

GOOD PRACTICES & NEW INITIATIVES FOR EDUCATION IN GUJARAT



**EDUCATION DEPARTMENT
GOVERNMENT OF GUJARAT**



Achievements of "Order of Merits" and enlistment under "India's Best 2013" edition published for Skoch Smart Governance Award 2013 by Skoch Group



Achievements of "Jury Award", "Order of Merits" received and enlisted under "India's Best 2013" edition published for Skoch Smart Governance Award 2013 by Skoch Group

Preface

The Gujarat Government have implemented massive reforms in the field of Education and the Government also wants to quicken its pace in meeting the Millennium Development Goal of ensuring that children complete a full course of primary education. The State aims to provide free, compulsory and quality education for children within the age group of 6-14 years. Universal enrolment and retention in neighborhood schools is a State's priority. Since 13 years the "Kanya Kelavani Rathyatra" - "Shala Praveshotsav" is being organized to promote Girls' Education and enrolment every year in the month of June. This has resulted in an increase in enrolment rate of children from 75.07% in 2001-02 to 99.24% in 2012-13. It has further resulted in decrease of dropout rate of the children by 20.93% to 2.04% in Std. - 1 to 5 and from 38.92% to 7.08 2012-13 in Std.-1 to 7. Tracking of children from inter and intrastate migrating parents and mainstreaming of 51,119 out of school children has been carried out. The efforts made by the State Government under the migration monitoring system for out of school children has been appreciated by the 17th Joint Review Meeting held by Government of India in January, 2013.

In Gujarat, the enrolment of children from SC/ ST and Muslim minority as per DISE data, has been increasing consistently and is above the rate in the population. In last 10 years, literacy rate of India has increased by 8.64% whereas in Gujarat, it has increased by 10.17%. Similarly, in last 10 years, India's Female literacy rate has increased by 11.26% whereas in Gujarat, it has increased by 12.93%.

I take this opportunity and appreciate the efforts made by the State Government in timely addressing demands for reform and leading the mobilization of Elementary Education throughout the State.

This publication covers all the initiatives taken by Government of Gujarat to achieve targeted objectives under access, retention, dropout and enhancement of quality under Education.

Suggestions are most welcome.

Sangeeta Singh, IAS
Principal Secretary, Primary Education

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Abbreviations

GIS	Geo-Informatics System
CRC	Cluster Resource Center
BRC	Block Resource Center
BISAG	Bhaskaracharya Institute of Space Application and Geo-informatics
NGO	Non Government Organization
JRM	Joint Review Mission
STP	Special Training Program
OSC	Out of School Children
CWSN	Children With Special Need
SC	Scheduled Caste
ST	Scheduled Tribe
OBC	Other Backward Class
MDM	Mid Day Meals
LPG	Liquefied Petroleum Gas
MHRD	Ministry of Human Resource Development
UNICEF	United Nations International Children's Emergency Fund
ASER	Annual Status of Education Report
ADEPTS	Advancement of Educational Performance through Teacher Support
TET	Teachers Eligibility Test
HTAT	Head Teacher Aptitude Test
CAL	Computer Aided Learning
MMS	Migration Monitoring System
DISE	District Information System for Education
U-DISE	Unified District Information System for Education
KGBV	Kasturba Gandhi Balika Vidyalaya
WSDP	Whole School Development Plan
ALIMCO	Artificial Limbs Manufacturing Corporation
SSA	Sarva Shiksha Abhiyan

1. VISION - The Education Department, Gujarat envisages making secondary education universal by the year 2017 with use of PPP strategies to help achieve this task. It aims to make higher and technical learning more easily available and improve retention in primary education making it more meaningful through focus on quality and innovative learning tools.

2. FOCUS - The Gujarat Government having implemented massive reforms in the field of industry and agriculture believes that the 12th Five Year Plan will prove to be a watershed for the state in the field of human development because of the focus on reforms in education and health. Due to its proximity to the year 2020, the government also wants to quicken its pace in meeting the Millennium Development Goal of ensuring that children complete a full course of primary education.

3. TARGETS

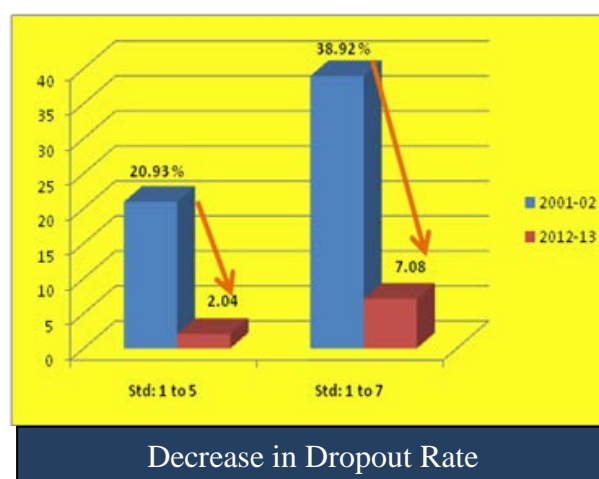
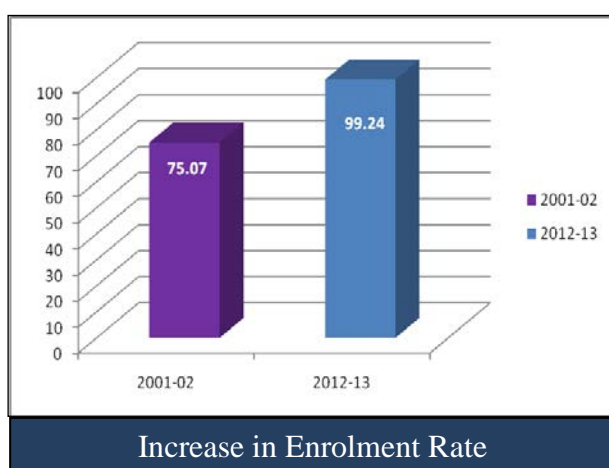
- Reduce Drop-out rate of up to 5%
- Enhance male literacy to 95% from the current 87.2%
- Enhance Female literacy rate to 81% from the current 70.7%
- Reduce Gender gap to 14% from the current 16.5%

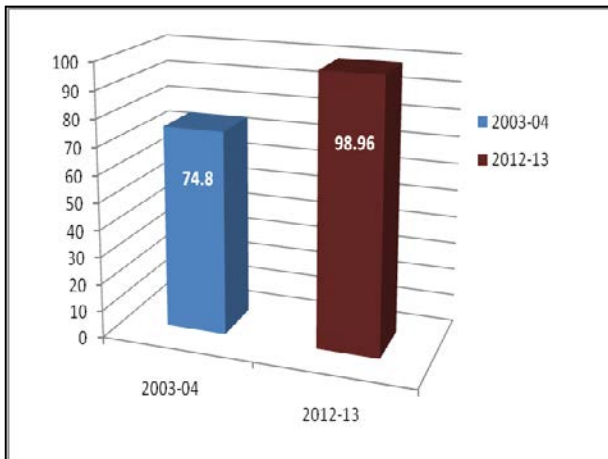
4. Initiatives for improvements in primary Education

The State aims to provide free, compulsory and quality education for children within the age group of 6-14 years. Universal enrolment and retention in neighborhood schools is a State's priority. During 2009-10 to 2012-13 for the Primary Education Gujarat State had incurred expenditure of Rs. 19533 crores which was 89% of the total expenditure while central government had given Rs. 2326 crores which was only 11%.

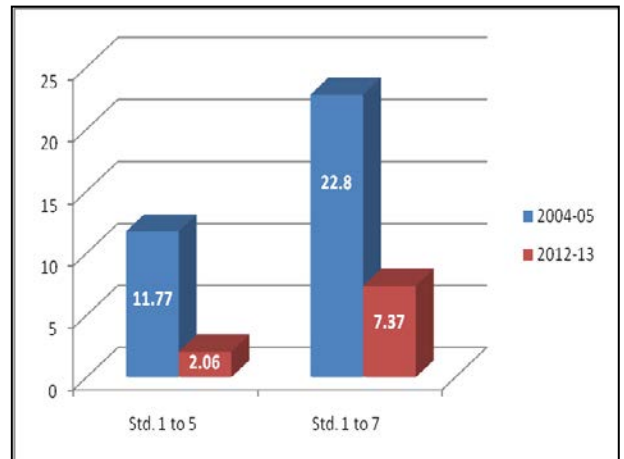
4.1 Shala Praveshotsav & Kanya Kelavani Rathayatra

It is a unique initiative in Gujarat. Since 13 years the "Kanya Kelavani Rathayatra" - "Shala Praveshotsav" is organized to promote Girls' Education and enrolment every year in the month of June. The Hon'ble Chief Minister, Ministers, officials, State and district level officers travel to remote villages to encourage parents to enroll their children in schools. This has resulted in an increase in enrolment rate of children from 75.07% in 2001-02 to 99.24% in 2012-13. It has further resulted in decrease of dropout rate of the children by 20.93% to 2.04% in Std. - 1 to 5 and from 38.92% to 7.08% in Std.-1 to 7.





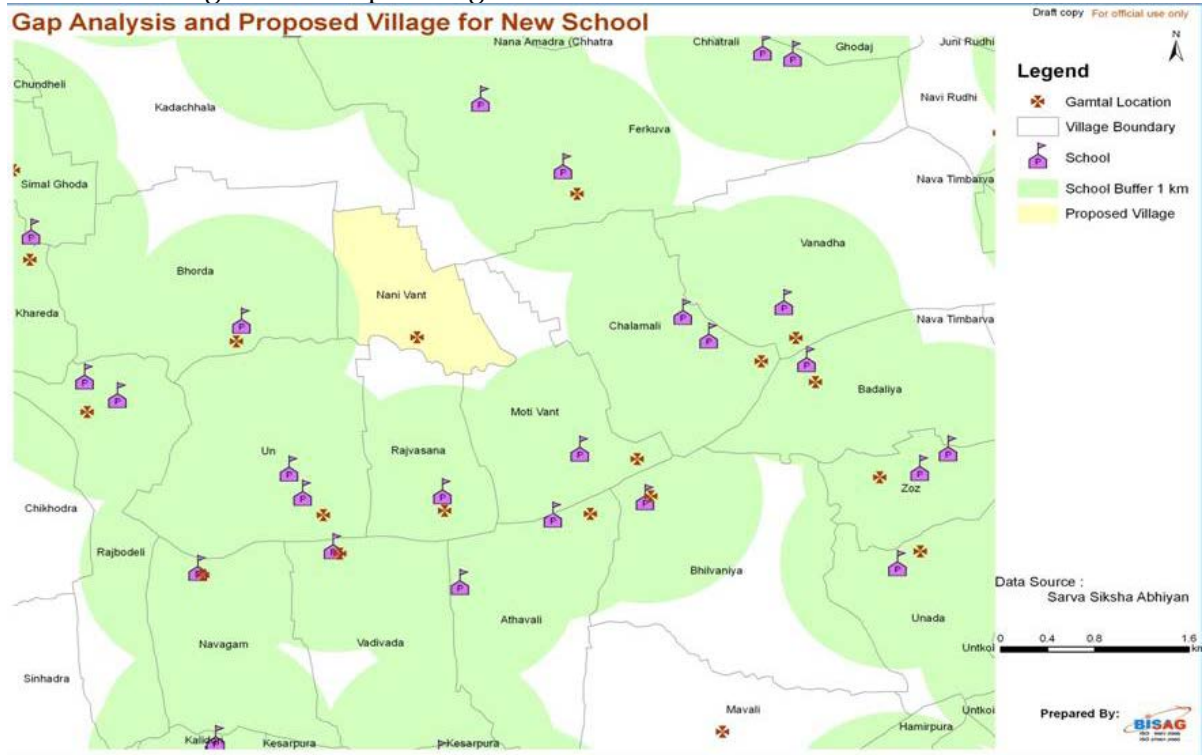
Increase in Girls Enrolment Rate



Decrease in Girls Dropout Rate

4.2 GIS School mapping - "Know YOUR NEIGHBOURHOOD SCHOOL"

GIS mapping has been carried out in association with BISAG to monitor distance of neighboring schools from habitation to ensure availability of school as per neighborhood norms of RTE Act, 2009. The gap has been identified and 29 (21 Primary + 8 Elementary) new schools are opened during 2013-14. This GIS mapping has been published in the public domain with URL - www.gujarat-education.gov.in/ Click on "Know your Neighborhood School" School wise basic information is available for District, Block Resource Center (BRC), Cluster Resource Center (CRC) and local level authorities to carry out gap analysis for decision making and micro planning.



5. SPECIAL EFFORTS FOR INCLUSION UNDER ELEMENTARY EDUCATION

5.1 Migration Monitoring System for Out of School Children

SSA Gujarat has developed migration cards with unique pre-printed numbers for both intra-State and inter-State migrant children. Based on these cards, online web-based software has been developed to ensure the tracking of these children. The card has information on the origin and destination of migrant children. Master trainers have been selected from a range of stakeholders, including NGO's. Training has been provided for all Block and Cluster level project staff. Migration forms for online tracking have also been provided to all schools. Tracking of children from inter and intrastate migrating parents and mainstreaming of 51,119 out of school children has been carried out. The efforts made by the State Government for the migration monitoring system for out of school children has been appreciated by the 17th Joint Review Meeting held by Government of India in January, 2013. [Ref. Page 18, Para 3.31, 17th JRM]

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सर्व शिक्षा अभियान सब पढ़े सब बढ़े		SARVA SHIKSHA ABHIYAN MISSION Gujarat Council of Primary Education – Gandhinagar Alternative & Innovative Education Migration Card				Form No.	100001
						Date	
Migration Position of the Child: <input type="checkbox"/> Goes (OUT) <input type="checkbox"/> Comes (IN) [<input checked="" type="checkbox"/> mark where applicable]							
Migrating From:							
State:		District :		Block:			
Cluster:		Village/Ward:		DISE code:			
Name of School / STP:							
Surname of the Child	Name of the Child	Name of Father / Guardian	Sex Male/ Female	Date of Birth			Standard
				Date	Month	Year	
Caste	Religion	Type of Disability	Mother Tongue	Child whether studying in school Yes / No	If no, then drop out? Yes / No	General Register No.	Standard
(1) SC (2) ST (3) OBC (4) GEN	(1) Hindu (2) Muslim (3) Christian (4) Sikh (5) Jain (6) Other	(1) VI (2) HI (3) MR (4) OH (5) Multiple (6) Not applicable					
Guardian's profession	Whether seasonal migration Yes / No	Migration Level (1) Out of State (2) In the state but out of district (3) In the District but out of Block		Duration of Migration		Distance of Migration in KMS	
				From (month)	To (month)		
1. Salt pan Worker 2. Sugar Factory 3. Construction Labour 4. Brick Making 5. Cotton farming 6. Farm workers 7. Manual Labour 8. Labour 9. Fishing 10. Cattle herding 11. Others							
Migrating To:							
State:			District:				
Block:			Village/Ward:				
Cluster :				DISE code of School:			
Name of School / STP :							
Standard :				Date of Admission:			
[] This is to certify that the above child is migrating from this village/ward.							
[] This is to certify that the above child is migrating to this village/ward and enrolled in this school.							
[<input checked="" type="checkbox"/> Mark where is applicable]							
Head Teacher Sign & Stamp							

5.2 Special Training Programme (STP)

Special Training Programmes are being conducted to identify out of school children through enrolment. As of now 38,670 Out of School Children (OSC) have been covered under Special training programme. Average enrollment of OSC in age appropriate class and special attention for mainstreaming has been carried out. The OSCs are provided with teaching and learning material and Mid Day Meals.

The STP is managed by the School Management Committee comprising of parents and local residents. Total 38,670 children have been covered in 3737 Special Training Programme centers. Budget of Rs.108.42 crores has been sanctioned for the year 2013-14.

5.3 Seasonal Hostels

Total 602 Seasonal Hostels have covered 19,043 children of migrated parents with enrollment in neighboring schools. The attempt is made to retain children from migrant families in native villages. Schooling boarding and lodging facilities are provided to the children from migrating families.

5.4 Children with Special Needs (CWSN)

The State has Special focus on mainstreaming of CWSN children with normal school children 1, 35,284 CWSN children have been identified in the State. To teach/ train them, 935 Resource Teachers, 334 Block Resource Persons and 172 Care givers are recruited. Special medical camps for certification, transport, escort facility, aids and appliances distribution combined with Training workshops for parents, teachers and care givers is organized. Distribution of Braille text books is done to 2,541 children.

5.5 Enrollment of SC, ST and Minorities

The Twelfth Five Year Plan Document states that *enrollment of SC, ST and muslim children in the age group 6-14 years has reduced with enrollment rate being lowest among Scheduled Tribes.* [Ref para 24.42, p-229, Chapter-24 Social Inclusion]. In Gujarat, the enrolment of children from SC/ ST and Muslim minority as per DISE data, has been increasing consistently and is above the rate in the population. SC population is 7.09%, while year wise percentage enrolment among SCs is increasing and is above 7.09 since 2006-07. ST population is 14.76%, while year wise %age enrolment among STs is increasing and is substantially above 14.76% since 2006-07. Muslim Minority Population is 9.06%, while year wise percentage enrolment of Muslim Minority has increased substantially during the last decade with enrollment of muslim minority children increasing from 4.14% in 2006 to 8.61% in 2012-13, a total increase of 153.23% since 2006-07. In addition to this with reference in draft 12th FYP stating “

Enrolment of SC / ST & Muslim Minority children							
Year	Total Enrolment	SC	SC(%)	ST	ST(%)	Muslim Minority Enrolment	Muslim Minority (%)
2006-07	7543728	590352	7.83	1360010	18.03	312155	4.14
2007-08	7666029	611500	7.98	1411015	18.41	349115	4.55
2008-09	7712344	563263	7.3	1448911	18.79	365377	4.74
2009-10	7818863	563302	7.2	1417164	18.12	504019	6.45
2010-11	8145045	627651	7.71	1475016	18.11	688724	8.46
2011-12	8376967	636618	7.6	1536502	18.34	704234	8.41
2012-13	9176433	693013	7.55	1625433	17.71	790487	8.61
Increase in enrolment over last six years	1632705	102661		265423		478332	
% Increase	21.64	17.39		19.52		153.23	



5.6 Mid-Day-Meal - Environment Friendly Cooking and other initiatives

Under the MDM Scheme, environment friendly cooking initiatives 30,373 MDM centers have been provided with LPG connections. These MDM Centers are cooking food in energy efficient, smoke free, clean ambiance, healthy and hygienic way. Total number of 43,53,074 children have benefited through this Scheme.

5.7 Tithibhojan

With the help of people's participation for a healthy school child, approx. 73 lakh children have been given Tithibhojan during the last year at a cost of around Rs.7.00 Crores. This has been recognized as a national best practice by the MHRD. Further, food grain has been provided to 4.93 laks tribal girl students to promote retention of tribal girls at a cost of Rs.39.25 Crores. This benefit of food grain shall be extended for 53,715 tribal girls of Std. 8th at Rs.5.80 Crores during current year 2013-14. Supplementary nutrition through "sukhadi" to all primary school children at Rs.18.70 Crores once a week is being introduced from current year as a pilot project. This has been recognized as a national best practice by the MHRD

6. Initiatives for Gender equity

6.1 Kanya Kelavani nidhi



Hon'ble Chief Minister Kanya Kelavani Nidhi fund was created in the year of 2005-06 to endorse Girl Education in the state. From its inception till date total fund amount scholarships of **Rs.21.40 Crores** has been given to **55,011** girl students. Donation received and money generated through auction of gifts of Honorable CM goes to fund of this scheme which is free from tax under section 80(G) (5) in this scheme.

6.2 Vidyadeep

Similarly, Vidyadeep Scheme provides insurance coverage of Rs.50,000/- for all school going children from State Budget.

6.3 Vidya Laxmi Bond Scheme

Vidya Laxmi Bond scheme provides for Rs.2,000/- Vidyalaxmi Bond for every newly enrolled girl child. A total number of 14,27,896 girls have been benefited with an expenditure of Rs.161.32 Crores.

6.4 Kasturba Gandhi Balika Vidyalaya

Residential schools for holistic development and life skill development of girls from disadvantaged group. 89 KGBVs have benefited 6,670 girl students.

7. INITIATIVES FOR QUALITY



7.1 GUNOTSAV:

Moving on from these achievements, the focus in primary education in Gujarat has shifted to addressing the issue of quality to address gaps in the quality of learning, to bring accountability and increase stakeholder and community participation with awareness about quality education. For this purpose, the Government of Gujarat launched an annual assessment across all the schools called GUNOTSAV in 2009. 'Gunotsav' in Gujarati means 'Celebrating Quality'. The entire State Government machinery is mobilized to evaluate quality of primary education and to grade teachers and schools. This campaign is marked by strong political will, state leadership and commitment of all

The GUNOTSAV drive assessing students, teachers and schools has now been conducted for three consecutive years. Every year the Chief Minister, all ministers and more than 3000 officers including all top level IAS, IPS, IFS and Class I & II Government officials visit more than 8500 primary schools over three days to assess learning outcomes. The main purpose of GUNOTSAV is to make sure that all children studying in primary schools (Std 2 to 8) achieve quality improvements in basic reading, writing and numerical skills. It also reviews community participation and utilization of basic facilities' in schools.

7.1.1 Purpose and Priorities of the Initiative:

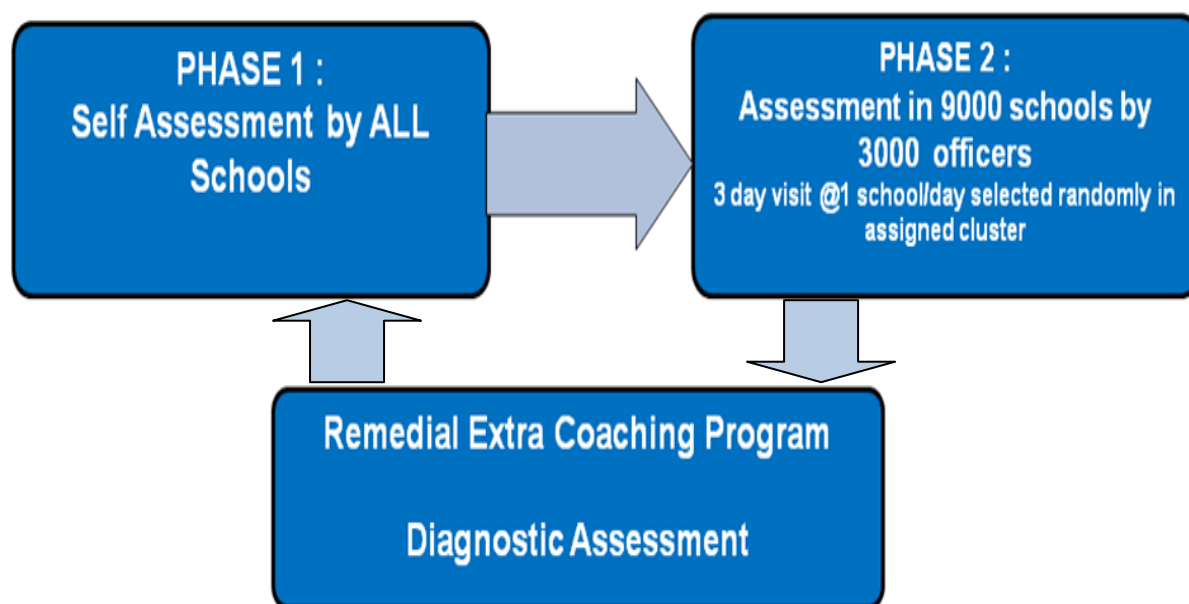
GUNOTSAV is a mass assessment process that focuses on the evaluation of "quality education" and reviews utilization of basic facilities' in schools. The main purpose of **GUNOTSAV** is to make sure that all children studying in primary schools (Std 2 to 8) achieve quality improvements in basic reading, writing and numerical skills.

GUNOTSAV seeks to enhance the quality of learning and its objectives are:

1. To bring awareness among teachers, students, administrators and the society for quality education.
2. To ensure the enhancement of reading, writing and numerical skills for all children studying in primary schools (Std 2 to 5).
3. To ensure the enhancement of subject knowledge for all children studying in upper primary sections (Std 6 to 8).
4. To assess quality based classroom teaching learning processes followed in schools.
5. To address gaps in achieving learning outcomes and to acknowledge achievement.
6. To track the children based on learning outcome levels and identify focus area for remedial action
7. To build an environment of accountability - for an outcome oriented performance at all levels across scholastic, co-scholastic outcomes and stakeholder participation.

8. To create local level ownership for improved outcomes and motivate stakeholders for better outcomes.

7.1.2 Process of Gunotsav



Monitoring by External Parties

Assessment of post Gunotsav Remedial class program by *UNICEF*

Evaluation of assessment processes during the officer assessment by *Pratham-ASER*

Continuous support and analysis of learning gaps at all stages by *Educational Initiatives*

- Phase 1** : Self evaluation by 34,000 schools and 53.50 laks students by Head Teachers and Teachers.
- Phase 2** : Evaluation by 3000 Class I Officers visiting school and spending full day in randomly selected schools (3 schools in 3 days). The assessment parameters are based on learning outcomes, co-scholastics activities and comprehensive continuous evaluation. External evaluation is carried out by UNICEF, Pratham - ASER, Education Initiatives.

Main Domains Assessed in Gunotsav

Scholastic Activities	Co -scholastic activities	Utilization of School Infrastructure	Community participation
Reading, Writing, Maths, Science, Social Studies, English	Prayer and Yoga	Sanitation Facility	School management committee meetings
Effective usage of Workbooks	Cultural Activities	Drinking Water Facility	Parents gathering/ discussion
Science Practical book and Map book	Exhibitions	Electricity Facility	School Garden - Maintenance
Educational Tours and Local visits	Sports Meets	Cleanliness and hygiene	Tithi bhojan in MDM
Students' Attendance		School Health	

7.1.3 Impact and follow up in Gunotsav

Overall Gunotsav results showed an improvement in student performance compared to the previous year across the State. Post Gunotsav, integrated remedial activities are carried out in all schools. Mainstreaming of 12.6(lacs) students (2010), 5.6(lacs) students (2012) through remedial classes.

Ultimate objective of this drive is to use 'Gunotsav' as a stepping stone for a 'Comprehensive School Standards Assessment and Evaluation System in the State. The **GUNOTSAV** assessment process has been presented in 12th Five Year Plan of the state and at various other national forums. Officers from other States like Madhya Pradesh, Tamil Nadu, Uttarakhand, Rajasthan etc. have visited Gujarat to understand and adapt **GUNOTSAV** with its quality focus in their home States - thus making quality of education a central issue for their Education Departments.

Learning outcome based child tracking:

Learning outcome based child tracking system has been launched in 2013 with learning levels of each individual child to monitor learning outcomes and teachers' profiles, competencies and training needs. A database of 54 lakh students have been generated through **GUNOTSAV** web based application by assigning unique identification to each government primary school student. Self Assessment has been executed using OMR sheet pre-printed with student name and unique ID.

7.2 PRAGNA (ACTIVITY BASED LEARNING)

The ABL System opens the classroom to a more holistic and learner based way of working with children through the day, throughout the year. The system gives children an opportunity to learn at their own pace, level and experience. It offers a chance to learn from teachers and peers. The emphasis is on activity based learning, self learning and peer learning. It is a child centric teaching for holistic development of child. It gives the child an exposure to various project work and field work. Child's Continuous and Comprehensive Evaluation is embedded and stress free *Pragna* Approach - observing ladder, picking cards, selecting group, doing activity recording progress. *Pragna* (activity based learning) programme has covered 3748 schools with 14,621 teachers and 5,16,885 children. It is proposed to cover all schools during the 12th Five Year Plan with a provision of 2013-14.

Cumulative Coverage	2010 Phase I	2011 Phase II	2012 Phase III	Proposed 2013
School	258	2595	3748	7333
Unit	312	6283	7663	12628
Teacher	604	12006	14621	24406
Student	20725	4,27,150	5,16,885	7,50,020



7.3 BaLA (Building as Learning Aid)



BaLA is a way to holistically plan and use the school infrastructure. It incorporates the ideas of activity based learning, child friendliness and inclusive education for children with special needs (CWSN). At the core, it assumes that the **architecture of school can be a resource for the teaching-learning processes.**

There are two levels of this intervention:

- Develop the **SPACES** to *create varied teaching-learning situations*
- Develop the **BUILT ELEMENTS** in these spaces as *teaching-learning aids*
- It has covered 1965 model schools spread over all the districts of Gujarat since 2006.

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7.4 New curriculum in Primary

Education

Under this drive, semester wise textbooks for standard 1 to 8 in attractive layout and design are prepared. Workbooks for students and separate teacher - parent edition for each text book is prepared. The new curriculum has been developed in line with notational curriculum framework -2005 and RTE-2009. The state specific continuous & comprehensives evaluation (CCE) has been developed and has been implemented in all the schools across the state.

7.5 District Innovation Center for Primary Education

An MOU was signed during Vibrant Summit 2013 between GCERT and Ravi J. Mathai Center for Educational Innovation & IIM Ahmedabad for District Innovation Centers for Primary Education have been established all DIETS. At present about 3000 innovative practices have been documented. The primary focus of the partnership and MOU will be on School Educational Innovations that will have a direct impact on learning and quality of learning among children. These innovations had been designed to promote enrollment, School Community relationships and other aspects of schooling.

7.6 Transparent Recruitment of Teachers

Earlier recruitment being done by District Primary Education committees and large number of complaints and allegations received along with number of court cases.

The entire recruitment process took not less than 6 to 12 months with manual preparation of merit list causing number of errors. An ICT based solution for the above mentioned recruitment was envisaged and developed

Teacher Eligibility Test (TET) has been introduced in the State to recruit qualified teachers through transparent web based on line system. Similarly, for recruitment of head teachers, Head Teacher Aptitude Test (HTAT) has been introduced. Total 2651 Head Teacher have

been recruited. Under this scheme, total numbers of 86,323 teachers have been recruited over the last 12 years.

Positive Outcomes / Changes

- It accrued three benefits speed, accuracy and transparency
- Recruitment completed for 10000 (2010), 13000 (in 2011) teachers, 5000 HT (2012) in 30 days each time
- The project is guaranteed of sustainability
- Many Government Departments and Organizations have already studied the process and are in the process of implementing it in their recruitments

7.7 Distance Education Program

Distance Education Programme telecast through BISAG is introduced for Educational programs for Maths, English, and Science & Technology, Other languages and Social Science. Total 20502 schools, 4268 CRCs and 239 BRCs are facilitated with KU Band connectivity. There will be telecast 312 lessons in 104 working days during the year 2013-14.



7.8 Computer Aided Learning (CAL)

Computer Aided Learning Programme (CALP) of Government of Gujarat - launched to 'make learning play, assessment fun and equal knowledge for all' - envisages use of computers as a medium to impact learning competencies and to create an attractive environment in the school.

- The objectives of this program:
 - ✓ To improve academic learning levels
 - ✓ To increase retention
 - ✓ To provide child centric, joyful, interactive, self paced learning,
 - ✓ To facilitate improvement of attendance of children.
- CAL laboratory is provided in 20502 government primary schools
- 11 computers & peripherals, furniture, 42" LCD TV, Q-Band Dish antenna and a school co-coordinator
- All 224 Block Resource Center (BRC) & all 4268 Cluster Resource Center (CRC) are connected with internet.

7.9 Web Based Online MIS having following features

1. U-DISE School Directory
2. Migration Monitoring System (MMS)
3. Employee Management System
4. Tracking for Out of School Children
5. Tracking for CWSN Children
6. Recruitment
7. KGBV Monitoring System

8. Circulars on Web
9. CRC/BRC Monitoring System
10. WSDP (Whole School Development Plan) and Civil Monitoring System
11. GIS School mapping
12. Complaint Redressal System
13. Financial Accounting System

7.10 Smart School

The State has a vision of smart class with use of the latest technology of audio visual mode for teaching. It improves grasping and makes long lasting impression in the mind of the students. It creates active interaction between teacher and students, Rs.2006 lakhs are planned in year 2013-14.

7.10.1 Objectives:

- ▶ To focus on the traditional methodologies of learning delivered through futuristic technologies but with a clear focus on learning outcomes
- ▶ To provide a support tool to the teacher in a classroom
- ▶ To provide an efficient teaching-learning platform that responds to the needs of students and teachers in the most cost-effective ways

7.10.2 Focus Area:

a) **Active Learning**

With the help of the Interactive Content, Students no longer remain “Passive Recipients”, but are transformed into “Active Innovators” participating in the Complete Learning process.

b) **Convenience in Teacher’s Hands**

The teacher can easily customize and explain the difficult concepts in the classroom, with the help of the Interactive Screen, which functions like a traditional chalk and a mouse.

c) **Enriching Classroom Experience**

The Multimedia Learning Modules remain an integral part of Smart Classrooms and offer an Interactive Classroom Experience, through its visual aids and graphics which help explain concepts in a simpler manner.

7.11 Green School

The Green School concept consists of an integrated sustainable school with the provision of school augmentation and modification, rain water harvesting system, plantation and waste water disposal management, solar energy and solar cooking. It is proposed to develop 67 School as green and sustainable schools. This will create environment consciousness among the students, who are future citizens. It will also cater to child’s psychological needs, social needs, intellectual needs and emotional needs. The estimated cost per school is Rs. 15.00 lacs. 67 schools with an estimated cost of Rs. 1005.00 lakhs are planned in year 2013-14.

7.11.1 Objective:

- ▶ To develop school built environments that are energy and environment conscious, low resource consuming, culturally sensitive and responsive, require low maintenance, resistant to natural or human hazards.
- ▶ To develop the school towards RTE compliance
- ▶ To develop the school as per vision and guidelines of WSDP
- ▶ To review designs of new classrooms/schools being developed to become green and sustainable in future
- ▶ To identify ways for measures that can be taken to make existing designs become more sustainable and greener.
- ▶ To develop WASH (water and sanitation and hygiene) facilities for inclusion, better hygiene and child friendliness.

8. Partnership

- Community members, leaders, NGOs are involved in the form of qualitative and quantitative improvement of primary education, some of the national NGOs like UNICEF, Pratham, Care India, American India Foundation, Gyanshala, Educational Initiative, "Alimco" Kanpur & Blind People's Association are working with local NGOs.
- Community Participation through 33494 School Management Committee (SMC)
- SMCs are involved in School Development Plan, Mid-Day-Meals, seasonal hostels, Jan Vanchan of School Report Card and Presentation of School Accounts in Gram Sabha etc.
- "Design for Change" - innovation in education with the support of "Riverside School"
- Innovation centers at DIETs through IIMA Ravi Mathai centre for education
- Developing existing primary schools as centres for excellence through participation of community, NGOs and knowledge partners
- The State has introduced the concept of "Rurbanization" to channel development as an opportunity in 255 villages. Upgradation of existing schools in these Rurban centers through PPP with the support of Public Sectors Units and Knowledge partners has been initiated.