

SAMAGRA SHIKSHA
EDUCATION FOR ALL

ANNUAL REPORT 2021-22



SAMAGRA SHIKSHA

Gujarat Council Of School Education

Samagra Shiksha

Sector-17, Gandhinagar, Gujarat

Toll Free No.: 1800-233-7965 / www.ssagujarat.org



Samagra Shiksha an encompassing program for the school education sector spanning pre-school to class 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 Vocationalisation 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 for the next five years 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.

The COVID-19 pandemic has caused abrupt and profound changes around the world. Disruptions to education systems over the past two years have already driven substantial losses and inequalities in learning. All the efforts to provide remote instruction are laudable, but this cannot substitute in-person learning. It has taught us many lessons.

COVID-19 has brought many existing patterns and trends to the surface. On the one hand, we have been shown many weaknesses and vulnerabilities: these include an accentuation of inequality, risks that follow from the privatization of education, and just how unprepared we were for a massive shift to digital and distance learning. On the other hand, some positive features within our societies have also become increasingly visible. We are seeing solidarity and a strong, resilient response to challenges in many societies. We are seeing increased attention to the public good. And we are seeing resourcefulness, dedication and creativity from the many teachers, families and students who are collaboratively building remarkable learning experiences.

With new coronavirus cases declining, the Gujarat government announced the reopening of schools' phase-wise for Std. 1 to 9 from February 7, 2022, Std. 9 to 12 from August 2021, Std 6 to 8 from 2nd September 2021 and Std. 1 to 5 from 22nd November 2021.

With schools reopening, as per the education ministry's guidelines, Samagra Shiksha, Gujarat focused on bridge courses and developed school readiness module for Std.1 and standard wise bridge courses for rest of the standards to support the children to get readjust to the academic pace. Also, developed remedial teaching material called Gyansetu for std 2 to 10. Grade-appropriate practice booklets are provided to the students for practising the previous years as well as current year learning outcomes.

A composite school grant has been allotted to 33,244 Primary schools and 1,702 secondary schools in the State for the year 2021-22 under Samagra Shiksha. School grant was allotted to all Government schools on annual basis for the replacement of non-functional school equipment and for incurring other recurring costs, such as consumables, play material, games, sports equipment, laboratories electricity charges, internet, water, teaching aids, etc.

The school building is to ensure easy access to all children and teachers, and it has to be built with a sensitive understanding of their different requirements. Under school infrastructure development, different types of school-related activities were undertaken by Samagra Shiksha for the year 2021-22 such as Boy's, Girl's and CwSN toilet blocks.

During the reporting period 2021-22, Samagra Shiksha, Gujarat conducted the survey in the selected areas following the strict covid guidelines and identified a total of 54,037 out-of-school children and helped them in attaining their fundamental right to education and also increased awareness through various interventions.

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. Various programs and activities like gender audits, residential facilities, adolescent education programs and menstrual health hygiene have helped in attaining gender equality as Women have a critical part in the country's overall development.

Under equity component Samagra Shiksha, Gujarat aims to ensure that no child regardless of ability, is denied a quality education. Towards this end, many initiatives have been implemented to create a physical, instructional and attitudinal barrier-free inclusive environment in the schools. During this reporting period, the following initiatives/activities were carried out: providing CwSN-friendly physical infrastructure for their easy access, identifying Out of School CwSN and enrolling them in nearby schools, medical and Aids and Appliances assessment camps, facilitating the issuance of UDID cards, provision of allowances such as transport, escort, girls stipend, reader, helper/aya through DBT, functional academic and therapeutic support at school and resource room level, strengthening of resource rooms at block/cluster level by equipping them with CwSN appropriate TLMs, ICT assistive devices, etc., capacity building of IE-CwSN Dist. Coordinators and Special Educators on plus curriculum, Microsoft Accessibility tools, and Vocational education for Secondary CwSN, conducted International Disability Day, World Braille Day, and oriented school staff, CwSN and their parents on GSHSEB provisions to sensitize and raise awareness for optimum utilization of resources.

The NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) training has been started by MoE, GoI to build the capacity of all teachers across the country. In Gujarat GCERT as the nodal agency has conducted NISHTHA 3.0 (for Primary Teachers) training during the year 2021-22 aimed at Holistic Advancement) the training aims at achieving major objectives of FLN based on the recommendations of NEP 2020.

SMC (School Management Committee) 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. SMC has a key role in supervising, monitoring and guiding school processes for better outcomes. Samagra Shiksha Gujarat has conducted the first phase of the training program for SMC and SMDC members.

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. A total of 21 thousand plus students are getting directly benefitted through this intervention through 8 different kinds of vocational education programs. We have also developed our monitoring and evaluation application.

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 was given to Management Information System (MIS) to review the scenario of school education in the context of planning for the thrust area. For Monitoring School Education at the State level, a new centre called Vidya Samiksha Kendra (erstwhile Command and Control Centre) was established which is the first of its kind initiative in the country. It has been instrumental to conceptualize, plan, implement, nurture, monitor, and evaluate the initiatives to ensure 'Schooling to Learning'.

Various media and electronic mediums have been used to disseminate extensive publicity. The major goal was to raise public awareness and to inform teachers, parents, and students about new initiatives and Programs of Samagra Shiksha.

Against the total budget of Rs. 2669.29 crore for the year 2021-22 under report, expenditure of Rs. 1858.71 Crore (unaudited) was incurred for various interventions under Samagra Shiksha, which is 69.63% of the total approved budget. The fund flow was smooth, which facilitated the effective implementation of scheduled activities under the Annual Work Plan & Budget (AWP&B).

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


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ABOUT RTE

Salient Features of the RTE Act, 2009

The RTE Act, 2009 provides for:

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

Action taken in Gujarat

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

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

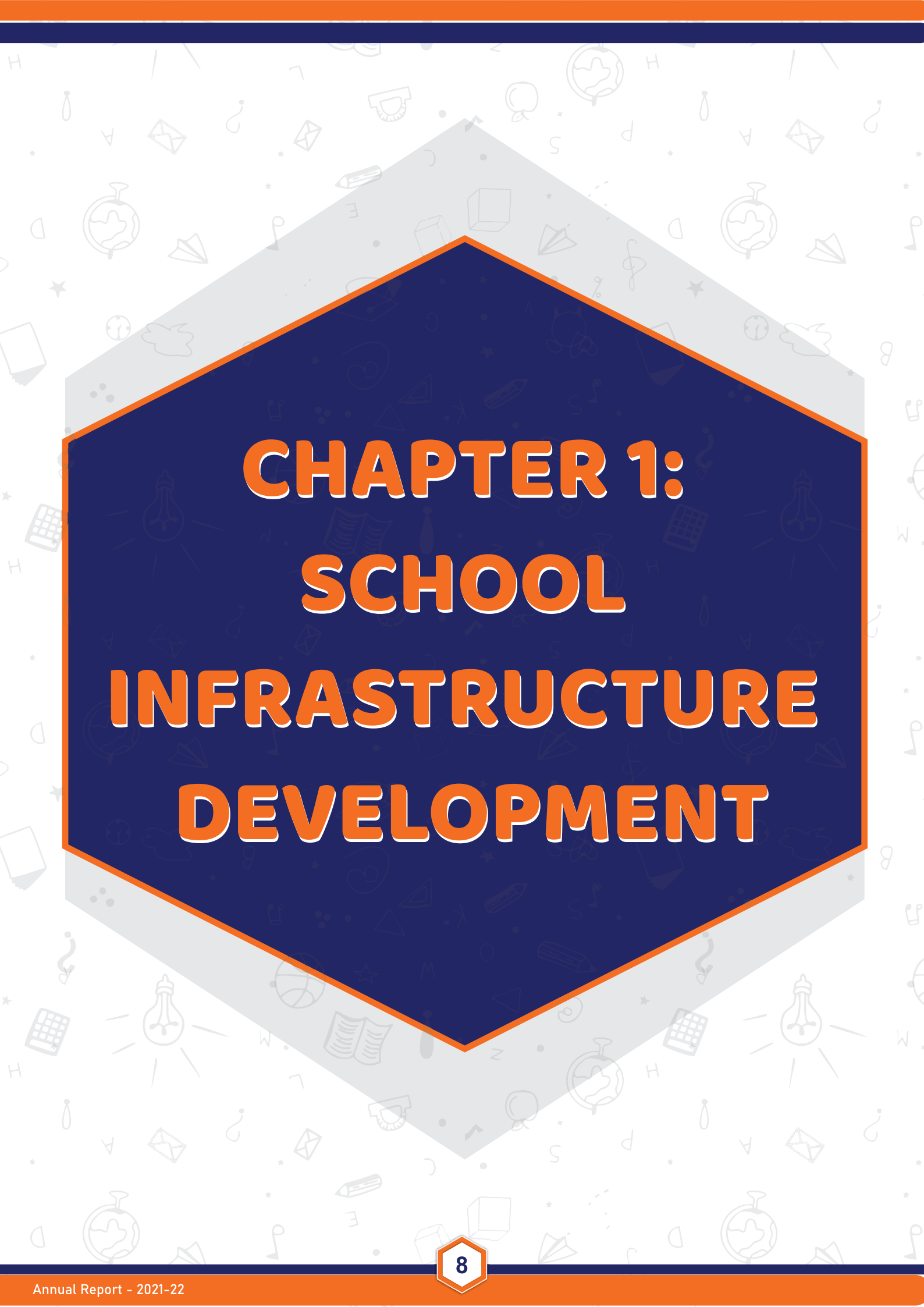
Details of implementation of provisions of RTE Act, 2009 /RTE Rules, 2012

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

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

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





CHAPTER 1: **SCHOOL** **INFRASTRUCTURE** **DEVELOPMENT**

The school infrastructure component is important under Samagra Shiksha. The provision of school infrastructure helps to provide access to children and also helps their retention following the vision of the RTE Act, both of which are important objectives of Samagra Shiksha. Provision of infrastructure for Resource centres at the sub-district level helps in creating academic support which Acts as a catalyst toward quality improvement. School is not merely a structure or a building. It is not only the assembly of children and teachers. It is a specialized, indeed, 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 school building has to ensure easy access to all children and teachers, and it has to be built with a sensitive understanding of their different requirements. The schedule of the RTE Act lays down the norms and standards for the school building. A school building has to be an all-weather building comprising at least one classroom for every teacher and office cum store cum head teacher room, barrier-free access, separate toilets for boys and girls, safe and adequate drinking water facility for all children, arrangements for securing the school building boundary wall, a kitchen for cooking MDM, a playground, equipment for sports and games, a library and TLM. The civil Branch of Samagra Shiksha Gujarat is having a well-defined functional structure and is taking care of the overall infrastructure development of the school environment.

Activities undertaken :

The types of school-related different activities undertaken under Samagra Shiksha for the year 2021-22 is as under:

- Boy's Toilet blocks
- Girl's Toilet blocks
- CWSN Toilet

Designs:

The provision of basic school facilities like toilets is an important part of the Civil Works programme. Attempts have been made to improve the design and construction of toilets, in particular, to address maintenance concerns that often arise. To retain a large number of children in school and to reduce the drop-out ratio, especially for the girl child, toilet facility in the schools is essential. The architectural designs of different toilets as per the strength of the students are carried out through in-house architect & architectural assistant recruited by the State Project office. The incorporation of child-friendly internal and external elements are incorporated in all the new construction works.

The construction of Toilet blocks also provides facilities for CwSN. The provision of the CwSN toilet facility implies that the physical design should be such that all children including children with disability should be able to move in all areas of the school and use all facilities provided. Physically challenged children should be able to enter in school building easily and negotiate their ways around the school and be able to use all the facilities provided in the school.

Samagra Shiksha Gujarat has provided appropriate barrier-free features to all the schools keeping in view the different requirements of children with disability. Physically challenged children can enter the toilet with a wheelchair. The additional facilities such as European W.C. Pan, grab rails, wash basin inside the toilet, Ramp, Railing and handles, larger width of the door, anti-skid tiles in flooring etc., are incorporated in the design.

Implementing agency:

The construction of toilets is undertaken through School Management Committee (SMC) as per the guidelines. The committee directly employs local labourers, purchases materials & oversees the construction work. This way construction through the community generates a sense of ownership to a large extent. The aim is to involve the community in the all-around development of primary education in the village. A sufficient number of technically qualified staff is available at block, district and state levels for assisting the SMC with technical drawing and estimates and for quality supervision.

Training to SMC:

The implementation of the construction programme is achieved by imparting training to members of the school management committee. The training is imparted before the commencement of the work & also when the work reached the middle stage of construction. The general training for SMC is also carried out through BISAG.

- District Project Engineer posted at the district level is looking after the work of the entire district. He is conducting a weekly meeting of all the engineers of the blocks working in the district to review & monitoring the progress.
- For monitoring & review, the progress of the entire state, a monthly meeting of all the District Project Engineers is conducted at the state level. The issues related to the civil works are settled in the monthly meeting.
- District Project Engineers also visit sites frequently to check the quality of work executed.
- Architectural Assistant posted at district level for Whole school development plan.
- Technical Resource Person posted at the block level is looking after construction activity carried out at school.
- The work is also monitored through an online monitoring system at various levels.

External Evaluation of Civil works (3rd Party):

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

Infrastructure work in 2021-22

The detail status of various infrastructure activities for the year 2021-22 under Samagra Shiksha is as under:

Name of activity	Total Planned	Completed		In Progress	
		No of works	Percentage	No of works	Percentage
Girls Toilet Blocks	169	3	0.02%	149	88%
Boys Toilet Blocks	156	3	0.02%	140	89%
CWSN Toilet	243	6	0.02%	146	60%

Girls' and Boys' Toilet Blocks :

For the year 2021-22, 169 Girls Toilet Blocks have been approved out of which 3 completed, 149 are in progress and 20 is yet to start. 156 Boys Toilet Blocks have been approved. Out of which 3 completed, 140 toilets are in progress and 16 toilets are yet to start.

No	District	Girls Toilet Block			Boys Toilet Block		
		Target	In Progress	Completed	Target	In Progress	Completed
1	DOHAD	18	13	3	16	11	3
2	NARMADA	3	3	0	18	14	0
3	PANCH MAHAL	11	9	0	17	16	0
4	THE DANG	69	68	0	37	36	0
5	VADODARA	58	49	0	58	53	0
6	VALSAD	10	7	0	10	10	0
	Total	169	149	3	156	140	3

CwSN Toilet :

243 CWSN Toilet Blocks have been approved for the year 2021-22. Out of which 6 completed, 146 toilets are in progress and the remaining 91 toilets will be started soon.

No	District	CwSN Toilet Block		
		Target	In Progress	Completed
1	DOHAD	53	40	4
2	NARMADA	4	4	0
3	PANCH MAHAL	67	29	0
4	THE DANG	8	7	0
5	VADODARA	84	56	2
6	VALSAD	27	10	0
	Total	243	146	6

Government Secondary School Project

Secondary Education is being implemented in the state for the Secondary Level classes i.e., Class IX and Class X. In Gujarat, Class VIII was part of the Secondary Education, but as per the policy drafted by State Government Class VIII is shifted under Primary Education. The Government Secondary School Project was implemented on 75:25 sharing pattern of Central and State respectively in the Eleventh Five Year Plan i.e., 2007-12. Currently, the sharing pattern of Central and State respectively is 60:40.

The vision for Government Secondary School:

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

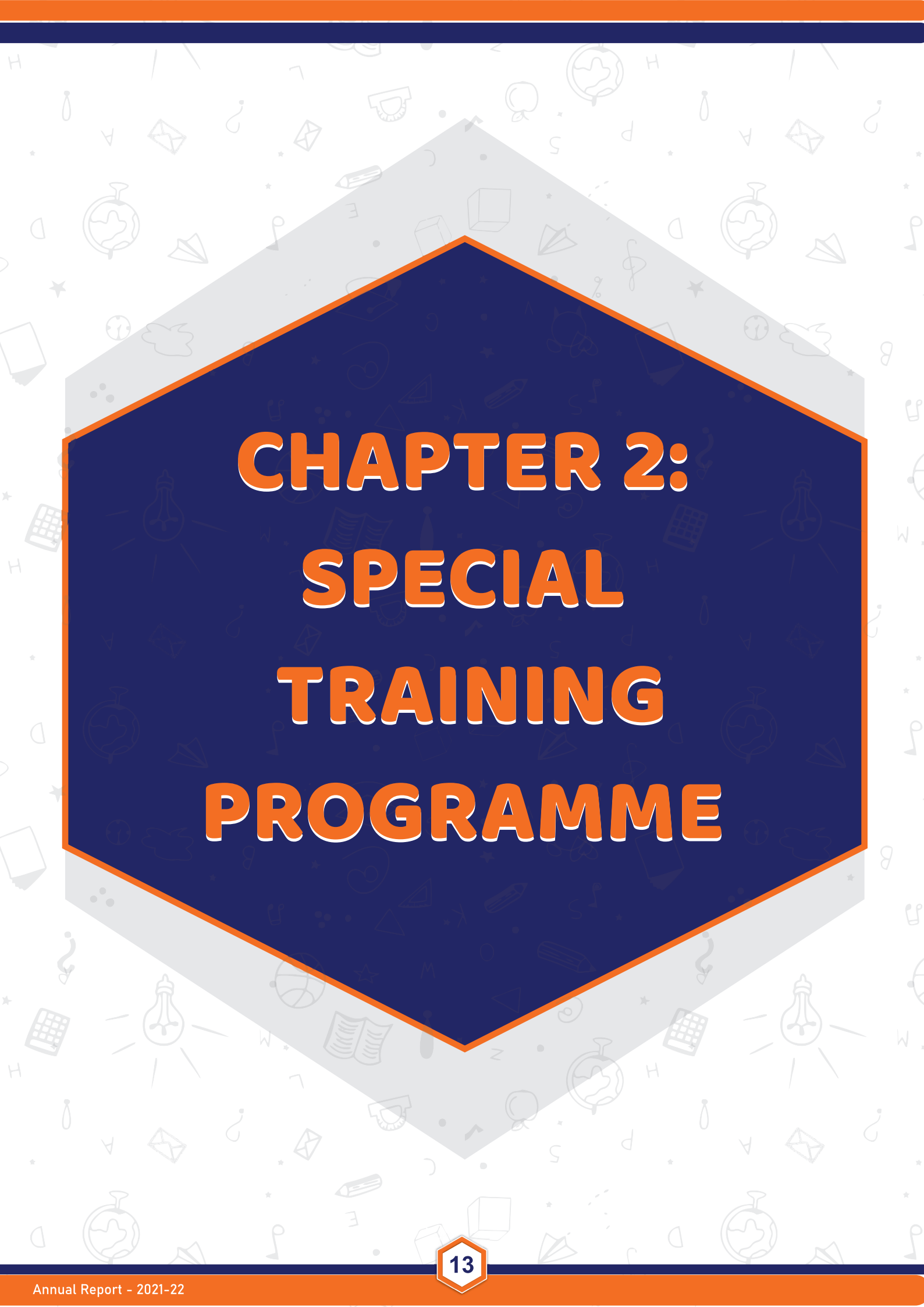
- To provide a Secondary School within a reasonable distance of any habitation, which should be 5 km for Secondary Schools and 7-10 Km for Higher Secondary Schools.
- To ensure Universal access of Secondary Education by 2017(GER of 100%) and Universal retention by 2020.
- Providing access to Secondary Education with special references to economically weaker sections of the society, the Educationally Backward, the girls and the disabled children residing in the rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities(EBM).

Achievements of Government Secondary Schools: 2021-22:

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 are running under Secondary Education project in Gujarat State.
2. Construction Work of 405 Government Secondary schools has been completed and 35 Government Secondary schools Construction work in progress, 30 schools are at tender stage and 62 schools not taken for construction due to unavailability of land.
3. Construction work of Residential Teacher Quarters has started and 30 out of 32 Residential Teacher Quarters work completed and 2 Residential Teacher Quarters Construction work is yet to start.

Photographs of Government Secondary Schools





CHAPTER 2: SPECIAL TRAINING PROGRAMME

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 with an equitable quality education. Section 4 of the RTE Act 2009 makes specific provisions for Special Training and age-appropriate admission for out-of-school children. A special training 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.

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 in both elementary and secondary grades for improving access, the transition of students to secondary grades and reduce dropouts.

Activities carried out by Samagra Shiksha Identification of Out of School Children:

During the reporting period 2021-22, Samagra Shiksha, Gujarat surveyed the selected areas following the strict covid guidelines and identified a total of 54,037. The survey was conducted in the rural, urban, industrial area, tribal areas, railway stations, bus stations, Salt pan, Brick kin, etc. During the pandemic situation, virtual meetings and training were conducted for the enrollment of the out-of-school children 6 to 18 years of age.

Raised awareness through the press, print and virtual media for the enrollment of children in a nearby school in age-appropriate standards. Special focus is given to the urban deprived children of migrant families, child labours, beggars, single parents and children in conflict with the law. A state project team with the support of the Labour Department, Urban Development Department and Social Justice and Empowerment Department have given the focused on the enrolment and special training of the urban deprived group children detail of the deprived group children are given below



Special Training Programme (12 months):

This programme is meant for out-of-school children in the age group of 9-14 years who were never enrolled or dropped out and have been out of school for more than a year. A total of 21,421 OoSC were provided with special training support during the academic year.

Schools were declared to be closed to prevent the spread of COVID 19 in the first week of March 2021 but after November schools were reopened. The STP centres running to provide accelerated learning support to the students who were out of school earlier had to be closed for an undecided period. The Balmitras running the centres, Block resource people and the District coordinators extended the required support to ensure that their students get continued learning and psychosocial support. The following have been the main inputs made:

- a. **Risk communication to the students and families-** Before the national lockdown was put into effect, the Balmitras and the block and district coordinators ensured that they reach out to the parents and students of the STP centres to build awareness about what is COVID 19, how it spreads and how they can keep themselves safe during this time of the pandemic.
 - b. **Providing support through audio-video calls and e-content developed by the Balmitras and the coordinators-** Soon after the lockdown was declared, the Balmitras and Block Resource Persons through mobile contacts, created a tentative understanding of the students who had devices and the students who didn't have it. They started creating short videos for the students to make them understand the basic concepts of FLN and started sharing them with the parents through the WhatsApp groups that they had created. Support was also provided through telephonic follow-ups and a YouTube channel was started for organizing the content at a place.
- Mainstreaming the students by the end of the academic session- After the summer vacations got over in June 2021 and the new session had to begin, it was ensured by the block resource persons, district coordinators and the**
- c. Balmitras that the students of the STP centres who achieved the required academic level (after having received almost a year of support in the STP centres) got mainstreamed and enrolled in the grade-appropriate classes. It was also ensured that the Balmitras provide the required support to the students during their transition from the STPs to schools. As the STP centres were running in the schools themselves and the Balmitras already work in close collaboration with the Principals, they shared the list of the students to be mainstreamed and got them enrolled as per their age. The Principals then shared with the class teachers that these students have transitioned from the STP centres and the decision was made that as the classes aren't taking place physically, for the period of transition, Bal Mitra will continue to support the students along with the teachers at the schools.
 - d. **Continued online/offline support to the students still enrolled in the STP centres and the new enrollments-**
The students who were yet to achieve the required academic level for transition to school (and are yet to complete a year in the STP centre) and some students who joined new in the new session (though the survey couldn't take place in the new session because of the pandemic but the communities shared about the children who came back with the families because of migration or other reasons) received digital teaching instructions from the Balmitras in the new session.
 - e. **Mohalla, Faliya STP class Teaching in schools - By July, the state had a detailed analysis of the students who have and those who don't have access to digital devices.** It was important to reach out to the students without any devices to provide instructional support. For that, the Balmitras ensured that they reached out directly to the communities to provide support to the students with no access to digital devices. These students were taught in small groups within the community. The Balmitras continued to provide support to the students of the STP centres. The support extended by the Balmitras to the students without access to digital devices helped the state to work towards
 - f. **reducing the inequity that might get created because of unequal access of students to digital devices.** COVID protocols were strictly followed to ensure quality support.



- g. **Content creation** –To provide support to the students without devices, the Balmitras evolved different **flashcards**, story cards, charts and other items so that the students can be engaged in subgroup learning and the gap that got created can be bridged. Comprehensive e-content has also been created by the Balmitras and the Youtube channel provided the required support to host all the short teaching videos on one platform so that a variety of content can be accessed by both teachers and students.

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

Residential Special Training for children of Deprived Group

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

Special Training Material:

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

Tent Special training programme:

Gujarat is a state that receives a huge population of workers who migrate from other neighbouring states for work. People migrate for agricultural work, work in sugar factories, ceramic work, etc. Some children stay at the work site with their parents like children of construction workers, Bricklin workers, people working in saltpan areas, etc. Tent Special Training Programmes are organized at the worksite to provide instructional inputs to the children so that their learning can continue. The STP centres at the work sites function for around 5 hours a day and focus on engaging the children in meaningful activities around reading writing, play, collective sharing, etc.

During a survey in the year 2021-22, a total of 4000 children were identified who would need Tent school. Against the target of 4000 children, 4750 children were covered under 224 Tent STP. It seems that 118.75% of the target is achieved during the year. ,

Strategy	No of the children Targeted	No of the Children covered	No of Centers
Tent STP	4000	Boys –2652 Girls –2098 Total -4750	224

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 rainfed areas and after that particular period, no work is 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 the activation of the School Management Committee , (SMC) 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 the availability of residential hostels at the village school.

Strategies	The approved target for 2021-22	Coverage	Achievement in %
	Physical	Physical	Physical
Seasonal Hostel (Residential)	28,000	11447	40.88%

As per the above table, a total of 28,000 children were identified during the year 2021-22 who needed Residential Seasonal Hostel, and amongst them, 11,447 were covered hence 40.88% physical target was achieved.

In addition to mainstreaming out-of-school children, SSA is focusing on providing quality education to migrating children. SSA has developed bi-linguistics pictorial materials for tribal children as they are not comfortable with the Gujarati language. They need to understand the things in their language. Hence SSA developed material in a Tribal language like Dangi and Gujarati. Coordination was done with the concerned states for getting teaching-learning materials in the respective state languages.



Progress made in the year 2021-22 concerning STPs

Sr. No.	Intervention for Out of School children	Target as per AWP&B 2021-22	Achievement		No. of children mainstreamed
			No. of centres	No. of children	
1	STP (12 month)	22740	1211	21421	15033
2	Residential Hostel	50	0	0	0
3	Direct Enrollment	19942		16998	16998
	Total	42732	1211	38419	32031
4	Tent STP	4000	224	4750	
5	Seasonal Hostel	28000	413	11447	
	Total	32000	637	16197	0

Interventions for Universal Enrolment at Secondary/ Senior Secondary Level NIOS/SIOS Support to Age Group 16-19 (Up to Highest Class XII):

Recommended for out-of-school children at 16 to 19 years of age belonging to SC, ST, disabled, and minority categories only through the Open school system (NIOS/SIOS) at secondary/senior secondary stage for accessing course materials and certification with an estimated outlay of Rs. 227.10 lakhs for covering 11355 out-of-school children.

The state has done community mobilization up to the village and ward level to continue the education of the dropout children through NIOS. These children can be registered as a private student (SIOS) and give exams. As per the report of the Regional Director, Gujarat a total of 13,000 children are registered in Gujarat in the 98 NIOS centres in the state of Gujarat Out of them 111 dropouts new registered (10th) children have been provided benefits of the Samagra Shiksha Grant. They were paid Rs. 2000/- per child through the DBT.

Coverage of Drop Outs (16-19 years) during 2021-22

NIOS		SIOS		Other Intervention		No of children for SIOS/NIOS
Class X	Class XII	Class X	Class XII	Class X	Class XII	Total
111	0	11244	0	0	0	11355

Transport/Escort facilities

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

According to the provisions of the Right to Education Act, this facility is available where the distance of primary school is more than 1 km, and the distance of upper primary school is more than 3 km. The facility was provided both in rural as well as in urban areas considering the requirement and proposals from SMCs and School Heads. SMCs in collaboration with the teachers are provided with the responsibility to decide which students require transport facilities to continue education. SMCs proposals are collected through CRCs/BRCs and approvals are granted accordingly.

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

The progress of the Primary Transport facility in the year 2021-22

Target no. of children	No. of children covered (31-3-2022)		
	Boys	Girls	Total
1,47,237	66824	64298	1,31,122

The progress of the Secondary Transport facility in the year 2021-22

Target no. of children	No. of children covered (31-3-2022)		
	Boys	Girls	Total
9206	3306	3211	6517



School on wheels:

Gujarat Government launched a unique project called “School on wheels” in the year 2018 for children of Salt pan workers. It has been launched in collaboration with Gujarat State Transport Corporation. The corporation is providing unused buses for this project so that they can be used as schools for a temporary period.

Based on the atmosphere in the desert, a standard bus will have PVC flooring, 18 writing desks, LCD, ceiling fans, LED lights, and a writing board. Samagra Shiksha's plans have so far evolved into 38 schools on wheels (*focused on reaching out to children of the salt pan workers*). Mid-day meals will also be provided to the children. A standard bus, accommodating the school, will be stationed in the desert. These buses all the facilities including drinking water for the children.

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

The progress of the School on wheel Project

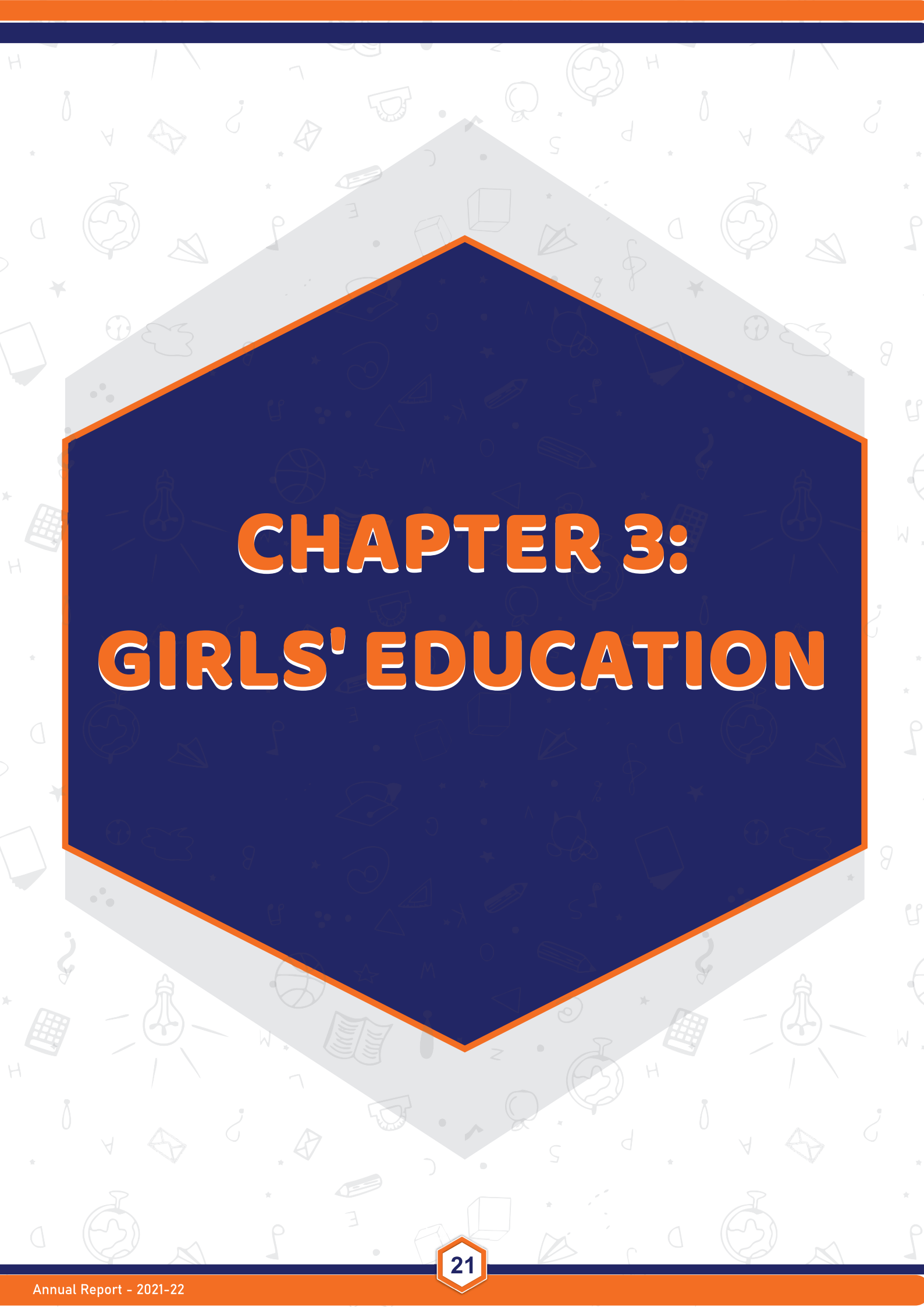
No of Buses	No of the children reached
32	619

TRANSPORT FACILITY



SCHOOL ON WHEELS





CHAPTER 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 gender-responsive teaching and learning environment in schools (gender audit) was prepared by SS. 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 remaining district will do gender audits independently to focus on gender sensitization in all schools of the particular district.



Dikari Ni Salaam Desh Ne Naam:

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

Samagra Shiksha Gujarat celebrates "***Dikari Ni Salaam Desh Ne Nam***" in all 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 honoured by awards & prizes. Samagra Shiksha also organizes debates, quizzes, and extra co-curriculum activities related to girls. On this special occasion, schools also invite mothers of newborn baby girls and honoured them.



Ranilaxmibai Atmaraksha prashikshan:

Empowering the girl student to fight back against crime is the aim of the Ranilaxmibai Atmaraksha prashikshan programme. Every girl student should practice the techniques of self-defence. Girl students learn practical defence techniques in a safe environment from experienced and friendly martial arts instructors under Samgra 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 self-confidence, minimize their reliance on others, and enhance their physical health.

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.	District	Type of School	No. of school covered	No. of Girls Covered
1	15	Upper Primary School	9155	More than 4 lacs students
2	17	Secondary Schools	710	



Adolescent Education Program

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 many physical, emotional, cognitive, intellectual and attitudinal changes.

The state has formed a committee to decide the Strategy and timeline of the program. The program's guidelines were prepared with the help of experts from several departments. The following topics are covered in the Adolescence Education programme:

- Adolescence in its biological, psychological, socio-cultural and moral dimensions, menstrual hygiene management and health
- Daily nutritional requirements of adolescent girls, malnutrition, and anaemia
- Child Abuse Related Legal Provisions-POCSO ACT
- Early Marriages and Child Rights

No.	District	Type of School	No. of school covered	No. of Students Covered
1	37	Upper Primary School	20733	More than 10 lacs students
2	37	Secondary Schools	1334	



Menstrual Hygiene Day Celebration on 28th May.

Menstrual Hygiene Day (MH Day) is a global advocacy platform that brings together the voices and actions of non-profits, government agencies, individuals, the private sector and the media to promote good menstrual hygiene management (MHM) for all women and girls. MH Day aims to:



- break the silence, raise awareness and changes negative social norms around MHM, and
- engage decision-makers to increase the political priority and catalyze action for MHM, at global, national and local levels.

Samagra Shiksha in support of UNICEF observed Menstrual Hygiene day 2021 by organizing a webinar for District Gender Coordinators, teachers, wardens and other members of the education community. The webinar was streamed live on YouTube (<https://www.youtube.com/watch?v=nA-NRJMzgG4>), which received 4599 views and is available on the Girls' Education, Gujarat YouTube channel for further capacity building.

Kasturba Gandhi Balika Vidyalaya (KGBV):

Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August 2004 for setting up residential schools at an upper primary level for girls belonging predominantly to the Scheduled caste Scheduled tribe, other backward classes, and minorities in difficult areas. KGBVs scheme are set up in Educationally Backward Blocks (EBBs) where the female rural literacy is below the national average (i.e. below 46.13% as per census 2001) and the gender gap in literacy is above the national average of 21.59%. The scope of the scheme was enlarged to cover the Blocks that have rural female literacy below 30% and urban areas with more than the national female literacy (urban) of 53.67% as per the census 2001. This was again enlarged to cover all the educationally backward blocks with the rural female literacy of 46.13%. KGBVs are set up where more than 500 girls (10 to 14 years of age) are either out of school (drop out or never enrolled) or irregular attendance for more than 6 months. 75% of the targeted girls belong to a scheduled caste, scheduled tribes, minority communities, and other backward class communities and 25% of girls from the families 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/ MHRD Guideline. The special training course has also been prescribed for a minimum of 3 months and a maximum of 6 months or more than 6 months for the girls who were never been to school.





In Gujarat, at present, there is a total of 245 KGBVs established under Samagra Shiksha. Of which 165 KGBVs are run with the help of GOI support and 80 are run with the help of GOG support. Out of the total 245 KGBVs. 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 category-wise enrolment of KGBVs.

Type	KGBV Sanctioned	KGBV Operational	No. of girls enrolled						
			SC	ST	OBC	BPL	Muslim	other	Total
I	32	32	117	606	478	431	47	36	1715
II	55	55	482	1263	2272	1201	40	78	5336
III	82	82	664	3805	3453	2517	133	238	10810
IV	81	76	898	1504	3083	1408	95	161	7149
TOTAL	250	245	2161	7178	9286	5557	315	513	25010

Status of girl's enrolment in KGBVs:

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

KGBV Type	Std	GOI			GOG			Total KGBV	Total enrolment
		School with hostel	Hostel	Total GOI	School with hostel	Hostel	Total GOG		
Type I	6 to 8	9	5	14	0	18	18	32	1715
Type II	6 to 10	16	14	30	0	25	25	55	5336
Type III	6 to 12	38	7	45	0	37	37	82	10810
Type IV	9 to 12	0	76	76	0	0	0	76	7149
Total		73	92	165	0	80	80	245	25010

Capacity building of the Teachers:

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 2021-2022.

Type of training	Training Content
DISHA course for all KGBV staff and District Gender coordinators (For refreshment & New recruitment Staff)	The state developed online module and upload on DIKSHA Portal about KGBV management & administration. The scheme, KMC, Head subhead budget, Financial Provision & Rules – GeM portal, Safety & Securities of KGBVs Girls, Psycho-socio method, Health – Nutrition
State-level training of Part-time teachers and Warden Cum head teacher participated	NIOS Vocational Education courses activities training
State-level training of District Gender Coordinators Training through online mode	Menstrual hygiene management by Samagra Shiksha and UNICEF.
State-level training	Training about Microsoft teams and G-Shala App for KGBVs and Model school & Model day school Staff
District/KGBV Level	Mentoring and Adolescent Program for all students of elementary and secondary
State-level training of District Gender Coordinators, Warden and Nodal person through online mode	Training and Orientation of Nodal person with District Gender Coordinators and Warden cum head teachers.

Academic Activities:

- Mission Vidya, a state-level initiative, was launched to identify low-performing children like Priya Balak and provide them with specialized training to help them improve their grades. Gunotsav, a quality assessment programme, was also undertaken in KGBV.
- Based on semester exams, each KGBV head teacher maintains an academic record with the relevant class teachers of grades 6, 7, and 8, and conducts special training.
- Extra coaching is available for secondary school girls in topics such as science and mathematics.

- Weekly unit tests were conducted for all subjects at the state level, each girl's data are entered into the online database by all the teachers.
- 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.
- "Gyankunj" - In KGBV school, smart classes are offered in two classrooms for students in grades 7 and 8, as well as one class in the KGBV hostel.
- 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.
- Learning outcome-based evaluation of the second semester is planned to compare the levels of KGBV girls with the State level results.
- Separate teacher training is provided to KGBV teachers
- KGBV Participated in the Science fair organized by DIET at the Cluster, Block and District levels.
- Celebration of Science day at KGBV.



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



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 anaemic girls' food and diet.
- Girls' menstrual cycles are recorded, and they are taught correct hygiene techniques these days.
- Incinerators are provided for the safe disposal of Sanitary Napkins.
- 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 issued to all districts by Samagra Shiksha. The guideline narrates specific implementation of kitchen, playgrounds and guardian-meet safety measures. All KGBV wardens have been trained on the following safety aspects:

Provision of safe facilities:

- Well-ventilated KGBV buildings with 24 hours electricity facility
- Child-friendly toilet facility and bathing cubicles with access to water
- Provision of bedding set (inclusive of the mattress, blanket, pillow, mosquito net, a bed sheet), hygiene kit (inclusive of a toothbrush, towel, soap, oil, etc.)
- Appropriate drinking water facility, water purifier wherever required
- Access to safe absorbents during menstruation and 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 all times

Safe and healthy meal:

- Follow the KGBV menu and provide at least 4 nutritious meals full of different variety of food to all girls
- To Ensure that all groceries used in the kitchen are of very good quality

Kitchen safety:

- Use of LPG gas and stove instead of any wood and traditional chullah's
- Restricted entry to girls in the kitchen when cooking is going on to prevent any kind of an accident'
- Regular check 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:

- Regularly checking electrical boards and ensure that they are properly covered to avoid electrocution.
- If there is construction work on the KGBV campus, the area must be restricted so that girls do not come too close and get wounded by rods, bricks, and other objects.
- Safe and strong gates and windows to avoid trespassing
- Hire a full-time watchman
- Police patrolling once a week
- Daily attendance twice a day
- Formation of KGBV safety committee and telephone availability on campus with a list of emergency call numbers like police, fire, ambulance, etc. displayed on wall/ notice board

Safety during meetings with guests and school outings:

- A girl child is accompanied by a teacher when moving out of school premises.
- If girls are being taken to exposure visits/excursions, written permission from parents is made compulsorily.
- Maintenance of visitor's register and staff register to note down timings of entry and exit.
- Fixed timings for visitors to visit the KGBV.
- The other provisions include organizing self-defence training workshops for girls, immediate first aid, mock drills for fire safety, etc.

Strategy for safety and security:

- Security staff is present 24 hours in KGBVs.
- KMC members also ensures whether the security staff is in KGBV and doing their job properly.
- Each KGBV has a compound wall with fencing.
- Once a week, police patrol.
- CCTV surveillance in each KGBV.

- 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 checking out the locks before going to the sleep.
 - The staying of the relatives of the full-time teachers is restricted in the Vidyalaya.
 - Attendance of the girls twice a day
 - Entry for the 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.
 - The school boundary and safe main gate with a lock.
 - Compulsory entry in registers when visiting KGBVs.
- 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:

Training in vocational skills is an important aspect of education. This is work-based and career-oriented training. Girls gain self-confidence as a result of this training, which will help them find work in the future. Vocational skill training was given to all KGBV girls.



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
- Department of Child Protection

Testimonials of KGBV Girl -KGBV Girl's success story



Case Studies: 1

Name – **Mousami Jitendrabhai Fandu**

KGBV: Ranavav Dist: Porbandar

Drop out girl

Present Status- Studying last year's
Physiotherapy



Case Studies: 2

Name – **Rathwa Bhawnaben Haridas**

KGBV: Pochamba

Dist: Chhotaudepur

BPL girl

Present Status- Working as a Nurse



Case Studies: 3

Name – **Sumitaben Kishanbhai Valvi**

KGBV: Ahwa Dist: Dang

Drop out girl (Single Parent)

Present Status- Gold medalist in karate



Case Studies: 4

Name – **Vasava Kokilaben Kaliyabhai**

KGBV: Nighat Dist: Narmada

Drop out girl

Present Status- Police constable



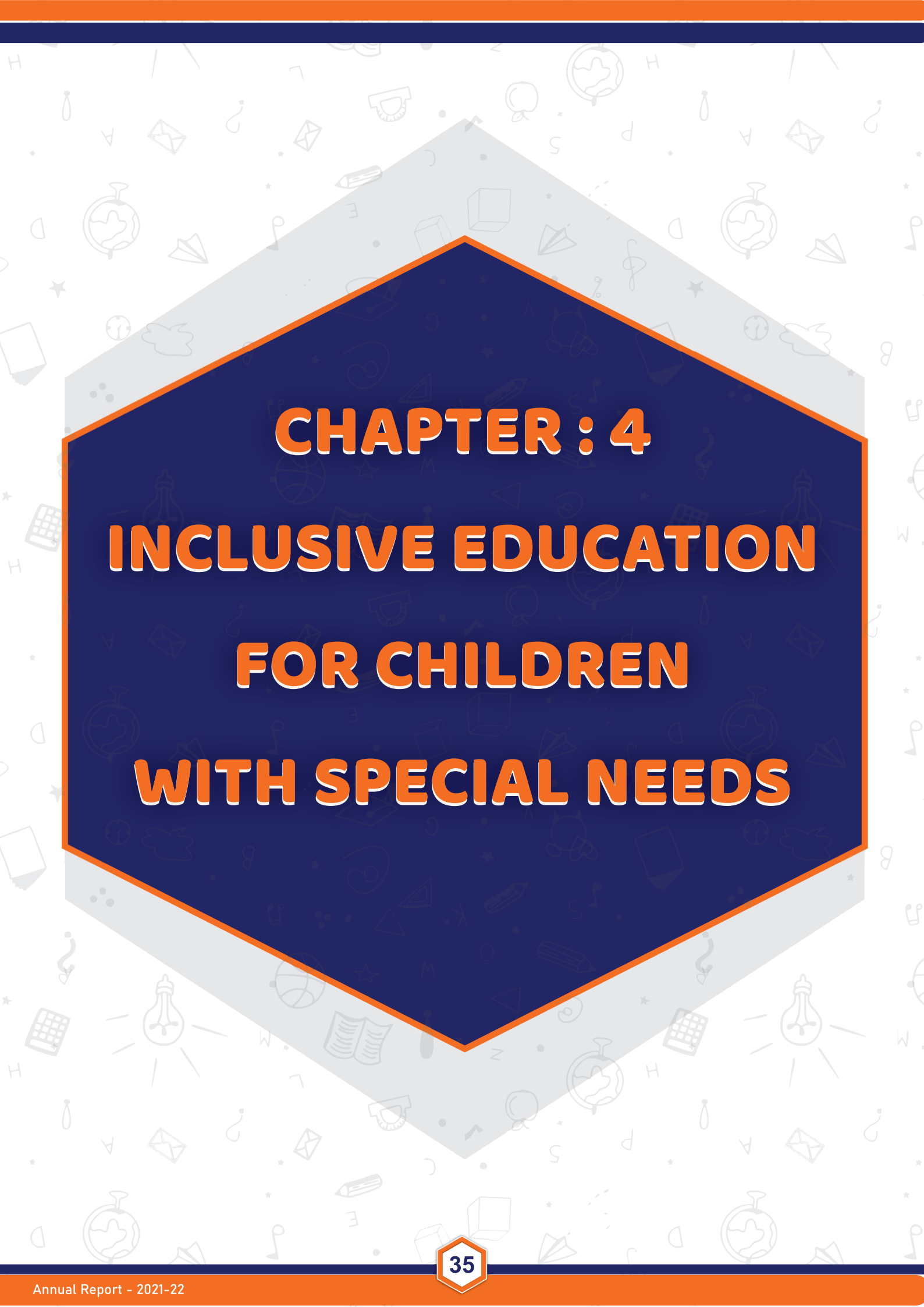
Case Studies: 5

Name – **Anjaliben Vinodbhai Ghoom**

KGBV: Vansda Dist: Navsari

BPL girl

Present Status- Karate trainer in S.G.S.U.
University



CHAPTER : 4

INCLUSIVE EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

Inclusive Education For Children With Special Needs

Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. The objective of 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 in 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 (2021-22), 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 the continuous learning and therapeutic support for CwSN. This year, along with key activities, the focus has also been on planning and implementing ways in which the learning levels of the CwSN can be improved and the special educators can devote more time to supporting their learning in the schools.

1.1 Inclusive Education at Pre-Primary Level:

As per UDISE+ 2020-21, a total of 213 CwSN are enrolled in all management schools at the pre-primary level of which a total of 73 CwSN students are enrolled in Govt, Aided and Local Body Schools. i.e., 34.27% as tabulated below.

No:	District	Hearing Impairment	Learning Disability	Total CwSN
1	AHMEDABAD	0	1	1
2	AMRELI	23	0	2
3	BANAS KANTHA	9	0	39
4	KHEDA	18	0	18
5	RAJKOT	13	0	13
	Total	72	1	73

1.2 Inclusive Education at Elementary Level:

In the state of Gujarat as per UDISE+ 2020-21 a total of 68,256 CwSN students are enrolled in all management schools of which 59,913 CwSN are enrolled in Govt, Aided & Local body schools i.e., 87.77%. Out of 59,913 CwSN of different types of disabilities, 34,665 are boys and 25,248 are girls.

District-wise and Gender-wise CwSN studying at the Elementary level:

District	Schools in which CwSN enrolled	Girls (1-8)	Boys (1-8)	Total CwSN
AHMEDABAD	551	755	1135	1890
AMC	347	787	1170	1957
AMRELI	515	682	925	1607
ANAND	744	1147	1576	2723
ARAVALLI	594	649	843	1492

District	Schools in which CwSN enrolled	Girls (1-8)	Boys (1-8)	Total CwSN
BANAS KANTHA	1189	1322	2102	3424
BHARUCH	496	543	698	1241
BHAVNAGAR	705	1174	1528	2702
BOTAD	200	324	450	774
CHHOTAUDEPUR	504	644	833	1477
DEV. DWARKA	216	226	327	553
DAHOD	771	1049	1243	2292
GANDHINAGAR	389	498	762	1260
GIR SOMNATH	414	741	953	1694
JAMNAGAR	331	375	481	856
JUNAGADH	514	716	1066	1782
KACHCHH	835	1081	1551	2632
KHEDA	879	1093	1517	2610
MAHESANA	641	777	1230	2007
MAHISAGAR	660	829	1120	1949
MORBI	345	443	597	1040
NARMADA	399	575	699	1274
NAVSARI	363	447	645	1092
PANCH MAHAL	770	1063	1402	2465
PATAN	549	600	936	1536
PORBANDAR	183	255	286	541
RAJKOT	528	602	885	1487
RMC	66	161	197	358
SABAR KANTHA	669	821	1060	1881
SMC	215	465	617	1082
SURAT	445	625	778	1403
SURENDRANAGAR	637	1013	1420	2433
TAPI	368	448	554	1002
THE DANGS	161	298	366	664
VADODARA	717	1157	1521	2678
VALSAD	538	755	1028	1783
VMC	69	108	164	272
Grand Total	18517	25248	3466	59913

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

Total Schools (Govt., Aided, Local)	Total No. of schools with CwSN enrolment	Visual Impairment (Blindness)	Low Vision	Chronic Neurological Diseases	Hearing Impairment	Locomotor impairment	Speech & Language Disability	Leprosy (cured)	Intellectual Disabilities/ Mental Retardation	Thalassemia	Multiple Sclerosis
33543	18517	785	3502	105	3529	5905	2754	81	6846	278	374
Muscular Dystrophy	Specific Learning Disabilities	Cerebral Palsy	Autism	Dwarfism	Acid Attack Survivors	Sickle Cell Disease	Mental Illness	Haemophilia	Multiple disabilities	Parkinson	
563	2797	1563	199	345	12	407	3860	58	2317	57	

Details of Resource Rooms in Elementary schools:

Total Resource Rooms at Cluster level	Total District Coordinators	Total Special Educators	No. of CwSN addressed
1253	37 (<i>One per Each District</i>)	1035 (<i>One per Each Cluster</i>)	Approximately 40,000+ CwSN students

State Progress in IE at Elementary level during 2021-22

No	State	No. of CWSN identified in 2021-22	No. of CWSN enrolled in schools ONLY AS PER UDISE	No. of CWSN covered through HBE	No. of CWSN provided aids and appliances	No. of NGOs involved	No. of RPs in place for CWSN	No. of Schools made Barrier Free (with Ramps, Handrails etc.)	% schools made barrier-free (with Ramps, Handrails etc.)	No. of schools with Disabled Friendly Toilets (DFT)	% schools with DFTs
1	Gujarat	5331	59913	During School Closures, almost all the CwSN are provided HBE through either Home visits or Various digital	20000+	13	1035	23995 out of 32271	74.35	6015 out of 32271	18.64

District-wise provisions provided to eligible CwSN at the Elementary level during 2021-22

No	District	Transport	Escort	Girls Stipend
1	Ahmedabad	1045	460	866
2	Amreli	445	498	760
3	Anand	727	543	686
4	Aravalli	546	238	592
5	Banas Kantha	350	350	584
6	Bharuch	500	200	266
7	Bhavnagar	233	560	728
8	Botad	210	124	250
9	Chhotaudepur	320	200	762
10	Devbhoomi Dwarka	117	86	109
11	Dahod	577	200	423
12	Gandhinagar	186	190	242
13	Gir Somnath	162	596	269
14	Jamnagar	0	0	230
15	Junagadh	186	174	365
16	Kachchh	298	298	540
17	Kheda	290	140	766
18	Mahesana	419	200	791
19	Mahisagar	521	276	534
20	Morbi	394	136	183
21	Narmada	200	105	414
22	Navsari	168	89	400
23	PanchMahal	220	213	1203
24	Patan	292	131	303
25	Porbandar	0	148	218
26	Rajkot	423	361	618
27	SabarKantha	707	0	393
28	Surat	400	388	774
29	Surendranagar	509	338	695
30	Tapi	225	118	217
31	The Dangs	250	104	348
32	Vadodara	0	400	998
33	Valsad	200	161	398
	Grand Total	11120	8025	16925

DATA BY PRABANDH PORTAL

Due to the covid-19 pandemic situation, the Gujarat state government following the orders of the central government closed all the schools, Resource Rooms at Block & Cluster levels. However, to provide continuous learning and therapeutic support to the CwSN, Samagra Shiksha, Gujarat had implemented many initiatives like virtual sessions- psychological support and counselling, basic therapeutic and academic etc. through WhatsApp and MS Teams to those CwSN who have smartphones with internet facility and for the rest of the CwSN without any devices, the special educators made home visits weekly / fortnightly once and supported CwSN and their parents. It was only during the last 5 to 6 months the above services were provided to the eligible CwSN as the resource rooms were reopened and providing therapeutic services following the Covid guidelines.

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

No.	Name of the District	No. of CWSN girls enrolled in KGBVs	Category of Disability
1	AHMEDABAD	23	Blindness, Cerebral palsy, Dwarfism, Hearing impairment, Intellectual Disability, Locomotor Disability, Low vision, Mental Illness, Multiple Disability, Multiple Sclerosis, Muscular Dystrophy, Sickle Cell disease, Speech and Language disability, Specific Learning Disabilities
2	AMRELI	5	
3	ARAVALLI	9	
4	BANAS KANTHA	30	
5	BHARUCH	5	
6	BHAVNAGAR	4	
7	CHHOTAUDEPUR	7	
8	DEV.DWARKA	2	
9	DAHOD	4	
10	GIR SOMNATH	1	
11	JAMNAGAR	3	
12	JUNAGADH	8	
13	KACHCHH	10	
14	MAHISAGAR	9	
15	NARMADA	9	
16	NAVSARI	2	
17	PANCH MAHAL	40	
18	PATAN	10	
19	PORBANDAR	19	
20	RAJKOT	9	
21	RMC	1	
22	SABAR KANTHA	5	
23	SURAT	6	
24	SURENDRANAGAR	17	
25	TAPI	4	
26	THE DANGS	20	
27	VADODARA	6	
28	VALSAD	17	
29	VMC	1	
	Grand Total	286	

The Details of the Training on IE at State Level, as proposed by the state at the Elementary level during 2021-22:

No.	Activities	Duration of Training	Participants to be trained (Teachers/ RPs, Edu. Admin. Etc.)	No. of Participants	To be trained by
1	Microsoft Accessibility Tools such as Immersive Reader, Translator, Whiteboard, etc. for the education of CwSN through Microsoft Teams.	6-day	Special Educators (Master Trainers)	74	Microsoft Educator Centre
2	Expanded Core Curriculum / Plus Curriculum	2-day	Special Educators (Master Trainers)	109	Blind Peoples' Association, Ahmedabad
3	Vocational Education for Secondary level CwSN	2- hour	District Coordinators	37	NIOS

Schools Coverage at Elementary Level:

No.	Cluster	No. of Schools Covered (1 month)	No. of Schools Covered (each day)	Total
1	One Special Educator per Cluster	11000+	Approximately 2000+ Schools by 1035 Special Educators i.e. One Special Educator visit 2 schools per day	11000+

1.3 Inclusive Education at Secondary Level:

As per UDISE+ 2020-21, a total of 10,871 (*Girls- 4,094 & Boys-6,777*) CwSN students with one or more disabilities enrolled in Government, Government Aided and local body secondary and Senior Secondary schools.

No.	District Name	CwSN
1	AHMEDABAD	472
2	AMC	591
3	AMRELI	345
4	ANAND	591
5	ARAVALLI	276
6	BANAS KANTHA	491

7	BHARUCH	198
8	BHAVNAGAR	497
9	BOTAD	88
10	CHHOTAUDEPUR	125
11	DEVBHOO MI DWARKA	105
12	DAHOD	321
13	GANDHINAGAR	354
14	GIR SOMNATH	218
15	JAMNAGAR	108
16	JUNAGADH	490
17	KACHCHH	361
18	KHEDA	659
19	MAHESANA	621
20	MAHISAGAR	520
21	MORBI	116
22	NARMADA	114
23	NAVSARI	100
24	PANCH MAHALS	438
25	PATAN	314
26	PORBANDAR	80
27	RAJKOT	207
28	RMC	81
29	SABAR KANTHA	411
30	SMC	225
31	SURAT	189
32	SURENDRANAGAR	416
33	TAPI	115
34	THE DANGS	48
35	VADODARA	261
36	VALSAD	167
37	VMC	158
Total		10871

School-wise Analysis- Number of Secondary level schools (irrespective of management) with different categories of CwSN students

*Total Schools	No. of schools with CwSN enrolment	T B	L V	CN D	HI	LM	SI	Leprosy cured	ID	Thalassaemia
6978	3406	391	851	14	685	1465	215	10	1235	32

Multiple Sclerosis	Muscular Dystrophy	SL D	CP	AS D	Dwarfism	Sicklecell Disease	Mental Illness	Hemophe- lia	MD	Parikson
30	81	205	179	19	49	53	549	13	116	10

*Total Schools (Govt., Aided, Local, Model/Model day, Other Govt. Managed, Tribal & Social Welfare)

Inclusive School with Resource Rooms at Cluster level	Total Special Teachers (IEDSS)	No. of CwSN addressed
138	1005	Approx. 6,000+ CwSN students

State-wise progress in IE at the Secondary level during 2021-22

No	State	No. of CWSN enrolled in schools ONLY AS PER UDISE	No. of CWSN covered through HBE	No. of CWSN provided aids and appliances	No. of NGOs involved	No. of SEs in place for CWSN	No. of Schools made Barrier Free (with Ramps, Handrails etc.)	% schools made barrier-free (with Ramps, Hand Rails etc.)	No. of schools with Disabled Friendly Toilets (DFT)	% schools with DFTs
1	Gujarat	10871	During School Closures, almost all the CwSN are provided HBE through either Home visits or Various digital platforms	5000+	13	1005	698 out of 1467	47.58	280 out of 1467	19.09

CwSN student support services provided at the Secondary level during 2021-22

No	District	Transport	Escort	Girls Stipend	Reader	Helper/Aya
1	Ahmedabad	699	700	461	86	450
2	Amreli	100	55	119	2	25
3	Anand	361	160	158	11	150
4	Aravalli	68	30	51	2	0
5	Banas Kantha	23	48	134	0	88
6	Bharuch	177	175	85	2	0
7	Bhavnagar	170	170	155	11	18
8	Botad	57	44	26	0	60
9	Chhotaudepur	50	20	0	2	0
10	Dev.Dwarka	26	6	34	0	6
11	Dahod	190	200	99	6	190
12	Gandhinagar	400	220	95	9	400
13	Gir Somnath	103	75	81	0	10
14	Jamnagar	39	32	51	1	0
15	Junagadh	269	125	124	5	21
16	Kachchh	300	10	126	3	100
17	Kheda	451	92	222	6	48
18	Mahesana	249	200	200	8	55
19	Mahisagar	381	35	162	3	33
20	Morbi	43	62	56	3	12
21	Narmada	30	31	30	0	2
22	Navsari	0	0	0	0	0
23	Panch Mahal	230	80	137	2	0
24	Patan	92	35	75	4	0
25	Porbandar	41	25	25	0	0
26	Rajkot	218	129	119	6	75
27	Sabar Kantha	197	146	107	6	5
28	Surat	197	210	154	8	210
29	Surendranagar	260	83	98	9	0
30	Tapi	25	15	33	0	10
31	The Dangs	31	30	21	0	47
32	Vadodara	230	62	78	3	23
33	Valsad	59	45	65	2	16
	Grand Total	5766	3350	3381	200	2054

Girls with Disability enrolled in KGBVs (2021-22) at Secondary Level:

No.	Name of the District	No. of CWSN girls enrolled in KGBVs	Category of Disability
1	AMRELI	1	Blindness, Cerebral palsy, Dwarfism, Hearing impairment, Intellectual Disability, Locomotor Disability, Low-vision, Mental Illness, Multiple Disability, Multiple Sclerosis, Muscular Dystrophy, Sickle Cell disease, Speech and Language disability, Specific Learning Disabilities
2	ARAVALLI	1	
3	BANAS KANTHA	11	
4	BHAVNAGAR	3	
5	DEV.DWARKA	5	
6	DAHOD	1	
7	GIR SOMNATH	3	
8	KACHCHH	10	
9	MAHESANA	2	
10	MAHISAGAR	2	
11	MORBI	3	
12	PANCH MAHAL	3	
13	PATAN	4	
14	RAJKOT	1	
15	SURENDRANAGAR	8	
16	TAPI	2	
	Total	60	

State-level training details at the Secondary level during 2021-22

No.	Activities	Duration of Training	Participants to be trained (Teachers/ RPs, Edu. Admin. Etc.)	No. of Participants	To be trained by
1	Microsoft Accessibility Tools such as Immersive Reader, Translator, Whiteboard, etc. for the education of CWSN through Microsoft Teams.	6-day	Special Educators (Master Trainers)	37	Microsoft Educator Centre
2	Expanded Core Curriculum / Plus Curriculum	2-day	Special Teachers (Master Trainers)	91	Blind Peoples' Association, Ahmedabad

Schools Coverage at Secondary level during 2021-22

No.	Cluster	No. of Schools Covered (1 month)	No. of Schools Covered (each day)	Total
1	One Special Teacher per Cluster	11000+	Approximately 2000+ Schools by 1005 Special Teachers (ST) i.e. One ST visit 2 schools per day	11000+

Initiatives Implemented at both Elementary and Secondary Level (2021-22): 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 OoSC including CwSN before the enrolment drive.
- Conducted the household survey and enrolled a total of 5,331 CwSN in std.1 in nearby schools.
- Special Educators along with the parents/guardian of the 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 result to date 61,270 CwSN have received disability certificates i.e., 64.27% of 95,326 enrolled.

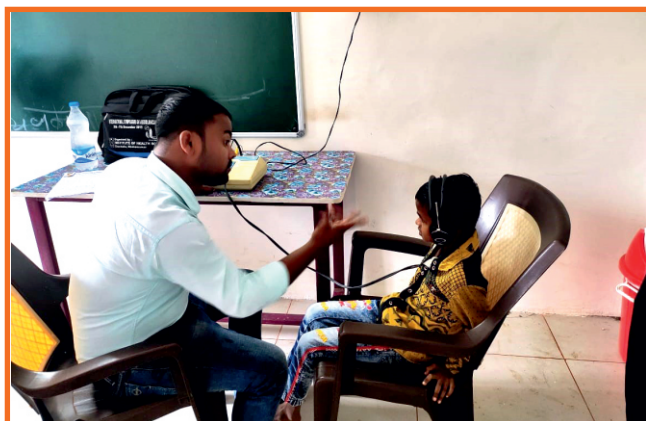


Provision of Aids & Appliances:

During the reporting period, Aids and Appliances assessment camps at the block level were conducted in coordination with ALIMCO from September to October 2021. Four teams with experts and doctors assessed all the eligible CwSN and prescribed 39,820 different aids & appliances such as Hearing aids, Daisy player, braille kit, Smart cane, MSEID kit, CP chair, Wheelchair, Tricycles, Crutches, Calipers', etc. for 26,342 CwSN enrolled in Std. 1 to 12. Currently, the aids & appliances distribution camps are underway following the strict Covid guidelines at respective blocks across the state.

Free ID kit for 1500 SC & ST CwSN:

Distributed free Intellectual Disability kit for 1500 SC and ST eligible CwSN through NIEPID, Telangana following all the covid guidelines.



Allowances (Transportation, Escort, Girls Stipend, etc.)

- Transportation and Escort allowances were provided to the eligible CwSN for their easy access to enrolled School and Resource Room to avail academic, therapeutic and remedial services.
- Reader allowance for Visually Impaired Std. 9 to 12 students.
- Girls Stipend 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 for std. 9 to 12 CwSN students the funds were disbursed at the state level through Direct Benefit Transfer (DBT). In the case of Therapeutic allowances, the districts have paid the honorarium of Rs 1000 to the Therapists per visit to the Resource Rooms at the Block / Cluster level for providing the therapeutic services to the CwSN students. The following allowances were disbursed through DBT to the eligible CwSN

- At Elementary level: Girls Stipend-16,925; Escort: 8,025; and Transport: 11,120
- At Secondary level: Girls Stipend-3,381; Escort-3,350; Transport-5,766; Reader allowance: 200 for VI & LV; Helper: 2,054; Scholarships: 9,813.

Braille Textbooks and Magnifying lens:

Provided magnifying lens to 1700+ Low vision students. Braille textbooks for std. 1 to 12 Blind students printing is underway and will be distributed in the coming Academic year.

Corrective Surgeries:

A total of 159 CwSN were provided corrective surgeries for children in need (Elementary level: 134 and Secondary level: 25 CwSN).

Capacity Building Program

1) MS Teams Training Programme:

In coordination with Ms Meenakshi Oberoi from Microsoft, Educator Centre provided 6-day training (2 hours per day) for the Dist. Coordinators (37) and Special Educators (*selected 2 each from 37 districts*) on different features of Microsoft Accessibility Tools such as Immersive Reader, Translator, Whiteboard, OneNote Class Notebook basics, Assignment Management, MS Forms, Word, & Powerpoint, Sway, lens, etc. for the education of CwSN students through Microsoft Teams.

Implementation Process:

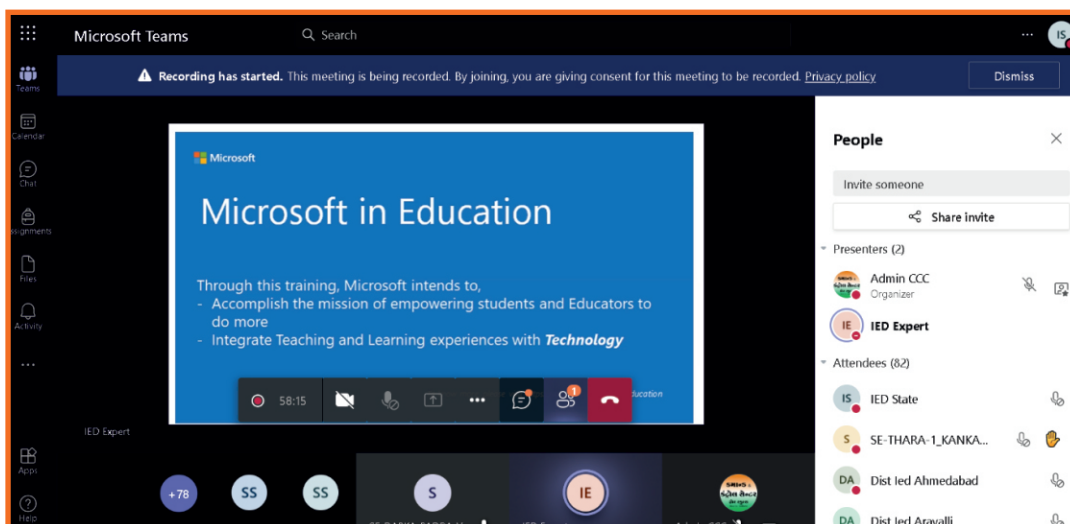
- Addressed the queries and revised the previous day's topics at the start of each session.
- During the session gave ample time for the participants for hands-on experience.
- Walk through the below site and explained the different self-learning courses.

<https://education.microsoft.com/en-us>

The output of the Training Programme:

- On average, 80% of the participants had actively participated throughout the 6-day programme.
- Participants' hands-on experience on different features of Microsoft Accessibility Tools thereby promoting remote teaching.
- Awarded Microsoft Badge to the participants at the end of each session for completing the course.

Further, the Master Trainers have conducted the training sessions for the rest of the SEs in the district and enabled them to conduct remote teaching-learning sessions for the CwSN students.



2) Two-day Residential Training for Master Trainers on Expanded Core Curriculum:

Conducted a 2-day residential training programme for the selected 200 Master trainers (*District Coordinators and Special Educations*) on Expanded Core Curriculum (ECC) in coordination with Blind People's Association (BPA), Ahmedabad. The trained master trainers further conducted a 2-day training programme for the rest of the IE-CwSN field staff at the Block level.

The objectives of the programme were:

- To be aware and build the capacity of the field staff on how to handle and provide academic and therapeutic support to CwSN and their parents during the pandemic situation and beyond.
- To provide academic and behaviour support and meet the unique needs of the CwSN.

Methodology:

- Two-day residential training for 200 IE-CwSN Field Staff (*Master Trainers*).
- Conducted Pre-test and Post-test
- 200 Master Trainers were trained in 5 Batch' (Per batch max.-40).
- Practical and Theoretical aspects were covered by the BPA 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 Plus Curriculum Training Program were:

1. Sensory Development,
2. Independent living
3. Orientation and Mobility
4. Social skills
5. Recreation and Leisure
6. Self-determination
7. Assistive devices and Technology
8. Communication
9. Career education
10. Prevocational and vocation skill training

The sessions were interactive and engaging to gain hands-on experience. After successful completion of the training issued certificate to the participants. The sessions were conducted following the covid guidelines.

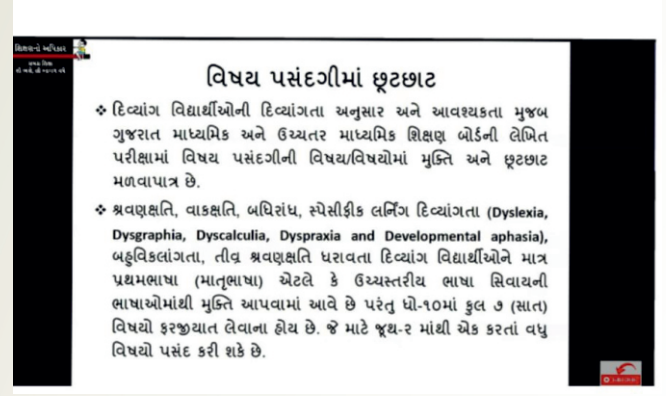


3) Accessibility for CwSN:

Conducted a 2-day accessibility training programme for state and district level civil engineers on the 2nd and 3rd of August 2021 in coordination with Blind Peoples Association (BPA), Ahmedabad. The objective was to sensitize and provide awareness on the importance and need for CwSN-friendly infrastructure in schools, and resources rooms to create an inclusive environment within the school premises. The programme focused on simulation exercises to understand disabilities, and access issues for CwSN, BaLA, ensuring access to Persons with disabilities in line with building guidelines and RPwD Act 2016.

4) Board Provisions for CwSN:

Oriented Samagra Shiksha, Gujarat DEOs and DPEOs, School Principals and Headmasters, District, Block, Cluster level coordinators, CwSN students and their parents on state board provisions for CwSN in coordination with Gujarat Secondary and Higher Secondary Education Board (GSEB) through Youtube live in Dec'21 and Feb'22. As a result, a total of 4,462 std.10 (84.7% of total 5264) and 2239 std.12 (General: 2086 + Science: 153) CwSN students have applied for examination provisions / accommodations.



Digital Content Creation for CwSN

Under the Home Learning initiative, Samagra Shiksha, Gujarat has created 23 awareness videos on the topics - *Early Identification, Multidisciplinary approach for treatment like Medical & Therapeutic, Life skills and Pre-Vocational skills for CwSN* in coordination with B.M Institute of Mental Health, Ahmedabad to raise awareness among the CwSN, parents and all other stakeholders.

• CONTINUITY OF LEARNING OF CHILDREN WITH SPECIAL NEEDS DURING PANDEMIC

Since March 2020, schools have closed and re-opened in various stages. In total, school closures in Gujarat have lasted more than 15 months disrupting the education of nearly 11 million children in general and approximately 1 lakh CwSN in particular in long-lasting ways. This has compounded a learning crisis that existed before the pandemic. Confinement of CwSN in their homes has resulted in a need to be supported proactively by the parents and other family members.

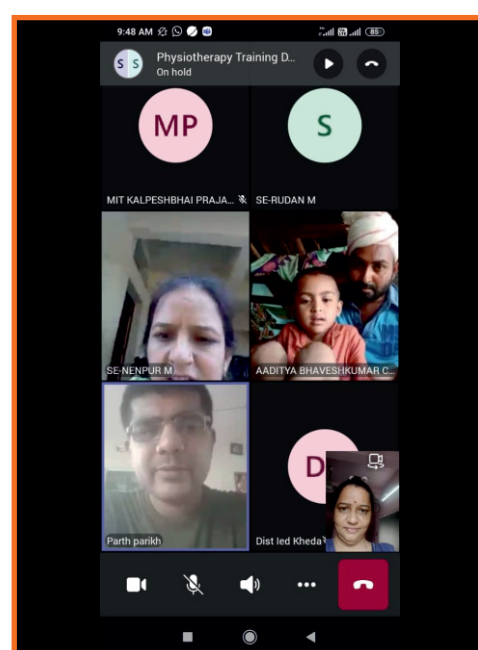
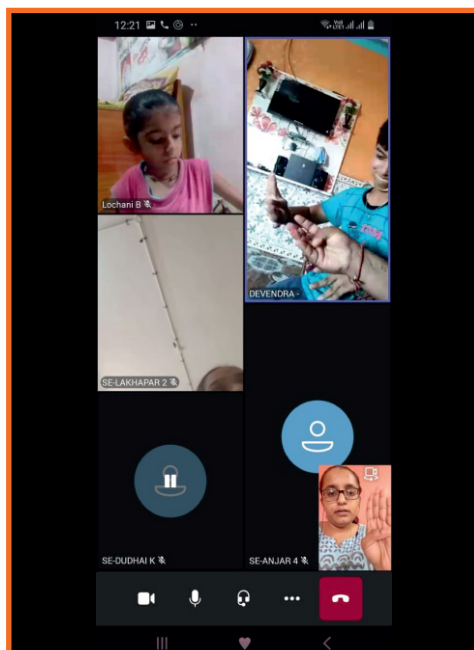
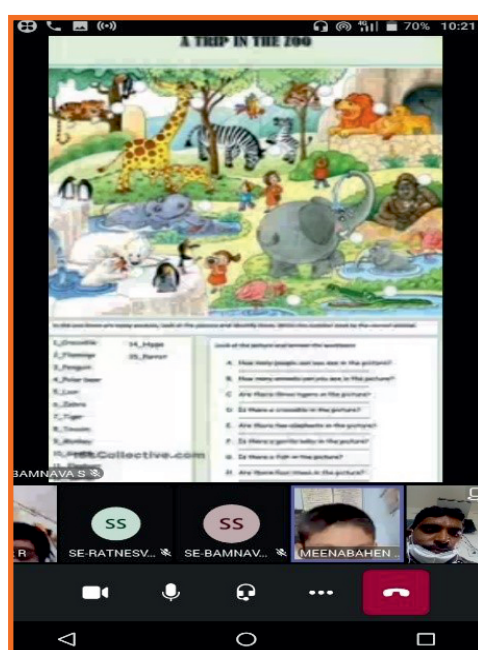
To mitigate the learning loss to some extent, to provide the additional support like therapy, braille for students with VI and sign language for children with HI, counselling, wellbeing, etc. and inputs for learning to do activities of daily lives independently, and to provide guidance to parents for facilitating their children's learning and development, Samagra Shiksha, Gujarat has been implementing the following interventions/activities to address the needs of CwSN (*with and without access to digital media platforms*) since the first lockdown.

- 1) For addressing the specific needs of the students with special needs, the special educators took the initiative of creating short videos on different concepts like ensuring orientation and mobility of the students at home, ADL activities, learning different curricular subjects, art activities, therapy activities, etc. The short videos have been shared with the parents to give them insights into how they can support the continued development and learning of their children. A total of around 2500+ videos have been created and shared with the students in the complete academic session. Along with this, the special educators also provided input and took follow-ups through home visits, telephonic conversations and video calls.
The videos can be accessed through the below link
[-IED SSA Gujarat YouTube.](#)
- 2) Embedding Indian Sign Language (ISL) in Home learning videos to ensure access for Hearing Impaired students. So far **172 (Std.10 Science & English) out of 1832** videos (Std.1 to 12) have ISL. The following link and the videos are shared with all the stakeholders including CwSN students.
- 3) 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.
- 4) Developed disability-specific **modules** to sensitize and raise awareness of School Staff on HI, VI, CP, ID, & LD.

5)Online Therapy Support through MS Teams during school closures:

- Formed 1200+ groups, each group of a maximum 5 CwSN of same or different disability based on the therapy requirement.
- Total 315 Therapists (Physio, Speech & Language, Occupational, etc.) along with SEs provided online therapy for 6000 CwSN as per the timetable shared with parents.
- The sessions were attended by Parents along with their children and provided clarification by the therapists and Special Educators.
- Monitored the online sessions daily from the state level and district level through MS teams.
- Monthly reports were submitted by the districts and further reviewed at the state level and provided instructions post the sessions and during the review meetings at the state level.

Following are the glimpses of the sessions.



6) Home Visit by Special Educators and guidance to Parents about COVID 19, learning continuity and psycho-social support

Home visits were done by the special educators to counsel the children and parents about the learning continuity and psycho-



social support. Children were encouraged to do activities and play games with their siblings. Parents were also counselled regarding risk communications and taking good care of their children's needs during the pandemic time. Progress of Innovative Interventions:

1) 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 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 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 teachers in lesson planning, teaching academic subjects with appropriate curricular adaptations as defined in the CwSN Individualized Education Plan (IEP)

Key Activities Implemented at Inclusive School with Resource

MR- AUTISM	HI-SI	TB-LV	CP-MD:
<ul style="list-style-type: none"> • MR- AUTISM • ART & CRAFT • ADL ACTIVITIES • MOTOR & COGNITIVE SKILL DEVELOPMENT • EDUCATION • ACTIVITIES • THERAPY 	<ul style="list-style-type: none"> • SIGN LANGUAGE TRAINING • SPEECH THERAPY • EDUCATION ACTIVITIES • THERAPY 	<ul style="list-style-type: none"> • BRAILLE AND TACTILE TRAINING • COGNITIVE DEVELOPMENT ACTIVITIES • EDUCATION ACTIVITIES • READING FROM LARGE PRINT BOOKS 	<ul style="list-style-type: none"> • ART & CRAFT • ADL ACTIVITIES • COGNITIVE SKILL DEVELOPMENT • EDUCATIONAL ACTIVITIES • THERAPY

Room Progress:

During the reporting period, under phase 4 a total of 500 schools with the additional room were selected by the Special Educators at each cluster to establish the In-SRRs. The list was shared with the Civil department for assessing the condition of the rooms followed by budget estimation for refurbishment to provide easy access for the CwSN students. Currently, the refurbishment process is underway.

The following Assistive devices, Teaching Learning Material (TLM) kits are being procured and planned to procure from NIEPMD, ALIMCO and GeM.

- Phase 2 & 3 In-SRRs (626) were equipped with Cupboards.
- Purchased Physioball, Standing Mirror and Physio Mat through GeM for equipping 642 Inclusive School with Resource Rooms (Phase 2 & 3) at the cluster level.
- Work order issued to procure C.P Chair and MSIED kit for 891 In-SRRs.
- Work order issued to procure ID kits 2,3 & 4 for Phase -4 In-SRRs (500) and 2000 schools.

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





2) 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 levels 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 Notifications

- 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 to them 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:

- Updated the CwSN profile to track the details such as Personal, Disability, Aids & Appliances, Provisions, etc.
- IEP reporting format outlook and the indicator-wise quarterly performance logic
- Special Educator's field visit tracking map based on the GPS and other dashboard reports followed by an overall outlook of the interface and layout.

1) Vocational Education for Secondary Level CwSN: Objective:

- To generate awareness among the CwSN students about various career options to enable them to choose following their aptitude, competence and aspirations.
- To reduce the drop-out of CwSN at the Secondary level.
- To enhance individual employability and entrepreneurial abilities of the CwSN and provide exposure to the work environment.

Progress:

To achieve the above objectives, the IE-CwSN branch in coordination with the Vocational Education branch initiated this intervention on a pilot basis in 100 blocks through NIOS. These blocks were selected based on the secondary level CwSN enrollment. Oriented the District Coordinators and Special Educators on the courses such as Tailoring, Beauty and wellness, Computer & Data Entry, Plumbing, gardening, etc. offered by NIOS and their implementation process. Disbursed the funds to the districts to equip the existing block resource rooms with the required materials.

• Important Day Celebrations:

1) International Day of Persons with Disability:

On the occasion of the International Day of Persons with Disability i.e., 3rd December 2021, Gujarat Council of School Education, Samagra Shiksha, Gandhinagar has organized a virtual live event at Command Control Centre

(CCC). The event was graced by Hon'ble Education Minister, Shri Jitubhai Vaghani, Hon'ble State Education Minister, Shri Kirtisinhbhai Vaghela, Hon'ble Secretary Education, Dr Vinod Rao, IAS, Samagra Shiksha Leadership, Guest Speakers from various organizations/NGOs /Institutions.

- The guests addressed the event and talked at length about the importance of Inclusive education in a specific and inclusive society in general and accordingly guided Samagra Shiksha on how to create an inclusive environment in and outside the school environment. A few of the CwSN students from the nearby schools were given the aids & appliances followed by the sessions from the guest speakers on various topics such as Organizational Responsibilities in Post Covid World, Indian Sign Language for Cognitive Development & Education of Hearing-Impaired Students, Leadership in Learning Disabled for an Effective Inclusive World, and Equitable Education for ALL, NEP 2020. The event was viewed by approx. 17000+ viewers to date on Samagra Shiksha's official Youtube channel.

The event was also celebrated at respective districts following all the covid guidelines. Some of the glimpses of the event are as follows



1) World Braille Day:

Samagra Shiksha, Department of School Education, Gujarat has celebrated world Braille Day on 4th Jan'22 at both State and district levels. The day is marked by remembering the birth anniversary of Louis Braille, the inventor of Braille - for people with visual disabilities.

As a part of the celebrations, the Samagra Shiksha state office has conducted a virtual event, which was graced by Hon'ble State Project Director, Shri. Ratankanvar. She addressed the participants and distributed Braille kits to a few blind students. The event was joined virtually by some guest speakers who delivered their lectures on the topics- Orientation Mobility, Importance of Pre-braille & Braille, Education for Deaf-Blind Children, Assistive Technology for Visually Impaired Students, etc.

Inclusive Education for Children with Special Needs (IE-CwSN) the field staff at District/block level have also conducted virtual online sessions through Microsoft Teams with all the stakeholders - Totally Blind and Partially Sighted CwSN and



their parents, SMC members, In-Service Teachers, etc. to aware the significance of braille in education, communication and social inclusion as mentioned in RPwD Act 2016 & New Education Policy 2020.

Exposure Visits:

1)ALIMCO, Ujjain Unit:

Samagra Shiksha team- Honorable Smt. Jayshree Dewangan, ASPD, Dr Hitendra Joshi, OIC, Mr Narapatsinh Rathod OSD-ADB, and Mr Girish, EY Consultant had visited the ALIMCO, Ujjain unit on 23/10/2021 and interacted with Shri Rajesh Duve, Manager, and his team to build an understanding of the functionality of the Ujjain unit, Disability Specific Aids and Appliances functional and manufacturing process. During the visit, the following key points were discussed

- Timeline for the distribution of the aids and appliances at the block level.
- Demo on the usage of Aids & Appliances to CwSN and their parents, Special Educators through BISAG or VC.
- Need for the inclusion of more VI equipment to the existing kit such as Central Peg Board with Coins, Snakes and Ladder, Dice with plate, Tactile drawing set (set of 96 pieces Maths & Science concepts), Audible Cricket ball, measuring tape, Tactile draught board, and Taylor frame small & large, etc. In response, the ALIMCO team has responded positively and asked SS to send the proposal which will be further shared with the concerned committee.



2) Visit of Director, DoSEL:

On 06/01/2022 Honourable Ms Ritu Sain, Director, SS-I Division visited Gujarat to see the inclusive education-related interventions. During the tour, she has visited

- Blind Peoples Association, Ahmedabad and interacted with their leadership and interacted with the IE field staff participants in the ongoing training program on Expanded Core Curriculum.
- Nardipur Inclusive School and interacted with school staff, special educator, CwSN and their parents to understand the ongoing activities in a resource room, and challenges they are facing while implementing the inclusive education followed by a demo of Divyaan App.
- Command Control Centre (CCC) 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.



Success Stories:

1) Vedhashi ben Prafulbhai Patel- *Making her mark in sports*

School: Shree Vabevi vidhlaxmi Vidyalaya, Jedavapura, Anand

Class: 9

Disability type: Physical Disability

It was her class teacher who first identified her interest in sports and encouraged her to participate in the sports activities at school. Considering her performance, the teacher with the support of SE provided regular training after school hours and provided all the required sports equipment. With the continuous support from the teacher, peers and SE, she has participated in Special Maha Kumbh at district, state and national levels and won many rewards and awards. Now she dreams of participating in the Paralympics and winning a medal for the country.



2) Salat Suraj and Thakor Khetlaji – *We need your support, not Sympathy*

District: Mehsana

Disability: HI (100%)

Salat Suraj and Thakor Khetlaji dropped out of school after std. 8 due to the poor financial condition of their families. Though the Special Educator, Darshanaben Bhatt persuaded them to complete their schooling, their parents didn't agree and placed them in nearby clothing stores to support their families. One day the special educator saw a Job opening notification for HI persons over the age of 18 years in the newspaper, she immediately contacted both Salat and Thaor and convinced their parents. With the assistance of the Blind Peoples Association, Ahmedabad, the Special Educator contacted the HR Head Aniruddhabhai of MINDA KOSAI ALUMINIUM WHEEL PVT. LTD. CO. and placed both Suraj and Thakor. Their job entails identifying the defective wheel plates and packing, for which they are paid Rs 10,000 /- month. Now their parents are very happy because their sons have settled and are financially supporting them.

3) Surbhi - *Standing on her feet is what she wished for*

School: School No. 5 Govt. School, Gondal Block, Rajkot.

Class: 8th

Disability: Multiple Disabilities

Surbhi was bedridden till she was 8 years, her parents tried hard to make her stand independently with some support. They were not able to spend money on her treatment. During the survey, the special educator identified the plight of Surbhi and got her admitted to the nearby school and convinced the parents to bring her regularly to the resource centre at BRC Bhawan for weekly therapy services. The SE regularly made home visits to provide learning-related inputs and tracked the progress. In the beginning, no improvement was seen but with the continuous support and encouragement by SE, the Therapist and the teacher's parents her parents didn't lose hope. The parents got Surbhi to the Resource room twice every week and ensured that support is extended at home. She also received a wheelchair and walker with the support of Samagra Shiksha. Now Surbhi is 14 years old. As a result of 6 years of efforts, Surbhi can now stand with support, sit, and interact through gestures. She also takes interest in vocational activities.

IE-CwSN 2021-22 Progress (Source: PRABANDH Portal)

S. No	Particular		Budget Approved		Total Progress	
			Physical	Financial	Physical	Financial
Inclusive Education						
Provision For Children With Special Needs (CWSN)						
198	<u>Student Oriented Components (Up to Highest Class - VIII) (District Level) (Recurring)</u>					
	1	<u>Purchase/Development of instructional & Training materials</u>	835	83.50	594	57.58
	2	<u>Sports & Exposure Visit</u>	37	7.40	18	3
	3	<u>Therapeutic Services</u>	681	340.50	456	75.73
	4	<u>Orientation of Principals, Educational administrators, parents / guardians etc.</u>	37	3.70	13	0.86
	5	<u>In-service Training of Special Educators</u>	37	3.70	22	2.18
	Total for Student Oriented Components (Up to Highest Class - VIII) (District Level) (Recurring)		1627	438.80	1103	139.35
199	<u>Student Oriented Components (Up to Highest Class - VIII) (Block Level) (Recurring)</u>					
	1	<u>Identification and Assessment (Medical Assessment Camps)</u>	328	32.80	274	24.18
	2	<u>Teachers Need Analysis for Training</u>	264	52.80	192	16.73
	4	<u>Assistive Devices,Equipments and TLM</u>	14974	449.22	11721	373.67
	Total for Student Oriented Components (Up to Highest Class - VIII) (Block Level) (Recurring)		15566	534.82	12187	414.58
200	<u>Student Oriented Components (Up to Highest Class - VIII) (Student Specific) (Recurring)</u>					
	3	<u>Escort Allowance</u>	9036	135.54	8225	122.11
	4	<u>Transport Allowance</u>	18710	280.65	11120	173.04
	6	<u>Braille Stationary Material (Inc. Embossed Charts, globes etc)</u>	10000	30.00	8744	28.9
	7	<u>Providing Aids & Appliances</u>	12342	370.26	11952	346.79
	Total for Student Oriented Components (Up to Highest Class - VIII) (Student Specific) (Recurring)		50088	816.45	40041	670.84
201	<u>Stipend for Girls (Up to Highest Class - VIII) (Recurring)</u>					
	1	<u>Stipend for Girls</u>	28202	564.04	16925	327.26
	Total for Stipend for Girls (Up to Highest Class - VIII) (Recurring)		28202	564.04	16925	327.26
202	<u>Student Oriented Components (Up to Highest Class - XII) (District Level) (Recurring)</u>					
	3	<u>Therapeutic Services</u>	2257	16.93	24	0.72
	Total for Student Oriented Components (Up to Highest Class - XII) (District Level) (Recurring)		2257	16.93	24	0.72

203	Student Oriented Components (Up to Highest Class - XII) (Block Level) (Recurring)					
	1	Identification and Assessment (Medical Assessment Camps)	4357	6.54	1528	1.62
	3	Gap Identification for OoSCwSN	254	50.80	9	0.83
	4	Assistive Devices,Equipments and TLM	2493	74.79	2197	74.79
	6	Helper/Ayas/Attendant	2080	20.80	2054	15.81
	Total for Student Oriented Components (Up to Highest Class - XII) (Block Level) (Recurring)		9184	152.93	5788	93.05
204	Student Oriented Components (Up to Highest Class - XII) (Student Specific) (Recurring)					
	3	Escort Allowance	3384	15.23	3350	13.69
	4	Transport Allowance	6017	36.10	5766	33.22
	6	Braille Stationary Material (Inc. Embossed Charts, globes etc)	10023	40.09	9183	34.07
	7	Providing Aids & Appliances	2265	67.95	2129	64.96
	8	Reader Allowance- For only VI and Low vision	202	0.61	200	0.5
	Total for Student Oriented Components (Up to Highest Class - XII) (Student Specific) (Recurring)		21891	159.98	20628	146.44
205	Stipend for Girls (Up to Highest Class - XII) (Recurring)					
	1	Stipend for Girls	3991	79.82	3381	65.22
	Total for Stipend for Girls (Up to Highest Class - XII) (Recurring)		3991	79.82	3381	65.22
210	Resource Support towards Salary (Up to Highest Class VIII) (Recurring)					
	1	Financial Support (Previous Spl. Educators)	1073	2575.20	1053	2523.74
	2	Financial Support (New Spl. Educators)	790	284.40	71	27.05
	Total for Resource Support towards Salary (Up to Highest Class VIII) (Recurring)		1863	2859.60	1124	2550.79
213	Resource Support towards Salary (Up to Highest Class XII) (Recurring)					
	1	Financial Support (Previous Spl. Educators)	1033	3099.00	1032	3099
	Total for Resource Support towards Salary (Up to Highest Class XII) (Recurring)		1033	3099.00	1032	3099
Total for Provision for Children with Special Needs (CWSN)			135702	8722.36	102233	7507.25
Total for Inclusive Education			135702	8722.36	102233	7507.25

મિલોડા બીઆરસી ભવન ખાતે દિવ્યાંગ બાળકોને સાધન સહાય પરીક્ષણ કેમ્પ યોજાયો



મિલોડા : મિલોડાના બી.આર.સી.ભવન ખાતે ક્ષતિ ધરાવતા બાળકો માટે એલીમકો, કાનપુર સંસ્થાના સહયોગ થી સાધન-સહાય પરીક્ષણ કેમ્પનું આયોજન કરાયું હતું. આ એસેસમેન્ટ કેમ્પમાં

250 જેટલા દિવ્યાંગ બાળકોને લાભ આપી ટૂંક સમયમાં જરૂરી સહાય પુરી પાડવામાં આવશે. આ સાથે અરવલ્લી મિલોડા તાલુકાના દેવાંગભાઈ ચોધરી દ્વારા શાળાએ જતા તમામ દિવ્યાંગ બાળકોને માર્ક વીટરણ કરી આ કપરા સમયમાં કોરોનાની જળજગૃતિ કરવામાં આવી હતી, આ સાથે મિલોડા તાલુકાના સ્પેશિયલ એજ્યુકેટરો, જિલ્લા આર્થ.ઇ.ડી.કો. ઓર્ડિનેટર અમિતભાઈ કવિ અને સમગ્ર શિક્ષાના અરવલ્લી જિલ્લા પ્રોજેક્ટ કો.ઓ. સ્મિતાબેન પટેલના માર્ગદર્શન હેઠળ આયોજન કરવામાં આવ્યું.

જી.કે. જનરલ હોસ્પિટલ તથા ડિસ્ટ્રિક્ટ મેડિકલ ઓફિસની કચેરીના સહયોગથી નખત્રાણામાં ૬૭ દિવ્યાંગ બાળકોને વિકલાંગતાના પ્રમાણપત્ર અપાયા

૩૮ બાળકોને જી.કે. જનરલ હોસ્પિટલ ખાતે વિશેષ ચકાસણી માટે રિકર કરાયા

1 મુજબ (સંદેશ પ્રતિનિધિ)

અદાલી સંચાલિત જી.કે.જનરલ હોસ્પિટલ, સિવિલ સર્જન કચેરી, જિલ્લા પ્રાથમિક તથા માધ્યમિક શિક્ષણાધિકારી કચેરી દ્વારા યોજાયેલા દિવ્યાંગ કેમ્પમાં નખત્રાણા ખાતે ૬૭ જેટલા દિવ્યાંગ બાળકોને વિકલાંગતા પ્રમાણપત્ર અપવામાં આવ્યા હતા.

જિલ્લાની સમાજ સુરક્ષા કચેરી, જિલ્લા શિક્ષણાધિકારી તથા જિલ્લા પ્રાથમિક શિક્ષણાધિકારી કચેરીનું વિશેષ સહયોગથી નખત્રાણા ખાતે આયોજિત આ દિવ્યાંગ પ્રમાણપત્ર એનાયત કેમ્પમાં ૦ થી ૧૮ વર્ષનાં કુલ ૧૦૮ બાળકો સેમનાં સહીએ સહિત ઉપસ્થિત રહ્યા હતા. તે પૈકી ૬૭ બાળકોને સ્વયં ઉપર તેમની શારીરિક બંધ



મુજબ સર્ટિફિકેટ આપવામાં આવ્યા હતા અને ૩૮ બાળકોને જી.કે. જનરલ હોસ્પિટલ ખાતે વિશેષ ચકાસણી માટે રિકર કરવામાં આવ્યા હતા.આ કેમ્પમાં કાનપુર, માનવિક, ઈન્ડિયન લાઇફલાઇન સર્ટિફિકેટ આપી ૫૨૯૯૫ બાળકોની ચકાસણી કરવામાં આવી હતી. જેમની વિકલાંગતાનું પરીક્ષણ મનોચિકિત્સા વિભાગના સિનિ. રેવિ.ડો.સિદ્ધિ દક્કર, જનરલ મેડિસિન

વિભાગના રેવિ.ડો.હાર્દિક ચોપરી, હાડકાં વિભાગના ડો.સ્મિત દવે, કાન-નાક-ગળાના ડો.રોનક બોડાત, ઓપ વિભાગના ડો. કિજલ ખેડતા તથા બાળરોગ વિભાગના ડો. કરલ પટેલે કર્યું હતું. દિવ્યાંગ કેમ્પને સફળ બનાવવામાં સી.ડી.એમ.ઓ. ઓફિસના રાહુલ ખટે તથા ઓર્ડિનેટરજિન્ટલ હાર્દિક ચોપરી, જિલ્લા પ્રોજેક્ટ કચેરીનાં કો-ઓર્ડિનેટર વિષ્ણુભાઈ પ્રજાપતિ, નખત્રાણા બી.આર.સી. ભવનના નેમેશ પટેલ, વિષ્ણુભાઈ મુખર્જીયા, હરેશભાઈ ગુડલયા, મનોરંગભાઈ પટેલ, રમણેન ચાવી ૫૨૯૯૫ બાળકોની ચકાસણી કરવામાં આવી હતી. જેમની વિકલાંગતાનું પરીક્ષણ મનોચિકિત્સા વિભાગના સિનિ. રેવિ.ડો.સિદ્ધિ દક્કર, જનરલ મેડિસિન વિભાગનાં પ્રમોટ પટેલે સહયોગ આપ્યો હતો.

Gujarati News / Local / Gujarat / Palanpur / 127 Visually Impaired Children Of The District Were Studied In Brain Script At Home

શિક્ષણ: જિલ્લાના 127 પ્રજ્ઞાયશુ બાળકોને ઘેર બેઠાં બ્રેઈન સ્ક્રિપ્ટમાં અભ્યાસ કરાવાયો

પાલનપુર 4 દિવસ પહેલાં

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સર્વ શિક્ષા અભિયાન અંતર્ગત પ્રજ્ઞાયશુ બાળકો લઈ રહ્યા છે શિક્ષણ

- ટોપ ન્યૂઝ
- મારું શહેર
- IPL 2020
- મારું ગુજરાત
- ઓરિજિનલ
- ઈન્ડિયા
- વર્લ્ડ
- એન્ટરટેઇનમેન્ટ
- કોરોનાવાયરસ
- રાશિક્ષણ
- ધર્મ દર્શન
- યુટિલિટી
- US ઇલેક્શન
- લાઇફસ્ટાઇલ
- બિઝનેસ
- સ્પોર્ટ્સ

બનાસકાંઠા જિલ્લામાં ધોરણ એકથી આઠના કુલ 127 પ્રજ્ઞાયશુ બાળકો છે. જેમને જિલ્લા પ્રાથમિક શિક્ષણ વિભાગ દ્વારા ઘરે ઘરે જઈને ભણાવવાની વ્યવસ્થા સર્વ શિક્ષા અભિયાનના સ્પેશિયલ પ્રોજેક્ટ હેઠળ કરવામાં આવી છે. દ્રશ્ય પાલનપુર તાલુકાના જગાણા ગામના છે જ્યાં સર્વ શિક્ષા અભિયાનની શિક્ષિકા દ્વારા બાળકોને ભણાવવામાં આવી રહી છે.

બાળકોને ભણાવવામાં કોઈ તકલીફ ન પડે તે માટે ક્યારેક જગાણા ગામની સ્કૂલમાં પણ ભણાવવામાં આવે છે જ્યાં ખાસ શિક્ષણ આપવામાં આવે છે. આ અંગેની વિગતો આપતા સર્વ શિક્ષા અભિયાનના પ્રોજેક્ટ ઇન્ચાર્જ હરેશભાઈ જણાવ્યું હતું કે " બનાસકાંઠા જિલ્લામાં એક પણ પ્રજ્ઞાયશુ બાળક શિક્ષણથી વંચિત ન રહી જાય તે ચિંતા શિક્ષણ વિભાગ દ્વારા કરવામાં આવી છે અને એટલે જ્યારથી ઓનલાઇન શિક્ષણ અન્ય શાળાઓમાં શરૂ કરવામાં આવ્યું ત્યારથી પ્રજ્ઞાયશુ બાળકોને પણ ઘરે ઘરે જઈને ભણાવવાની વ્યવસ્થા સરકાર

https://www.dvabhaskar.co.in/local/gujarat/palanpur/news/127-visually-impaired-children-of-the-district-were-studied



સુરેન્દ્રનગર 13-07-2021

મૂળી તાલુકાનાં દિવ્યાંગ બાળકો અને વાલિઓને ક્ષિત્રિયો તાલિમ અપાઇ



મૂળી ભાસ્કર | હાલ સરકારી શાળાઓ દ્વારા બાળકોનું શિક્ષણ બગડે નહીં તે માટે જુદી જુદી એપ્લીકેશન શેરી અભ્યાસ, જુમ એપ દ્વારા શિક્ષણ અપાય છે ત્યારે વિકલાંગ બાળકોને ઓથોપેડીક અને ક્ષિત્રિયોની બહુવિધ વિકલાંગતા ધરાવતા બાળકોને અને વાલીને ઓનલાઇન તાલિમ આપવામાં આવી હતી. જેમા હજીવી કસરતો અંગે અને શિક્ષણ અંગે ચર્ચા કરાઈ હતી જે કાર્યક્રમને સફળ બનાવવા બી આર સી વિનોદ ધારીયાપરમાર, ડો. મેધબેન ત્રિવેદી, સુરેશભાઈ શ્રીમાળી સહિત શિક્ષકોએ જહેમત ઉઠાવી હતી.

CHAPTER : 5

GCERT

NISHTHA 1.0

The NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) training has been started by MoE, GoI to build the capacity of all Elementary teachers across the country. Progress of the NISHTHA training conducted in Gujarat is given below:

NISHTHA Elementary (All Mediums) - Enrolment and Completion Summary								
S.No.	Course Name	Target Base	Total Enrolment	% enrolment (on target)	Course Completed	% Completed (on enrolment)	Total Certifications	% Certification (on enrolment)
1	Curriculum and Inclusive Classrooms	1,19,795	1,44,617	120.72%	1,22,350	84.60%	1,22,350	84.60%
2	Developing Personal-Social Qualities (PSQ) for Creating a Safe and Healthy School Environment	1,19,795	1,29,899	108.43%	1,16,074	89.36%	1,16,074	89.36%
3	Health and Well-being in Schools	1,19,795	1,38,215	115.38%	1,19,506	86.46%	1,19,506	86.46%
4	Integrating Gender In Teaching Learning Process	1,19,795	1,24,348	103.80%	1,13,278	91.10%	1,13,278	91.10%
5	Integration of ICT in Teaching, Learning and Assessment	1,19,795	1,41,154	117.83%	1,15,648	81.93%	1,15,648	81.93%
6	Art Integrated Learning	1,19,795	1,27,850	106.72%	1,14,032	89.19%	1,14,032	89.19%
7	School Based Assessment	1,19,795	1,43,073	119.43%	1,11,328	77.81%	1,11,328	77.81%
8	Pedagogy of Environmental Studies	1,19,795	1,27,961	106.82%	1,10,224	86.14%	1,10,224	86.14%
9	Pedagogy of Mathematics Inclusive Education- Legal and Policy Framework Inclusive Education- Legal and Policy Framework	1,19,795	1,38,868	115.92%	1,10,835	79.81%	1,10,835	79.81%
10	Pedagogy of Social Sciences	1,19,795	1,29,006	107.69%	1,06,738	82.74%	1,06,738	82.74%
11	Pedagogy of Languages	1,19,795	1,25,459	104.73%	1,08,176	86.22%	1,08,176	86.22%
12	Pedagogy of Sciences	1,19,795	1,22,837	102.54%	1,04,545	85.11%	1,04,545	85.11%

13	School Leadership: Concepts and Applications	1,19,795	1,16,773	97.48%	1,09,178	93.50%	1,09,178	93.50%
14	Initiatives in School Education	1,19,795	1,14,868	95.89%	1,05,940	92.23%	1,05,940	92.23%
15	Preschool Education	1,19,795	1,11,632	93.19%	1,05,102	94.15%	1,05,102	94.15%
16	Pre-vocational Education	1,19,795	1,12,897	94.24%	1,06,678	94.49%	1,06,678	94.49%
17	Covid-19 Scenario: Addressing Challenges in School Education	1,19,795	1,11,136	92.77%	1,06,300	95.65%	1,06,300	95.65%
18	Understanding Rights, Child Sexual Abuse (CSA) and The Protection	1,19,795	1,10,868	92.55%	1,04,654	94.40%	1,04,654	94.40%
	Overall	21,56,310	22,71,461	105.34%	19,90,586	87.63%	19,90,586	87.63%

NISHTHA 2.0

In Gujarat GCERT as the nodal agency for training conducted NISHTHA 2.0 (Secondary) training during the year 2021-22. The training consisted of a total of 13 modules. The first three modules were launched in august 2021 and thereafter three new modules were launched each month. The list of modules is given below.

- 1 Curriculum and Inclusive Classrooms
- 2 ICT in Teaching, Learning and Assessment
- 3 Personal-Social Qualities for Holistic Development
- 4 Art Integrated Learning
- 5 Understanding Secondary Stage Learners
- 6 Health and Wellbeing
- 7 Gender in Schooling Processes
- 8 School Leadership Concept and Applications
- 9 Vocational Education
- 10 School-Based Assessment
- 11 Initiatives in School Education
- 12 Toy-based Pedagogy

The target group for this training comprised 48,790 teachers and principals of standards 9 to 12.

Progress of the NISHTHA 2.0 training conducted in Gujarat is given below:

NISHTHA Secondary (All Mediums) - Enrolment and Completion Summary								
S.No.	Course Name	Target Base	Total Enrolment	% enrolment (on target)	Course Completed	% Completed (on enrolment)	Total Certifications	% Certification (on enrolment)
1	Curriculum and Inclusive Classrooms	48,790	1,21,170	248.35%	95,852	79.11%	68,832	56.81%

2	ICT in Teaching, Learning and Assessment	48,790	95,719	196.19%	80,420	84.02%	68,908	71.99%
3	Personal-Social Qualities for Holistic Development	48,790	90,821	186.15%	78,105	86.00%	66,146	72.83%
4	Art Integrated Learning	48,790	88,662	181.72%	74,231	83.72%	68,757	77.55%
5	Understanding Secondary Stage Learners	48,790	83,991	172.15%	72,149	85.90%	65,272	77.71%
6	Health and Wellbeing	48,790	80,328	164.64%	69,661	86.72%	64,936	80.84%
7	Gender in Schooling Processes	48,790	81,873	167.81%	68,240	83.35%	63,561	77.63%
8	School Leadership Concept and Applications	48,790	75,188	154.11%	65,171	86.68%	63,078	83.89%
9	Vocational Education	48,790	74,131	151.94%	64,528	87.05%	61,188	82.54%
10	School Based Assessment	48,790	73,458	150.56%	63,667	86.67%	60,263	82.04%
11	Initiatives in School Education	48,790	69,802	143.07%	62,432	89.44%	59,902	85.82%
12	Toy based Pedagogy	48,790	68,882	141.18%	61,853	89.80%	60,377	87.65%
	Overall	5,85,480	10,04,025	171.49%	8,56,309	85.29%	7,71,220	76.81%

NISHTHA 3.0

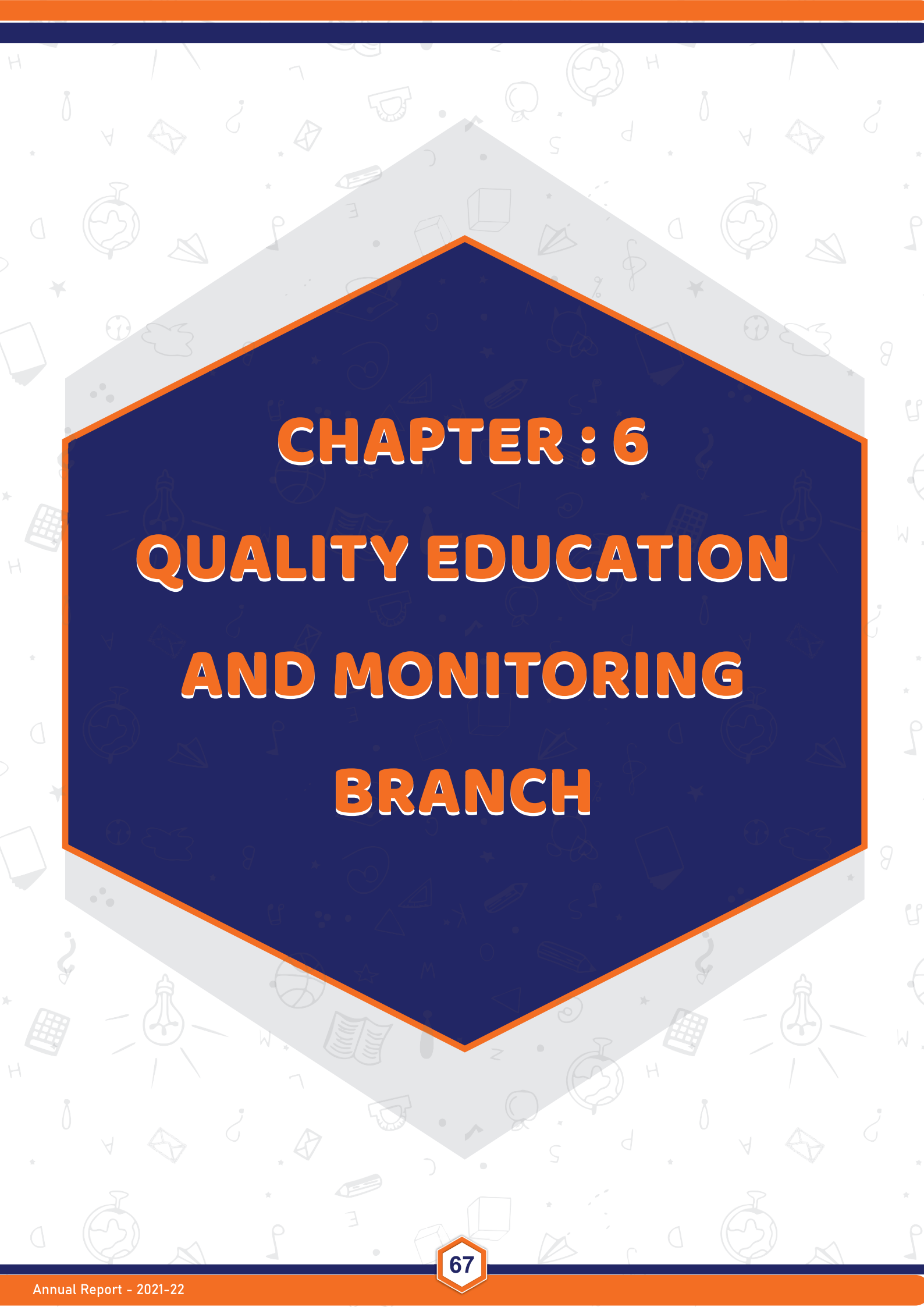
The NISHTHA 3.0 (National Initiative for School Heads' and Teachers' Holistic Advancement) training aims at achieving major objectives of FLN based on the recommendations of NEP 2020.

- To ensure an inclusive classroom environment by incorporating play, discovery, and activity-based pedagogies, linking it to the daily life situations of the children and formal inclusion of children's home languages.
- To enable children to become motivated, independent and engaged readers and writers with comprehension possessing sustainable reading and writing skills.
- To make children understand the reasoning in the domains of number, measurement and shapes; and enable them to become independent in problem-solving by way of numeracy and spatial understanding skills.
- To ensure availability and effective usage of high-quality and culturally responsive teaching-learning material in children's familiar/home/mother language(s).
- To focus on continuous capacity building of teachers, head teachers, academic resource persons and education administrators.

- To actively engage with all stakeholders i.e., Teachers, Parents, Students and Community, policymakers for building a strong foundation of lifelong learning.
- To ensure assessment 'as, of and for learning through portfolios, group and collaborative work, project work, quizzes, role plays, games, oral presentations, short tests, etc.
- To ensure tracking of learning levels of all students.
- The target group for this training comprised 1,16,425 teachers and school heads of pre-primary and primary schools.

NISHTHA Secondary (All Mediums) - Enrolment and Completion Summary

S.No.	Course Name	Target Base	Total Enrolment	% enrolment (on target)	Course Completed	% Completed (on enrolment)	Total Certifications	% Certification (on enrolment)
1	Introduction to FLN Mission	1,16,425	1,47,287	126.51%	1,21,174	82.27%	94,589	64.22%
2	Shifting Towards Competency Based Education	1,16,425	1,35,410	116.31%	1,15,994	85.66%	60,887	44.96%
3	Understanding Learners: How Children Learn?	1,16,425	1,16,205	99.81%	1,00,606	86.58%	85,462	73.54%
4	Involvement of Parents and Communities for FLN	1,16,425	1,06,335	91.33%	94,046	88.44%	83,564	78.59%
5	Understanding 'Vidya Pravesh' and 'Balvatika'	1,16,425	1,13,227	97.25%	99,156	87.57%	84,501	74.63%
6	Foundational Language and Literacy	1,16,425	1,05,022	90.21%	94,095	89.60%	83,923	79.91%
7	Multilingual Education in Primary Grades	1,16,425	1,07,216	92.09%	94,405	88.05%	84,798	79.09%
8	Learning Assessment	1,16,425	1,02,867	88.35%	91,717	89.16%	82,989	80.68%
9	Foundational Numeracy	1,16,425	1,07,007	91.91%	95,441	89.19%	84,436	78.91%
10	School Leadership for Foundational Literacy and Numeracy	1,16,425	1,03,123	88.57%	91,529	88.76%	85,044	82.47%
11	integration of ICT in Teaching, Learning and Assessment	1,16,425	1,04,781	90.00%	91,927	87.73%	83,261	79.46%
12	Toy Based Pedagogy for Foundational Stage	1,16,425	1,01,852	87.48%	88,954	87.34%	84,790	83.25%
	Overall	13,97,100	13,50,332	96.65%	11,79,044	87.32%	9,98,244	73.93%



CHAPTER : 6

QUALITY EDUCATION

AND MONITORING

BRANCH

Composite School Grant

A composite school grant has been allotted to 33244 Primary schools and 1702 secondary schools in the State for the year 2021-22 under Samagra Shiksha. The grant allocation is based on the Enrolment as described below:

Enrolment of Students in School	Composite School Grant	
	Primary schools	secondary school
1 to 30	Rs. 10,000	Rs. 10,000
31 to 100	Rs. 25,000	Rs. 25,000
101 to 250	Rs. 50,000	Rs. 50,000
251 to 1000	Rs. 75,000	Rs. 75,000
Above 1000	Rs. 1,00,000	Rs. 1,00,000

In the year 2021-22 grants allotted to 33244 Primary schools and 1702 secondary schools

Grant Utilization:

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

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

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

Library Grants

Library Grants were approved for 10947 Primary Schools, 22297 Upper primary Schools and 1702 secondary & higher secondary schools & in the years 2021-22 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 will be given the additional responsibility of custody of library books, issuing and receiving back of books who in turn may be relaxed from teaching for two periods in a week. Books provided in the schools are expected to promote reading habits among students to cultivate a culture of curiosity and learning.

Academic Support through BRC/URC and CRC

1. TLM/TLE Grant: BRC and URC coordinators were provided Rs.5000/- and CRC were provided Rs.2000/- as a TLM/TLE grant. The grant was provided to support TLM development and the procurement of teaching-learning equipment. These TLM/TLE are used by teachers to improve the classroom transaction process. Workshops are organized at 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 maintenance of the resource room at BRC, purchase of office equipment and other office expenses.

Meeting Travel Grant: BRC and URC coordinators were provided Rs.30,000/- and CRC was provided Rs.5000/- as a

1. Meeting travel grant. This grant is utilized for travel and refreshment expenses during Academic or Administrative meetings/ training 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 are included.

kala Utsav has been organized at three levels of competition: Zone level, State level, and National level. Samagra Shiksha Gujarat has conducted online Kala Utsav as per the guidelines shared by NCERT during the academic year 2021-22. As all the schools were not physically operational due to Covid 19 pandemic, students from secondary schools participated online in the Kala Utsav.

Samagra Shiksha Gujarat has conducted a VC with all the DPCs and DEOs to share the details of the online participation process in various activities conducted under Kala Utsav 2021-22.

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

District level Kala Utsav:

District level Kala Utsav competition was organized in each district from 11/10/2021 to 14/10/2021. Students from the Secondary and Higher Secondary levels participated in categories of competitions. There were nine categories like Vocal Music– Classical, Vocal Music– Traditional Folk, Instrumental Music– Classical, Instrumental Music– Traditional Folk, Dance– Classical, Dance– Folk, Visual Arts (2-dimensional), Visual Arts (3-dimensional), Indigenous Toys and Games in which students participated.

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

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 28/10/21 to 31/10/21. Category wise different committees of experts were prepared at a zonal level to judge the per recorded entries shared by districts.

Following are the details of the Zonal level competition:

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

State level Kala Utsav:

A total of 90 winners (10 winners in each of the nine categories) from 5 zones participated in State level competition was organized from 25/11/21 to 01/12/21 at Samagra Shiksha State Office Gandhinagar. Category wise different committees of experts were prepared at the zonal level to judge the per recorded entries shared by different Zones

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

National level Kala Utsav:

Samagra Shiksha Gujarat has a setup of two studios for joining through live performance to attend the National level Kala Utsav competitions. 18 winners of state-level competition participated virtually in the National level competition held from 1st January 2022 to 11th January 2022.

Dave Vasisth Devesh, Class: X, Amity School, Bharuch, district Bharuch of First prize for Music (Instrumental music - classical) for National level Kala Utsav 2021 from CAO, NCERT.

Band Competition:

Department of school in convergence with the Department of Home has organised Inter school Band competitions at the district level, zone level and State level.

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).

10 boys' teams and 8 girls' teams from different zones participated in State level competition held in Ahmedabad on 21/08/2021. At the state level total of 423 students and 84 teachers participated.

Winners of the state-level competition were honoured by presenting their performance at the Statue of Unity on the special occasion of National Unity Day on 31st October 2021.

Gyansetu:

Gyansetu is a remedial teaching material developed by the state for std 2 to 10. Grade-appropriate practice booklets are provided to the students for practising the previous years as well as current year learning outcomes. Class Readiness – bridge course – Gyansetu Program is for approximately 44 lakh students of Std. 1 to 10 of all Government Primary Schools in the State. Literature production was carried out from 10th June to 15th July 2020, keeping in view the useful topics and learning outcomes of the pre-standard year which are relevant in the current year.

School readiness module in Std. 1, Gujarati and Mathematics subjects in Std 2 to Std 4, Gujarati, Mathematics, English in Std. 5th to 9th and Gujarati, Mathematics, English and Science subjects in Std 10 were covered under Gyansetu Program. Study work was organized by expert teachers from the state-level by Doordarshan Kendra DD Girnar Channel as well as Vande Gujarat Channel of BISAG. Planning and execution were also done so that students can study at their convenience from the Government of India's Diksha Platform as well as the Samagra Shiksha website.

The use of technology and the use of online systems to improve governance in education is imperative at the same time enhancing the capacity of teachers, teacher support systems, other education functionaries and participation of children for enhanced learning and skills development requires quality learning which focuses on quality teachers and teaching. The right to education is a human right and indispensable for the exercise of other human rights. Quality education aims to ensure the development of a fully rounded human being. It is one of the most powerful tools in lifting socially excluded children and adults out of poverty and into society.

Post pandemic time

The COVID-19 pandemic has caused abrupt and profound changes around the world. Disruptions to education systems over the past two years have already driven substantial losses and inequalities in learning. All the efforts to provide remote instruction are laudable, but this cannot substitute in-person learning. It has taught us many lessons.

COVID-19 has brought many existing patterns and trends to the surface. On the one hand, we have been shown many weaknesses and vulnerabilities: these include an accentuation of inequality, risks that follow from the privatization of education, and just how unprepared we were for a massive shift to digital and distance learning. On the other hand, some positive features within our societies have also become increasingly visible. We are seeing solidarity and a strong, resilient response to challenges in many societies. We are seeing increased attention to the public good. And we are seeing resourcefulness, dedication and creativity from the many teachers, families and students who are collaboratively building remarkable learning experiences.

Initiatives to ensure learning at home:

a) Teachers' capacity-building courses

For utilizing the time and building the capacities of the teachers on digital teaching-learning methods and on the pandemic too, various courses have been conducted through the DIKSHA platform, webinars and different online training platforms. A list of possible courses that the teachers and block/ cluster/ state officials can do at different international universities has also been compiled and shared with everyone. To bring awareness about the home learning program, a course is prepared and uploaded on the DIKSHA portal.

b) Home learning initiative' on DD Girnar

As TV is a medium that a great percentage of the students have access to, it was decided that pre-recorded teaching videos should be telecasted on the DD Girnar channel that the students can watch at home. For this, Samagra Shiksha, GCERT and GSHSEB decided to collectively create teaching-learning videos for grades 1st to 12th and a partnership was established with DD Girnar where learning content was telecasted on the TV as per a pre-decided timetable.

Earlier the initiative catered to the students of the grades 3rd to 12th but later classes 1 and 2 were also included and the parents were advised to join the students during the telecast of early grades to get insights into how the children of the age group 6-7 years can be facilitated. Around 48 Lakh students were covered through DD Girnar telecast. Apart from regular classes in DD Girnar, co-curricular activities are also included for the holistic development of the children.



c) Distribution of the digital content through different platforms

To make sure that the students can re-watch the videos telecasted on the DD Girnar channel or they can view them in case they missed watching them on TV, all videos are uploaded on YouTube Channel & DIKSHA and daily digital posters that had links to all the videos telecasted on that day have been shared with the parents through WhatsApp groups. Along with the link to the teaching video, a pdf of the relevant part of the textbook was also shared in the poster. All the teaching videos have also been uploaded on the Diksha platform so that the parents or students can access those through Diksha too. The objective of the exercise was to make sure that the materials are distributed through different channels so that the outreach can be maximized, and all the students can be reached out to.

d) Development of Continuous Learning Plan in all schools

All the schools were asked to develop a continuous learning plan mentioning the plan for supporting the learning of the students who have digital access and those who do not have any access to digital resources. Different ways to reach out to the students with no digital access were suggested through a letter and also through the Home learning course.

e) Follow up on Continuous Learning Plans

Two/ three rounds of detailed review have been taken by the State Project Director, Samagra Shiksha with the DPEOs and the block officials for reviewing the implementation of CLPs. Different available data related to access to the digital content was taken into consideration for reviewing the progress made by each district. Data like the number of views made on Diksha, number of students attending the GVS sessions live, youtube views, data of the virtual classes, etc was taken as the base for the review and discussions.

Capacity building of BRC/CRC

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 is completed by all the BRCs and CRCs.

Online training to develop practical skill

Samagra Shiksha Gujarat has established Learning by Doing Centres in 780 upper primary schools to develop 21st-century skills among the students. 2 days of online training of Science and Math teachers on the use of equipment provided in the centre was conducted to develop practical skills. Another 2 days training program in association with IIT Gandhinagar was conducted to develop critical thinking and a creative environment in the classroom. Samagra Shiksha also distributed learning by doing a kit prepared by IIT Gandhinagar.

School reopening guidelines

Based on the national framework and guidelines for school reopening, reopening guidelines have been created and shared with the schools for reopening of the classes 10th and 12th. The guidelines are also followed for the reopening of the schools for grades 6th to 8th standards.

Assessment of WASH status of schools using Swatchhata Gunak application

With the support of UNICEF, an assessment of the condition of WASH in schools has been conducted using a mobile application. The questions for recording the status of WASH have been created using the national standard parameters of WASH in schools. The results of the outcomes of status on WASH were highlighted using stars. The list/ percentage of schools that have received the highest 5-star rating, 4 stars and below were created and shared with the district officials through two VCs to support them in understanding the status of WASH in schools in their respective districts. The block officials were also capacitated in supporting the schools in the development of an improvement plan concerning WASH in their schools. The districts are instructed to create the district level plans too where they map the targets with the requirement of funds and their mechanisms for support and monitoring.

The training of the teachers on understanding WASH in schools and COVID was also conducted through the SSG application. Self-learning modules were uploaded on the application and the teachers were encouraged to complete the course and undertake an assessment to finally receive a certificate of acknowledgement. The objective of undertaking this exercise during the COVID time was to underline the need for ensuring quality WASH practices as these hold all the more important, especially in the context of COVID and once the schools reopen.

Periodic Assessment Test

Periodic Assessment Tests (PAT) are conducted every Saturday in all the government schools of Gujarat for Std 3 to 10. PAT supports a lot in bringing quality to teaching-learning processes in the classroom. The annual PAT calendar was shared with the schools which help the teachers to complete the syllabus timely.

These periodic assessments help to track the performance of the students regularly. Teachers find out the gaps in the learning of the students and provide necessary support and adjust their lesson plans accordingly. A separate PAT booklet is provided to all the students for this assessment. The objective is to periodically assess the progress of students on learning outcomes and provide immediate remedial support.

These tests were conducted every Saturday apart from holidays. GCERT prepares the learning outcome-based assessments for these tests. Assessment for all the subjects which include Gujarati, Mathematics, EVS, Science, Social Science, Hindi, Sanskrit and English for Std 3 to 10 took place. A booklet to write PAT answers was provided to each student of Std. 3 to Std. 10 Total of 42,51,000 booklet given to students to participate in PAT and the total expense was 780.10 Lakhs.

Competency-based Class readiness Program – Sabal Shala

To implement a competency-based learning program at the beginning of the academic year to help students acquire/refresh basic competencies required to excel in class-appropriate learning and to ensure Class readiness of the students at the beginning of the Academic year. This initiative will help in the average achievement of students for all subjects in class-specific learning outcomes will improve.

The Sabal Shala initiative will help students to revisit the concepts learned during the previous class and become ready for the new class. It will create an opportunity for schools to challenge themselves to achieve excellence in terms of the performance of their students in different subjects and learning outcomes. As part of the programme, time-bound milestones will be designed for schools and teachers to achieve. As part of the Sabal Shala programme, basic competencies required for class and subject-specific learnings were identified and then practice workbooks were developed by the State resource group for students. This year 33251 schools participated in the Sabal Shala initiative and the total expense was 1160.91 Lakhs.

Twinning of Schools

The twinning of schools is known as 'Partnership among schools' under which two schools come together for greater exposure. The aim is to promote shared learning among students and teachers with a focus to encourage learning inside and outside the classroom. This results in increased interaction amongst students and teachers, sharing of experiences, ideas and best practices.

In the Academic year 2020-21, due to COVID 19, Gujarat has organised E-twinning where students and teachers at paired schools connected through virtual mediums to interact and learn from each other. This program helps to enhance the capacity of teachers and students through knowledge sharing. Participating schools had the opportunity to exchange work within academic and co-curricular activities. The Twinning of School program has been instrumental in strengthening the learning process by providing students with an environment for peer learning and group learning. A total of around 12,988 government schools spread across 33 Districts of Gujarat participated in the Twinning of Schools program and the total expense was 129.88 lakhs.



Ek Bharat Shreshtha Bharat

Samagra Shiksha Gujarat conducted Ek Bharat Shreshtha Bharat to celebrate the Unity in Diversity of our Nation and 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 for enabling people to understand and appreciate the diversity that is India, thus fostering a sense of common identity. This program helps to create an environment which promotes learning between States by sharing best practices and experiences.

The programs were implemented in line with the revised guidelines shared by MoE. Keeping in view the safety and security of the students during the Covid-19 pandemic, the guideline has included the activities which can be conducted during this period. Samagra Shiksha Gujarat has prepared video content on the various themes focused on the culture, festival, environment and geography of Gujarat and Chhattisgarh and uploaded it on the Samagra Shiksha Youtube channel and DIKSHA portal. A total of 1756957 students got benefitted through this initiative and the total expense was 878.48 lakhs.

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 which 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 2021.
- Celebration of Annual Sports day: All the schools were notified to organized Annual Sports Day. Different sports activities had been organized at the school level. Students, teachers and the community had participated in the activities organized on Annual sports day.
- Introduction of Physical education in the curriculum: Separate book on Physical education was designed and distributed in the Elementary and Secondary schools. 33251 Elementary schools and 1541 Secondary schools were covered in under this program in which @Rs 1000/- per school amount is distributed. Total Rs. 332.51 Lacs in Elementary and Rs.15.41Lacs in Secondary schools were distributed.

Learning Enhancement Programme (LEP)

The Objectives of the program are: Considering Assessment and Analysis of NAS and Semester Exams, a Learning Enhancement Program is proposed to develop Student's understanding of overall achievement in class-specific Learning Outcomes, how social systems and institutions work, on judicious use of natural resources and on political, social and economic issues which affect their daily lives across time and space.

The initiative is to enhance students' learning of the concepts aligned with their syllabus and construct their understanding of the same. They will get the opportunity to express their understanding in writing and discuss in small groups and then share with the larger group. The total expense was 439 lakhs.

Fit India Movement

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

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

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

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 teachers to act as the first-level counsellors. The main purpose is to raise awareness among students and parents on school safety in all government Elementary and Secondary schools in Gujarat.

A board/wall painting of preferable size and at the proper height is displayed in each school depicting the "School-Safety Pledge" from where it can easily be read by all students, school teachers, and parents. A suggestion box has been placed in the schools as part of the program where students can submit their complaints or opinion. Guidance and counselling seminars/meetings in terms of safety as per the requirement of the students are being organized according to the guidelines of Samagra Shiksha along with the students, teachers, SMC members, and parents. Issues like safety on the way to school, knowing the mindset of the child, awareness of sexual harassment, value education, safety guidelines, and redressal mechanism are discussed



during the seminars and meetings.

The School safety program was implemented in a total of 33,251 Government Elementary Schools, the budget of the same was 665.02 lakhs and in 1,702 secondary schools with a total amount of 34.04 lakhs.

Shala Siddhi

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 quality initiatives in the school education sector, thus, necessitate focusing on school, its performance, and improvement. In a major step toward comprehensive school evaluation as central to improving the quality of school education in India, National Programme on School Standards and Evaluation have been initiated by the National Institute of Educational Planning and Administration (NIEPA), under the aegis of the Union Ministry of Human Resource Development. This year 6,862 schools participated in Shala Siddhi and the total expense was 37.80 lakh.

Talent Search

Prakharta Sodh Kasoti conducted a Talent Search Test/ Examination on 22nd February 2022 for Class 9th Standard to encourage young talent of students by giving Scholarships. the the total expense of 44.65 lakh was done for this purpose of the 86,121 students to participate in the examination.

Foundation Literacy & Numeracy (Elementary)

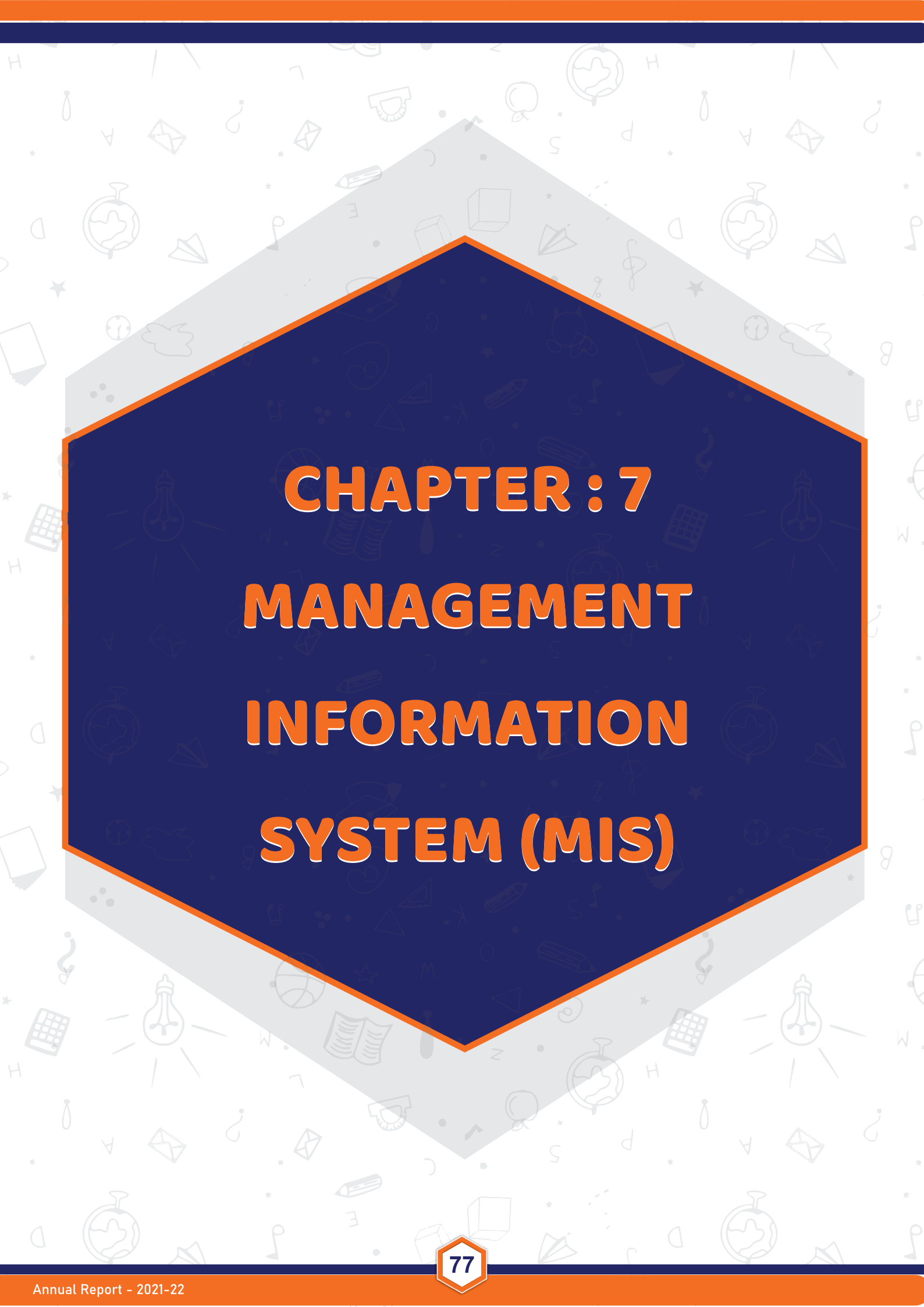
Teaching Learning Materials for implementation of Innovative pedagogies for foundational literacy and numeracy for elementary schools, where 18,94,000 students benefitted, and total expense was 1100 lakhs. For the Capacity building of Teachers of Grades, I to V, the initiative was taken where the total expense was 2.2 lakhs

Rashtriya Aavishkar Abhiyaan (Elementary- secondary)

Under Rashtriya Aavishkar Abhiyan, and Samagra Shiksha, schools organize monthly theme-based activities in all the Upper Primary Schools through Science Math Clubs. These Science Math Club activities stimulate a spirit of curiosity, enquiry, innovation, and creativity amongst students through activities that would 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 and contribute towards the cherished goals of achieving a scientific society and help to transform teachers into a facilitator and change agents (from that educators).

The objectives of this program are to provide a platform for students to learn their syllabus through exploratory activities, to co-relate textbook knowledge with the real world, to develop the interest of the students to learn science and mathematics and Students will get an introductory knowledge about the technology which they see around them.

Under Science – maths teachers circles, 263 blocks were given the amount of Rs 65.75 Lakhs for Elementary teachers and the amount of Rs 65.75 Lakhs for Secondary teachers. While under interschool Hub and spoke model activities 780 Elementary schools participated and the total expense was 195 lakhs, for secondary schools, 310 schools participated, and the total expense was 77.5 lakhs.



CHAPTER : 7

MANAGEMENT

INFORMATION

SYSTEM (MIS)

Management Information System (MIS)

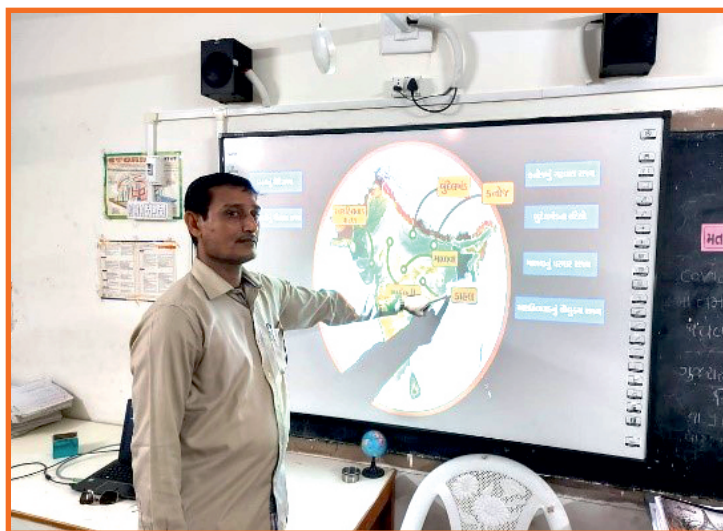
Since quality is a major concern and is one of the objectives of Samagra Shiksha, monitoring is very important. It is also important that all schools are visited, and quality indicators are periodically collected, updated, verified, and analyzed to achieve the objectives of Samagra Shiksha. To meet the 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 Grade I to XII since the year 2012. All the school-level information is collected annually as of 30th September in UDISE for the schools from Std 1 to 12th. On the way forward, the Ministry of Education (MoE), the Government of India has planned to have real-time data for the schooling system with UDISE+ to enable the administration to plan, monitor, and make decisions according to quick reflection in the system. UDISE+ is an updated and improved version of UDISE. The entire system is now online and has been collecting data in real-time from 2018-19

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

A project named "Aadhaar Enabled DISE" was launched in January 2012 for tracking children in the context of retention and assessment of learning outcomes. It aims to track the students from Classes 1 to 12 by maintaining the students' database to provide prompt access to child information by interlinking with enrolment and academic data. The system has generated 18 Digits unique Id Numbers for every child to track child throughout his academic career. It is mandatory to mention Unique ID in all educational documents like School Leaving Certificate, Migration Card, etc. has been done mandatory vide Government Resolution No. PRE-1414-4191-K dated 21/11/2013. The Bank Accounts Details etc are also integrated for transferring the benefit of scholarship schemes.



3. "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 Projector, Interactive Infrared Camera, Laptop, Speaker, Whiteboard, Wi-Fi Router Extender, etc. It aims to reinforce the teaching-learning and evaluation process.

The initiative of the "Gyankunj" project has been launched by the Hon'ble Chief Minister of Gujarat on 5th September 2017 - Teacher's Day to accelerate the efforts of the Government of Gujarat in the area of digital education inspired by the vision of Digital India. The project is implemented in 5268 Government primary schools, having interactive e-class developed with smart boards using technology in 15,173 classrooms of classes V to VIII. Total 10.85 Lakh students of Class V to VIII are taking advantage of this initiative.

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

SMA empowers field-level staff CRC coordinators & BRC coordinators and provides GPS-based real-time information for effective decision making, which is of utmost importance today. SMA captures details of school-wise student enrolment, teachers, and non-teaching staff along with detailed information on school facilities such as infrastructure, ICT equipment, Budget, furniture, sanitation facilities, etc., thereby making it a comprehensive School Monitoring System.

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

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



Contextual Mechanism:

SMA covers the following two parts:

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

Coverage of the initiatives

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

5.Divyaan Application Introduction:

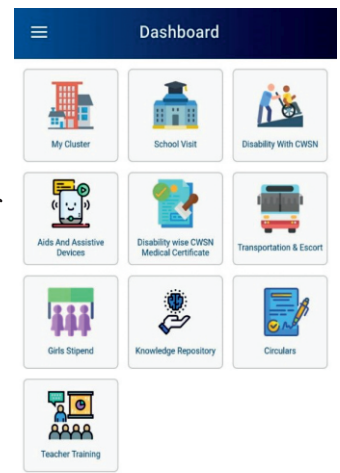
It is a monitoring application with a Geo-tagging feature to monitor the outcomes achieved by District Coordinators, Special Educator (SE) at the Cluster, and School levels working in pursuit of their roles and responsibilities. For this purpose, a tablet to each Special Educator has been given through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

- 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

Contextual Mechanism:

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

- Disability-wise identification through Survey form, enrolment, and attendance of CwSN
- Disability-wise medical and UDID certification status
- Aids & Appliances status
- Status of allocation of benefits to CwSN (such as girls' stipend, transport, escort allowance, etc.)
- Resource Room- Therapists visits, attendance of CwSN, and Inventory checklist
- Circulars and Notifications
- SE's School, Classroom, Resource Room, and Home visit observation Forms



6.Online HRMS

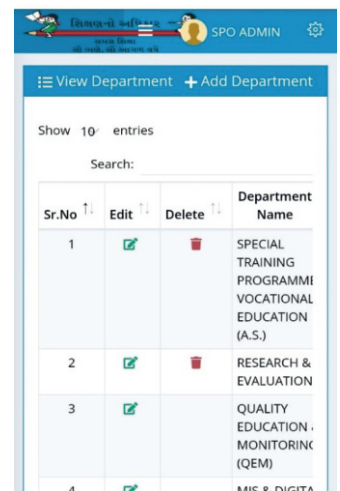
Introduction:

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

Contextual Mechanism:

Below are a few modules of the online HRMS System.

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

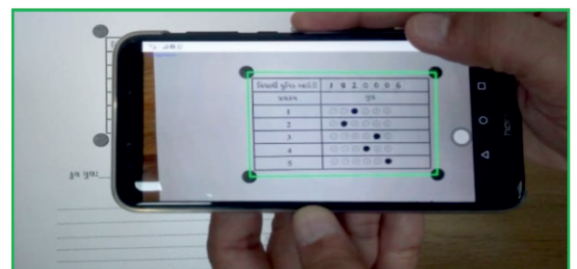


Coverage of the initiatives

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

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

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



8. Vidya Samiksha Kendra.

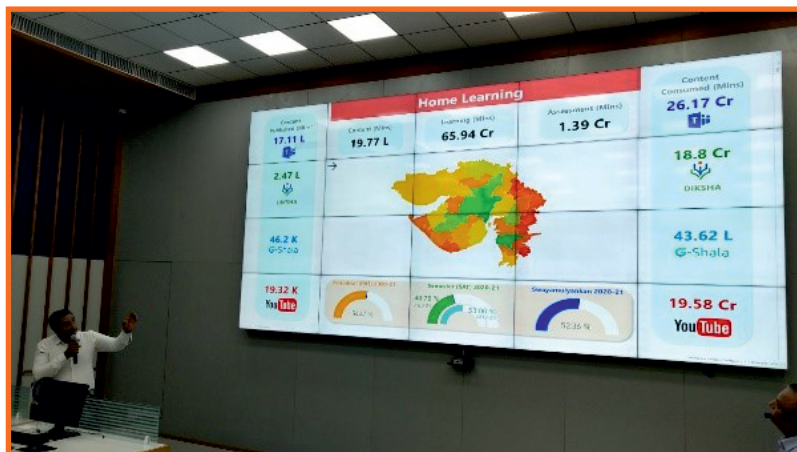
Vidya Samiksha Kendra for Monitoring School Education at the State Level is the first of its kind initiative in the country. As part of the initiative, Vidya Samiksha Kendra was established to be the nerve center for all the transformational interventions. It has been instrumental to conceptualize, plan,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

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

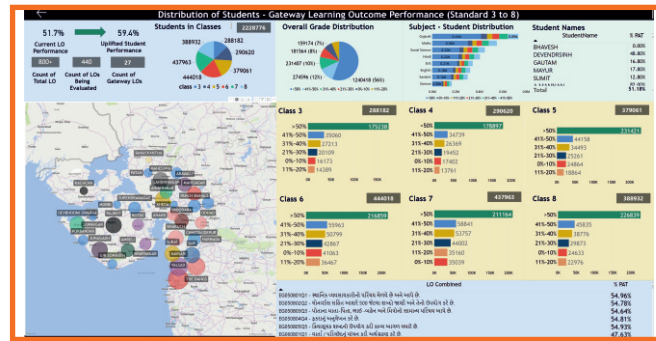


1. Periodic Assessment Dashboard

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

2. Gateway Learning Outcome Dashboard

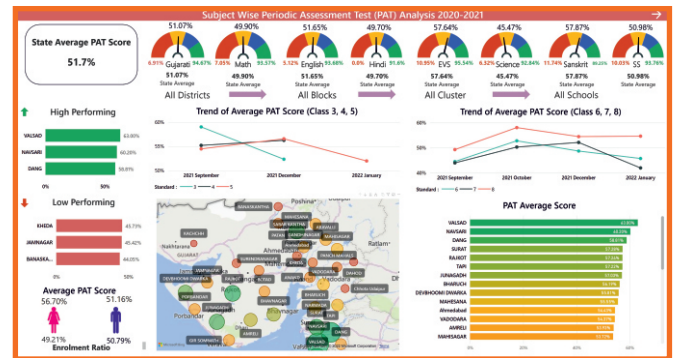
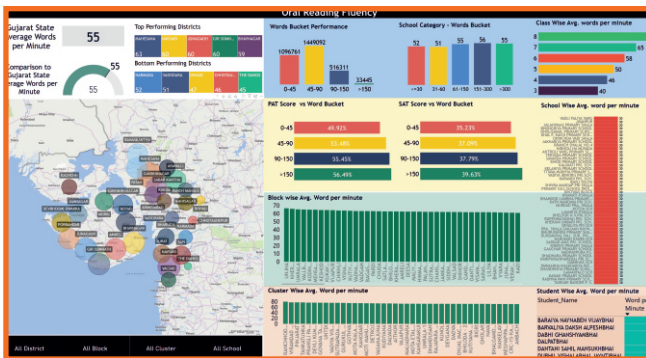
Displays analysis of Learning outcome-wise performance of students from Grade 3 to 8. This includes Class-School-cluster-block-District and State-wise Learning outcome Performance of Students.



3.Oral Reading Fluency Dashboard

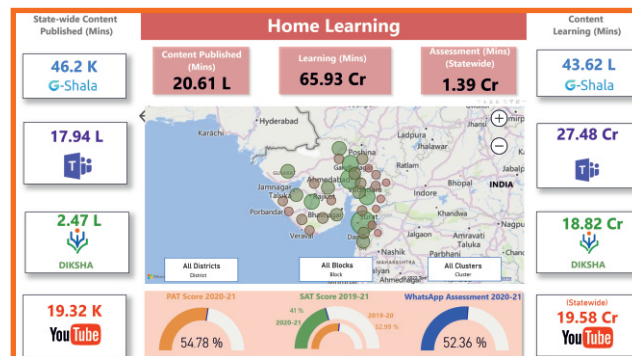
Oral reading fluency data is displayed on this dashboard, including student-class-school-cluster-block-District wise words

per minute, PAT Score vs word bucket, SAT Score vs word bucket, etc.



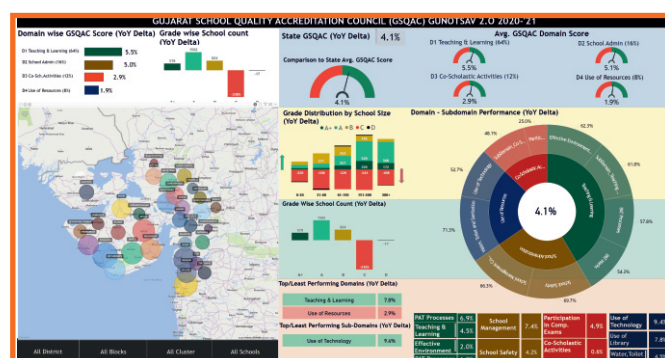
4.Home Learning Dashboard

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



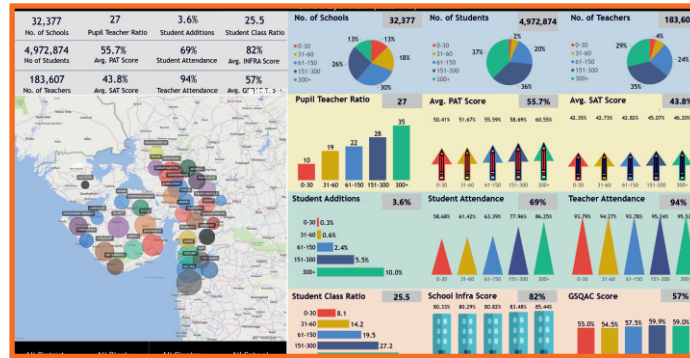
5.GSQAC Dashboard

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



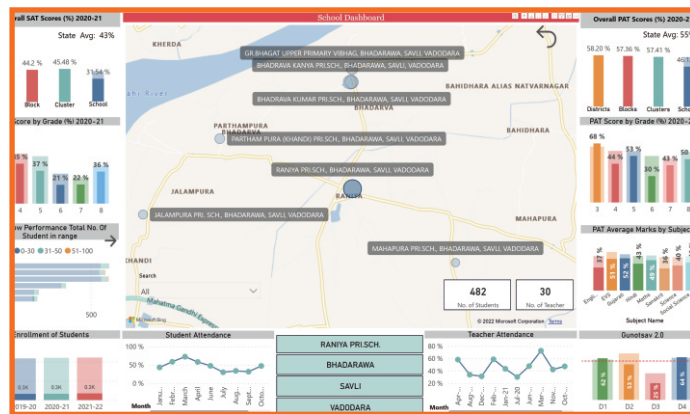
6. Bird's Eye View Dashboard

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



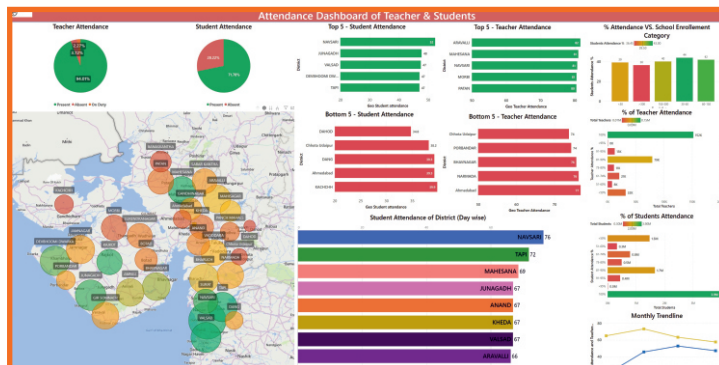
7. School Dashboard

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



8. Student Dashboard

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



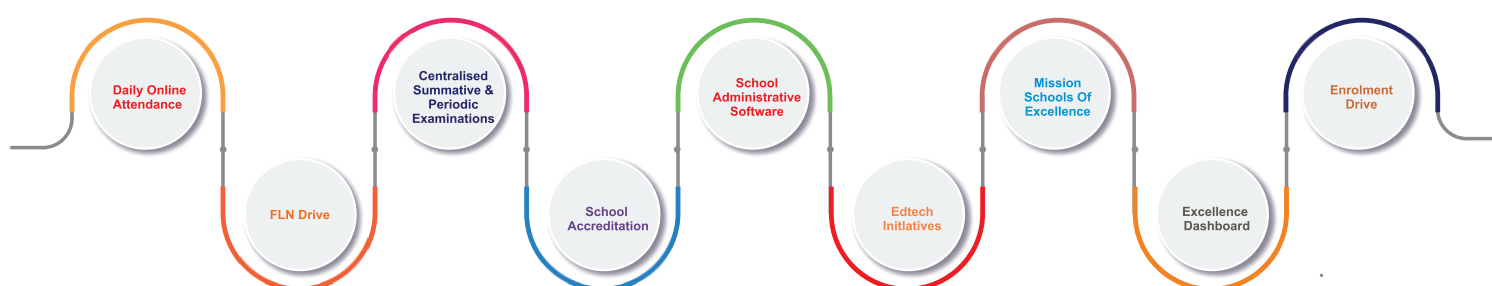
Outcomes of Vidya Samiksha Kendra.

- 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 analyze a large set of data generated from across the State.
- From Data Analysis to Actionable Insights
Real-time dashboards and reports to share insights, triggers, and action point 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 a maximum return and maximum impact on investment.

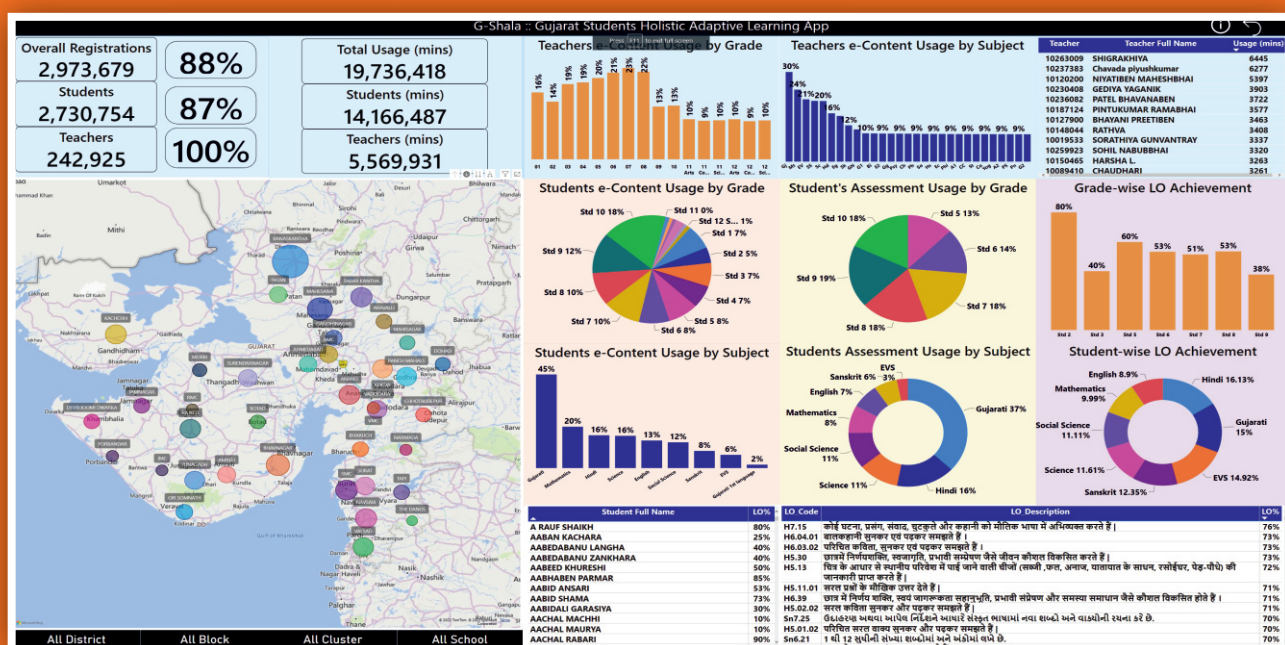
DATA DRIVEN INITIATIVES TO IMPROVE LEARNING OUTCOMES

Data Driven Initiatives



9.e-Content for Teaching-Learning:

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.

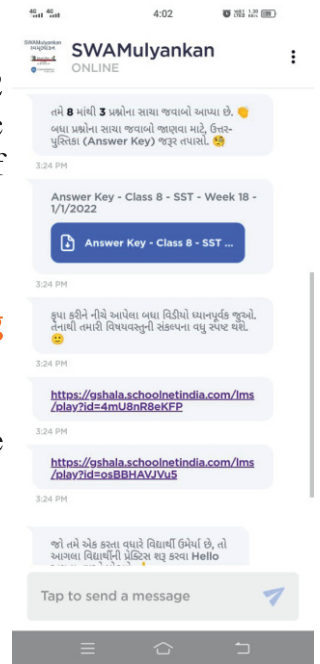


Digital Platforms for Teaching-Learning:

SWAMUlayankan - WhatsApp-based self-learning is being done by students of Std-3 to 12 from home. Therapeutic video links are being sent to students based on the automatic assessment of student progress, self-learning, understanding, and its impact (so far, a total of more than 3 million students have participated in the self-assessment).

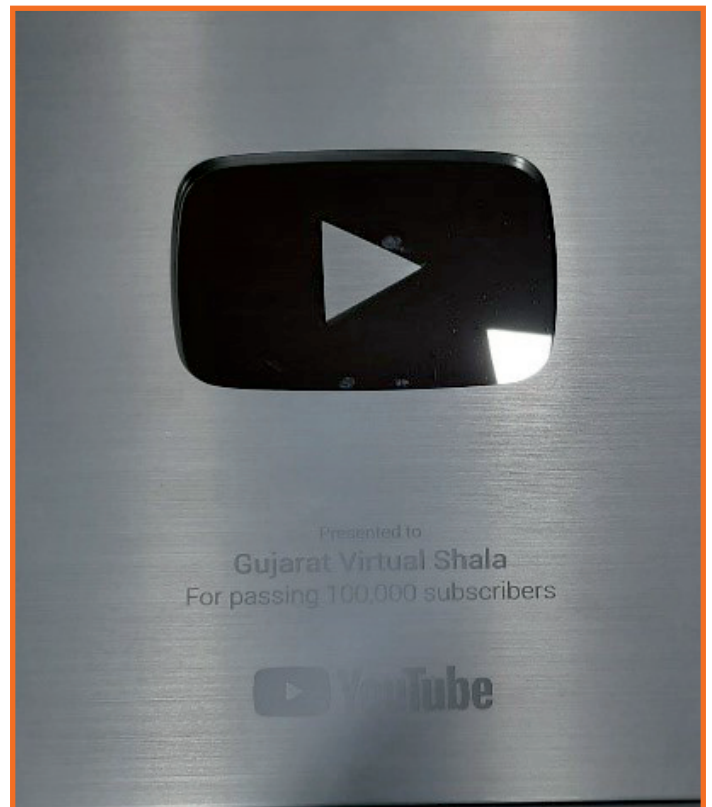
DIKSHA Platform (Digital Infrastructure for Knowledge Sharing Application),

which serves as the national digital infrastructure for equipping all teachers across the country with state-of-the-art digital technology, ranks first in the country in Direct Plays.



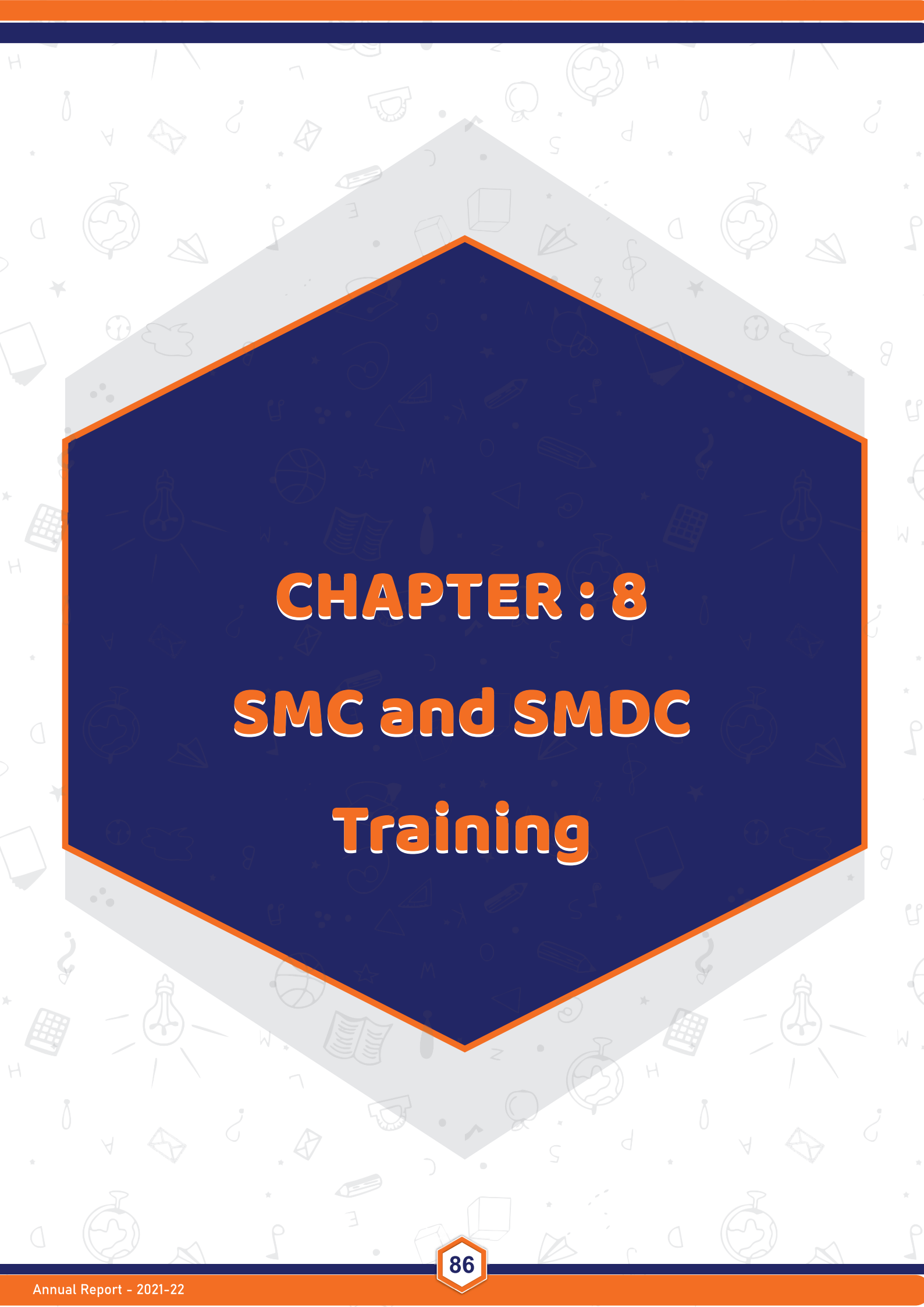
Gujarat Virtual Shala (GVS):

In pursuance of efforts made under the Home Learning (Std. 1 to 12) program started by the Government of Gujarat, Department of Education, Live Virtual Classes were started under Gujarat Virtual Shala (GVS) initiative to ensure uninterrupted education of students in Corona time. The YouTube Channel "Gujarat e-Class" launched by Samagra Shiksha has been honored with the YouTube Silver Award (Silver Play Button). (Has received 5,10,000+ Subscribers and over 80 million views so far.)



Online Platform -

Gujarat ranks third in the world in the use of the Microsoft Teams platform. (Over 200 million virtual classes have been done so far through the Microsoft Teams platform)



CHAPTER : 8

SMC and SMDC

Training

School Management Committee. (SMC)

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 Government, Local authorities or any other source. The SMC is required to be constituted every two years.

Composition of School Management Committee (SMC)

SMC has a total of 13 members.

- Of which 75% members (9 members) are parents of children studying in school. However, parents or guardians who were appointed during a previous term are not eligible to be re-appointed.
- 50% of female members are included in SMC.
For the remaining 25 % (3 Members) following persons are included in the committee.
- One of the members will be an elected member of the local authority (Gram Panchayat, Nagar Shikshan Samiti).
- Head Teacher will be appointed as a Member Secretary.
- One of the members will be a retired principal or a current or former government official who is a native of the village.
- One member of the committee will be a mason. (This member is appointed by the Chairman of SMC.)

Major Roles of School Management Committee (SMC)

- To Prepare School Development Plan (SDP) as per the RTE guidelines/norms
- 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.
- Management of school Supervising and supporting the implementation of SDP
- Supervision/monitoring of finance, management, academic progress, distribution of entitlements & other functions
- Keeping proper accounts of the fund available and utilization of funds.
- Creating and maintaining an educational database
- Coordinating with the local authority, generating funds from other sources for the development of schools
- Monitoring the academic progress of the children

SMDC-School Management and Development Committee.

Composition of School Management and Development Committee

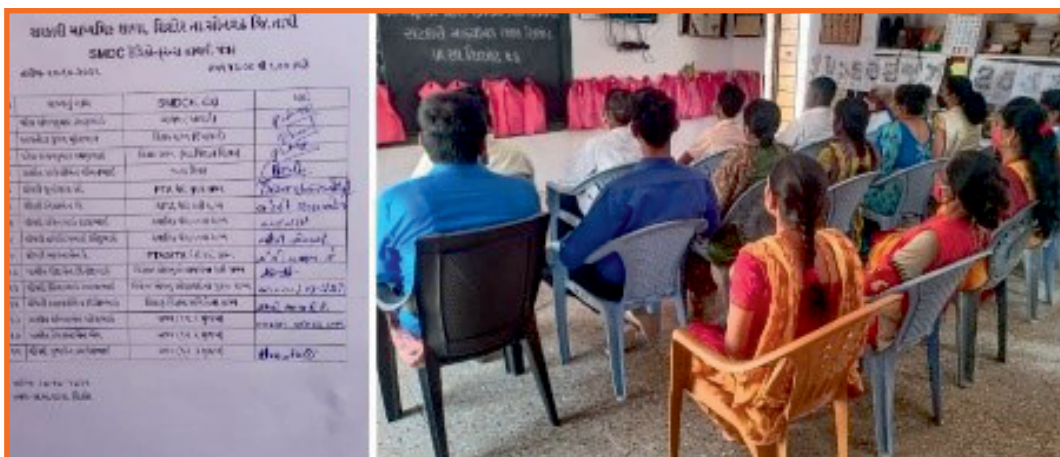
1	Chairperson	The principal or In-charge Principal of the School
2	Member	One Teacher related to Science
3	Member	One Teacher related to Social Science
4	Member	One Teacher related to Mathematics
5	Member	One Teacher related to Language/ Sports
6	Member	One Teacher related to Art/Craft/Culture
7	Member	One Gentleman from 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 of the women's groups

Major Roles of School Management and Development Committee (SMDC)

- The SMDC will be responsible for all activities including planning, collection of data, implementation, monitoring, 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.
- Support in planning at the school level.
- The SMDC through various stakeholders should undertake extensive community mobilization to overcome barriers in children belonging to SC, ST, OBC, and educationally backward minorities at the secondary and higher secondary stage.
- Implementation of the State Schemes.
- Taking corrective/remedial actions on all the components/interventions of the scheme- infrastructural, academic, and others at the school level
- Evaluation and Taking corrective/remedial actions on all the components/ interventions of the scheme - infrastructural as well as academic and others, at the school level comes under the purview of the School Management and Development Committee (SMDC).
- SMDC monitors the progress of implementation of all the components of the scheme at the school level. The Committee maintains all the relevant records for Recurring as well as non-recurring expenditures.
- These records are updated on regular basis and placed before the Committee at every meeting.
- These records and progress on each component/intervention of the scheme are also placed in the meetings of the Panchayat.
- The SMDC inspects the recurring expenditure on various components of the scheme, availability of required facilities and textbooks, etc., the status of education including teacher's attendance, students 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.

SMC/SMDC members training –2021-22

Samagra Shiksha Gujarat conducted the first phase of the **training program for SMC and SMDC** members on 20th Oct 2021 and rebroadcasted it on 21st Oct 2021 through teleconference. All SMC/SMDC members are gathered at the school ensuring the social distancing. 60 mins training session includes guidance from hon'ble SPD, hon'ble ASPD, State officers of Samagra Shiksha- Girls Education Branch, Alternative Schooling, Vocational Education Branch, and MIS Branch. NIPUN Bharat program was also discussed during this training. The main goal of the workshop was to address the roles and responsibilities of SMC/SMDC to strengthen Samagra Shiksha's ongoing Activities.



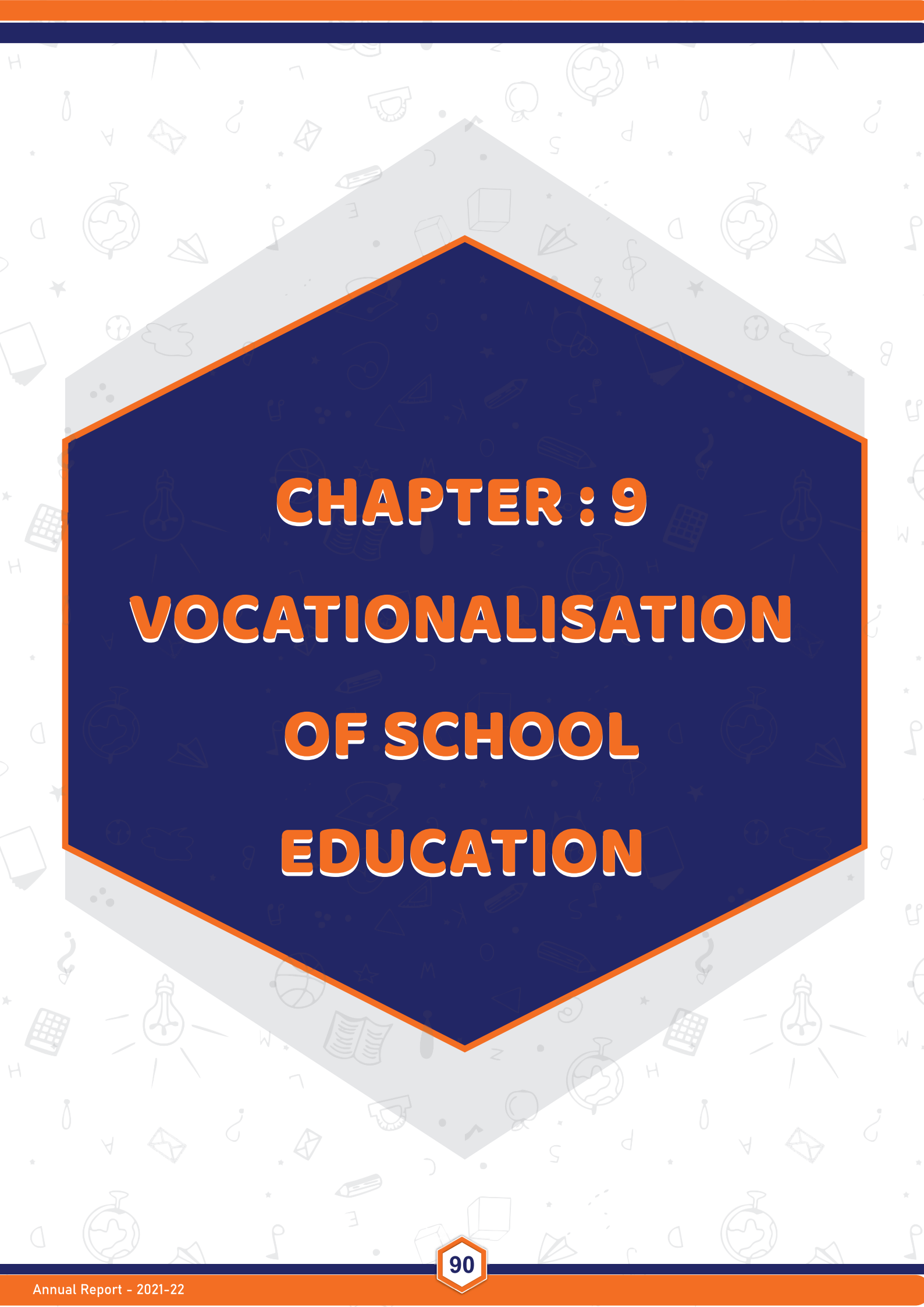
Topics covered in the training.

1. Enrolment at Primary and Secondary levels in all Schools
2. Girls' education, KGBVs and Model Schools
3. Transportation
4. Alternative schooling projects
5. Vocational education
6. NIPUN Bharat
7. MIS-related online applications and activities
8. Covid -19 related precautions

SMC and SMDC members of **33244 Primary Schools** and **1702 Secondary Schools** attended the training. One-hour session of the training program is uploaded on the Diksha Platform.

https://diksha.gov.in/play/content/do_3133930305264844801379





CHAPTER : 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, etc some are Government as well as privately run institutes. The Government of India has brought out a revised Centrally Sponsored Scheme of Vocationalisation of Secondary Education by integrating employability education into School Education in September 2011 and the scheme was further revised and is now known as 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 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 Wise PAB Approvals:

Year	Nos of Schools	Job roles
2017-18	20	4
2019-20	102	7
2020-21	138	8
2021-22	85	8
Total	345	8

- Total Schools : **345 with 8 different Job Roles**
- 128 schools with 2 Job Roles and 217 Schools with 1 Job roles
- 208 – Composite (9th to 12th), 137 – Non-Composite (9th and 10th Standard)

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

Std	9th	10 th	11th	12th	Total Enrollment
Enrollment	1357	3651	4123	4147	21468

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)	91
2	Apparel & made ups & Home Furnishing	Sewing machine operator	Specialized Sewing Machine Operator	89
3	Automotive	Automotive Service Technician L-3	Auto Service Technician L4	30
4	Beauty & Wellness	Assistant beauty Therapist	Beauty Therapist	64
5	Electronics & Hardware	Field Technician – Other Home Appliances	Installation Technician – Computing and Peripherals	114
6	Healthcare	Home Health Aide	General Duty Assistant	16
7	Retail	Store operations assistant	Sales Associate	41
8	Tourism & Hospitality	Food & Beverage Service Trainee	Customer Service Executive (Meet and Greet)	32
		Total		477

District-wise No. of Vocational Education Schools:

No.	District	Schools	Job roles
1	AHMEDABAD	8	10
2	AMRELI	14	18
3	ANAND	4	7
4	ARAVALLI	4	4
5	BANAS KANTHA	32	43
6	BHARUCH	4	5
7	BHAVNAGAR	13	19
8	BOTAD	17	24
9	CHHOTA UDEPUR	5	5
10	DEVBHOOMI DWARKA	9	14
11	DOHAD	8	9
12	GANDHINAGAR	2	4
13	GIR SOMNATH	13	17
14	JAMNAGAR	4	7

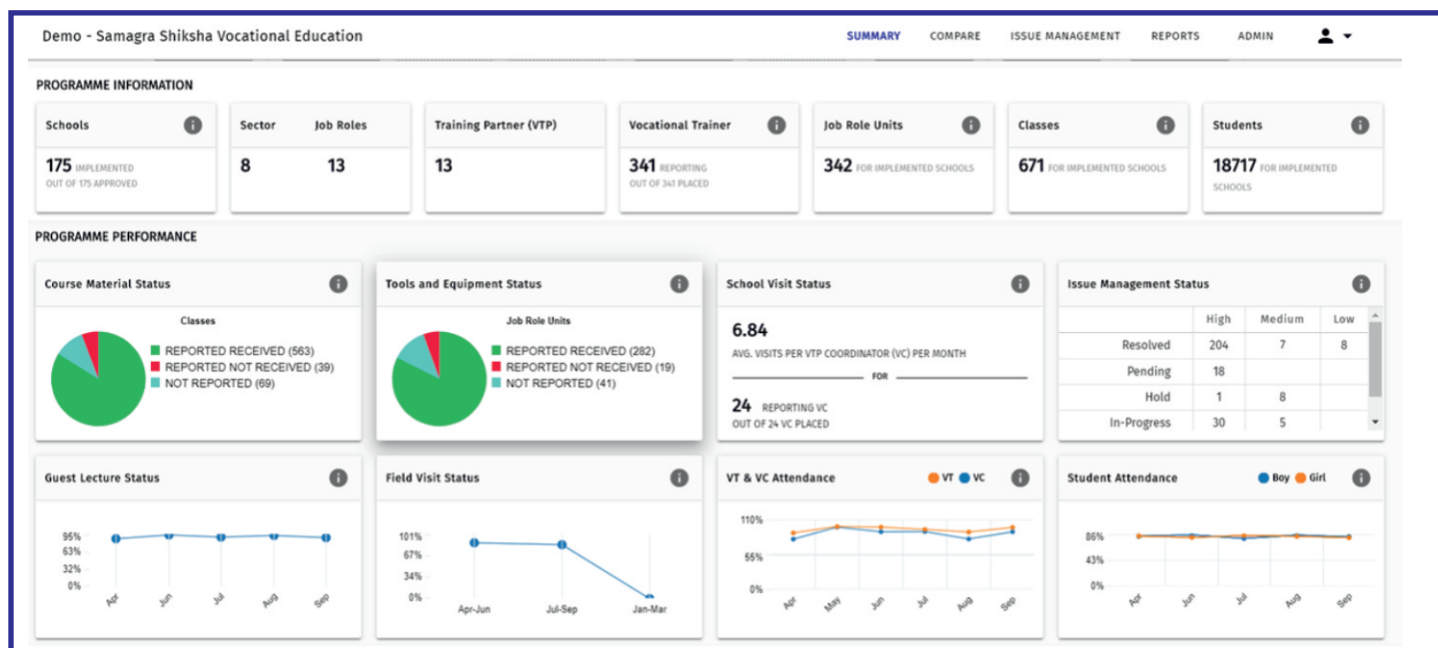
15	JUNAGADH	18	25
16	KACHCHH	32	46
17	KHEDA	9	11
18	MAHESANA	5	9
19	MAHISAGAR	5	5
20	MORBI	13	17
21	NARMADA	7	7
22	NAVSARI	1	1
23	PANCH MAHAL	9	10
24	PATAN	10	15
25	PORBANDAR	3	4
26	RAJKOT	26	41
27	SABAR KANTHA	5	5
28	SURAT	14	25
29	SURENDRANAGAR	17	20
30	TAPI	5	7
31	THE DANGS	13	19
32	VADODARA	9	14
33	VALSAD	7	10
	Total	345	477

Agreement with Vocational Training Partners and SSC :

Trade	Selected VTPs	Sector Skill Council
Healthcare	Skill Tree Consulting Pvt Ltd	Healthcare Sector Skill Council
Beauty & Wellness	ICA EDU SKILLS Pvt Ltd	Beauty & Wellness Sector Skill Council
Retail	AISECT	Retailers Association's Skill Council of India
Travel & Tourism	Mind Leaders Learning India Private Limited	Travel & Tourism Sector Skill Council
Automotive	Gram Tarang Employability Training Services Pvt Ltd	Automotive skills Development council
Agriculture	Gram Tarang Employability Training Services Pvt Ltd	Agriculture Sector Skill Council
Apparel Made-Ups Home Furnishing	Swami Ambrish Chetanya Sewa Samiti	Apparel Made-Ups Home Furnishing Sector Skill Council
Electronics and Hardware	AISECT	Electronics Sector skill council

- **Major Activities carried out in 2021-22:**
- **Monitoring and Evaluation Application - “Lighthouse”**

The state has developed a Monitoring and evaluation application called “Lighthouse” for better monitoring and evaluation of the scheme. The base version of this application is running since nov-2021 and training of VTs has been done.



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

Staff at the 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 tasks 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.

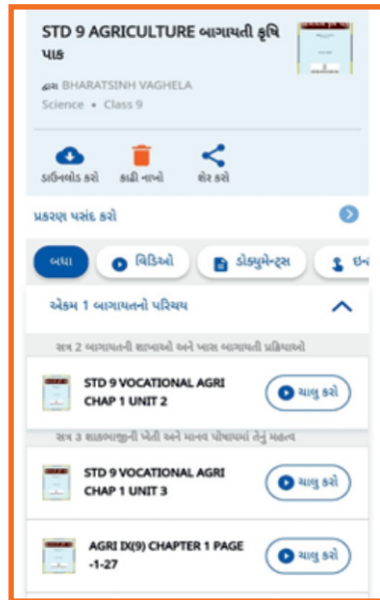
• **Procurement of Labs:**

Through the e-tendering process, the state has issued a work order for the establishment of vocational labs in all 260 schools for 7 job roles in the month of March -2021. More than 150 Labs have already been installed and the remaining labs will be installed within the next 2 months. We are also in the process of procurement of labs through the Gem portal for the remaining 85 schools. Also, we have a shared list of small equipment to crate mini labs in schools.

• **Translation of Curriculum, Textbooks & distribution of Books:**

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

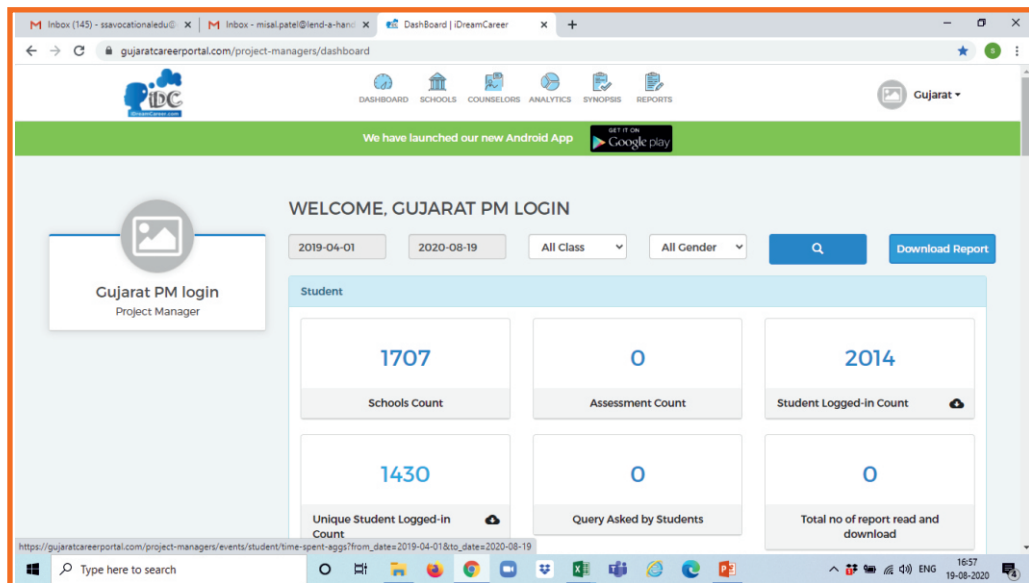
With the help of an expert translator empanelled by the state, available Vocational books have been translated into regional languages (i.e.Gujarati) and also QR Coded. During the pandemic situation, we took help from Vocational Trainer and created job role-wise e-content, and after quality checking this content has been uploaded on the state Vocational YouTube site. (<https://www.youtube.com/channel/UCmwpESXQvs9SzhXd3aZJbwA/playlists>) Also, Students can scan the QR code from the physical copy to play the video on that Topic



Gujarat Career counselling portal:

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

Till date, around 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 7 different 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 the practical approach of learning for class 10th and 12th standard student. Hence the same pattern has been adopted and being drafted by Gujarat Education Board.

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

Virtual Class:

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

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

Vocational YouTube Channel :

Started a YouTube channel to share Vocational e-Content with Students in a better way. The channel currently has 375 Videos and 11000+ Viewers, who take regular benefits from the Videos. The addition of content and videos is in progress.



Virtual Internship (Innovation activity):

Sector : “Healthcare” and “Beauty & wellness”

Mode- Online

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 be integrated into all skill development and education programs.

Objective:

- To expose students to the world of work and Hands-on Skilling
- To develop employability skills amongst students.

About project -

- Covid-19 and vaccination awareness with the help of student

Number of students	Number of schools	District
51	6	5

Modalities:

1. Discuss and design internship
2. Orient Vocational Trainers (Vts)
3. Resource mapping of students
4. Onboarding students with smartphones
5. Train students on core tasks
6. Support students during an internship with the help of Vts
7. Collect data on the work done by students
8. Collect data from the survey done by students
9. Closing & Certification

Activities by Students:-

1. Mask making and videos on how to wear a mask
2. Handmade hand wash
3. Survey conducted on Covid-19 appropriate behaviour. About 200 families were approached by students.
4. Support people for vaccine registration
5. Essay writing on Covid-19
6. Make a poster on Covid-19

List of Schools and Number of Students

Sr No.	District Name	School Name	Nos of students
1	Kachchh	Sheth K V Govt. High School Nakhatrana, Kachchh	9
2	Surat	Govt.Sec.& High Sec School Nansad, Surat	8
3	Rajkot	Monghiba High School for Girls School, Rajkot	7
4	Patan	Model School Radhanpur, Patan	10
5	Patan	Model School Sami, Patan	14
6	Panchmahal	Govt Telang High School Godhra, Panchmahal	3
		Total	51

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

The state is willing to implement prevocational education in all Schools of excellence decided for the World Bank project. The state has developed standard-wise (i.e., 6th, 7th, and 8th) curriculum and teacher handbook with the support from Lend a Hand India and shared it with GCERT for vetting and approval. The state is going to conduct pre-vocational activity in 260 school's preference will be given to KGBV and SoE Schools. Virtual online training has been conducted with all District coordinators about Pre-Vocational Education. Samagra Shiksha Gujarat have started pilot implementation in 165 KGBV to get feedback and suggestions.

Vocational Education for CWSN (Innovation Activity):

The state has signed MOU with NIOS to conduct Vocational Education in 100 block resource centers. The special teacher has been trained to provide vocational education to students. The state has issued grants to schools for procurement of tools and equipment. Samagra Shiksha had signed MoU with NIOS Regional Office for the implementation of Vocational Education.

Training with aligned Skilling Department:

To understand the current skill ecosystem in the state and to leverage for Guest Lecture, Industrial Visit, internships, Entrepreneurship, or vertical mobility options, the state has conducted a joint workshop with the Directorate of Employment and Training (DET), Gujarat State Skill Development Mission (GSDM), Center for Entrepreneurship Development (CED) in the month of Oct-2021. Around 268, Block and District project co-coordinators and Vocational Trainers took part in the training. Also, Career counselor of the Directorate of Employment and Training for Schools (DET) is visiting the schools and supports students and schools for their careers, higher education, and vertical mobility.

Training of Vocational Trainers:

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

- 3 days of Induction Training for 170+ participant
- 3 days of Assessment & Evaluation training for 200+ participant
- District level monthly review and training conducted at state level.





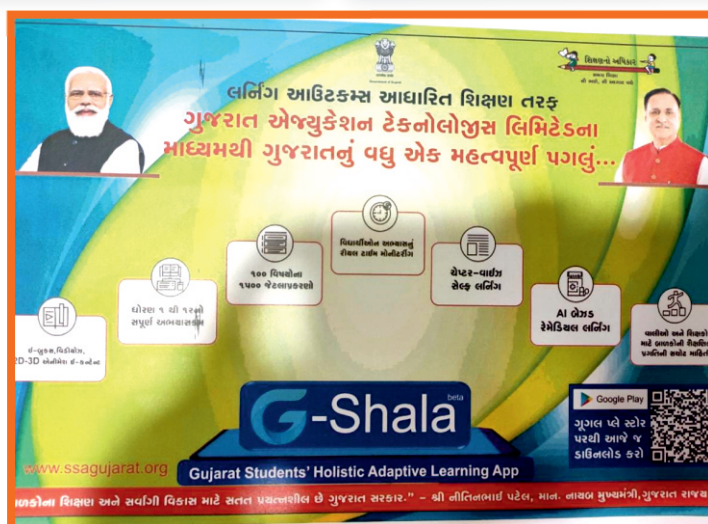
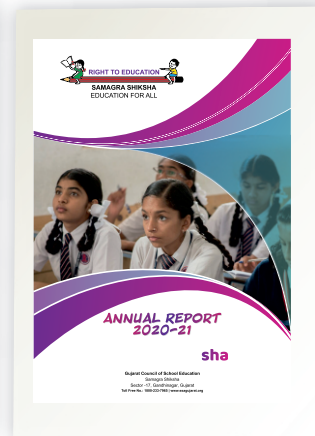
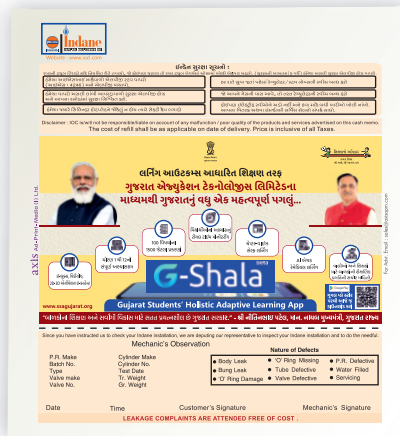
CHAPTER : 10

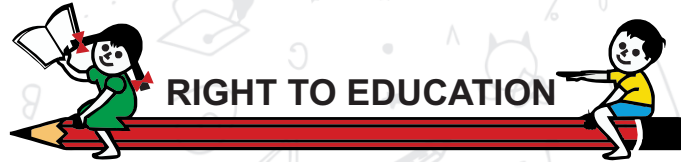
MEDIA

Samagra Shiksha Gujarat Received a budget from the Government of India for the Media & Community mobilization Branch of Rs 498.66 lakh for 33244 elementary schools and 25.53 lakh for 1702 Secondary schools. Activities were carried out and expenditures were made in accordance with the budget. Various media and electronic mediums have been used to disseminate extensive publicity. The major goal was to raise public awareness and to inform teachers, parents, and students about new initiatives and Programs of Samagra Shiksha.

State Media and Community mobilization Branch Conducted various Activities as under.

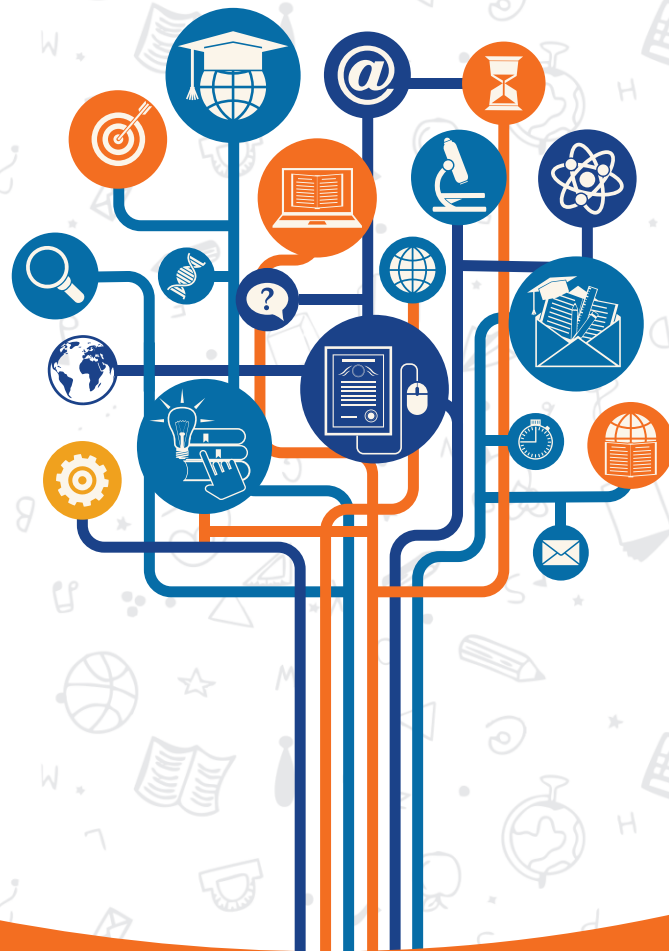
- To spread awareness about Samagra Shiksha's various programs, Community Mobilization Branch placed an advertisement on different platforms like IOCL & HPCL Gas Bills, Hoardings, LED TV at Railway stations, Hoardings in railway parking areas, Advertisements on Passenger trains, etc. The main objective of this activity was to spread awareness of various programs of Samagra Shiksha like G-SHALA, Gyankunj, Nipun Bharat, Aazadi ka Amrit Mahotsav, Intervention during Covid-19, School of Excellence, Command, and Control, New Education Policy, Bridge course, etc.
- A Documentary film was prepared to spread awareness on School of Excellence, New Education policy, GyanShakti Divas, Vocational education, etc.
- The annual Report was Developed in Hindi and English languages which showcases various activities of Samagra Shiksha in detail.
- A brochure in English and Gujarati language was developed to highlight the numerous activities of Samagra Shiksha. The logos of NIPUN Bharat and Aazadi ka Amrit Mahotsav are represented on the brochure.





RIGHT TO EDUCATION

**SAMAGRA SHIKSHA
EDUCATION FOR ALL**



Gujarat Council Of School Education

Samagra Shiksha

Sector-17, Gandhinagar, Gujarat

Toll Free No.: 1800-233-7965 / www.ssagujarat.org