



आओ घर में सीखें

Case Study

Aao Ghar Mein Seekhein



First published in 2022 by
GDi Partners

Supported by
Michael & Susan Dell Foundation & ConveGenius

Cover design and layout by
Ayushi Jain

Illustrations by
Preeti Burman

Images by
Google images

and few are property of GDi Partners otherwise.

Authors:
Sai Priya Koddidala & Sunaina Mathur

For more information and other requests, write to:
GDi Partners
E-334, Upper ground floor, East of Kailash,
New Delhi -110065

CONTENTS

06 Executive Summary

09 Background

11 Impact of the Pandemic

13 Design of AGMS 2.0

17 Factors leading to successful implementation

21 Successes

22 Learnings- How to enable key factors of success?

TABLE OF



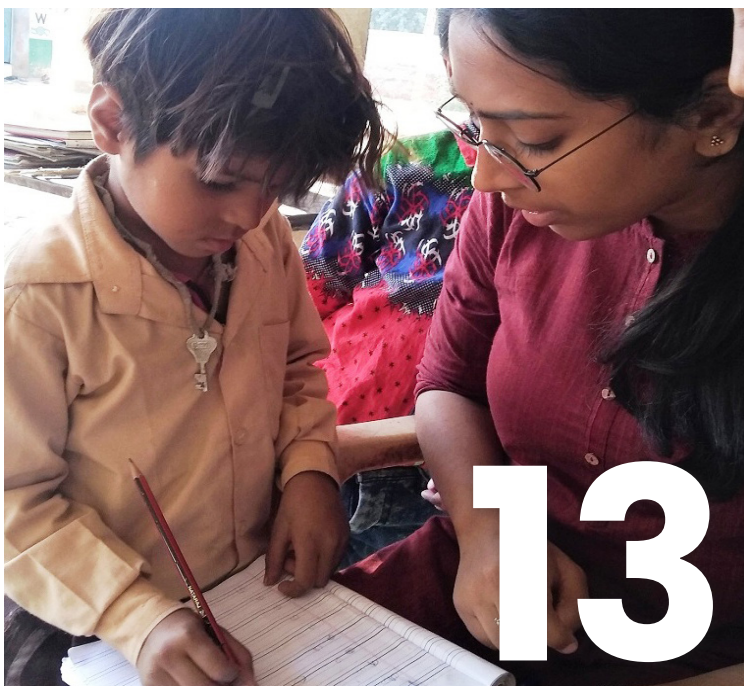
06



09



11



13



17



22



21



Executive Summary

The advent of the Covid-19 pandemic in 2020 left the entire world struggling to move offices, businesses, and healthcare. Among the most severely affected was the education system, and especially the public education system. In India, all states actively worked towards building platforms of remote engagement for public schools where parents could not be expected to enable digital access at-home like they did in case of private schools.

While the education sector made leap-frog efforts to tackle the unprecedented emergence of the Covid-19 pandemic in 2020, the brutal second wave of the Covid-19 at the end of academic year 2020-

21 posed a bigger challenge. Facing another year of school closures, education departments across all states struggled to prepare for the academic year 2021-22.

The Covid second wave only intensified the problem. In Rajasthan, one of India's largest states, the intensity of this problem was acute. Primarily, despite multiple efforts to introduce digital learning, poor digital access in the state, apart from lack of existing content aligned to the state's curriculum, and limited systemic processes around monitoring and training were key challenges. However, in the academic year 2021-22, as part of the Program Management Unit (PMU), we co-

worked with the state to introduce multiple systemic processes which enabled successful implementation of Aao Ghar Mein Seekhein 2.0 (also called AGMS 2.0 - an iteration of the state-driven program AGMS 1.0 from the previous academic year), an out of school learning program for 9.7 million government school students in the State.

To enable this our focus remained largely on i) ensuring at-home access (online or in-person) to education; ii) enabling granular data on student access and learning at a school and student level by leveraging the states existing Management Information System (MIS) platform; and iii) Driving utilisation of content shared via multiple mediums through regular state, district and block level review and monitoring.

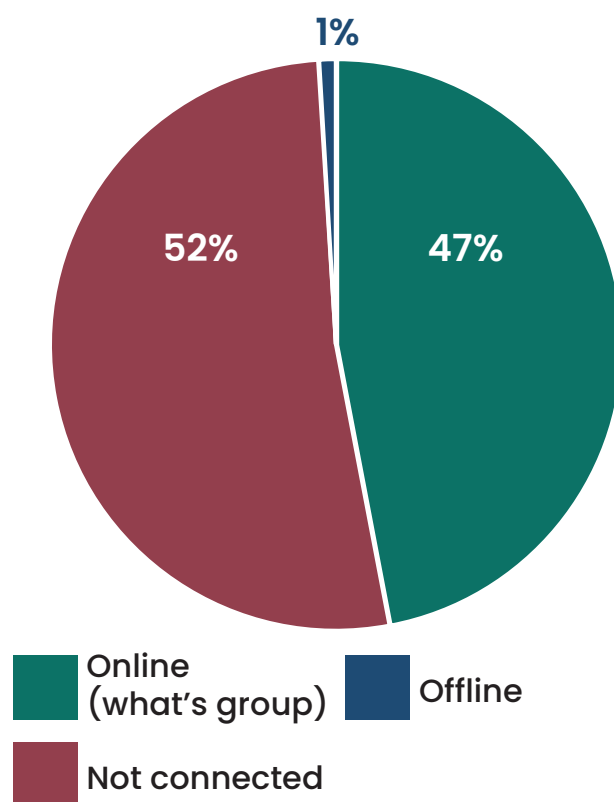
The efforts by the Rajasthan Government ensured that 99% of the students remained connected to the regular schooling (47% engaged online via WhatsApp groups and 52% engaged by teachers offline), while 1% students couldn't be connected due to migration/inaccessibility issues. With regular data available for these 99% students, the departmental leadership proactively reduced bottlenecks and monitored outcomes to ensure quality learning.

During the pandemic, access to educational content at-home was one of the most pressing challenges, one of the most crucial

elements of the program was to enable access to online platforms such as WhatsApp, online quizzes, TV, and radio. It was also necessary to ensure offline engagement (for students who were unable to access these media. This was achieved through community classes, regular workbook distribution, and house visits by teachers.. Some of the online platforms like WhatsApp groups and WhatsApp quiz chatbots proved to be crucial in democratising data, and allowing student performance monitoring by teachers and the department.

Note: Number of students engaged through radio and television unknown due to the nature of the platforms.

Students Engaged (Medium of student engagement*)



*data as on September, 09

While these efforts were initiated during AGMS 1.0, certain problems persisted. The state had low online participation (~30% students connected through WhatsApp groups). There was no student wise performance data, and there was adhoc reduction in syllabus. We leveraged these learnings in AGMS 2.0 to

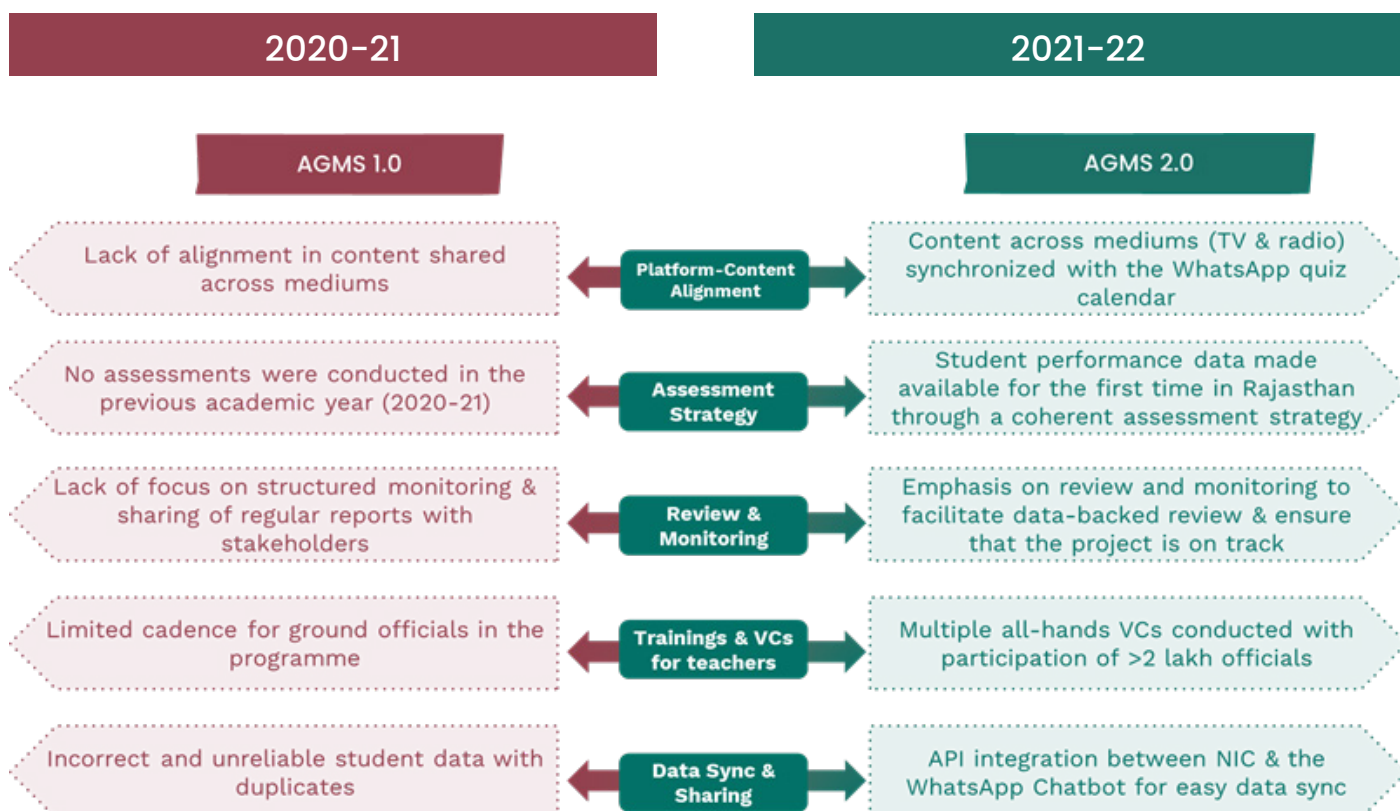
1. plan & calendarise the reduction in the syllabus for the year by 30%

2. maximise online participation

3. collect and use student access/performance data for all 9.7 million enrolled students

These efforts fructified owing to multiple initiatives, the major ones being:

Key Systemic Processes





Background

The education system in India made tremendous strides in the past couple of decades to bring children to schools through path breaking interventions such as the Mid-Day Meal scheme, and mandating free and compulsory education for 6-14 year olds through the Right to Education Act 2009, and. Through decades of efforts, we increased our enrollment numbers across grades, improved school infrastructure and have moved our focus from ‘ensuring that students spend their time in school’ to ‘ensuring that students learn during their time in school’. Consequently, efforts to measure and improve learning levels have resulted in the introduction of the National Achievement Survey (NAS)

by the central government and many other independent evaluations done by independent third-parties.

The sudden onset of the Covid-19 pandemic in early 2020, however, has changed the landscape of schooleducation across the country, nudging us to seek innovative solutions to sustain the progress made and to continue treading the path of learning improvement that we have set out for ourselves. The scope of education has expanded beyond the books and the classrooms to include many newer mediums which one couldn't have imagined earlier.

Rajasthan is home to over one crore government school students across



grades 1 to 12. With only ~30% of rural households having access to digital means, the state is one of the least digitally connected in the country. Despite these challenges, the state has made commendable

strides on learning outcomes over the past few years. As per the latest NAS (2021), the state has achieved a high rank, despite the acute impact of the pandemic on student learning.



Impact of the Pandemic



During the first year of the pandemic, several states introduced and experimented with multiple out-of-classroom strategies. These strategies primarily focused on ensuring that the students do not drop out of schools, and stay connected to the education system. Across the country, private and public school administrations decided to leverage technology to bridge the access gap in education.

In Rajasthan, as schools closed in March 2020 confining government schools to their homes, the state's priorities became clearer. It was critical to ensure that students stay connected to the education system and minimise the anticipated

learning losses. This was also important to ensure that students do not drop out of the education system amid the financial crisis impacting families across the economic spectrum, especially in rural areas.

Rajasthan transformed how learning takes place through the ambitious program, Aao Ghar Mein Seekhein (AGMS) — a multimodal approach to learning, which provides key insights for other states.

AGMS 1.0, launched in 2020-21, provided a basic framework of online learning. In 2021-22, under the redesigned AGMS 2.0, with a focus on increasing the online reach and quality, SMILE 3.0 was conceptualised.

This campaign was driven across the state, with multiple initiatives to ensure most aspects of the teaching-learning process are made available to students through a blend of digital and traditional methods.



श्री अशोक गहलोत
माननीय मुख्यमंत्री,
राजस्थान



सत्यमेव जयते



श्री गोविंद सिंह डोटसरा
माननीय शिक्षा राज्य मंत्री



आओ घर में सीखें



SMILE
Social Media Interface for
Learning Engagement











रोज़ सुबह 9 बजे,
WhatsApp द्वारा
विद्यार्थियों और शिक्षकों
के लिए शिक्षण सामग्री

विद्यार्थियों को मार्गदर्शन
देने के लिए साप्ताहिक
समय सारणी

कक्षा स्तर के मुताबिक
विद्यार्थियों के लिए
कार्यपुस्तिका का वितरण

शिक्षकों को प्रतिदिन 5
बच्चों से बात करके उनके
साथ पढ़ाई की योजना
बनाना और शंकाओं का
समाधान करना

हर विद्यार्थी के लिए
पाठ्यपुस्तक वितरण

कक्षा 1-8 के विद्यार्थियों के
लिए WhatsApp पर
दक्षता अनुसार मूल्यांकन



सफलता के सूत्रधार: शिक्षक एवं अभिभावक

म्हारे बच्चों की शिक्षा, म्हारी ज़िम्मेदारी
हम साथ मिलकर जब काम करेंगे, तभी बनेगा
"होनहार राजस्थान"





होनहार राजस्थान
मुक्तता में सुधार, संस्कृति का आधार







पढ़ेगा राजस्थान, बढ़ेगा राजस्थान



Design of AGMS 2.0

A GMS 2.0 focused on ensuring access, quality and equity in student learning. To achieve this, the design of AGMS 2.0 focused on 3 major elements:

- (i) Medium of content delivery,
- (ii) Medium appropriate creation of content to be delivered, and
- (iii) Enabling factors to ensure all students are able to consume the content.

Given the intra-state disparity in access to digital means, AGMS 2.0 ensured that each student was connected to synchronise learning, through both online and offline modes. This included access points such as smartphones, TV, Radio,

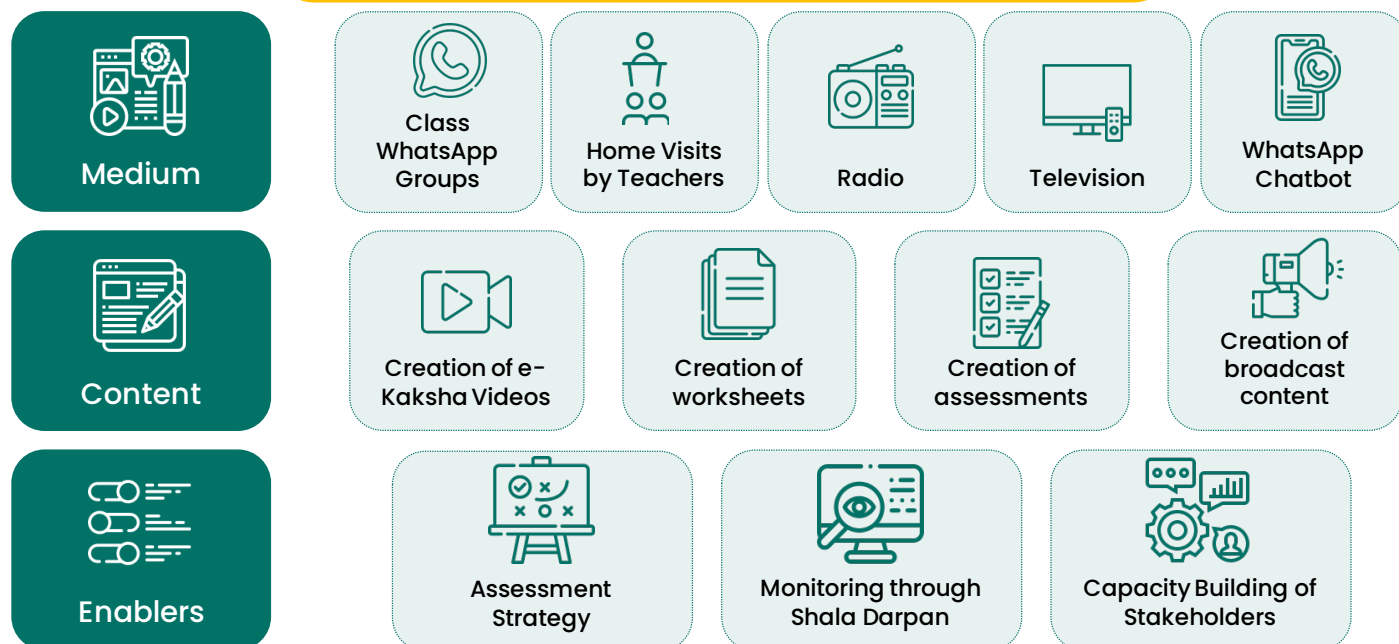
YouTube, ChatBot, distribution of physical worksheets supplemented by home visits by teachers.

Further, the content being delivered to the students was designed with the principle of 'medium-appropriateness' in mind. For example, content for radio, television, and YouTube, vary vastly in their design. 'Medium-appropriateness' was essential to ensure that students are able to easily consume the information being delivered to them.

To ensure the students are able to receive and consume the content, enablers such as monitoring through ShalaDarpan, stakeholder capacity building and revision of assessment strategy were used.

Aao Ghar Mein Seekhein Framework

A state wide campaign to ensure continuation of teaching and learning through a blend of digital and traditional methods during school closures



Mediums of Learning, Content on these Mediums and the framework to successfully deliver these:



Class WhatsApp Groups:

Under AGMS, each school was mandated to create class-wise WhatsApp groups of teachers, parents and students (with the principal as the supervisor of the group) in which daily video content and worksheets were shared. Teachers used this platform to solve student doubts, check the student answers to worksheets and share additional material wherever required. About 47% students were connected with their teachers through WhatsApp class-groups. In these groups, teachers shared daily content as was forwarded by the state.



WhatsApp Chatbot:

Weekly quizzes conducted for all grades (circulated every Saturday) via a WhatsApp chat bot which permitted students to appear for assessments and allowed the state to take a step back and gauge student performance. Maximum weekly student participation on WhatsApp quiz was observed to be over 22 lakh in September 2022.



Radio:

The state-run radio station (Shiksha Vani) was used to broadcast content in pre-defined slots for all grades (1 to 12). The broadcast content was created in-house by RSCERT, was used to reach a wider audience. Due to the nature of the platform, specific reach amongst students is not known.

**TV:**

State run programs on television called Shiksha Darshan were run during predefined time slots on DD Rajasthan. These televised programs were also uploaded on Youtube on a channel by the same name. Due to the nature of the platform, specific reach amongst students is not known.

**Home Visits by teachers:**

During home visits, teachers distributed worksheets & print outs of weekly quizzes, checked worksheets and previously shared quizzes. They also conducted doubt-solving sessions in one-on-one or small groups. Teachers collected these completed worksheets and quizzes to create student portfolios, which were checked and regularly monitored by district, block and panchayat officials.

Over 38 lakh students were engaged in this way, and of these ~80% got their worksheets checked regularly.

Content:**Creation of e-Kaksha videos:**

Concept-wise videos were created by the Directorate of Primary & Secondary Education (DoE) in collaboration with partner organisations. This helped build a repository of engaging video content for students. These videos were circulated daily through WhatsApp Groups.

WhatsApp chatbot also shared these videos as remedial content post the completion of a quiz on the platform.

**Creation of Worksheets:**

Worksheets created by teachers were shared weekly via WhatsApp and through teachers during home visits. Worksheets on WhatsApp were accompanied with relevant E-kaksha video for learning, while offline worksheet distribution by teachers was accompanied with one-on-one or group wise teaching from teachers.

**Creation of Assessments:**

Assessments were created and circulated online through the WhatsApp chatbot. Based on content shared through WhatsApp groups during the week, a weekly WhatsApp quiz/assessment was designed to assess that week's content. The quiz content was coordinated with the weekly calendar to plan and schedule content grade-subject wise.

**Creation of Broadcast Content:**

RSCERT created audio content for broadcast on radio channels (Shiksha Vani) during premeditated slots. The content for Shiksha Vani was largely coordinated with the weekly WhatsApp and TV schedule to synchronise what students are studying.

Enablers:



Assessment:

An assessment strategy was built in coordination with the state to account for unpredictable Covid-19 spikes which could potentially render offline examinations impossible (as it did during the previous academic year).

Many initiatives were taken in this regard including a) syllabus reduction, b) take home midterm exam papers and, c) revision of question paper pattern to focus largely on objective type questions. In addition to the above, as a preemptive measure, both online and offline student worksheet and quiz data was being collected and compiled to build student wise portfolios. These portfolios could contribute to the end of year examination/assessment/performance evaluation.



Monitoring through ShalaDarpan:

ShalaDarpan, the state's MIS portal, proved to be a crucial resource in 2-way data sharing and communication during the pandemic. Scores from weekly assessments and worksheets were uploaded on ShalaDarpan weekly by teachers, and school monitoring visits by officials were recorded on Shala Darpan. Officials and teachers were trained on using these functionalities on ShalaDarpan, and tutorials were also made to ensure

guidance is available on demand.



Capacity of Building Stakeholders:

Regular Video Conferences (VCs) were conducted with teachers to apprise them about new developments. Teachers were trained to ensure efficiency in protocols to ensure that all children receive education in the middle of the pandemic. To support teachers, infographics and tutorials were also created to clearly outline teacher responsibilities, and set clear expectations.

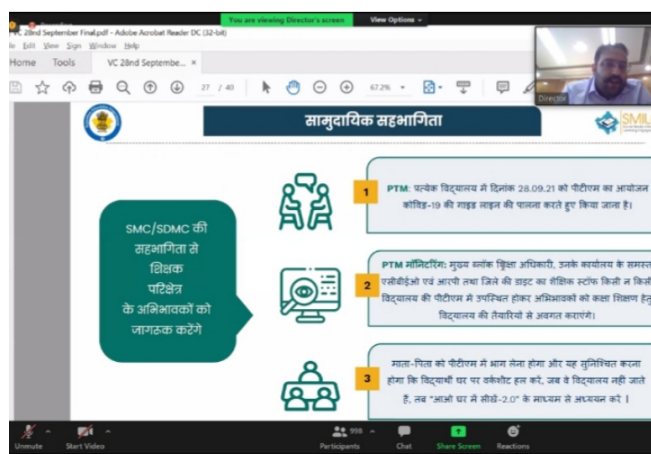
This framework and its elements were synchronised and run in parallel. This helped implement a successful study-at-home program during the Covid-19 pandemic, for the 9.7 million students of Rajasthan.



Factors leading to successful implementation

The implementation of Aao Ghar Mein Seekhein was successful because of the following systemic interventions, which were crucial in ensuring effective and efficient operations across the state of Rajasthan.

Bureaucratic ownership



A driven bureaucratic leadership is crucial in ensuring sustained impact for any program of this scale. During AGMS 2.0, the bureaucratic leadership supported AGMS through

- (i) swift debottlenecking of challenges,
- (ii) establishing a common vision & agenda for the entire departmental machinery (from state to school), and,
- (iii) undertaking regular problem solving sessions to co-create strategies. This support proved to be extremely beneficial in quick uptake and smooth functioning of the program.

The willingness to participate in regular review and monitoring activities in the form of school visits, state-wide VCs and phone calls to specific stakeholders also helped in sustaining the rapid pace of uptake of AGMS 2.0.

Collaboration across partners

Week #	Date	Day	Subject-Competency	Competency-1	Playlist link-1	Worksheet link-1	Subject-Arts	Competency-1	Playlist link-1
1	21 June 2021	Tuesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 1	https://bit.ly/3uKj8G1	https://bit.ly/3uKj8G1	English (Grammar Present Continuous Tense)	अंग्रेजी भाषा की विशेषताएँ Part 1	https://bit.ly/3uKj8G1
2	22 June 2021	Wednesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 2	https://bit.ly/3uKj8G2	https://bit.ly/3uKj8G2	English (Grammar Present Perfect Tense)	अंग्रेजी भाषा की विशेषताएँ Part 2	https://bit.ly/3uKj8G2
3	23 June 2021	Thursday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 3	https://bit.ly/3uKj8G3	https://bit.ly/3uKj8G3	अंग्रेजी भाषा की विशेषताएँ Part 3	अंग्रेजी भाषा की विशेषताएँ Part 3	https://bit.ly/3uKj8G3
4	24 June 2021	Friday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 4	https://bit.ly/3uKj8G4	https://bit.ly/3uKj8G4	अंग्रेजी भाषा की विशेषताएँ Part 4	अंग्रेजी भाषा की विशेषताएँ Part 4	https://bit.ly/3uKj8G4
5	25 June 2021	Saturday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 5	https://bit.ly/3uKj8G5	https://bit.ly/3uKj8G5	अंग्रेजी भाषा की विशेषताएँ Part 5	अंग्रेजी भाषा की विशेषताएँ Part 5	https://bit.ly/3uKj8G5
6	26 June 2021	Sunday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 6	https://bit.ly/3uKj8G6	https://bit.ly/3uKj8G6	अंग्रेजी भाषा की विशेषताएँ Part 6	अंग्रेजी भाषा की विशेषताएँ Part 6	https://bit.ly/3uKj8G6
7	27 June 2021	Monday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 7	https://bit.ly/3uKj8G7	https://bit.ly/3uKj8G7	अंग्रेजी भाषा की विशेषताएँ Part 7	अंग्रेजी भाषा की विशेषताएँ Part 7	https://bit.ly/3uKj8G7
8	28 June 2021	Tuesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 8	https://bit.ly/3uKj8G8	https://bit.ly/3uKj8G8	अंग्रेजी भाषा की विशेषताएँ Part 8	अंग्रेजी भाषा की विशेषताएँ Part 8	https://bit.ly/3uKj8G8
9	29 June 2021	Wednesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 9	https://bit.ly/3uKj8G9	https://bit.ly/3uKj8G9	अंग्रेजी भाषा की विशेषताएँ Part 9	अंग्रेजी भाषा की विशेषताएँ Part 9	https://bit.ly/3uKj8G9
10	30 June 2021	Thursday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 10	https://bit.ly/3uKj8G10	https://bit.ly/3uKj8G10	अंग्रेजी भाषा की विशेषताएँ Part 10	अंग्रेजी भाषा की विशेषताएँ Part 10	https://bit.ly/3uKj8G10
11	1 July 2021	Friday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 11	https://bit.ly/3uKj8G11	https://bit.ly/3uKj8G11	अंग्रेजी भाषा की विशेषताएँ Part 11	अंग्रेजी भाषा की विशेषताएँ Part 11	https://bit.ly/3uKj8G11
12	2 July 2021	Saturday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 12	https://bit.ly/3uKj8G12	https://bit.ly/3uKj8G12	अंग्रेजी भाषा की विशेषताएँ Part 12	अंग्रेजी भाषा की विशेषताएँ Part 12	https://bit.ly/3uKj8G12
13	3 July 2021	Sunday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 13	https://bit.ly/3uKj8G13	https://bit.ly/3uKj8G13	अंग्रेजी भाषा की विशेषताएँ Part 13	अंग्रेजी भाषा की विशेषताएँ Part 13	https://bit.ly/3uKj8G13
14	4 July 2021	Monday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 14	https://bit.ly/3uKj8G14	https://bit.ly/3uKj8G14	अंग्रेजी भाषा की विशेषताएँ Part 14	अंग्रेजी भाषा की विशेषताएँ Part 14	https://bit.ly/3uKj8G14
15	5 July 2021	Tuesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 15	https://bit.ly/3uKj8G15	https://bit.ly/3uKj8G15	अंग्रेजी भाषा की विशेषताएँ Part 15	अंग्रेजी भाषा की विशेषताएँ Part 15	https://bit.ly/3uKj8G15
16	6 July 2021	Wednesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 16	https://bit.ly/3uKj8G16	https://bit.ly/3uKj8G16	अंग्रेजी भाषा की विशेषताएँ Part 16	अंग्रेजी भाषा की विशेषताएँ Part 16	https://bit.ly/3uKj8G16
17	7 July 2021	Thursday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 17	https://bit.ly/3uKj8G17	https://bit.ly/3uKj8G17	अंग्रेजी भाषा की विशेषताएँ Part 17	अंग्रेजी भाषा की विशेषताएँ Part 17	https://bit.ly/3uKj8G17
18	8 July 2021	Friday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 18	https://bit.ly/3uKj8G18	https://bit.ly/3uKj8G18	अंग्रेजी भाषा की विशेषताएँ Part 18	अंग्रेजी भाषा की विशेषताएँ Part 18	https://bit.ly/3uKj8G18
19	9 July 2021	Saturday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 19	https://bit.ly/3uKj8G19	https://bit.ly/3uKj8G19	अंग्रेजी भाषा की विशेषताएँ Part 19	अंग्रेजी भाषा की विशेषताएँ Part 19	https://bit.ly/3uKj8G19
20	10 July 2021	Sunday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 20	https://bit.ly/3uKj8G20	https://bit.ly/3uKj8G20	अंग्रेजी भाषा की विशेषताएँ Part 20	अंग्रेजी भाषा की विशेषताएँ Part 20	https://bit.ly/3uKj8G20
21	11 July 2021	Monday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 21	https://bit.ly/3uKj8G21	https://bit.ly/3uKj8G21	अंग्रेजी भाषा की विशेषताएँ Part 21	अंग्रेजी भाषा की विशेषताएँ Part 21	https://bit.ly/3uKj8G21
22	12 July 2021	Tuesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 22	https://bit.ly/3uKj8G22	https://bit.ly/3uKj8G22	अंग्रेजी भाषा की विशेषताएँ Part 22	अंग्रेजी भाषा की विशेषताएँ Part 22	https://bit.ly/3uKj8G22
23	13 July 2021	Wednesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 23	https://bit.ly/3uKj8G23	https://bit.ly/3uKj8G23	अंग्रेजी भाषा की विशेषताएँ Part 23	अंग्रेजी भाषा की विशेषताएँ Part 23	https://bit.ly/3uKj8G23
24	14 July 2021	Thursday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 24	https://bit.ly/3uKj8G24	https://bit.ly/3uKj8G24	अंग्रेजी भाषा की विशेषताएँ Part 24	अंग्रेजी भाषा की विशेषताएँ Part 24	https://bit.ly/3uKj8G24
25	15 July 2021	Friday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 25	https://bit.ly/3uKj8G25	https://bit.ly/3uKj8G25	अंग्रेजी भाषा की विशेषताएँ Part 25	अंग्रेजी भाषा की विशेषताएँ Part 25	https://bit.ly/3uKj8G25
26	16 July 2021	Saturday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 26	https://bit.ly/3uKj8G26	https://bit.ly/3uKj8G26	अंग्रेजी भाषा की विशेषताएँ Part 26	अंग्रेजी भाषा की विशेषताएँ Part 26	https://bit.ly/3uKj8G26
27	17 July 2021	Sunday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 27	https://bit.ly/3uKj8G27	https://bit.ly/3uKj8G27	अंग्रेजी भाषा की विशेषताएँ Part 27	अंग्रेजी भाषा की विशेषताएँ Part 27	https://bit.ly/3uKj8G27
28	18 July 2021	Monday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 28	https://bit.ly/3uKj8G28	https://bit.ly/3uKj8G28	अंग्रेजी भाषा की विशेषताएँ Part 28	अंग्रेजी भाषा की विशेषताएँ Part 28	https://bit.ly/3uKj8G28
29	19 July 2021	Tuesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 29	https://bit.ly/3uKj8G29	https://bit.ly/3uKj8G29	अंग्रेजी भाषा की विशेषताएँ Part 29	अंग्रेजी भाषा की विशेषताएँ Part 29	https://bit.ly/3uKj8G29
30	20 July 2021	Wednesday	अंग्रेजी भाषा	Chapter 1: अंग्रेजी भाषा की विशेषताएँ Part 30	https://bit.ly/3uKj8G30	https://bit.ly/3uKj8G30	अंग्रेजी भाषा की विशेषताएँ Part 30	अंग्रेजी भाषा की विशेषताएँ Part 30	https://bit.ly/3uKj8G30

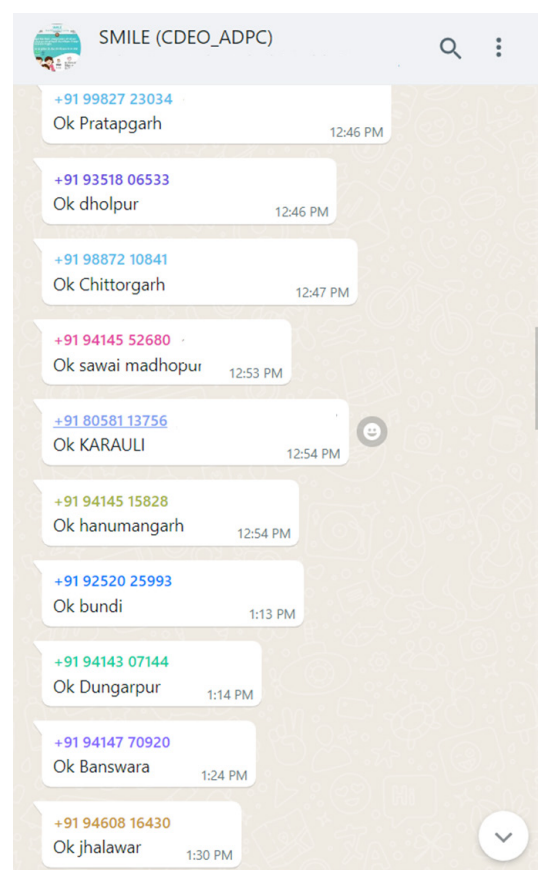
Successful collaboration with multiple partners (content creators, EdTech partners, and government agencies such as SCERT) has helped address bottlenecks with respect to the overall strategy, content creation and dissemination, monitoring of key metrics and periodic assessment of students through innovative models.

A predefined weekly calendar for each grade was prepared to schedule weekly content to be sent to students, digitally. During the academic year 2021-22, the department also made efforts to coordinate content on other platforms like Shiksha Darshan (official TV channel) and Shiksha Vani (official Radio channel) for which coordination between various technical, academic, and grassroots' partners was required.

Communication

A robust communication channel was set up through WhatsApp in the departmental machinery to enable effective and timely communication. Daily messages (related to content or program) were sent from the state, and within a few hours the messages reached all teachers across the state.

Daily SMILE Messages with student content were also shared through this channel and a designated team at the Directorate monitored the entire process to make sure all districts acknowledge the receipt and concurrent forwarding of this message daily (see Figure x below). In case no acknowledgement was received from a district, the monitoring team called the relevant CDEO to follow up.



Data enabled review and monitoring

Progress on Weekly Quiz (Week 13 vs Week 11)

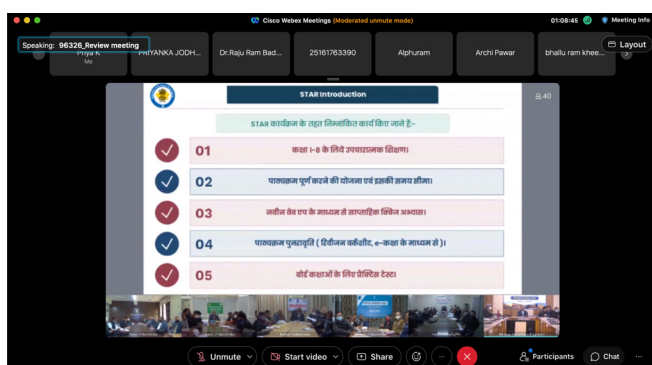
District	% difference	District	% difference
JODHPUR	31.5%	BANSWARA	-17.8%
NAGAU	14.1%	TONK	-18.3%
SIKAR	8.1%	HANUMANGARH	-19.6%
AJMER	-1.2%	JALOR	-19.8%
CHITTAURGARH	-1.3%	BARMER	-20.5%
BHILWARA	-7.9%	BUNDI	-20.6%
BARAN	-12.1%	JAISALMER	-21.7%
JHALAWAR	-12.5%	BIKANER	-22.3%
JHUNJHUNUN	-12.6%	DAUSA	-22.7%
PALI	-14.5%	CHURU	-23.2%
KOTA	-15.2%	RAJSAMAND	-23.4%
S.MADHOPUR	-15.8%	ALWAR	-23.7%
GANGANAGAR	-16.0%	KARALI	-24.7%
JAIPUR	-17.1%	UDAIPUR	-26.0%
PRATAPGARH	-17.2%	DUNGARPUR	-29.1%
SIROHI	-17.3%	DHAULPUR	-34.4%
BHARATPUR	-17.6%	Overall	-15.1%

*Data as on 27 Sept

■ >0%
 ■ -10-0%
 ■ <-10%

The state education MIS portal, Shala Darpan, was leveraged for effective monitoring and accountability of the program. When the pandemic started, one of the fundamental challenges was the difficulty in knowing how many students had digital access and how many did not. To tackle this, specific modules were created through which each and every student's access and learning can be tracked regularly. Data from these modules was used to share weekly progress on various program components district-wise.

State level reviews



Under AGMS, every month, at least one state-level communication through a joint video conference of all districts or regular guidelines and circulars of programmatic design updates were circulated to the field. This ensured that the on-ground staff, both academic and administrative, were well informed about their individual roles and responsibilities. To ensure clear communication, easy-to-read infographics were circulated across WhatsApp groups in the state.

Teacher trainings



As the nature of education delivery shifted, we helped the state reimagine and define the roles and responsibilities of teachers, officials and parents around regular capacity building. It is

critical to strengthen academic and administrative capabilities to implement any systemic reform. An initiative of this scale would have not been possible without the much needed support from teachers, who form the backbone of this program. State-level training sessions through video conferences for teachers and officials were held. These sessions apprised them about their responsibilities under AGMS, ranging from student visits, creation of student portfolios to capturing data from field monitoring visits. These regular interactions have been fundamental to the success of this initiative. For example, a state level capacity building session for teachers and officials at the beginning of the academic year witnessed a commendable participation from around 1.9 lakh officials in the state.

As a follow up to all trainings, infographics were circulated across all teacher WhatsApp groups clearly outlining expectations from teachers on a daily / weekly / need basis to support teachers in planning their administrative and academic responsibilities better.

Program Management Unit (PMU)

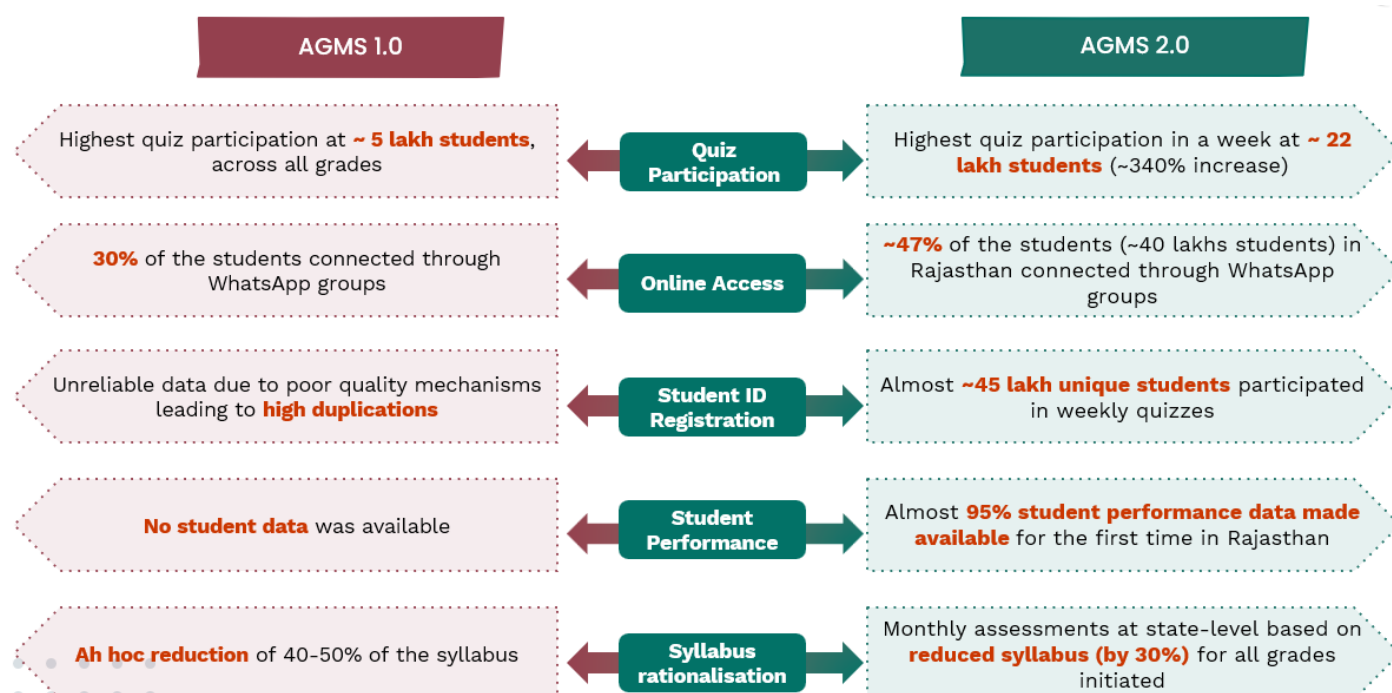
A PMU from GDi was set up by the Directorate, to ensure all of the initiatives under Aao Ghar Me Seekhein are tracked and that teachers and students are diligently using the resources being made available. Key functions performed by the PMU include:

- i) Defining the strategy and approach to the overall program;
- ii) Enabling collaboration and coordination with all partners;
- iii) Ensuring all stakeholders are informed about their roles and responsibilities with respect to the program and also when these are to be performed;
- iv) Data analysis to identify districts, blocks and schools for identification of poor performance and thus for targeted monitoring and corrective action;
- v) Regular VCs with field officers at the state, district and block level; and
- (vi) Regular reports to the field with data for each initiative.



Successes

The design and implementation of Aao Ghar Mein Seekhein in the academic year 2021-22 led to the following shifts and achievements:





Learnings– How to enable key factors of success?

A program of this scale and period, gave us a tremendous opportunity for reflection and learning. We hope that partners working with the state governments, NGOs and other social sector firms are able to take from the following learnings to implement similar programs in other geographies. Our experience allowed us to categorise program health on 3 levels across various major factors driving AGMS program's implementation:



	Level 1	Level 2	Level 3
Bureaucratic Ownership	- Lower time contribution - Lack of strategic inputs - Low participation in R&M activities	- Meeting as per set cadence to gauge progress - Inputs based on strategy shared by PMU - Regular (Monthly/Quarterly) R&M activities	- High Time Contribution: Multiple catch-ups during the week (scheduled & unscheduled) to brainstorm and plan way-forward - Proactively share inputs and ideas to be developed. Involvement in planning and implementation work - Regular check-ins on dashboards and reports shared. Follow up action taken on actionables
Program Management Unit	- No program management unit (internal/external) - Individual officials taking initiatives based on personal drive - Susceptible to transfer of officials - No centralised plan of action	- Stakeholders identified at state and district level to lead the program - Teams plan initiatives and train ground officials to implement - Team manages onboarding of new stakeholders and there is lesser loss of knowledge - A common plan of action created	- A PMU from an impact oriented organisation established with clear roles & responsibilities and clear communication to ground stakeholders. A set channel of communication established for the PMU - PMU plans and implements initiatives based on multiple interactions, alignment with bureaucratic leadership and study of best practices in other geographies - Clear and crisp documentation of all initiatives exists and a proper handover given to new members joining the PMU

			- A plan of action on which all stakeholders are aligned and roles and responsibilities are defined for all stakeholders from the state to the school
Collaboration across Partners	- Collaboration across Partners - Partners working in silos - Lack of a common platform for partner organisations to engage and share knowledge	- Common quarterly meetings facilitated by the department for partners to present their work - Knowledge sharing during periodic meetings	- PMU engages with partners regularly to understand their work and find synergies with other ongoing programs. A set channel of communication (incl common WhatsApp group) - Regular knowledge sharing during meetings, with PMU and through WhatsApp groups
Communication	- Lack of a communication channel within the department, with districts and with schools (besides email) - No platforms for sharing of data, information & best practices	- Regular communication b/w state-district but poor communication between state-school - Online and offline channels for data collection enabled as and when required	- Set channels (WhatsApp groups, VCs) for communication across all levels - Set data collection and communication platform exists where data is collected regularly or on-demand
Data enabled Review & Monitoring	- Data not collected in a common and concise manner - No tools for data visualisation and comparative analysis - Data missing from multiple sources	- A common template for data collection exists but parameters are not fixed and may vary. - Data compiled manually to project current status as and when R&M meetings take place - Data mostly available but many instances of delays and miscommunications of data	- A set weekly/monthly template for data enablement for review & monitoring - Data visualisations and templates automatically updated based on data collected online. Data available for R&M on-demand - Data regularly collected from all sources by assigning responsibility district wise and incentivising regular data updation

State VCs	- Only need based review meetings between state and districts - VC agenda and flow unclear and collaterals not prepared in advance - No one leads the preparation for VC	- Set cadence for VCs (largely for R&M). May or may not be led by bureaucratic leadership - VC agenda and flow shared in advance. No collaterals or compilations of data created for VCs - Preparation for VCs done by relevant nodal officer	- Set cadence for VCs (R&M) led by the department head. Regular need based VCs for relevant stakeholders for trainings, alignment on next-steps and roles and responsibilities etc - VC agenda and flow shared in advance. Meeting presentation/ data tables/collaterals shared with all participants after the VC for their reference - VC preparation led by the PMU after discussions with the leadership
Teacher Training	- Only orders or instructions sent to teachers about programs - No reference material in case of doubts	- Ad-hoc teacher training by different cells/departments on a needs basis - Training recordings shared	- Teacher trainings conducted comprehensively to allow for multiple related agendas to be covered and to maximise teachers' work in academic activities - Tutorials, FAQs, infographics created for teachers to refer to in case of doubt. All these shared through WhatsApp groups where questions can also be asked.

This framework of program health is crucial in defining the successes or failures of large-scale programmes like AGMS which can be replicated across programs in future. While specific nuances would differ from program to program, the more aspects are at level 3, the better the chances of success of the program would be.

The AGMS 2.0 program was a culmination of many successful (and also some unsuccessful) efforts and the learnings from all have been taken into account to draft this report, which aims to guide the approach for other similar programs in the future.

Notes



आओ घर में सीखें

