરા છોટા ઉદેપુર 05-01-2023

બ્રેઇલ લિપીના શોધક લુઇ બ્રેઇલના જન્મદિનની સંખેડામાં ઉજવણી કરાઈ



સંખેડા. બ્રેઇલ લિપીના શોધક એવા લુઈ બ્રેઇલના જન્મદિનની ઉજવણી કેક કાપીને કરાઈ હતી. સંખેડા ખાતે બીં.આર.સી.ભવનના આઈ.ડી.રિસોર્સ રૂમમ જે દિવ્યાંગ બાળકો માટે ચાલે છે. દિવ્યાંગ બાળકો દ્વારા લુઇ બ્રેઇલના જન્મદિનની ઉજવણી કરાઈ હતી. સંખેડા ખાતે ડી.બી.પારેખ હાઈસ્કૂલમાં ગણિત-વિજ્ઞાન પ્રદર્શનની સાથે જ લુઇ બ્રેઇલના જન્મ દિનની ઉજવણી દિવ્યાંગ બાળકના હસ્તે કેક કાપીને કરાઈ હતી. બાળકોને કેક ખવડાવી હતી. સ્કૂલ બેગ ભેટમાં અપાઈ હતી.



QUALITY EDUCATION AND MONITORING





Introduction

The first and most important need for overall human, as well as social development and progress, is Education; the foremost important is the Quality of Education. In that, school education is very much necessary as it tends to team and empower the future and existing youngsters with full potential and energy. The State ensures to provide this potential for the new age of opportunities and create a new world for the students which will enrich them with quality education, positive attitude, and energy which is much necessary for the overall development of the student.

Composite School Grant

A composite school grant has been allotted to **32940** Primary schools and **1865** secondary schools in the State for the year 2022-23 under Samagra Shiksha. The grant allocation is based on the Enrolment as described below:

Composite School Grant					
Enrolment of Students in School	Primary schools	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

School grants are provided to all Government schools on an annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, play materials, games, sports equipment, laboratories electricity charges, internet, water, teaching aids, etc. It is also used to provide annual maintenance and repair of the existing school building, toilets, and other facilities to upkeep the infrastructure in good condition.

This grant is utilized to promote the Swachh Bharat campaign and involve community contribution elements.

Library Grants

Library Grants were provided in **12205** Primary Schools, **20735** Upper Primary Schools, and **1199** secondary & **666** higher secondary schools in the year 2022-23 under Samagra Shiksha.

Age-appropriate books published by the Information Publication division were selected and procured for School Libraries. The library grant aims to meet the objectives of *Padhe Bharat Badhe Bharat*.

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

Academic Support through BRC/URC and CRC

- **1.TLM/TLE Grant**: BRC and URC coordinators were provided Rs.5000/- and CRC was provided Rs.2000/- as a TLM/TLE grant. The grant was provided to support TLM development and the procurement of teaching-learning equipment. These TLM/TLE are used by teachers to improve the classroom transaction process. Workshops are organized at the BRC level with CRCs, subject teachers, and BRPs to create new and innovative TLM.
- **2.Contingency Grant:** BRC and URC coordinators were provided Rs.50,000/- and CRC was provided Rs.25,000/- as a Contingency grant. This grant is utilized for the maintenance of the resource room at BRC, the purchase of office equipment, and other office expenses.
- **3.Meeting Travel Grant**: BRC and URC coordinators were provided Rs.30,000/- and CRC was provided Rs.5000/- as a Meeting travel grant. This grant is utilized for travel and refreshment expenses during Academic or Administrative meetings/trainings organized at BRC/CRC level. A circular with guidelines on the utilization of these one-time grants was sent to BRC/URC/CRC from the State level.

Kala Utsav

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

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

(I) District level Kala Utsav

The Kala Utsav competition at the district level was held in each district from October 6 to October 8, and from October 18 to October 20, 2022. There were competitions in which students from the secondary and higher secondary levels participated. Students competed in Ten categories including Vocal Music—Classical, Vocal Music—Traditional Folk, Instrumental Music—Classical, Instrumental Music—Traditional Folk, Dance—Classical, Dance—Folk, Visual Arts (2-dimensional), Visual Arts (3-dimensional), Indigenous Toys and Games ,Drama (solo Acting).

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

(ii) Zonal Level Kala Utsav

The zonal level competition was held at 5 places in the state where 34 districts participated. 18 winners from each district participated in the Zonal level competition. The zonal level competition was organized from November 14 to November 17, 2022 Category wise different committees of experts were prepared at a zonal level to judge the recorded entries shared by districts.

Following are the details of the Zonal level competition:

Zone	No. of Districts	No. of participants
Surat - South Zone	6	96
Arvalli -Central East	6	96
Patan-North Zone	6	96
Vadodara-Central South	7	108
Rajkot -Saurashtra Zone	9	162
Total	34	558

(iii) State level Kala Utsav

A total of 93 winners (10 winners in each of the nine categories) from 5 zones participated in State level competition organized from November 29 and 30, 2022 at Samagra Shiksha State Office Gandhinagar. Category wise different committees of experts were prepared at the zonal level to judge the recorded entries shared by different Zones

A total of 19 winners (9 boys and 10 girls) of the state-level competition received certificates and a cash prize of Rs. 2000/-each.

(iv) National level Kala Utsav

Samagra Shiksha Gujarat has attended the National level Kala Utsav competitions. 19 winners of state-level competition participated in the National level competition held on 3rd January 2023 at Bhubneshwar-Orrisa state.

Anushka Tejas Pandya, a student in Class X at Shree Gyanmamjari Vidhyapith in the district of Bhavnagar, was awarded the runner-up spot in the drama category for the National Kala Utsav 2022 competition by the CAO, NCERT.









Band Competition

School band evokes a feeling of oneness and belonging and a deep sense of pride in school children. The rhythm of a band instils passion, action, courage, and motivation in young and old alike. Band competition help rejuvenates and rekindle the spirit of patriotism and unity in school children across the country.

Samagra Shiksha Gujarat has organized the band competition in collaboration with the Home department as per the guidelines shared by MoE.

The winner of one boys' team and one girls' team from each district participated in **Zonal level** competition. All the districts were divided into 5 zones (North, Central, South, East, and Southwest).

3 boys' teams and 3 girls' teams from different zones participated in **State level** competition held in Ahmedabad on 21/10/2022. A total of 126 students competed at the state level. The winning boys and girls teams of the state-level competition were honoured at the Statue of Unity on October 31, 2022, in celebration of National Unity Day.















Capacity building of BRCs / CRCs

To enhance the capacity of BRC coordinators/ CRC coordinators and to bring more clarity to their roles and responsibilities, an online training module was developed and uploaded to the DIKSHA portal which was completed by all the BRCs and CRCs.

WASH interventions by Samagra Shiksha

Swachh Vidyalaya Puraskar was launched by the Ministry of Education with revised indicators including the COVID-related parameters. 96% of schools (51835 schools) across Gujarat participated through the online WASH benchmarking application, which ranks the schools from 1 star to 5 stars based on WASH performance. Results of the assessment indicated that 14% of schools in Gujarat are 5 stars, 55% are 4 stars, 28% are 3 stars and only 3 per cent schools are 2 stars or below. Continued monitoring and hand-holding support was provided to all districts by the IT team of Samagra Shiksha, while training and guidance were provided by the Civil and QEM branch. Such convergent efforts by the team along with the support from UNICEF led to the successful rollout of SVP. As a result, 1223 schools were awarded at the district level, and 26 schools were awarded at the state level for best performance in WASH.

Out of the 26 state-level awardees, 10 schools from Gujarat won Swachh Vidyalaya Puraskar at the National level for best performance in WASH.

To maintain the momentum in the state, Samagra Shiksha updated the state-led WASH benchmarking tool- Shala Swachhta Gunak; in line with updated indicators as suggested by MoE. Additionally, Samagra Shiksha launched Gujarat SVP Guideline for concurrent WASH assessment and recognition annually.





To improve the understanding of stakeholders, multiple trainings on WASH, School Safety, and MHM have been conducted through BISAG, and e-courses on the Diksha portal. Furthermore, 160 officials of the civil branch and IED were trained on improving the accessibility of water and toilet facilities in schools for CwSN.

Periodic Assessment Test (PAT)

Periodic Assessment Test (PAT) is conducted every Saturday in all the government schools of Gujarat for grades 3 to 8. This formative assessment helps teachers to conduct in-process evaluation of student comprehension, learning needs and academic progress during a lesson, and unit or course. Teachers identify gaps in their students' learning by regular monitoring of their performance, then offer the required support through remedial education and modify their lesson plans appropriately. The schools received the annual PAT calendar, which aided the teachers in better planning and aligning their lesson plans and assessments in advance.

The learning outcome-based assessment toolkit is prepared for these assessments by GCERT. Assessments for all subjects, including Gujarati, Mathematics, EVS, Science, Social Science, Hindi, Sanskrit, and English for grades 3 to 8, were completed. Each student from third grade through eighth grade received a booklet to use to record their PAT responses. To take part in the PAT, students received a total of 40.62 lakh booklets.





Twinning of Schools

The term "twinning of schools" refers to the partnership among school, in which two schools collaborate to gain more exposure.

The goal is to encourage shared learning among students and teachers, with a focus on fostering learning both within and outside of the classroom. As a result, there is more interaction between students and teachers, and best practices, ideas, and experiences are shared.

The Twinning of Schools Program was implemented in four government higher primary (standards 6 to 8) schools selected in every cluster of the state. Each cluster consists of 4 schools. From 3247 clusters throughout the state, 12988 schools were chosen to participate in this initiative.



Ek Bharat Shreshtha Bharat

Samagra Shiksha Gujarat conducted Ek Bharat Shreshtha Bharat to celebrate the unity in diversity of our nation, maintain and strengthen the fabric of traditionally existing emotional bonds between the people of our country, and promote the spirit of national integration through a deep and structured engagement between Gujarat and Chhattisgarh through a year-long planned engagement. The program aims to showcase the rich heritage and culture, customs, and traditions of either state, enabling people to understand and appreciate the diversity in India, thus fostering a sense of common identity. This program helps to create an environment that promotes learning between states by sharing best practices and experiences.

In a teleconference run by BISAG, the Samagra Shiksha team also discussed the guidelines for this initiative with the schools. A weekly activity calendar for each month was made as part of the "EK BHARAT SHRESTHA BHARAT" program. The activities were planned that occured during the daily school assembly and Joyful Saturday.

To encourage students to implement this program at the school level, one of the teachers at the school has been nominated as the 'point person' for the program. In Gujarat, 30,000 Point persons are working at the school level to implement the EBSB initiative.

From July to August 2022, there was a program for students from the two paired states to understand the paired states. A total of 50 students and staff members visited the paired states.

The exposure visit was conducted by 25 students from classes 9 to 12 and 25 students from higher education with 5 mentors in the year 2022. The group of students and mentors visited various places and attended programs in Chhattisgarh.

A collection of videos were developed by Samagra Shiksha Gujarat between January 2021 and December 31, 2022. All of the videos were used to advertise the Ek Bharat Shrestha Bharat program and were disseminated across the state via the Diksha platform and Samagra Shiksha's YouTube eclass channel.









Strengthening of Sports Education (Elementary and Secondary)

To improve the physical fitness of the students at the schools, Samagra Shiksha Gujarat has conducted a program that is focused on the overall development of the students. The following are the key activities of the Strengthening of Sports Education program:

- Celebration of Sports Week under the Fit India campaign in December 2022.
- Celebration of Annual Sports Day: All the schools were notified to organize Annual Sports Day. Different sports activities will be organized at the school level. Students, teachers, and the community will participate in the activities organized on the annual sports day.
- Introduction of Physical Education in the Curriculum: A separate book on physical education was designed and distributed in elementary and secondary schools. 33251 elementary schools and 1541 secondary schools were covered under this program.

Fit India Movement The Participation of Gujarat in This Program

On August 29, 2019, the Honourable Prime Minister of India inaugurated the Fit India Movement to

promote physical fitness as a way of life. It is a movement to lead the country toward wellbeing and fitness. It offers a special and fascinating chance to strive

toward a healthy India.

At the State, District, Block, and School levels, the nodal person for the Fit India Movement is chosen. Through BISAG Convergence with Sports Authority of Gujarat (SAG) for the construction of the playground, training of physical education to teachers, and sharing of training modules, training for enrolling in a Fit India school is provided.

• In Collaboration with SAI (Sports Authority of India) for students' fitness evaluations through Khelo India.Fit India Movement started in Government schools of Gujarat in December.

Fit India School Week 3.0 was celebrated in December in all the schools of Gujarat. Samagra Shiksha provided the guidelines and schedule for the celebration of Fit India Week in all types of schools.





India's biggest Fit India Quiz 2.0 started on 3rd September 2022.

In the Preliminary Rounds, Gujarat got many toppers.







Number of Schools registered and received a certificate of Fit India Schools	45,497		
A number of Schools that received a 3-Star certificate	6989		
Number of Schools that received a 5-Star certificate	2459		
**Around 90% of the schools registered on the Fit India portal.			

Fit India Run 2.0

The FIT India Freedom Run 2.0 was attended by all government, grant-in-aid, and independently funded schools. All of the school's principals and head teachers ensured that every teacher and student registered for the FIT India Freedom Run. Parents, other community members, and SMC members are encouraged by schools to sign up for the event.



Fit India App

A first-of-its-kind app called Fit India allows users to assess their level of fitness through a series of quick tests and learn new tactics for making steady fitness growth. The Fit India smartphone app keeps track of ones activities, water intake, calorie intake, sleep, and other activities as well as provides tools for setting daily activity and fitness goals.



Districts were informed to download the FIT India Application to evaluate their fitness level.

School Safety

To prevent accidents or other unforeseen occurrences in schools, it has been decided to display safety pledges on the notice board for the school-safety programs and for teachers to act as first-level counselors. The main purpose is to raise awareness among students and parents about school safety in all government elementary and secondary schools in Gujarat.

Samagra Shiksha Gujarat has signed an MoU with the Gujarat Institute of Disaster Management (GIDM) to provide technical and training support to schools for school safety.

Samagra Shiksha has appointed one teacher as the focal point and one as the safety in charge in every school. At GIDM, this program allowed for a day of capacity building for Nodal teachers.

The new action plan was undertaken for the School Disaster Risk Management Plan (SDRMP) by GSDMA. Expenditure required for protection during natural calamities, accidental fire, accidents, fire due to electric current, protection against laboratory accidents, etc.

The school safety program was implemented in a total of 33,251 government elementary schools.











Learning Enhancement Programme (LEP)

The program's goal is to increase students' overall performance on learning outcomes, their understanding of how social systems and institutions work, their ability to use natural resources wisely, and their understanding of political, social, and economic concerns that affect them on a daily basis across time and space.

Under this program, an activity booklet was designed to provide opportunities for students to practice and apply their knowledge. This program helps students to generate curiosity among them and encourages them to refer to textbooks, discuss with peers, and take guidance from teachers. The activity booklet covers concepts from the class-appropriate syllabus and has the scope of individual and group work to complete different tasks. Different periodic themes are identified and included to allow students to practice and understand more and more themes and strengthen their learning.

This program also promotes peer-to-peer learning and healthy habits among students as they are involved in various group activities as well. Thus, the program has these two major components:

- Activity/Application-based practice Workbook for Students aligned with learning outcomes covered in the Social Science syllabus
- The project is to be done individually and in groups.

Shala Siddhi

'School Evaluation' as the means and School Improvement as the goal'

The need for effective schools and improving school performance is increasingly felt in the Indian education system to provide quality education for all children. The focus must be on the school, its performance, and progress in order to meet the requirements of quality initiatives in the education sector. The National Programme on School Standards and Evaluation has been launched by the National Institute of Educational Planning and Administration (NIEPA), under the auspices of the Union Ministry of Human Resource Development, as a significant step toward comprehensive school evaluation as essential to improving the quality of school education in India.

The program envisions reaching schools through a comprehensive system of school evaluation. As part of this endeavor, the School Standards and Evaluation Framework (SSEF) has been developed as an instrument for evaluating school performance. This will enable the school to evaluate its performance against the well-defined criteria in a focused and strategic manner. The SSEF comprises seven 'Key Domains' as the significant criteria for evaluating the performance of schools. It has been designed as a strategic instrument for both internal and external evaluation. Both the evaluation processes are complementary to each other and ensure that the two approaches work in synergy for the improvement of the school.

Last year, Gujarat has covered 100% of schools in Shala Siddhi. A total of 32940 government primary schools and 1865 secondary schools participated in Shala Sidhhi as per the guidelines provided by NIEPA.

The self-evaluation of this school was done in the presence of SMC and SMDC members. The external evaluation of 1699 secondary schools is completed by a three-member committee.

Talent Search

On February 9, 2023, Prakharta Shodh Kasoti held a talent search test and examination for the Class 9 Standard in order to support kids' budding talents by awarding scholarships. The exam was taken by 89896 students altogether.

NIPUN Bharat Mission

The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission was launched in July 2021. Under the National Education Policy 2020, achieving the Foundational Literacy and Numeracy Goals has been prioritized, to be implemented in mission mode with a vision of achieving the goals by 2026–2027. Various activities, workshops, and assignments have been carried out under the NIPUN Bharat Mission in Gujarat.

Training and Classroom Interventions

Various stakeholders in the mission were trained through various modes, including in-person training, online training, workshops, BISAG, and MS Teams. DPEOs, DEOs, DIET faculties, and district-level coordinators received training on FLN mission and learning principles. A 3-day orientation training of BRCs and BRPs on NIPUN Bharat was organized, training for BRPs on their role as NIPUN Coordinators and mentors was conducted, and a consultation workshop on the digitalization of the BRP Monitoring System was conducted. Orientation on the NIPUN Bharat Mission and NEP-2020 of approximately 1200 newly recruited BRCs and CRCs from September to October 2022.

Content Development

The NIPUN Bharat brief guidelines have been translated into Gujarati into two modules—academic and administrative—and sent to all 32,940 government primary schools.

Student workbooks named Swadhyay Pothi have been created for standards 1, 2, and 3. These workbooks have been created based on the LOs defined for the NIPUN Bharat Mission. Also, mitigating the learning loss has been kept in mind.

During the academic year 2022–23, Swadhyayan Pothi (practice workbooks) have been developed for grades 1, 2, and 3. Practice books for Gujarati and Math subjects have been developed for Grade 3 Environment Subjects.

For Grade 1, the Vidhya Pravesh Module (School Readiness Module) has been created, in which there is a 3-month bridge course designed to help the students accommodate the learning environment.

Storybook: 'Varta no Vadlo' (inspired by a collection of Gijjubhai Bhadeka Stories) Parts 1 and 2 of Per School 5 Books are distributed under the NIPUN Bharat Mission.

Grade-wise, 'Lakshayas' posters and banners were translated into Gujarati and distributed for display in the classrooms. A total of **96,000** posters were distributed to **32,940** schools. **32,940** banners were displayed in public places to raise awareness among the communities. Vidhya Pravesh was organized in all 32,940 schools, where community participation was notably high.











Musical Instruments

Under the NIPUN Bharat Mission (FLN), one of the arts-music-has been encouraged to further stimulate the work of creating various dimensions as an educational and co-curricular activity in terms of providing teaching aids in the classroom so that the children can achieve the set goals. A grant has been allotted to all the government primary schools in the state for the purchase of musical instruments.

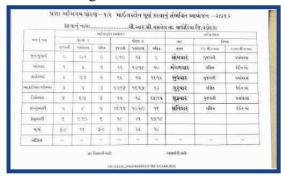
Adhering to the suggestion under NEP 2020, which focuses on the 360-degree holistic development of a child and learning with art as a medium, Gujarat has pioneered providing all 32,940 government primary schools with grants for purchasing musical instruments.

A detailed guideline was developed to purchase the musical instruments and distribute it to the schools. The following instruments were provided in government primary schools:

Sr. No.	Name of Musical Instrument	Symbolic Picture
1	Tambourine (covered)	
2	Tambourine (simple)	
3	Cymbals	
4	Hand cymbals	
5	Maracas	
6	Damru	
7	Dholak	
8	Mouth Organ	
9	Flute	(((• ((• • • • • • • • • • • • • • •
10	Bongo	
11	Pair of drums	
12	Musical Keyboard	THE REAL PROPERTY OF THE PROPE
13	Harmonium	manus p

Teaching Learning Materials for FLN Grades PRAGNA (Pravrutti Dwara Gnan) is an activity-based learning program, currently implemented with students of early grades – grade 1 and grade 2 in Gujarat. The Pragna classroom is a child-friendly space for children who love to come and learn. It is a place where the material is within their reach, and they have the freedom to use their material as per their needs. Students are divided into four groups according to the stage of learning. These groups are 1) Teacher supported group 2) Peer supported group 3) Self-Learning group and 4) Evaluation group.

It was launched in 2010–11, and now the Pragna (activity-based learning) approach has been implemented in grades 1 and 2 of all schools in the state. The material was delivered to all schools, and a series of training sessions were executed for teachers under the ABL approach.









Rashtriya Aavishkar Abhiyaan (Elementary- Secondary)

All upper primary schools offer monthly theme-based activities through science and math clubs as part of Rashtriya Aavishkar Abhiyan and Samagra Shiksha. Through activities that complement traditional (in-class) instruction and make science and mathematics an attractive and exciting pursuit, the Science Math Club will encourage students' senses of curiosity, inquiry, invention, and creativity. These activities motivate children and youth to take up scientific activities, contribute towards the cherished goals of achieving a scientific society, and help transform teachers into facilitators and change agents.

(A) At the Elementary level

(i)Formation of Science / Maths Clubs

A grant of Rs. 2000 per school has been given for the formation of science-mathematics clubs in schools from classes 6 to 8. The expenditure is done according to the guidelines given below.

- Science-Mathematics club includes children interested in these subjects, subjectspecific teachers and a maximum of 3 persons
- interested in learning or teaching these subjects at the village level.
- The club organizes various activities related to math and science regularly throughout the year.
- The implementation of the program is done by the mathematics-science teacher at that school.
- A math-science corner has been prepared in the school. If there is a lab in the school, prepare a corner in the lab itself.
- Organizing an exhibition of math-science kits and laboratory equipment at the school level every 2 months, where students will be able to identify equipment and perform hands-on activities.
- Introduce children to the material, identify them, and do practical work. Tracking carbon footprint, biodiversity, climate change, renewable energy, energy, environment, and solid waste
- Workshops to enhance the knowledge of children in domains like disposal and organic farming
- Organization of Seminars, Lectures, and Demonstrations
- To increase the interest of children in the subject of mathematics and science, every month or fortnight, quizzes, competitions, puzzle games, puzzle-solving, Vedic mathematics, applied science, environmental science, project work, and an innovation stand by the mathematics and science teacher are organized. Other programs can be organized.

(ii) Science and Math Teacher Circles

- The grant awarded to BRC was used in accordance with the instructions below to form circles of all the math and science instructors teaching classes 6 through 8 in the block.
- Organization of regular virtual meetings of the Math-Science Teacher Circle every month and a face-to-face meeting every three months. The direct meeting was organized only in the school
- with the lab.
- How to increase interest in mathematics and science among children and what innovative experiments can be done to teach these subjects were discussed in the meeting. Organize
- discussions and activities on innovations, best practices, and innovations in mathematics and science by the teachers of the block.
- At the end of every three months, based on the discussions and activities held in the meetings, the compilation and documentation of things that can improve the education of children in
- mathematics and science is done. Thus, two booklets in a semester and four booklets in a year were prepared.
- A copy of this booklet or document was given to all schools from classes 6 to 8.



(iii) Science Popularization through Interschool Activities (Hub and Spoke model):

- Science Popularization through Interschool Activities (Hub and Spoke Model) A grant of Rs. 15000 per school has been given to 780 primary schools having "Learning by Doing-LBD" labs in the state as hub centers.
- This grant was allocated to 780 primary schools in the state where "Learning by Doing—LBD" has been implemented in previous years by Samagra Shiksha.
- Nearby schools having a Learning by Doing-LBD Lab are arranged for regular visits of childrenfrom government schools in the vicinity of the lab.
- For the smooth implementation of the program, regular visits to the schools were arranged.
- Demonstration of all lab equipment for the visiting school children and a basic introduction to the equipment.

(B)At the Secondary level

(i)Formation of Science / Maths Clubs

Under Rashtriya Avishkar Abhiyan, Samagra Shiksha organized monthly theme-based activities in all the upper primary schools through science and math clubs. These Science Math Club activities stimulate a spirit of curiosity, inquiry, innovation, and creativity amongst students through activities that supplement conventional (in-class) education and make science and mathematics an enjoyable and interesting pursuit. These activities motivate children and youth to take up scientific activities, contribute towards the cherished goals of achieving a scientific society, and help to transform teachers as facilitators and change agents. The themes of the science club activities will be focused on:

- Calculation of carbon footprints.
- Conservation of natural resources.
- Climate change and global warming.
- Impact of Covid-19.
- Biodiversity.
- Impact of technology on daily life (good and bad effects).
- Traditional best practices and the science behind them.

During the science club activities, students conduct project-based and research-based activities, and teachers support documenting them. During the twinning of schools, each school showcases its documented activities to others, which will help to promote peer-to-peer collaborative learning.

(ii)Promotion of Science & Math Teacher Circles

- Science Math Teacher Circle, Block Level Mathematics
- Creation of a science teacher circle at the block level. A grant of 8,000 has been given.
- Teacher Circles includes all mathematics and science secondary school teachers of Government, RMSA, Model, Model Day, and KGBV School.
- Regular virtual meetings of the Math-Science Teacher Circle every month and one face-to-face meeting every three months were held. The direct meeting was organized only in the school with the lab.
- The meeting agenda was a) how to increase interest in mathematics and science among children and b) what innovative experiments can be done to teach these subjects. c) To organize discussions and activities on innovations, best practices, and innovations in mathematics and science by the teachers of the taluka. d) To conduct virtual seminars and workshops on mathematical sciences.

• Two booklets in a semester and four booklets in a year were prepared for documentation and improvisation in children's education. A copy of this booklet or document was given to all schools from 9 to 10.

(iii) Hub & Spoke model

- Under Under 'Hub and Spoke model'. a grant of Rs. 25000 per school has been given to 310 secondary schools as hub centers. The grant was allocated to 310 secondary schools in the state that have been given a "STEM Lab" by Samagra Shiksha in previous years.
- Schools with STEM labs arranged regular visits to the lab by children from other government-granted schools in the vicinity.
- Various seminars and workshops are conducted on topics in the mathematical sciences. Topics like renewable energy, energy, the environment, waste disposal, organic farming, etc. were discussed.
- Activities were organized to develop aptitude in mathematics and science subjects.
- A math science quiz between 2–5 children from all the schools visited and 2 children from the school having a lab was conducted. The children were motivated through prize distribution. Science exhibitions provide a unique and valuable learning experience for schoolchildren. At a science exhibition, children can explore a wide range of scientific concepts and theories through interactive exhibits, hands-on experiments, and demonstrations. These exhibits and activities are designed to engage children and make learning about science a fun and memorable experience.



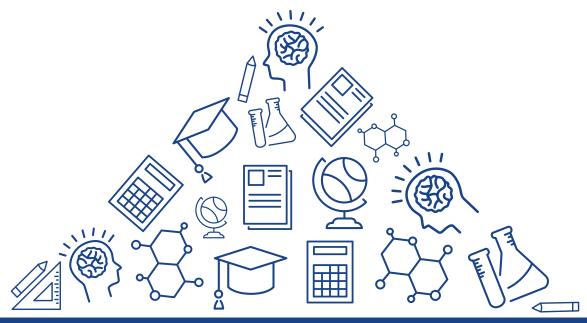


G-20 Janbhagidari Events

Under the theme 'Ensuring Foundational Literacy and Numeracy (FLN)', especially in the context of blended learning, the Ministry of Education, in partnership with all states and UTs, held Janbhagidari events throughout the country to create awareness and generate a sense of pride among various stakeholders, like students, teachers, parents, and the community as a whole, about G-20, National Education Policy, and FLN. In this context, a lot of activities, including workshops, exhibitions, seminars, and conferences, were planned for June 2023. The Janbhagidari events led to the main event, the Fourth Education Working Group discussion in Pune, Maharashtra, between June 19 and 21, 2023, where Gujarat represented the innovative best practices in teaching and learning in classrooms. As a state that encourages multilingualism and proactively works on its implementation by all means, Gujarat was selected to present its strategies in front of all the participants.







GUJARAT COUNCIL OF EDUCATIONAL RESEARCH & TRAINING BRANCH



Gujarat Council of Educational Research & Training Branch

A report on the training programs carried out from the grant received by Samagra Shiksha, Gandhinagar

No	Name of Program	Beneficiary				
1	Vidya Pravesh (School Readiness) Training					
	K.R.P.Training	105				
	Master Trainer Training	2221				
	Teacher Training	32309				
2	Standard 1 to 3 English Subject Training					
	Module Writing and Review Workshop:	20 Lecturer/SRG				
	Resource Person Training	297 Teachers				
	Mater Trainer For Standard 1 -2	2245 Teachers				
	Mater Trainer For Standard 3	2034 Teachers				
	District-level Teacher's Training for Standard 1-2	34379				
	District level Teachers Training for Standard 3	30669				
3	Gujarat Outcomes for Accelerated Learning (GC DISBARRING LINK INDICATOR (DLI)-4 Street Development for Classroom Performance Training	ngthened Teacher				
	Module Writing and Review Workshop:	42 Teachers				
	RPs Statistical details of training:	692 Teachers				
	MTs Statistical details of training	10157 Teachers				
	Teachers'Training Statistical details	148537 Teachers				

Vidya Pravesh (School Readiness) Training:

K.R.P.Training: Vidya Prevesh (School Readiness) Resource Person Training at G.C.E.R.T., Gandhinagar Held from 12-7-2022 to 14-7-2022 in which a total of 105 resource persons were trained by 10 experts.



Masters Trainers Training: Vidya Pravesh (School Readiness) Masters Trainers Training was conducted at the district level in which a total of 2221 Masters Trainers were trained by 146 experts.





Teacher Training: Vidya Pravesh (School Readiness) teacher training is conducted at the taluka level. In which a total of 32309 teachers were trained by 2264 experts.

The main training provided on understanding subjects like Vidya Pravesh Program - Activities, Learning Outcomes, Language and Literacy, Numeracy Development, Environmental Awareness and Science Promotion, Special understanding of activities, Vidya Pravesh Assessment.



St	Statistics on VidyaPravesh Master Trainers and Teacher Training (2022-23)							
Sr.No	Name of District	Master	Trainer	Total	Teac	hers	Total	
51.110	Name of District	Male	Female	Total	Male	Female	Total	
1	Ahmedabad R.	19	28	47	145	362	507	
2	Ahmedabad city	23	56	79	208	552	760	
3	Amreli	39	21	60	220	497	717	
4	Anand	41	23	64	321	662	983	
5	Bharuch	24	37	61	216	626	842	
6	Bhavnagar	61	11	72	623	464	1087	
7	Botad	0	0	0	170	126	296	
8	Bhuj	67	26	93	744	767	1511	
9	Dahod	53	62	115	669	1090	1759	
10	Gandhinagar	12	32	44	95	455	550	
11	Idar	49	55	104	283	889	1172	
12	Arwali	44	58	102	357	906	1263	
13	Jamnagar	30	19	9	197	456	653	
14	Dwarka	35	8	43	208	274	482	
15	Junagadh	30	27	57	214	464	678	
16	Gir Somnath	40	6	46	192	355	547	
17	Kathlal	73	17	90	441	886	1327	
18	Mahesana	34	41	75	240	704	944	
19	Navsari	8	49	57	99	711	810	
20	Palanpur	124	9	133	1323	1177	2500	
21	Patan	27	28	55	344	466	810	
22	Porbandar	23	17	40	128	178	306	
23	Rajkot	32	19	51	314	680	994	
24	Morbi	22	8	30	205	358	563	
25	Rajpipla	34	13	47	366	397	763	

St	Statistics on VidyaPravesh Master Trainers and Teacher Training (2022-23)							
Sr.No	Name of District	Master Trainer		Total	Teac	chers	Total	
51.110	Ivalic of District	Male	Female	Iotai	Male	Female	Iotai	
26	Santram	30	50	80	702	425	1127	
27	Panchmahal	74	18	92	485	1162	1647	
28	Surat	12	48	60	221	1123	1344	
29	Tapi	12	31	43	204	585	789	
30	Surendranagar	77	12	89	527	434	961	
31	Vadodara	28	53	81	292	796	1088	
32	Chota udepur	66	17	83	546	647	1193	
33	Valsad	13	37	47	182	757	939	
34	Waghai	23	9	32	123	274	397	
	TOTAL	1279	942	2221	11604	22705	32309	

Standard 1 to 3 English Subject Training: Module Writing and Review Workshop:

GCERT in collaboration with DIET Gandhinagar organized a module writing workshop for English subject training from 03-08-2022 to 05-08-2022 at DIET Gandhinagar. Training modules on the said subject were prepared in the workshop.

At STTI review workshop of the training module of class 1 to 3 English subject was held from 01-9-2022 to 02-9-2022. The training module of the said subject was reviewed and finalized in the workshop.

Training of Resource Person:

Resource person training was conducted by GCERT in four zones (Vadodara, Surendranagar, Rajkot and Mehsana) from 06-9-2022 to 08-9-2022. The following resource persons were present in the training. These resource persons were trained by 37 specialists

Sr No	Zone	Place	Present RPs
1	Rajkot	District Institute of Education and Training, Trikonbagh, Rajkot Trikonbagh, Rajkot	45
2	Mahesana	Sri Manibhadra Veer Jain Tirtha Firm, M.P.O. Aglod, Vijapur-Himatnagar Highway	78
3	Vadodara	Sumeru Navakar Tirtha, Beside Panjara Pol, Miyagam-Amod Road, M.P.O. Miyagam, T.Karjan, Distt. Vadodara.	87
4	Surendranagar	Sri Prajnachakshu Mahila Sevakunj, Behind Tri- Temple, Surendranagar	86
		TOTAL	297



હ્યું વડોદરા છોટા ઉદેપુર 08-09-2022

^{હવે સરકારી શાળાઓમાં બાળકોને અંગ્રેજી શીખવાડાશે સુમેરુ નવકાર તીર્થમાં ધો.1થી 3નું અંગ્રેજી રિસોર્સ પર્સન તાલીમ વર્ગ}

ભારત-લાગ કરળક સામના 11 જિલ્લાઓના કુલ ૭૬ માટે ગુજરાત રાજ્યના 11 પ્રિથકો અને 3 તરજાો ઉપસ્થિત જિલ્લાઓમાં માર્ચિકોની 7 સપ્ટેમ્બરથી અને લા આ વાર્ય સીલિકસંશોપન અને તાલીમ ભવન વાર્યકાર અંગ્રેજ ભારત રાજ્યના 11 સ્ત્રિક અને છે. અને તાલીમ ભવન વાર્યકાર અંગ્રેજ ભારત સામના માર્ચકાની શક્યાની મુજરાત રાજ્ય સોલિકસંશોપન અને તાલીમ હારા આવેજિત વાર્ડાક અંગ્રેજ ભારતો પંત્ર તાલીમ અને અંગ્રેજ સિમો પંત્રને તાલીમ અને અંગ્રેજ સિમો પંત્રને તાલીમ અત્ર અંગ્રેજ સિમો પંત્રને તાલીમ અત્ર અંગ્રેજ સિમો પ્રત્યા તાલીમ અત્ર અંગ્રેજ સિમો પ્રત્યા તાલીમ અત્ર અંગ્રેજ સામના સ્ત્રા માર્ચકાન શક્યા આવેલા સામના સ્ત્ર અને કાર્યકાન સામના માર્ચકાન શક્યા સામના સ્ત્ર સ્ત્ર અને કારત સામના સામના









Training of Masters Trainers at the District Level

GCERT conducted any two days between 12th to 15th September 2022 for Class 1-2 and Class 3 Masters Trainers Training at the district level in which a total of 2245 master trainers were trained by 185 experts in classes 1-2 and a total of 2034 masters trainers were trained by 143 experts in class 3.

Teacher Training at District Level

Date of Training of Class 1-2 Teachers at District Level: Any two days held from 16 to 22 September 2022. In which 2358 in class 1-2

A total of 34379 teachers were trained by experts and the training of teachers of class 3 Date: 23rd to 29th September 2022 was conducted on any two days. In which a total of 30669 teachers were trained by 2183 experts.





English Subject Training for Standards 1,2 and 3 Statistical Details of Masters Trainers and Teacher Training at District Level

C. No	District	Std.	. 1-2	Std. 3		
Sr. No.	District	Mts	Teachers	Mts	Teachers	
1	Ahmedabad R	41	518	45	483	
2	Ahmedabad U	73	739	57	582	
3	Amreli	55	725	49	686	
4	Anand	66	1034	65	975	
5	Bharuch	66	850	66	806	
6	Bhavnanagr	68	1114	65	983	
7	Botad	18	300	18	263	
8	Bhuj	107	1557	108	1503	
9	Dahod	103	2503	88	1658	
10	Gandhinagar	34	545	32	535	
11	Idar	102	1193	92	1172	
12	Arvalli	92	1246	90	1224	
13	Jamnagar	54	846	49	650	
14	Dwarka	52	445	36	445	

C. No	District	Std.	1-2	Std. 3		
Sr. No.		Mts	Teachers	Mts	Teachers	
15	Junagadh	55	670	50	645	
16	Gir Somnath	40	553	36	512	
17	Kathlal	117	1571	76	1282	
18	Mahesana	74	948	71	915	
19	Navsari	57	787	45	806	
20	Palanpur	122	2486	112	2345	
21	Patan	51	809	61	775	
22	Porbandar	39	305	28	305	
23	Rajkot	53	1047	51	965	
24	Morbi	33	730	27	540	
25	Rajpipla	45	682	46	679	
26	Santrampur	77	1611	73	1166	
27	Panchmahal	80	1388	84	1347	
28	Surat	126	1791	98	1266	
29	Tapi	39	776	33	767	
30	Surendranagar	72	947	65	898	
31	Vadodra	81	1106	79	1055	
32	Chotaudepur	79	1173	73	1157	
33	Valsad	55	1015	47	928	
34	Waghai	19	369	19	351	
	Total	2245	34379	2034	30669	

Gujarat Outcomes for Accelerated Learning (GOAL) Project under DISBARRING LINK INDICATOR (DLI)-4 Strengthened Teacher Development for Classroom Performance training

Based on the evaluation and analysis of the March 2021 Summative Assessment Test (SAT) results by GCERT, Sotto Shiksha, Gandhinagar and Reach to Teach NGO under the guidance of the Gujarat State Education Department, hard spots were identified by the results and training of teachers in Gujarat to facilitate these hard spots.



For Class 3 to 5 Gujarati, Mathematics, Environment and Class 6 to 8 Gujarati, Mathematics and Science subject training module writing workshop and review workshop were conducted. After this workshop, the training modules of Class 3 to 5 Gujarati, Mathematics,

and Science were finalized. SRG, GCERT of various subjects in this module writing and review. Faculties and the Reach to Teach team were connected. Through this training module Resource Person Training, Masters Trainers Training and Teacher Training were conducted in Gujarat state. Through this training Gujarat Outcomes for Accelerated Learning (GOAL) Project under DISBARRING LINK INDICATOR (DLI) 4 Strengthened Teacher Development for Classroom Performance Based on this, the teachers of Gujarati, Maths, Environment and Gujarati, Maths and Science of Class 6 to 8 were trained. Feedback from teachers on training as well as pre-and post-tests were used during the training. Necessary statistical details regarding training are given herewith.















Training Module Writing and Review Workshop Details

Sr No.	Subject wise SRGs	Grades	Participants
1	Languages	3 to 5	06
2	Languages	6 to 8	09
3	EVS	3 to 5	08
4	Science	6 to 8	08
5	Mathematics	3 to 5	03
6	Mathematics	6 to 8	04
7	GCERT Training Team and SoE Team		04
		Total	42

RPs Statistical details of training

No.	Date	Subject	Standard	Venue	Present RPs	
1	17 th &18 th Jan'2023	Languages	3 to 5	Yatrik Bhavan, Vadtal, Dist-Kheda	120	
2	17 th to 19 th Jan'2023	Languages	6 to 8 ITI Junagadh, Dist- Junagadh		113	
3	17 th & 18 th Jan'2023	Mathematics	3 to 5	Jain Tirth, Aaglod, Dist- Mehsana	114	
4	17 th & 18 th Jan'2023	Mathematics	6 to 8	DIET - Ider, Dist- Sabarkantha	110	
5	17 th & 18 th Jan'2023	EVS	3 to 5	Jain Deraser, Doliya, Dist- Surendranagar	116	
6	17 th & 18 th Jan'2023	Science	6 to 8	DIET - Navsari, Dist- Navsari	119	
	Total 692					

MTs Statistical details of training:

No.	District	Lang.	Lang.	Math	Math	EVS	Science	MT Total
		3 to 5	6 to 8	3 to 5	6 to 8	3 to 5	6 to 8	
1.	Ahmedabad_Urban	44	50	33	36	41	33	237
2.	Ahemdabad_Rural	41	36	42	43	37	34	233
3.	Amreli	48	49	47	52	50	51	297
4.	Anand	69	54	69	57	69	57	375
5.	Aravalli	61	43	59	44	63	44	314

No.	District	Lang.	Lang.	Math	Math	EVS	Science	MT
		3 to 5	6 to 8	3 to 5	6 to 8	3 to 5	6 to 8	Total
6.	Banaskantha	164	111	116	98	158	89	786
7.	Bharuch	61	42	57	40	62	42	304
8.	Bhavnagar	77	59	71	52	69	55	383
9.	Botad	17	16	18	16	15	16	98
10.	Chhota Udepur	49	22	54	20	54	21	220
11.	Dahod	86	62	92	52	103	60	461
12.	Dangs	31	14	31	10	30	10	126
13.	Devbhoomi Dwarka	45	35	45	36	45	31	237
14.	Gandhinagar	26	27	29	27	24	36	169
15.	Gir Somnath	27	36	34	32	37	30	196
16.	Jamnagar	46	41	46	41	49	40	263
17.	Junagadh	48	44	45	40	45	45	267
18.	Kachchh	93	75	89	71	93	70	491
19.	Kheda	78	50	83	46	79	48	384
20.	Mahisagar	75	43	78	41	76	41	354
21.	Mehsana	78	51	76	55	80	60	400
22.	Morbi	26	19	29	19	29	20	142
23.	Narmada	45	20	40	22	47	23	197
24.	Navsari	45	45	45	45	45	45	270
25.	Panchmahal	78	51	78	51	78	51	387
26.	Patan	58	55	54	50	54	55	326
27.	Porbandar	23	24	24	25	24	20	140
28.	Rajkot	48	46	48	46	46	48	282
29.	Sabarkantha	63	49	63	49	63	49	336
30.	Surat	68	52	73	45	73	42	353
31.	Surendranagar	60	57	57	48	57	48	327
32.	Тарі	44	30	48	28	68	29	247
33.	Vadodara	54	31	49	30	48	28	240
34.	Valsad	58	49	57	41	63	47	315
	Grand Total	1934	1488	1935	1408	1974	1418	10157

No.	District	Lang.	Lang.	Math	Math	EVS	Science	MT
TVU.	District	3 to 5	6 to 8	3 to 5	6 to 8	3 to 5	6 to 8	Total
1.	Ahmedabad_Urban	529	593	597	578	603	586	3486
2.	Ahemdabad_Rural	480	504	466	472	472	452	2846
3.	Amreli	642	578	673	524	626	509	3552
4.	Anand	974	686	931	584	958	593	4726
5.	Aravalli	1156	566	1152	531	1160	521	5086
6.	Banaskantha	2471	1525	2432	1438	2417	1454	11737
7.	Bharuch	812	673	812	566	918	573	4354
8.	Bhavnagar	953	830	926	798	955	805	5267
9.	Botad	265	258	252	229	247	233	1484
10.	Chhota Udepur	1210	377	1153	374	1153	384	4651
11.	Dahod	1817	1024	1809	933	1843	956	8382
12.	Dangs	409	134	427	135	413	137	1655
13.	Devbhoomi Dwarka	462	286	429	256	380	257	2070
14.	Gandhinagar	473	367	426	339	443	350	2398
15.	Gir Somnath	543	489	569	459	550	464	3074
16.	Jamnagar	626	438	610	400	624	388	3086
17.	Junagadh	642	463	663	487	619	482	3356
18.	Kachchh	1473	1089	1491	1015	1482	1032	7582
19.	Kheda	1354	793	1302	717	1329	715	6183
20.	Mahisagar	1154	514	1108	621	1114	498	5009
21.	Mehsana	920	704	899	678	942	662	4805
22.	Morbi	543	460	566	406	546	394	2915
23.	Narmada	677	289	673	270	670	272	2851
24.	Navsari	638	420	622	395	647	411	3133
25.	Panchmahal	1312	743	1281	669	1283	677	5965
26.	Patan	640	767	811	593	770	582	4163
27.	Porbandar	257	208	264	204	258	199	1390
28.	Rajkot	946	749	944	742	912	738	5031
29.	Sabarkantha	1108	705	1126	670	1135	671	5415
30.	Surat	1152	790	1175	738	1141	735	5731
31.	Surendranagar	831	718	821	676	833	686	4565
32.	Tapi	866	345	828	316	836	318	3509
33.	Vadodara	1029	559	1005	510	1011	512	4626
34.	Valsad	933	629	828	607	910	547	4454
	Grand Total	30297	20273	30071	18930	30200	18793	148537



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 to Management Information System (MIS) to review the scenario of school education in the context of planning for the thrust area. In the contemporary context, the key highlights of MIS activities are as per following:

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

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

DISE is conceived as the backbone of an integrated educational management information system operation at the district, state, and national levels. Presently the Unified DISE (UDISE) system covers all schools imparting education for entire schooling Grades 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 the child throughout his academic career.

It is mandatory to mention a 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 Students and Teachers across the State.





- This system was extended to all Government and Private Schools in the State in June 2019.
- Launched chatbot 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' responses on the Internet, such as **messaging to report the daily attendance** of the students and teachers.
- The bot can perform tasks which are simple and repetitive.
- Today daily online attendance of 11.5 million Students and 3.98 lakh Teachers across 53,851 Government and Private Schools is received at VSK.

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

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

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

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

• Gujarat is the first State to offer Learning Outcomes based Report cards for every student, all subjects, across Grades III to XII.

• About 17 Crore Report Cards have been generated till now.

Learning Outcomes Report Card Summative Examinations for Grades III to XII

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

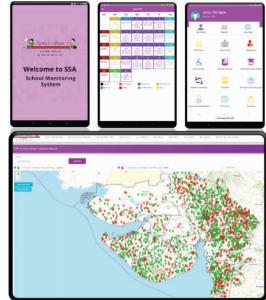




- Almost 50 crores of unique data are entered, compiled and analysed for each examination
- Every exam captures data on a specific question, mapped to a learning outcome.
- Subsequently, Centralised Summative Examinations are now extended to Secondary, Higher Secondary Government, and Grant-in-aid Schools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

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

- Holistic school monitoring system for field-level staff to capture 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 the field for academic & Non-academic issues for timely actions
- School Monitoring App covers the 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 Visits & 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 Educators (SE) at Cluster and School levels 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





1. 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 centre for all transformational interventions. It has been instrumental to conceptualize, plan, implement, nurture, monitor, and evaluate the initiatives to ensure 'Schooling to Learning'.



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

Dash Boards at Vidya Samiksha Kendra.

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



Dash Boards

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.



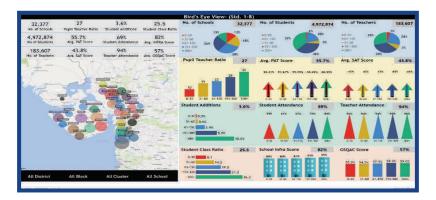
Gateway Learning Outcome Dashboard

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



Oral Reading Fluency Dashboard

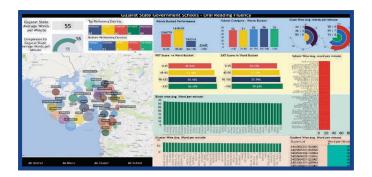
Oral reading fluency data is displayed on this dashboard, including student-class-school-cluster-block-District wise words per minute, PAT Score vs word bucket, SAT Score vs word bucket, etc.



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 on Learning and Assessments.





GSQAC Dashboard

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



Birds Eye View Dashboard

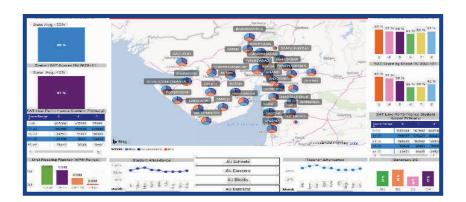
Bird's Eye View Dash Board showcases the overall performance of schools which includes details of No. of Schools, No. of Teachers, No. of Students, Pupil-Teacher Ratio, Average PAT score, Average SAT Scores, Student Additions, Student attendance, Teacher attendance, Student class ratio, school Infra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

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.

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 the online Attendance System has significantly improved the 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 sets of data
 generated from across the State.
- From Data Analysis to Actionable Insights
 Real-time dashboards and reports to share insights, triggers and action points at all levels.
- Data-Driven Decision making thereby increasing Efficiency & Effectiveness Using data to develop the blueprint for large-scale transformation projects that result in maximum return and maximum impact on investment.



8. Technology-Enabled Learning Initiatives

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

Gujarat is No.#1 in Direct Plays on the DIKSHA platform; since June 2020. 3.94 Lakhs+ subscribers on YouTube e-class channel with 9 Crore+ views and 3rd in World in using Microsoft Teams.





"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 teachinglearning experience
- Smart Class equipped with Interactive Panel, Laptop & GSHALA e-Content
- Equipped 33,923 Classrooms as Smart Classrooms
- Implementation under progress in 34,987 Classrooms
- All 20,000 Schools covered under Mission Schools of Excellence are to be equipped with Smart Classrooms

Technology-Enabled Learning through Computer Labs

- All 20,000 Schools covered under Mission Schools of Excellence are to be equipped with Computer Labs
- Implementation of 6,000 Computer Labs under progress
- Each lab comprises,
 - o 15 Desktops with Web Cam & Headphone
 - o 15 Tables
 - o 30 Chairs
 - o GSHALALMS-Based e-Content



SwaMulyankan

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



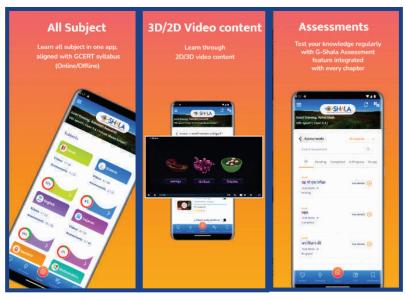


G-Shala app

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 30 lakhs of teachers-students are registered and using G-Shala App, which provides ample opportunities for interactivity, experimental simulation and independent self-learning as well as self-assessment and a dashboard for reviewing and improving one's academic progress.

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

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



G-Shala: Digital Learning Content & LMS for CwSN

Special Features in G-Shala for CwSN Students

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





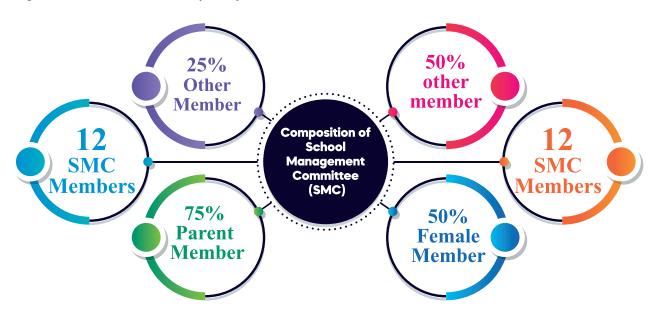
SCHOOL MANAGEMENT COMMITTEE (SMC)/SMDC



8

School Management Committee (SMC)/SMDC

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



Composition of School Management and Development Committee

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

Major Roles of the School Management Committee (SMC)

The School Management Committee shall perform the following functions namely:

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

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

- School level planning
- Implementation of the State Schemes
- Monitoring and evaluation at the school level
- Taking corrective/remedial actions on all the components/interventions of the scheme-infrastructural, academic and others at the school level
- Evaluation and Taking corrective/remedial actions on all the components/ interventions of the scheme infrastructural as well as academic and others, at the school level, comes under the purview of the School Management and Development Committee (SMDC).

- SMDC monitors the progress of implementation of all the components of the scheme at the school level. The Committee maintains all the relevant records for Recurring as well as nonrecurring expenditures.
- The SMDC inspects the recurring expenditure on various components of the scheme, availability of required facilities and text books etc., status of education including teachers' attendance, student's attendance, the conduct of teachers and students, quality aspects, law and order situation in and around school premises, health conditions and immunization of students, equity aspects like problems encountered by the girls, SCs, STs, children belonging to BPL families and Educationally Backward Minorities etc.

Status of SMCs/SMDCs in Gujarat State

All Elementary and Secondary Government Schools in Gujarat formed SMCs and SMDCs as per the Guidelines.

To Build the Capacity of SMC and SMDC Members Samagra Shiksha Gujarat organizes Three Days of Training for SMC and SMDC Members.

- ➤ First Day Training: Samagra Shiksha Gujarat conducted the first day of the training program for SMC and SMDC members on 22nd July 2022 and rebroadcasted on 25th July 2022 through teleconference. In a 90-minute training session, state officers of community mobilization, Girl's education, alternative schooling, vocational education, NIPUN Bharat, and the MIS branch guided the role of SMC/SMDC in strengthening the ongoing activities of Samagra Shiksha.
 - In The First day of training the expert gives guidance on Samagra Shiksha Activities and Initiatives like Enrolment in KGBVs, Adolescent Education, Self Defence Training, Sanitary Pad Vending Machine and Incinerator, School Development plan, Social Audit, Admission of Students from Private to Government Schools, 100 Days of SOE, Preparation for NMMS exams, equal opportunity to all children's, Paralympics, Transport Facilities, Cyber Awareness, Out of School Children Survey, Proposal for STP (12 Months), Awareness for Vocational Training During Praveshtoshva, Career Guidance, Education to CWSN children through resource rooms, Safety and Security of children in Schools, Guidance on Disaster Management, Vidhya Pravesh, Pragna classes, Involvement of Community in Child Development, Seasonal hostels, To ensure that UDISE Details are filled properly from School, Data entry in Child Tracking System, Implementation of Digital Initiatives in Schools, etc.
- Second-day Training: The Second-day Training of SMC & SMDC Members was held on 16-12-2022. The training was conducted through BISAG. In a 90-minute training session, state officers of community mobilization, Girl's education, alternative schooling, Finance and Accounts, Vocational education, NIPUN Bharat, and the MIS branch guided the role of SMC/SMDC in strengthening the ongoing activities of Samagra Shiksha. In The Second day of training the expert gives guidance on Samagra Shiksha Activities and Initiatives like school development plans, School Audits, enrolment of students between the ages of 6 and 18 in schools, Availability of Education Materials in Schools, Quality education in Schools, Inclusive education, Equal Rights and MDM facilities for CWSN Children,

Information related to Bal Mitra, Use of Vande Gujarat Channel, Open

Schooling NIOS, School Grants, Centrally Sponsored Scheme, Maintaining account Registers, Resolution of Finance Departments, Implementation of Purchase policy at School level, NCERT Books and PAT-SAT exams at School level, Disaster Management at School level and appointment of Focal teachers at School level etc.

> Third-day Training: The Third-day Training of SMC & SMDC Members was held on 10-3-2023. The training was conducted through BISAG. In a 90-minute training session, state officers of community mobilization, Girl's education, alternative schooling, vocational education, NIPUN Bharat, and the MIS branch guided the role of SMC/SMDC in strengthening the ongoing activities of Samagra Shiksha.

On the third day of training the expert gives guidance on Samagra Shiksha Activities and Initiatives like Pre Vocational Education in standard 6th to 8th, Seasonal Hostels, Awareness of Vocational Education during Pravshotshav, Internship of Standard 10th & 12th Students, Behavior Change Communication, Cleanliness in School and MDM, SHALA SWACHTTA Purashkar, Evidence-Based School Development plan, Learning Continuity after Covid, Focal Teachers & Principals, Resource centres at Block level for CWSN Children, Schemes for CWSN Children, Enrolment of Girls in KGBVs, Smart Classroom Facilities in Schools, etc.

At District Level, all the DPEOs, DEOs, District Coordinators, BRCs, CRCs, URCs, SMC Members and SMDC Members, and School Staff attended the Training.

Glimpse of Training











VOCATIONALISATION OF SCHOOL EDUCATION



9

Vocationalisation Of School Education

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

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

Objective of the Scheme

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

National Vocational Education Qualifications Framework (NVEQF)

The NVEQF would set common principles and guidelines for a nationally recognized qualification system, covering schools, vocational education institutes, and institutes of higher education with qualifications ranging from secondary to doctorate level, leading to Page 105 of 115 international recognition of national standards. Students would have the scope for vertical and horizontal mobility with multiple entries and exits. The aim is to start the project at Level 1 (Class 9th) with the goal to make students employable when they complete Class 12th.

National Skill Qualification Scenario in Gujarat

Year	Nos of Schools	Sector
2017-18	20	4
2019-20	102	7
2020-21	138	8
2021-22	85	8
2022-23	589	13
Total	934	13

Total Schools: 345 with 8 different Job Roles

- 128 schools with 2 Job Roles and 217 Schools with 1 Job role
- 208 Composite (9th to 12th), 137 Non-Composite (9th and 10th Standard)
- Total Approved Schools: 934 with 1410 Sectors
- 476 schools with 2 Trades and 458 Schools with 1 Trade
- 789–Composite (9th to 12th), 145–Non-Composite Schools (9th and 10th Standard).

Standard-wise enrollment details are as under

Std	9th	10 th	11th	12th	Total Enrollment
Enrollment	37858	9811	2879	779	51327

Trade-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)	275
2	Apparel & made-ups & Home Furnishing	Sewing machine operator	Specialized Sewing Machine Operator	229
3	Automotive	Automotive Service Technician L-3	Auto Service Technician L4	73
4	Beauty & Wellness	Assistant beauty Therapist	Beauty Therapist	246
5	Electronics & Hardware	Field Technician – Other Home Appliances	Installation Technician – Computing and Peripherals	365
6	Healthcare	Home Health Aide	General Duty Assistant	17
7	Retail	Store operations assistant	Sales Associate	59
8	Tourism & Hospitality	Food & Beverage Service Trainee	Customer Service Executive (Meet and Greet)	44
9	Sports	Early Years Facilitators	NA	15
10	Plumbing	Plumber General	NA	14
11	IT - ITeS	Domestic Data Entry Operator	NA	59
12	Food Processing	Baking Technician	NA	9
13	Banking, Financial Services and Insurance	Microfinance Executive	NA	5
			Total	1410

District-wise No. of Vocational Education Schools:

Sr. No.	District	Schools	Job roles	Students
1	AHMEDABAD	40	62	2040
2	AMRELI	40	62	2781
3	ANAND	37	68	3135
4	ARAVALLI	25	39	1355
5	BANAS KANTHA	64	89	4405
6	BHARUCH	14	24	849
7	BHAVNAGAR	14	20	1295
8	BOTAD	22	31	518
9	CHHOTAUDEPUR	15	24	831
10	DEVBHOOMI DWARKA	13	22	293
11	DAHOD	35	40	1406
12	GANDHINAGAR	26	53	1124
13	GIR SOMNATH	21	29	2088
14	JAMNAGAR	11	20	731
15	JUNAGADH	40	54	2485
16	КАСНСНН	48	70	4007
17	KHEDA	18	22	543
18	MAHESANA	35	64	1115
19	MAHISAGAR	31	46	1621
20	MORBI	24	36	1101
21	NARMADA	21	35	1813
22	NAVSARI	32	37	1416
23	PANCH MAHALS	65	94	1372
24	PATAN	28	46	1255
25	PORBANDAR	7	9	311
26	RAJKOT	38	63	3364
27	SABAR KANTHA	22	31	1083
28	SURAT	21	37	972
29	SURENDRANAGAR	23	26	527
30	TAPI	10	17	193
31	THE DANGS	17	23	443
32	VADODARA	20	25	1124
33	VALSAD	31	48	2389
34	AMC	10	19	315
35	RMC	8	14	756
36	SMC	3	6	93
37	VMC	5	5	178
	Total	934	1410	51327

Agreement with Vocational Training Partners:

Trade	Selected VTPs
Healthcare	Skill Tree Consulting (P) Ltd
Beauty & Wellness	Indus Edutrain Private Limited
Retail	AISCEST/ Centum Workskills
Travel & Tourism	Gram Tarang Employability Training Services Pvt Ltd/ Centum Workskills
Automotive	ICA Eduskills/Centum Workskills
Agriculture	Gram Tarang Employability Training Services Pvt Ltd/ Mosaic Workskills
Apparel Made-Ups Home Furnishing	Gram Tarang Employability Training Services Pvt Ltd/CARE
Electronics and Hardware	Nitcon Ltd/Valeur Fabtex/LAQUSH
Sports	Mind Leaders Learning India Pvt. Ltd.
Plumbing	Valeur Fabtex
IT - ITeS	Valeur Fabtex
Food Processing	Valeur Fabtex
Banking, Financial Services and Insurance	Valeur Fabtex

Major Activities carried out in 2022-23 Deployment of Vocational Trainers

The State has issued a work order to the VTPs the for deployment of all 1410 VTs for 934 schools.

- 816 have been deployed at schools with the support of The Vocational training providers.
- For the remaining 594, a Visiting Lecture grant has been disbursed. Such school have started vocational subjects with the support of Visiting lecturers and fix Re 15000/- per month salary by district authorities supported by the Department of Employmentoyment and Training and district-level ITI principals
- The Visiting Lectures are conducted with the support of the DET and other skill resources like PMKK centers, KVK Centres, etc.

Procurement of Labs

Finalized sector-wise tools and equipment list in consultation with the Directorate of Employment and Training (DET) expert committee and finalize lab-wise specifications IT-related tool and equipment specifications have been finalized by the IT committee and GIL Experts.

DET representatives along with other experts were a part of tendering, evaluation and procurement committee Through the GeM tendering process, the state has issued a work order for the establishment of a total of 1410 vocational labs in all 934 schools for 13 job roles.



- 252 Vocational Labs have been set up.
- For 888 Labs, the work order is issued and intimated for sample submission
- For the remaining 270 labs, a tender has been published and a technical evaluation is in process and the work order will be issued by the first week of March 2023.

Translation of Curriculum, Textbooks & distribution of Books

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

The state translated all 13 Trades books into the local Gujarati language and made IT-supported books with the support of the QR code. Translated books have been uploaded on the Diksha Portal in the form of a QR code.

With the help of expert translators empanelled by the state, available Vocational books have been translated into regional language (i.e. Gujarati) and uploaded as QR Coded.

Some of the Vocational Trainers were engaged to create job role-wise e-content and after quality checking this content has been uploaded on state Vocational YouTube site.

 $(\underline{https://www.youtube.com/channel/UCmwpESXQvs9SzhXd3aZJbwA/playlists})$

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





Internship

This was the first year of Vocational Students indulging in internship activities in the state. So far, approximately 1300 students have finished their internship in the state across 8 trades. The students usually intern with employers and establishments nearby the school or the students' homes. But, since a lot of our students are placed in rural/tribal areas, they have to travel long distances to do quality internships. But our students overcome the challenges of distance to do internships with good employers and learn about the real world of work and the experience that comes with it. Though they received a DBT of Rupees 500/- but it is not enough to cover for the frequent long-distance travel for internship.



All the stakeholders like the VT, school HM, District Coordinators are responsible for ensuring that students finish their internships as per the SoP and guidelines shared with them and are in safe premises. The VT and Principal also has to ensure that all the documentations happen as per the guidelines.

Mode-On Employer Site





About Internship

- Samagra Shiksha guidelines mandate 80 hours of internship for each Higher secondary school student studying Vocational Education
- New Education Policy 2020 also recommends internships to be integrated into all skill development and education programs.

Objective

- To expose students to real world of work and hands on skilling
- To develop employability skills amongst students.

Number of Employers engaged - 140 Employers District wise Internship Completion:

Sr No.	District	Schools
1	AHMEDABAD	26
2	AMRELI	72
3	ANAND	0
4	ARAVALLI	7
5	BANAS KANTHA	138
6	BHARUCH	0
7	BHAVNAGAR	137
8	BOTAD	13
9	CHHOTAUDEPUR	0
10	DEVBHOOMI DWARKA	0
11	DAHOD	0
12	GANDHINAGAR	147
13	GIR SOMNATH	000
14	JAMNAGAR	000
15	JUNAGADH	144

Sr.No	District	Schools
16	КАСНСНН	203
17	KHEDA	000
18	MAHESANA	000
19	MAHISAGAR	018
20	MORBI	000
21	NARMADA	017
22	NAVSARI	000
23	PANCH MAHALS	071
24	PATAN	277
25	PORBANDAR	000
26	RAJKOT	021
27	SABAR KANTHA	000
28	SURAT	052
29	SURENDRANAGAR	052
30	TAPI	000
31	THE DANGS	216
32	VADODARA	008
33	VALSAD	000
	Total	1577

Trade-wise Internship Completion:

Sr No.	Trade	Students
1	Agriculture	441
2	Apparel, Made-Ups & Home Furnishing	76
3	Automotive	42
4	Beauty & Wellness	290
5	Electronics & Hardware	336
6	Healthcare	62
7	Retail	289
8	Tourism & Hospitality	41

Gender-wise Internship Completion:

Sr No.	Gender	Student
1	Female	831
2	Male	746

The Internship Closing and Certification Ceremony Internship Closing Ceremony was conducted in BanasKantha district with the following objectives:

- To award internship certificates and to motivate students for vertical mobility
- To recognize the contribution of trainers, headmasters, and employers in terms of the sustainability of internships
- To promote coordination among VTP, schools, District, and State
- To create awareness of Vocational Education and Internships

Outcome expected from the ceremony:

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

High Touch Career Counselling Program- "Project Disha"

The state, along with Lend A Hand India, has introduced a high-touch Pilot counseling program, 'Project Disha' for Grade 12 students across 9 schools in 4 districts of Gujarat. Through this intervention, the intention is to ensure that students are entering the workforce in careers that are a good fit for them, and that they are satisfied with. Components of this program are Career Curriculum, Psychometric Assessment, Personalized counseling, and VT Orientation.

There is also a career helpline number that will be available for the students post their board examination.

District	Block	School ID / UDISE	School Name	Sector / Trade	Grade 12 Strength	Updated strength from the light-house
Ahmedabad	BAVLA	24071004404	MODEL SCHOOL- RAJODA	Beauty & Wellness	23	23
Junagadh	MANAVADAR	24120905615	GOVT.GUJARATI HIGH SCHOOL - BANTVA	Electronics & Hardware	55	40
Junagadh	KESHOD	24120805474	GOVT. L. K. HIGHSCHOOL- KESHOD	Agriculture	16	16
Junagadh	JUNAGADH CORPORATION	24121608141	GOVERNMENT GIRLS HIGH SCHOOL JUNAGADH	Apparel, Made -Ups & Home Furnishing	13	22
Junagadh	JUNAGADH CORPORATION	24121608141	GOVERNMENT GIRLS HIGH SCHOOL JUNAGADH	Beauty & Wellness	40	41

District	Block	School ID / UDISE	School Name	Sector / Trade	Grade 12 Strength	Updated strength from the light- house
Patan	PATAN	24030324705	GOVT SMT K K GIRLS HIGH SCHOOL PATAN	Beauty & Wellness	34	32
Patan	SAMI	24030408118	MODEL SCHOOL SAMI	Beauty & Wellness	33	34
Patan	SAMI	24030408118	MODEL SCHOOL SAMI	Retail	14	14
Patan	SANTALPUR	24030906909	MODEL SCHOOL SANTALPUR	Beauty & Wellness	14	14
Rajkot	GONDAL	24090202499	MONGHIBA HIGH SCHOOL FOR GIRLS	Beauty & Wellness	19	19
Rajkot	JETPUR	24090501780	SHREE KUMBHANI MUNI. GIRLS H.	Apparel, Made -Ups & Home Furnishing	12	11
Rajkot	JETPUR	24090501780	SHREE KUMBHANI MUNI. GIRLS H.	Beauty & Wellness	12	9

- Total Districts Involved: 4
- Total Schools: 9
- Total Trades/Classrooms Benefitted: 12
- Total Students Benefitted from the Program: 275

Intervention in Details

- A baseline form was shared with the schools before initiating the project to understand the context better.
- Orientation of Vocational Trainers for the program so that they can equally support the students in the process in the long term.
- Five 1:1 sessions online-and offline)
- Four Group Sessions (online + Offline)
- Including parents in 1:1 session as well

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

An online sector-wise orientation was conducted for new HMs in Gujarat before they could send the proposal for starting Vocational Education in their school. This was to ensure that the Principals could

understand the offerings from different sectors and align them to their schools' needs better before requesting for a trade. Approximately 2000 Principals viewed the orientation webinar. As a result of this, there were more streamlined proposals for new schools from the districts.

Skill Competition:

Kaushalotsav was an initiative of Samagra Shiksha, Gujarat to provide a platform to the youth for displaying and

showcasing their talent and skills. Through this competition, we intend to bloom skills like Problem Solving, effective communication and Team Work which can be beneficial for them in the outside world.

Students from 9th to 12th grade from 934 schools celebrated this to showcase their expertise in 13 different job Roles. 2041 boys and 3069 girls presented their individual and group projects like water cleaning boat, Drip irrigation with skating technology, physical health and fitness, fuel saving system, Fast food zone, double side wearable cloths, etc. Winner groups and individuals from all the districts were welcomed to participate in state level competition where they were recognized and awarded for their talent.





- Number of Schools Participated: 750
- District Level Competition: 33
- State Level Competition: Will be done in the last week of March
- Total Participant Students: 5698
- Total Projects: 2730

Pre Vocational Education for 6th to 8th standard (Innovation Activity):

State has implemented pre vocational education in 491 schools in Gujarat. State has developed standard wise (i.e. 6th, 7th and 8th) curriculum and teacher handbook with the support from Lend a Hand India and PSSCIVE, Bhopal. The curriculum and handbook is approved by GCERT and translated to Gujarati. Offline training has been conducted with all District and Block Coordinators, Principals and Nodal Teachers from 491 schools about Pre Vocational Education. A grant of 12000/- per school has been disbursed from the state level. The existing facilities of the school have to be utilized for conducting the pre-vocational activities. Labs or workshops set up in the schools for the vocational subjects were utilized for conducting the activities.

Sr No.	District	Number of Schools
1	AHMEDABAD	22
2	AMRELI	15
3	ANAND	14
4	ARAVALLI	10
5	BANAS KANTHA	40
6	BHARUCH	15
7	BHAVNAGAR	22
8	BOTAD	7
9	CHHOTAUDEPUR	18
10	DEVBHOOMI DWARKA	6
11	DAHOD	25
12	GANDHINAGAR	5
13	GIR SOMNATH	13
14	JAMNAGAR	5
15	JUNAGADH	8
16	КАСНСНН	26
17	KHEDA	16
18	MAHESANA	10
19	MAHISAGAR	7
20	MORBI	10
21	NARMADA	7
22	NAVSARI	11
23	PANCH MAHALS	24
24	PATAN	22
25	PORBANDAR	3
26	RAJKOT	13
27	SABAR KANTHA	23
28	SURAT	22
29	SURENDRANAGAR	24
30	TAPI	17
31	THE DANGS	4
32	VADODARA	11
33	VALSAD	16
	Total	491

Details of Training: This was first 491 schools approved in PAB, were shortlisted with certain criteria like enrollment in 6th to 8th class, consideration of all blocks from each districts and availability of teachers to be Nodal.

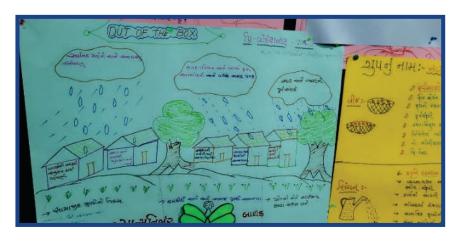
On basis of this 491 schools were selected and an orientation & training program was planned for 4 days at GCERT in batches of 125 approx each day, including light learning activities. Photograps are attached below for ready reference. During training they were shared the modules and PPTs designed for Pre-Vocational activities to be carried out and whole idea of NEP 2020 (para 4.26). The entire activity was followed by Certificate distribution to all participants.













For example: Lavad Prathmik Shala (Initiative)

A 10 days-bagless activity was carried out with help of Smt. Swaroop Sampat Raval and school staff. The list of activities considered was physical and metal work i.e Suryanamaskar, Aditya Hridayam Stotram, hand printing, pottery, photography, usage of renewable energy like solar, Agriculture etc. Where in other schools there were ITI visits, Gaushala visits, Dairy Visits etc. were done.





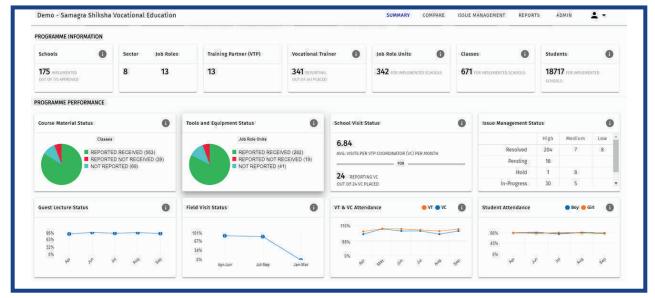


All the activities were based on the training given to all the schools which includes:

- 1) Shortlisting of the activities at Local level i.e school level
- 2) Shortlisting of the tasks to be done before activity with help of teachers and students.
- 3) Shortlisting of tasks during the activity
- 4) Summing up of the activity by post activity planned.
- 5) Relating them with Learning Outcomes(LO) connected with various subjects.

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.





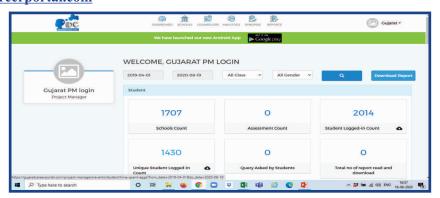
This time around we have uploaded all the enrolment details in the PMS Portal after coordination with Principal, District resource person and Vocational Trainers. A meeting with VTPs was organized to discuss Low enrolment in Class XI and leveraging Career Counseling portal for students followed by work review of Vocational Training Partners.

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

Gujarat Career Counseling Portal:

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

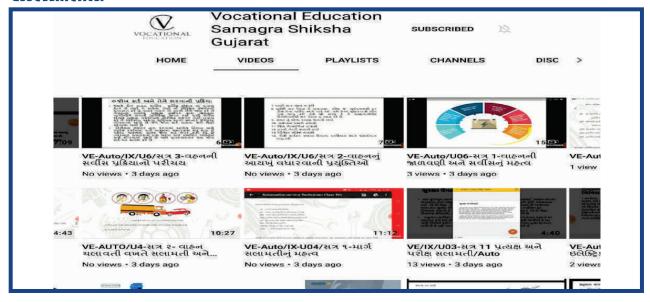
Till date, around 10.00 lakhs students have used this portal. www.gujaratcareerportal.com







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 5 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 appro ach of learning for class 10th standard student. Hence the same pattern have been adopted and being drafted by Gujarat Education Board.

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

Virtual Class:

In some of the schools where VTs were not deployed initially, guest lectures through Virtual Classes were done so that the Student learning is not interrupted.



Vocational Youtube Channel:

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

- Agriculture
- Apparel, Home made ups and furnishings
- Automotive
- Electronics and Hardware
- Beauty and Wellness
- Tourism and Hospitality
- Retail
- Healthcare

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

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

Online Career Webinar Series

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

Name of the Session	Objective of the Session							
Inaugural	To introduce the webinar series and orient the students							
Know Yourself	(I) To explain factors (in self) that affect career choices i.e. Interests, Strengths, Values, Personality Type (ii) To guide students into reflection exercises and provide tools/worksheets/activities to collate their thoughts about themselves and their potential career path							
Options after 10th and 12 th	(I) To inform students about available career choices in Science, Commerce and Arts Streams							
STEM Careers	(I) To provide a detailed view into careers in Science, Technology, Engineering & Mathematics							
Commerce Careers	(I) To provide a detailed view into careers in Commerce, Finance and Marketing							
Humanities Careers	(i) To provide a detailed view into careers in Humanities							
Offbeat Career Paths	(i) To orient students on off-beat (unconventional) career paths							

Entrepreneurship	(I) To orient students on entrepreneurship, qualities and skills of an entrepreneur and inform about Start Up schemes by Govt. of India						
Opportunities for CWSN	(i) To explain career paths for Children With Special Needs						
Connect to the World of Work	(I) To orient students on how to connect with the world of work through projects, internships, apprenticeships and work on improving their soft skills						
Goal Setting and Action Planning	(I) To help students set SMART goals, create milestones and plan tasks and steps to reach their dream careers						

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

Vocational Education for CWSN (Innovation Activity):

State has signed an MOU with NIOS to conduct Vocational Education in a 100 block resource center. Special teachers have been trained to provide vocational education to students. State has issued grants to schools for the procurement of tools and equipment. State had conducted training of the district and block level coordinator for 2 days for the implementation of the vocational education for Children With Special Needs .

Necessary guidelines and support was provided to the concerned special teachers, vocational trainers, experts and parents in the month of Sep-2022.

Total 100 Block level resource rooms are functional and 1387 children with Hearing impairment, Intellectual disability, Learning disability, low Visions and totally blind are taking benefit of the following activities under vocational:

- 1. Apparel
- 2. Paper art
- 3.Yoga
- 4. Beauty therapist
- 5. Data entry operation
- 6. Local art activities are covered

State had started vocational education for CwSN from November 2022. State and district office has conducted training of Vocational Trainers and guest lecturers. Total 100 Resource room of 25 districts have been covered under the training programme. The program is being implemented as per the need and convenience of CwSN students and as per the guideline of Sector Skill council of PwD.

In the year of 2022-23 state had applied the approach of piloting the activities with the support of the local resources like Block and Cluster level resource rooms, special tracers and educators, NGO support and support of Vocational experts and Vocational Trainers.

State Institutional Capacity Building

The state held a number of trainings throughout the year to upskill all the stakeholders involved with the delivery of vocational education. These training sessions were conducted in person.

Training of Vocational Trainers:

With the help of PSSCIVE, Bhopal, state has conducted the below mentioned VT training in Bhopal:



- Teacher Training Programme on Automotive Service Technician for 10 VTs in automotive sector
- Training Programme for Developing Master Trainers on Vocational Pedagogy for 35 Vts
- Monthly Online Review Training for VTs was conducted by the districts.

DRP, BRP and RMSA Coordinators training on Vocational Education:

A one-day training workshop was held for all DRPs, BRPs and RMSA coordinators to orient them about the Vocational Education scheme in the state and their roles and responsibilities in the same.

Orientation for Vocational School Principals:

Since SSA, Gujarat has boarded 589 new schools to start Vocational Education (VE). With the addition of new schools, the total count of schools with VE in Gujarat increased to 934. The orientation program for all 934 Principals was organized to explain to them about the Vocational Education Scheme, the basics of implementation (VT-VTP Model, Lab and Equipment, Assessment and Certification) and their role in driving this scheme at school-level. The workshop had both new school Principals and existing VE school Principals. This was done to increase engagement and interaction between the experienced and newly boarded stakeholders. We had participants from both government and granting aid schools in the orientation.

Attendees:

Principals/Incharge - 934 District Coordinators - 37 Block Coordinators - 87 RMSA Coordinators - 18

HM and Nodal Teacher Orientation for Pre-Vocational:

The state introduced pre-vocational in 491 schools. A one-day training workshop was held for all the Principals and Nodal Teachers from the Pre-Vocational implemented schools.

Training of ARVE and RMSA Coordinators on Career Guidance

A one-day Career Guidance workshop was conducted in the state with the support from UNICEF to upskill all district ARVE and RMSA coordinators about the importance of Career Guidance for students. The state also invited experts from the field of career guidance and counselling to orient the participants better.

Training of DRPs, Principals, VTs, Principals and VTPs

A one-day Career Guidance workshop was conducted in the state with the support from UNICEF to upskill all district ARVE and RMSA coordinators about the importance of Career Guidance for students. The state also invited experts from the field of career guidance and counselling to orient the participants better.

Plan of Action for the upcoming year



Out of 934 approved schools approved in the state, 14 schools with 22 Job Roles were unable to start implementation of Vocational Education due to reasons like, students' and parents' unwillingness, non-availability of extra rooms in their schools to set up Vocational Lab, etc. Apart from these, 38 schools have dropped one job role out of the two job roles approved for them.

Out of 934 approved schools, 41 schools are being replaced with other schools within the district. The replacement has been made considering the needs and demands of the involved schools.

4 out of 934 schools, having an enrollment of higher than 80 students, have proposed for a new job role to be added in their school.

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

The state has selected and decided to propose below mentioned schools upon request from the respective districts:

The district-wise number of Schools proposed for Vocational Education for the academic year 2022-23 is as below

Sr. No.	District	Schools	Job roles	Students	Surrendered schools	Surrendered Job roles	Replacement Schools	Job roles	Schools in which 1 job role to be dropped	Schools inwhich 1 job role to be added	New schools	New sectors
1	AHMEDABAD	40	62	2040			4	6			10	18
2	AMRELI	40	62	2781			2	2	1		7	9
3	ANAND	37	68	3135							15	25
4	ARAVALLI	25	39	1355			1	2			17	26
5	BANAS KANTHA	64	89	4405							27	39
6	BHARUCH	14	24	849					3	1	10	10
7	BHAVNAGAR	14	20	1295							4	7
8	BOTAD	22	31	518	1	2	1	1			0	0
9	CHHOTAUDEPUR	15	24	831							4	7
10	DEVBHOOMI DWARKA	13	22	293							0	0

11	DOHAD	35	40	1406	5	5	4	5	1	1	0	0
12	GANDHINAGAR	26	53	1124							0	0
13	GIR SOMNATH	21	29	2088			1	1			11	16
14	JAMNAGAR	11	20	731					1		6	12
15	JUNAGADH	40	54	2485			2	2	6		8	11
16	КАСНСНН	48	70	4007			3	5			4	6
17	KHEDA	18	22	543			1	1	1		31	46
18	MAHESANA	35	64	1115	5	9	3	4	1		1	1
19	MAHISAGAR	31	46	1621							30	54
20	MORBI	24	36	1101	3	6	1	1	1		0	0
21	NARMADA	21	35	1813							13	20
22	NAVSARI	32	37	1416							65	83
23	PANCH MAHALS	65	94	1372			5	6	15		25	37
24	PATAN	28	46	1255			1	1	3		13	19
25	PORBANDAR	7	9	311							3	4
26	RAJKOT	38	63	3364			4	7	3		7	8
27	SABAKANTHA	22	31	1083							27	38
28	SURAT	21	37	972			2	3	1		11	20
29	SURENDRANAGAR	23	26	527						2	8	11
30	TAPI	10	17	193							27	50
31	THE DANGS	17	23	443							6	6
32	VADODARA	20	25	1124			3	3			13	16
33	VALSAD	31	48	2389			2	4			8	9
34	AMC	10	19	315							28	49
35	RMC	8	14	756							0	0
36	SMC	3	6	93					1		0	0
37	VMC	5	5	178			1	1			2	4
	Total	934	1410	51327	14	22	41	55	38	4	439	662



MEDIA AND COMMUNITY MOBILIZATION





Media and Community Mobilization

During the reporting period, various activities were implemented to enhance awareness among education administrators, School staff, SMC/SMDC, community members and other stakeholders about new initiatives and Programs of Samagra Shiksha. Various media and electronic mediums have been used to disseminate information to the public. The initiatives carried out are:

- On the occasion of the Hon'ble Prime Minister's visit to Vidhya Samiksha Kendar, published the advertisement in all empanelled newspapers of the Information Department.
- Planned the Marketing campaigns for Education Minister's Conference held at Mahatma Mandir, Gandhinagar in June 2022.
- Organized marketing and public awareness campaigns for the launch of Schools of Excellence by the Prime Minister in October 2022.
- Organized 3-day Praveshotsav 2022-23 on 23 to 25th June 2022 at rural and urban level. To raise awareness on this, printed brochures, backdrops, modules, pamphlets, hoardings and advertisements in the newspaper.
- Documentary films were made on Praveshotsav, Schools of Excellence, Nipun Bharat, various activities and Success stories of KGBV, Gyan Shakti Residential School, Gyan Sangam, etc.
- Organized an educational e-dialogue program on the TV-9 Gujarati channel to raise awareness of Samagra Shiksha activities/interventions.
- Organized two parent conferences in all Government Primary Schools and KGBVs of the state.
- Printed Annual Report-2021-22 in English and Hindi languages and shared with MoE.















