



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



ShikshaLokam
Catalysing Education Leadership



VIDYA AMRIT MAHOTSAV

Report

2022 - 2023

The page features several decorative orange geometric shapes: a rectangle in the top right, a long thin rectangle below it, a thin line on the left, and a rectangle in the bottom left.

VIDYA AMRIT MAHOTSAV

A Report

2022 - 2023



Acknowledgement	01	Outreach Efforts	13
		<i>NCERT-level Outreach</i>	13
		<i>State-level Outreach</i>	14
Summary	02	Monitoring and Evaluation	16
<i>Introduction</i>	02	<i>Metrics</i>	17
<i>4 Key Phases of the Mahotsav</i>	02	<i>Impact</i>	17
<i>Outreach Efforts</i>	03	<i>Testimonials from States/UTs</i>	18
<i>Monitoring and Evaluation</i>	03		
<i>Impact</i>	03	Learning & Challenges	19
<i>Testimonials from States/UTs</i>	03	<i>Challenges</i>	19
<i>Learnings and Challenges</i>	03	<i>Learnings</i>	20
<i>Conclusion</i>	04		
Introduction	05	Conclusion	21
<i>Timeline of the Mahotsav</i>	06		
<i>4 Key Phases of the Mahotsav</i>	06	Annexure 1	22
<i>Phase 1- DIKSHA Readiness</i>	07		
<i>Phase 2- Program Implementation</i>	09	Annexure 2	25
<i>Phase 3- Evaluation</i>	10		
<i>Phase 4- Celebration</i>	11		
Highlights from Celebration	12		



We would like to acknowledge the efforts of the **National Council of Educational Research and Training (NCERT)**, Department Officials for organizing Vidya Amrit Mahotsav (VAM), a Micro-improvement led Innovative Pedagogy Festival, whose efforts have contributed to the Program's success. It was launched during the month of September 2022 at a national level. Furthermore, we would like to acknowledge the expertise and guidance of **Prof. Amarendra. P. Behera** (Joint Director, CIET NCERT), **Prof. Indu Kumar** (National Coordinator DIKSHA) and **Mr. Arvind Gupta** (National Team Lead, NDEAR DIKSHA PMU) who graciously shared

their knowledge and insights about the Program. Their contributions have been instrumental in shaping the understanding of the Program. We are also grateful to all participants for their active participation and collaboration throughout the program. Their diverse perspectives and shared enthusiasm made the learning experience even more enriching.

Once again, we are deeply thankful to the National Council of Educational Research and Training (NCERT) for their commitment to empowering individuals through such transformative programs.

Summary

Introduction

The Vidya Amrit Initiative, which focuses on breaking down enormous ambitions into tiny, doable steps, was launched on July 29, 2022, in keeping with the spirit of innovation and continuous improvement. Under this initiative, Vidya Amrit Mahotsav, a Micro-improvement led Innovative Pedagogy Festival was launched by the Ministry of Education on 25th August 2022 that talks about the importance of taking Small Steps To Build Great Schools. The micro-improvement approach supported by the DIKSHA platform aligns with the 'Learn—Do—Practice' of NDEAR. The nation-wide festival brought together teachers and school leaders to share their ideas and innovative practices by leveraging DIKSHA (Digital Infrastructure for Knowledge Sharing) as a platform. The Program was launched on the occasion of Shikshak Parv and there were proper timelines in place for all the State/UTs for timely completion of their projects.

4 Key Phases of the Mahotsav

The Mahotsav was conducted in four phases, namely DIKSHA Readiness, Program Implementation, Evaluation and Celebration.

Each phase includes all the activities that were followed for the implementation of the program.

Phase 1

DIKSHA Readiness

It involved orientation sessions and workshops that were conducted with all the States/UTs to discuss modalities of implementation.

Phase 2

Program Implementation

covers the capacity building workshops that were organized to enhance participant's understanding of the program. It also included various other activities such as outreach, support structures that helped in effective implementation of the program

Phase 3

Evaluation

It talks about the evaluation process that was followed to evaluate the projects at state/district level and the final evaluation that happened at national level.

Phase 4

Celebration

comprises the recognition of the Top 10 Projects by NCERT and a few highlights from states such as Bihar, Nagaland, Chhattisgarh and Rajasthan that have facilitated their top participants by organizing an event in their respective states,

Outreach Efforts

Both at a national level and state level, outreach efforts were made to ensure effective implementation of the Mahotsav. At a national level, NCERT leveraged social media channels (WhatsApp, Facebook, Twitter) to enhance visibility through webinars and active social media posts. It also provided support to states through sharing sample collaterals and various outreach strategies. Along with the efforts at a national level, states also played an active role in creating awareness through posters, customized logos, videos to encourage teachers and school leaders to document their innovative pedagogical practices on DIKSHA. Print media, social media and the state's own website were also used for actively sharing all necessary information with all the participants.

Monitoring and Evaluation

The support structures were instrumental in identifying challenges and tracking progress across the participating States/UTs throughout the four distinct phases of the Mahotsav. This section talks about various metrics that helped in analyzing and understanding the efforts of State/UTs in implementing the Mahotsav in their respective geographies during various phases of the program. The metrics capture the support that was provided through orientation sessions, follow-up calls and outreach activities. Along with these support structures, it also covers the collaborative

approach that a few states follow by partnering with NGOs at the state, district and block levels. Lastly, it entails the state's efforts in conducting the evaluation process. 22 States/UTs submitted the top 3 projects to NCERT for further evaluation at a national level.

Impact

VAM witnessed enthusiastic participation from all corners of the nation. 27 States/UTs participated in the Mahotsav and a total of 5.98 lakh projects were submitted at a national level. 22 States/UTs submitted around 63 projects for national-level evaluation.

The impact is also evident through the state's effort to continue with the idea of Micro-improvement approach through state-level programs in Haryana and Nagaland.

Testimonials from States/UTs

It covers the learnings and insights collected through interaction with the States/UTs that participated in the Mahotsav. These testimonials capture their experience of playing a crucial role in the Mahotsav.

Learnings and Challenges

Learning from challenges is critical for every program. Program coordinators played a pivotal role in simplifying program details. However, teachers in few States/UTs shared that the use of complex terms such as

nnovative pedagogy and building familiarity with technical aspects turned out to be challenging for them.

Besides the challenges, the nationwide festival also taught innumerable lessons that can be taken forward. It showed the importance of taking small steps through actions in classrooms, the role of various support structures (follow-up calls, outreach activities) for national-level programs, the need to recognize the untapped talent of teachers, teacher educators, school leaders and lastly sharing of such best practices to ensure visibility and appreciation.

Conclusion



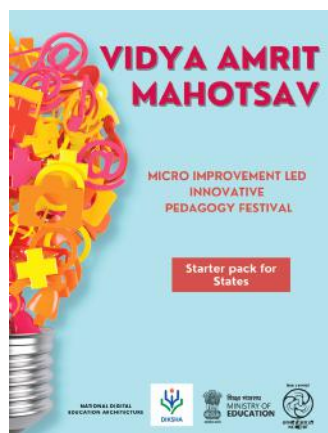
This section covers the spirit of micro-steps nurtured through a national program like Vidya Amrit Mahotsav. Efforts by state SCERTs, district-level DIETs, and local NGOs showed how micro-improvements, over time, can lead to significant changes in the education landscape. It demonstrated that even daunting goals can be achieved through small, simple steps. The nationwide festival encouraged states to think of creative ways to make learning a joyful experience for every child. With over 5 lakh improvements registered on DIKSHA, VAM showed remarkable success that can be attributed to India's educational success.



Introduction

In the spirit of continuous improvement and innovation, the Vidya Amrit Initiative was officially launched on July 29, 2022. It seeks to foster a culture of innovation within the extensive network of 1.5 million schools in our education system. This initiative breaks down significant educational challenges into a series of manageable micro-improvements, making innovation accessible to all.

The Ministry of Education endorsed the micro-improvement approach early in 2022, laying the foundation for Vidya Amrit Mahotsav (VAM). In line with the National Education Policy 2020, VAM strives to encourage, recognize, and nurture innovations. In response to the directive outlined in Letter DO No.1-2/2022-IS.20 dated 25th August 2022 from the Ministry of Education, the National Council of Educational Research and Training (NCERT) embarked on a transformative journey by launching the VAM as a key component of the broader Vidya Amrit Initiative.



The VAM guidelines and a starter pack were shared with States/Union Territories (UTs) on September 7, 2022, marking the initiation of this transformative festival.

VAM has a clear mission: to inspire innovation in schools, collect stories of school improvements, and boost motivation by recognizing the efforts of school teams. To achieve this, a micro-improvement approach was used, supported by the DIKSHA platform. Aligned with the 'Learn—Do—Practice' of NDEAR, the micro-improvement approach involves breaking down the process of improvement into smaller, manageable steps, such as organizing events to improve student learning, community initiatives, and play-based activities.

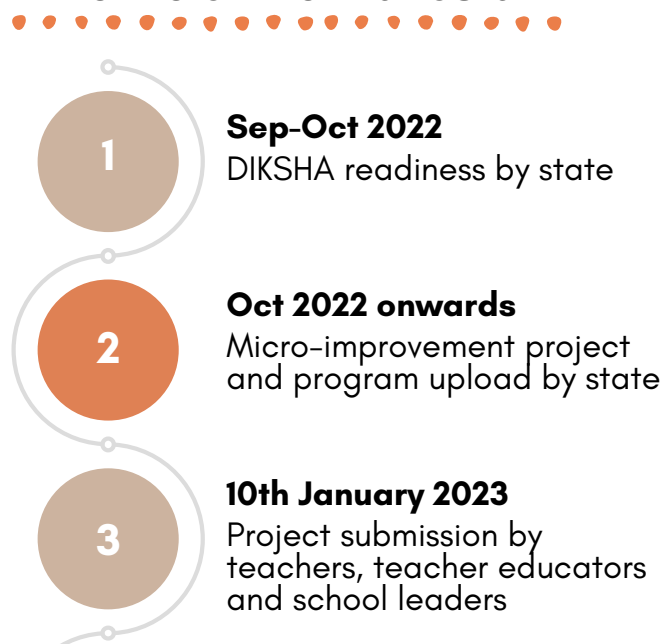
The Vidya Amrit Mahotsav stands as a vibrant celebration of educational innovations, inspiring change within classrooms, schools, and among the educators themselves. It serves as a beacon, recognizing and nurturing the tireless efforts of teachers and school leaders in their pursuit of innovation. Ultimately, VAM serves as a platform for the

exchange of the finest innovative practices, thus contributing to the creation of a dynamic and enriching learning environment throughout the education system.

The theme of the festival, 'Innovative pedagogy' is a term reintroduced into the education system by India's latest National Educational Policy (NEP), 2020, is defined by Dr Suniti Sanwal, HOD, Elementary Education, NCERT as "proactively introducing new teaching strategies and methods into the classroom to improve academic outcomes and address real problems to promote equitable learning" (Government of India [GoI], 2022).

VAM witnessed enthusiastic participation from 27 States/Union Territories (UTs). The dedicated efforts of teachers and school leaders resulted in an impressive submission of more than 5 lakh innovative practices, all meticulously documented as projects on the DIKSHA platform.

Timeline of the Mahotsav

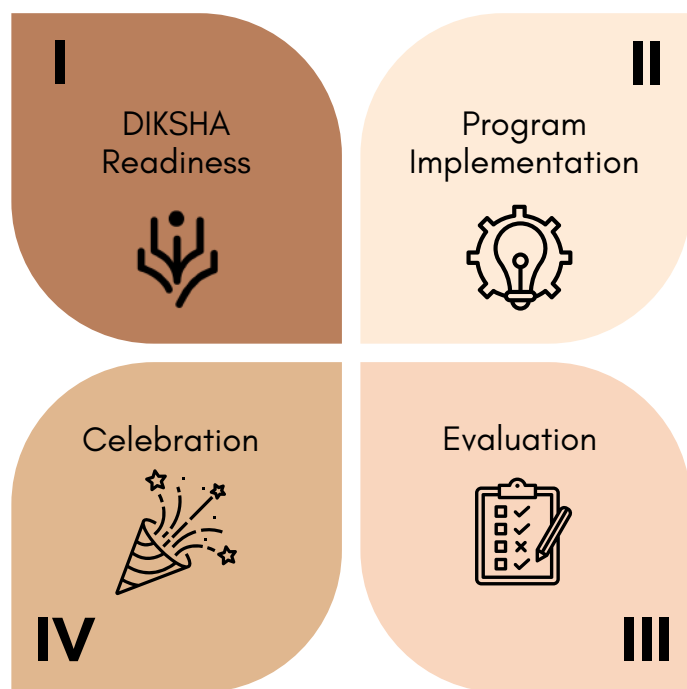


4 Key Phases of the Mahotsav

The Mahotsav was conducted in four different phases namely; DIKSHA readiness, Program Implementation, Evaluation and Celebration. NCERT organized orientations and refresher training for each of the phases for the capacity building of the State/UT DIKSHA coordinators (hereafter 'coordinators'). It started with the orientation session which was organized for all the States/UTs on VAM as a Micro-improvement project and the theme of innovative pedagogy.

All the VAM orientations and refresher training were conducted in English and Hindi language separately to ensure proper dissemination of the information to the DIKSHA coordinators. Along with the orientation, workshops, and refresher

trainings, the monthly state DIKSHA coordinators' calls have been instrumental in sharing important information and timelines for VAM along with the progress updates from different states of the country.

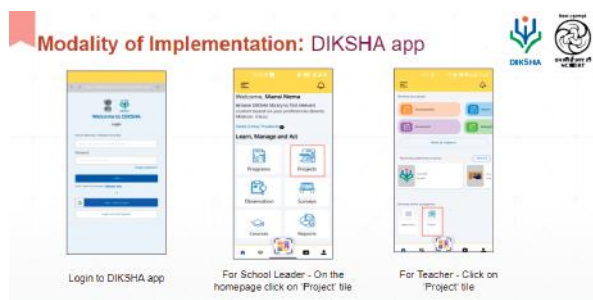


Phase I - DIKSHA Readiness



Workshops :

NCERT organized four workshops for preparing States/Union Territories (UTs) for the effective use of DIKSHA. The first workshop was conducted to orient coordinators on micro-improvement as an approach, modalities of VAM and the workflow on DIKSHA app.



The second workshop focused on entity upload, equipping coordinators with the knowledge and templates needed to share essential state data, such as school lists, sub-role lists, and platform rights, with the DIKSHA support team. This step was crucial in ensuring that the VAM project could be accessed by users on the DIKSHA platform. The third workshop was dedicated to orienting coordinators on how to fill program and project templates for the purpose of uploading the VAM project onto their respective State/UT tenant. During this workshop, coordinators had the flexibility to customize the project to align with the specific requirements and regional languages of their State/UT.

Program and project templates	
Do's - Thoroughly read the instruction sheet in program and project template - Follow the instructions to update the sheet - Rename the sheets to VAM_StateName_templateName - Email all sheets separately to projectsupport@teamdiksha.org	Don'ts - Change the column name - Change the template name other than suggested - Change the order of the columns

Additionally, a DIKSHA demonstration was conducted for coordinators to provide them with a clear understanding of how to access and complete the project on DIKSHA. This knowledge was intended to empower coordinators to, in turn, train teachers,



teacher educators, and school leaders within their respective

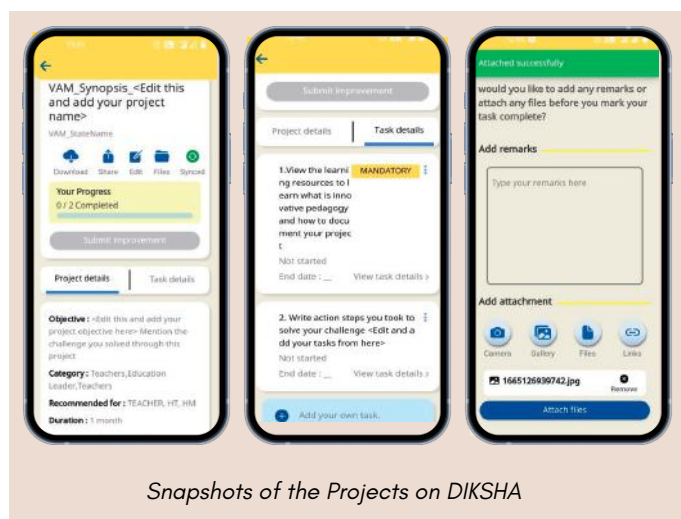
State/UT on effectively using the DIKSHA platform. In addition, DIKSHA user guides were shared to aid users.



VAM Programs On DIKSHA

Teachers, Teacher educators and School leaders could access the

VAM project on DIKSHA. The users were required to edit the title and objective based on the innovative pedagogy practice. They had to follow the tasks and go through the learning resources to document their innovative pedagogy practice. As evidence, the users were required to attach evidence in the form of pictures/files/videos of the implementation of the innovative pedagogical practices. For the projects to be considered for the evaluation, it recommended that users attach their VAM journey video as the project level evidence.



Snapshots of the Projects on DIKSHA



Open Office Hours Calls:

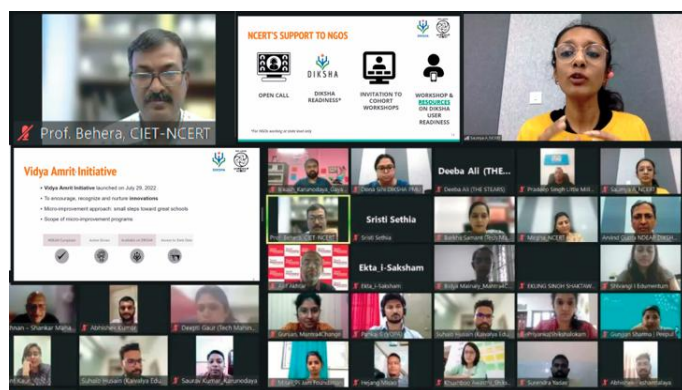
The concept of open office hour call was developed for the coordinators to directly connect with the Project Support team and discuss and resolve the issues they were facing with DIKSHA. Open office hour calls were scheduled for one hour each for two days every week till the evaluation phase ended. NCERT team shared the timing and link of the calls every

week on the DIKSHA States' Coordinators WhatsApp group. Coordinators could join the call in order to resolve their issues or queries. The call was a success in the sense it provided segway for direct and frequent communication between coordinators and Project support team members for easy resolution of the DIKSHA related issues.



Enabling NGO Ecosystem:

In order to ensure active participation from the users, NCERT actively engaged the NGO ecosystem. NCERT organized an open call and 6 exclusive workshops for capacitating the NGOs to support with the VAM activities, at the state/district level or in different phases based on their presence and their expertise respectively. 130+ NGOs attended the orientation and 83 NGOs expressed interest from 33 States/UTs. 17 NGOs supported VAM at national, state, district, block and school levels.



State Cohort Owners:

To provide customized end to end support to every State/UT, four ShikshaLokam team members acted as the state cohort owners. Each of the team members was responsible for a group of

states and UTs. They supported their respective groups by-

- Sharing the important VAM related documents, trackers etc. for easy access
- Providing technical support for DIKSHA (making project live, addressing queries)
- Brainstorming outreach ideas and sharing sample collaterals
- Sharing links for workshops/governance calls conducted by NCERT
- Facilitating discussions between State/UT and NGO partners
- Providing hand-holding in the evaluation process
- Keeping track of the timeline followed by the states and UTs part of their groups for identifying the delay and providing appropriate support to bridge the gap

COHORT - 1

Uttar Pradesh, Bihar, Chattisgarh, West Bengal, Punjab, Jharkhand

COHORT - 2

Uttarakhand, Rajasthan, Odisha, Haryana, Himachal, Maharashtra, Gujarat

COHORT - 3

Karnataka, Madhya Pradesh, Pondicherry, TN, Kerala, Andhra Pradesh, Telangana

COHORT - 4

Arunachal Pradesh, Assam, Meghalaya, Nagaland, Sikkim, Manipur, Mizoram, Tripura, Andaman & Nicobar, Chandigarh, Daman and Diu, Delhi, Jammu & Kashmir, Ladakh, Lakshadweep

Phase-II-Program Implementation

NCERT conducted capacity-building workshops for coordinators and NGO ecosystem partners with the goal of facilitating the effective implementation of VAM. For coordinators, the workshops focused on enhancing participants' understanding of outreach structures, generating innovative ideas, and sharing sample materials. Their purpose was to empower coordinators to raise awareness about the program and encourage stakeholders to actively engage in VAM.

Recommended guidelines for Outreach by NCERT: Preparation Stage

Activities / Type of posts	Process Information	Support Information	Value proposition messages	Reinforcement Messages
Key messaging	Describe the following in a document/ppt/film: 1. DIKSHA-App download process 2. Process for Login as HT and teachers 3. How to take access, project and how to start working on a project by the 'Start Improvement' option	Publish the helpline and other support information	A series of communication to motivate school-leaders and teachers to participate in the festival	Nugget size posts related to process and benefits at a regular interval
Mediums / Platforms	WhatsApp, Email, Webpage & Social Media(SM), official letters to district and block officials, workshops/webinars	WhatsApp, Email, Webpage & Social Media(SM), letters to district and block officials, workshops/webinars	WhatsApp /webpage/ SM/posters, standees at schools	WhatsApp /webpage/ SM

NCERT arranged deep-dive sessions on micro-improvement and VAM specifically for the NGO ecosystem. Furthermore, sharing circles were organized for partners to exchange their experiences and best practices in VAM contributions. Throughout the program implementation, governance/review calls were also held to oversee state-level progress and offer tailored assistance in addressing any gaps highlighted by coordinators during these calls. Simultaneously, the open office hour calls played a crucial role in resolving coordinators' inquiries related to the app or project capabilities.



Governance/Review calls:

Governance/Review calls were conducted by NCERT to review the performance of the States/UTs in VAM. It helped in identifying the best practices followed and support required for the implementation of the VAM. Based on Governance/Review calls, NCERT invited high performing States/UTs to share the best practices in the State DIKSHA coordinators calls with the larger group of states/UTs and designed interventions for the states/UTs that required support.



State DIKSHA coordinators call:

State DIKSHA coordinators call is conducted by NCERT on the monthly basis as space for the DIKSHA coordinators to come together to discuss, share and learn from the different digital initiatives being implemented. During VAM, these calls provided States/UTs with the opportunities to present the VAM progress updates and the different practices being followed under different phases of the Mahotsav, with other states/UTs. These calls proved to be immensely helpful in encouraging other states/UTs to adopt best practices to efficiently implement VAM and make it a success.

During this phase, coordinators conducted orientation sessions in their respective States/UTs to motivate and capacitate the teachers, teacher educators and school leaders on the VAM project on DIKSHA. Users across the nation accessed VAM project, documented their innovative pedagogical

practices and submitted their projects along with VAM journey video as the evidence. The deadline for the project submission was 10th January 2023.

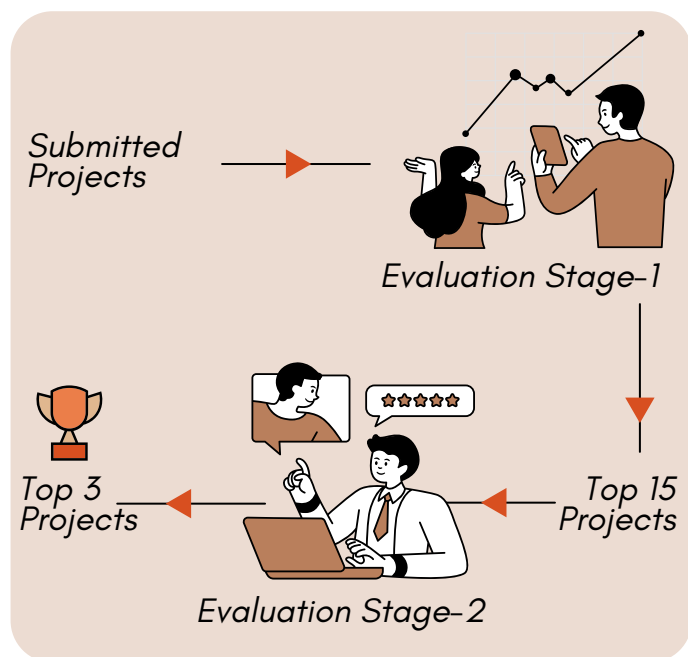
Phase III - Evaluation

In the evaluation phase of the Mahotsav, evaluation of the submitted projects was carried out at the District level (recommended), State level and as the final stage, at the National level. The prescribed evaluation process for VAM projects involved coordinators adhering to the following steps-

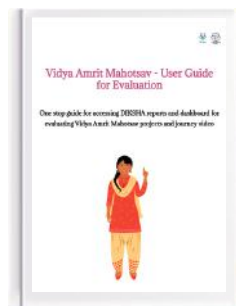
- Accessing DIKSHA portal
- Downloading status and task details report from the dashboard
- Evaluating the projects at district and state level using the rubrics
- Conducting outreach of the top 15 projects selected at the state level
- Shortlisting top 3 projects to be shared with NCERT



Given the length of the evaluation process and the technicality of the steps involved, NCERT conducted the evaluation workshop – for the coordinators to conduct District/State level evaluation– in two phases viz evaluation process to select top 15 projects and process to conduct outreach to shortlist top 3 projects for national evaluation. There were four evaluation workshops conducted in total (two each in Hindi & English). To ensure the coordinators are fully capacitated to conduct the evaluation process, three refresher evaluation workshops were also conducted by NCERT.

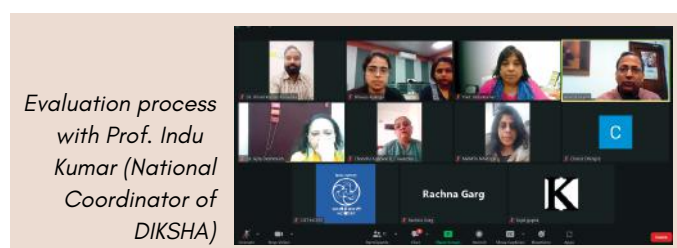


An Evaluation Package was also shared with the coordinators, that would help them to conduct the evaluation at state level with ease.



The package contained comprehensive evaluation and user guide, workshop recordings, presentation used in the workshops and one pager evaluation guide.

After evaluation at district and state level, top 3 shortlisted projects were submitted by 22 States/UTs. NCERT received a total of 63 projects for further evaluation. To ensure that national evaluation is carried out effectively and systematically, NCERT set up a 7 member National Evaluation Committee to evaluate the projects in a 3 day workshop. The 7 jury members evaluated all 63 projects individually and scored them based on the national evaluation rubric. NCERT consolidated the scores from all jury members to select the top 10 projects to be recognized at the national level.



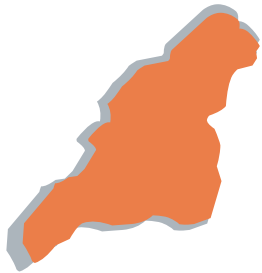
Phase III - Celebration

States/UTs evaluated the respective projects based on the rubrics shared by NCERT and submitted the top 3 innovative projects to NCERT. At a national level, NCERT has selected the Top 10 Projects and would further plan to recognize the efforts of these top 10 participants.

Few states such as Bihar, Nagaland, Chhattisgarh and Rajasthan have also facilitated their top participants by organizing an event in their respective states, recognizing and encouraging teachers and school leaders to sustain this momentum and continue the journey of initiating innovative practices in their schools.

Highlights from Celebration

Nagaland



Nagaland celebrated the festival of innovation and conclusion of Nagaland Reading Festival. It was a state level award function organized by Samagra Shiksha and Directorate of School Education. The event witnessed 1500+ participants, including Teachers, School Leaders, Department Officials & students.



Vinay R & Shruti Fauzdar from ShikshaLokam with the winners

SCERT offices and felicitated the top 15 participants. Both published a book on the innovative practices shared by the participants.



Booklet showcasing top 15 Micro-improvement projects



Punjab Education Department launching top 15 projects from the state

GPS Orchid, Wokha wins Nagaland Reading Festival

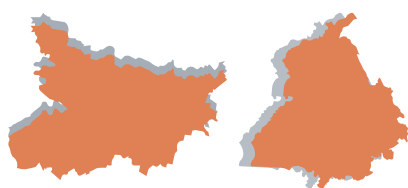
'Reading festival encourages students to inculcate the habit of reading'



GPS Orchid shares success story
 GPS Orchid, Wokha, Nagaland, has been selected as the winner of the Nagaland Reading Festival. The school has been recognized for its innovative practices in promoting reading among students. The school has been selected as the winner of the Nagaland Reading Festival. The school has been recognized for its innovative practices in promoting reading among students.

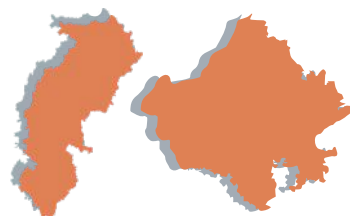
News clipping from a renowned newspaper

Bihar and Punjab



Both Bihar and Punjab organized an event in their

Chhattisgarh & Rajasthan



Chhattisgarh and Rajasthan also felicitated the top 15 participants at the state level. In

the celebration event, participants shared their experience of carrying out innovative pedagogical practices in their classrooms/schools



Top 15 teachers being felicitated from Chhattisgarh



Top 15 teachers being felicitated from Rajasthan



Outreach Efforts

Effective outreach plays a crucial role in enhancing the engagement of the target audience. The success of any outreach endeavor is dependent on the presence of diverse communication channels. In the context of a national initiative like VAM, NCERT and individual states invested substantial effort in amplifying the initiative's outreach. This effort was instrumental in creating awareness and visibility of VAM within each respective state which led to the effective implementation and success of VAM.

NCERT-level Outreach

At the NCERT level, efforts were undertaken on two fronts:

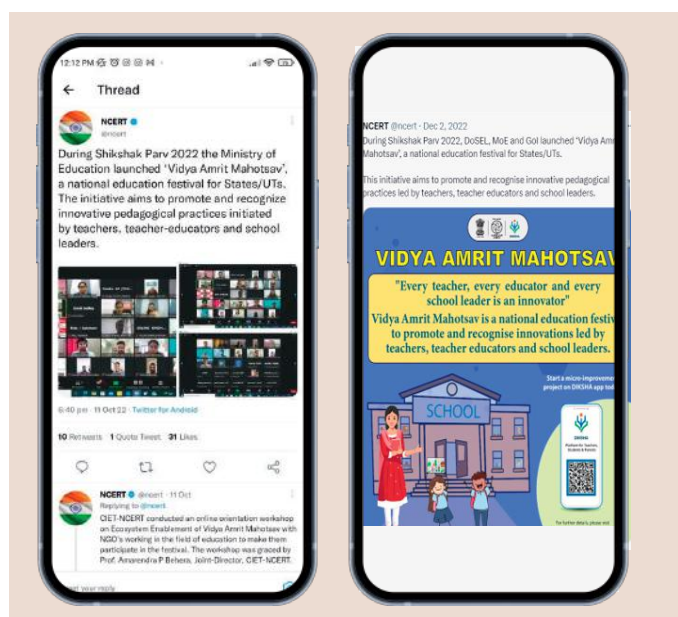
- Creating and enhancing the visibility of a nationwide program such as VAM through various social media platforms, including Twitter, WhatsApp, and

Facebook.

- Providing support to states in the implementation of effective outreach strategies for VAM.

Following are the outreach activities carried out by NCERT–

- Social media posts to create awareness about VAM



- As part of a webinar on Digital Education Initiatives (YouTube live), shared detailed Information on VAM.



- Partnered with CENTA (Centre for Teacher Accreditation) to orient teachers on VAM

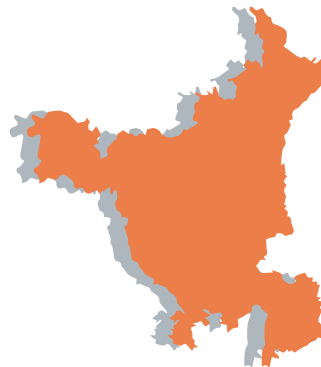


- End-to-end outreach support to the states. NCERT shared outreach guidelines and strategies through workshops, state DIKSHA coordinators' calls and through WhatsApp groups.

- Shared different sample collateral for the four phases of Mahotsav to aid the state-level outreach efforts.



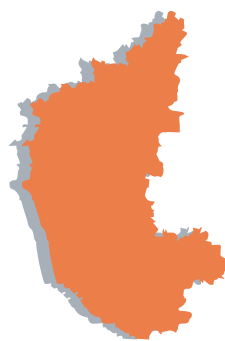
Haryana



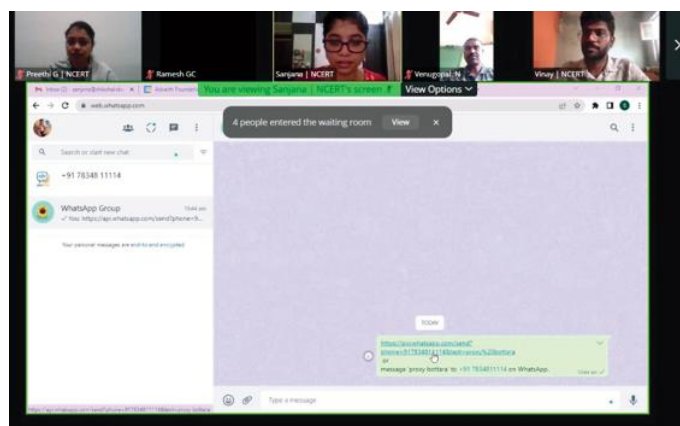
Haryana created a dedicated page on the SCERT's website for VAM to make all the VAM-related resources accessible for teachers. The state also organized sessions to orient teachers and school leaders about the program and to address their queries.



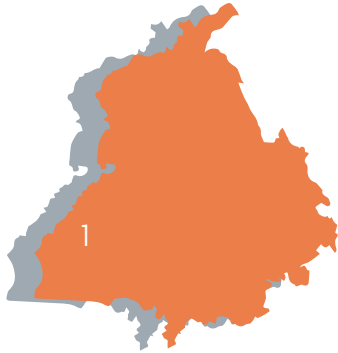
Karnataka



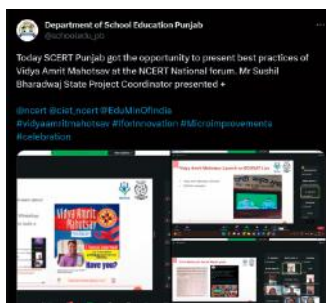
Karnataka celebrated VAM Day to create more awareness and encourage teachers and school leaders to document their innovative pedagogical practices on DIKSHA.



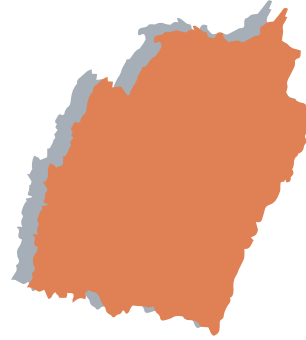
Punjab



Punjab created various outreach collaterals to encourage and aid the participants to share their micro-improvement journey with their peers.



Manipur



Manipur onboarded a celebrated regional artist as the brand ambassador of VAM. The state also created a short video to motivate and orient teachers and school leaders to participate and share their innovative practices.



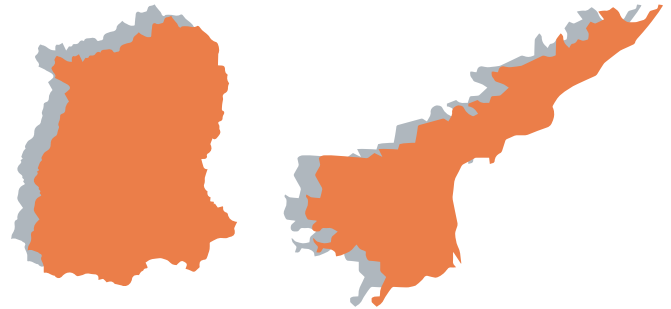
Meghalaya



Meghalaya created the VAM logo and standee in order to raise awareness and enhance participation from their teachers and school leaders in the Mahotsav.



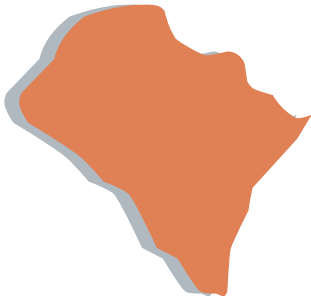
Sikkim and Andhra Pradesh



Sikkim and Andhra Pradesh published in print media to increase visibility and ensure greater participation in their states.



Puducherry



Puducherry created a promotional video to create awareness about VAM.



Monitoring and Evaluation

Monitoring and evaluation is an integral component of any program which plays a vital role in assessing and comprehending the intricacies of program plans and strategies. In the context of VAM, the presence of support structures was instrumental in identifying challenges and tracking progress across the participating States/UTs throughout the four distinct phases of the Mahotsav.

For each of the phases, specific metrics were identified and employed to gather data and facilitate an analysis of the efficacy of the strategies implemented during the phases. These metrics were designed to shed light on the independent launch of the program by States/UTs, the support provided to teachers and school leaders through orientation sessions/workshops, regular follow-up calls, as well as various outreach initiatives such as

the utilization of print media, outreach sessions, and the evaluation of top projects among States/UTs.

Additionally, indicators were put in place to track the collaboration of multiple States/UTs with various non-governmental organizations (NGOs) at the state, district, and block levels. It reflects a collective approach to embracing new initiatives and sharing a common vision for improving student outcomes. Lastly, the monitoring and evaluation framework captured the efforts put forth by the States/UTs in completing the evaluation process. It played a pivotal role in conducting a thorough analysis of the innovative projects shared by teachers and school leaders across the nation. Each of these metrics covers the number of States/UTs that did various activities for each of the phases:

Metrics

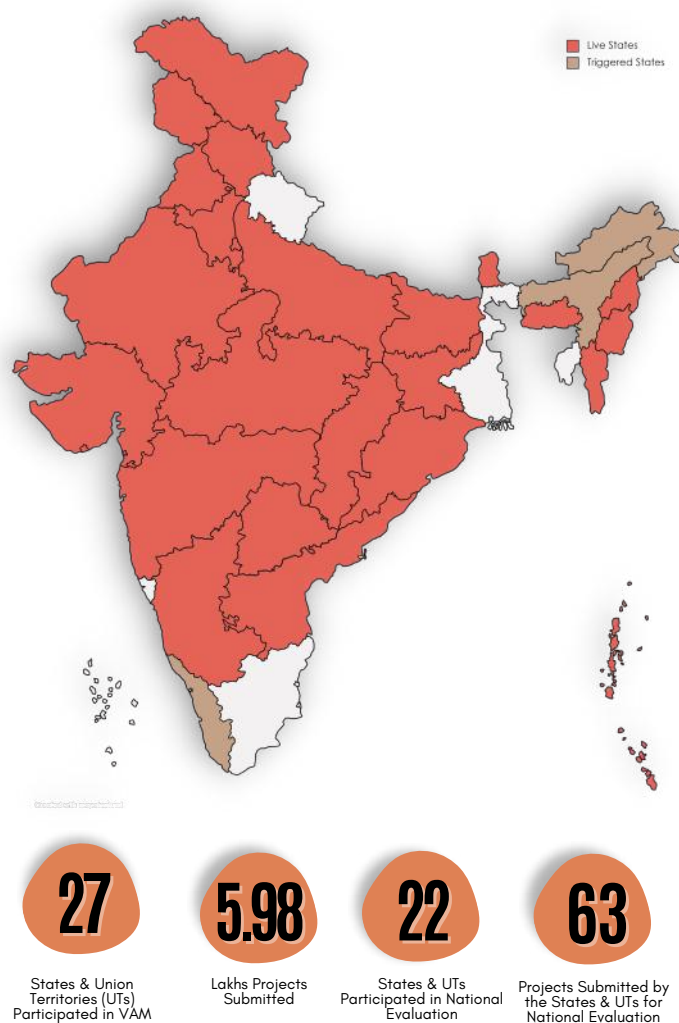
Parameters	#
Preparedness :	
• Created festival teams	15
• Submitted the templates within the given deadline	15
• Independently filled the templates after the workshop	14
Outreach:	
• Conducted orientations	20
• Conducted follow-up/review calls/messages for VAM	21
• Did outreach activities	19
• Conducted workshops with district and block officials	20
• Used print media for outreach activities	4
• Did outreach for the top 15 videos	18
Ecosystem:	
• Partnered with NGOs	17
• Recognised NGOs at all levels	2
Support and Governance:	
• Created a support structure for teachers to resolve queries	11
• Regularly monitored admin dashboard data	20
Evaluation:	
• Set up the state level evaluation jury within the given timeline	15
• Published top 15 projects on DIKSHA in the given timeline	13
• Submitted the projects for National level Evaluation	22

- Awarded top 15 projects

4

Impact

VAM witnessed an overwhelming sense of enthusiasm among participants from all corners of the nation. It underscored the fact that teachers and school leaders, on a daily basis, are actively engaged in innovative practices within their school settings. The Mahotsav played a pivotal role in fostering a spirit of embracing small steps, each contributing to the creation of an enriched and dynamic learning environment that caters to the unique needs of every child.



Along with the enthusiastic participation of the states, a few states such as Haryana and Nagaland initiated their own state programs, following the Micro-Improvement approach. Please find the details attached below in Annexure II (**Adoption of Micro-Improvement Approach in other states (Haryana and Nagaland)**).

Testimonials from States/UTs

VAM turned out to be a unifying initiative that brought together teachers, teacher educators and school leaders from across the nation. Their collective goal was to implement and share their innovative practices. It fostered a dynamic exchange of ideas and experiences. The projects presented during VAM showcased a diverse range of innovations, varying from teaching Sanskrit to organizing play-based activities beyond the conventional classroom setting. These projects served as compelling examples of the diverse and creative approaches being implemented in schools throughout the country.

Each State/UT undertook a series of activities to ensure the effective execution of the Mahotsav. States/UTs shared the unique journey and insights gained from putting the Mahotsav into practice. It highlighted the collective commitment of educators to create innovative learning environments for students nationwide.



Good initiative, they gave a platform to the teachers to show their excellence though there were gaps in communication and timeline.

-SCERT Official, Chandigarh



The best thing about VAM is the documentation it offers. It brings accountability to different people in the system and in schools.

-Head, ET Wing, SCERT, Haryana



There was a lack of pre-planning. Initially, it was difficult due to the resource requirement and budget was the main constraint. However, the participants were enthusiastic and showed interest in learning and implementing new things.

- SCERT Official, Rajasthan



It was very satisfactory. The concept of Micro- improvement and the Topic (Innovative Pedagogy) chosen for VAM are good. One lakh Teachers participated in the program, this was an innovative program. In the beginning, challenges were faced, however the Teachers were self-motivated.

- DIKSHA Coordinator, Andhra Pradesh



Overall the Program was good, the state PoC was really helpful in addressing all the challenges. DIET faculty is involved but it's tedious to do this work due to less manpower.

-OSEPA, School Education Programme Authority, Odisha



Very good experience. Bihar is digitally poor, there are many challenges with electricity and network but we still went ahead with the program.

- Joint Director, SCERT, Bihar



Challenges and Learnings

Challenges:

Every challenge carries an opportunity to learn and grasp valuable aspects of any initiative. National-wide programs like VAM involve numerous stakeholders, and it's essential to consider a wide range of ideas and perspectives.



Effective communication:

Communication among all the key stakeholders before a program has been found to be instrumental in planning and prioritizing activities by many states. Getting states onboarded (complex onboarding templates and processes); it required multiple workshops, one on one support by the cohort owners and through open office hour calls with the states.



Understanding complex terminologies and processes:

In some instances, teachers in certain States/UTs have mentioned that they found terms like 'innovative pedagogy' confusing, believing they are required to attempt to use highly unique and complex approaches, which poses a challenge. To address this, coordinators played a pivotal role in simplifying language and providing clear explanations of the program's objectives. This emphasizes the importance of using simple language for national-level initiatives. The cohort owners had to time and

Again and disseminate the correct information with respect to the submission of projects on the DIKSHA app.



Delay in Timelines:

Any official communication to the States/UTs with respect to templates, resources like user guides & guideline documents, outreach samples collaterals etc. was delayed due to proper system of review and approval mechanism.



Iterations while implementation:

We noticed that some features of the app were used by the users not as per their purpose. Eg: where the users had to add links to their videos, documents, etc, users added remarks there. To make users add links instead of remarks, a message was added on the screen that guided users accordingly. Users adding multiple evidence links together, was also causing flow breakage. The message that was added not only prompted users to add links but also prompted them to add one link at the time.



Technical Challenges:

Moreover, in certain States/UTs, the process of familiarizing teachers and school leaders with technical aspects presented challenges. It demanded time and effort of the coordinators for proper

Understanding. To overcome such challenges, next time onwards efforts can be taken to incorporate simple language and easier processes to disseminate information and support the teachers, teacher educators and school leaders.

Learnings:

Despite these challenges, it's crucial to acknowledge the valuable lessons derived from the implementation of VAM.



Practical Actions:

The active participation and enthusiasm of 27 States/UTs underscored the significance of small steps to build great schools. It became evident that ideas must not remain conceptual but should be translated into practical actions.



Support Structures:

Moreover, as it turned out, the support structures such as regular follow-up calls, cohort owners who handhold the states, and extensive outreach helped in the successful implementation of the Mahotsav. Decentralization of processes and responsibilities help make the program implementation more effective



Collaboration with NGO ecosystem:

In many states, NGOs supported the states by providing an extra layer of support in various aspects of the program. NCERT invited NGOs to support school/stakeholders/states in the implementation of the festival.



Outreach is critical:

Outreach is a major element for program discovery for a user. Teachers and school leaders have to know about a program to be enthused about it. A significant portion of orchestration work is planning for good outreach.



Source of Motivation:

Many States/UTs highlighted the presence of untapped talent among the teachers and school leaders across our country. National programs like VAM serve as motivational platforms, providing opportunities for them to showcase their excellence through innovative practices.



Visible Improvements:

Beyond recognizing their dedication, the Mahotsav allowed users to document and share these best practices, ensuring visibility and appreciation.



Design simple:

The simpler the elements of a program, the easier the orchestration effort. When a design is simple, states/ UTs think of contextualizing it, making the program their own



Co-create at Every Step:

NCERT (CIET), DIKSHA Program Management Unit (PMU) and all CSOs worked together through all stages - solution design, outreach, NGO ecosystem enablement and tech-readiness, program design and state orchestration. The synergies led to the holistic brainstorming, planning and implementation of the Mahotsav.

**Scale is a key idea:**

Each element of the program has to work at scale and across scale. An evaluation framework, for instance, must not only work in a huge state like Uttar Pradesh with 75 districts and hundreds of blocks, but also in a Union Territory like Chandigarh with 1 district 1 block. Our design and orchestration work has to be generic

enough so that the same imagination persists across geographies, but specific enough that the specific challenges of a geography can be addressed

These experiences encapsulate both the challenges faced and the valuable insights gained through VAM.



Conclusion

VAM celebrated the innovative pedagogical practices and the dedicated efforts of teachers, teacher educators, and school leaders who strive to make learning enjoyable and effective for over 250 million students in India. With support from their respective state SCERTs, district-level DIETs, and local NGOs, the users understood how micro-improvements, over time, can lead to significant changes in the education landscape. It was demonstrated that even daunting goals can be achieved through small, simple and gradual steps.

VAM encouraged a shift away from traditional teaching methods, focusing on

active student participation. This initiative showcased that meaningful change is possible when users are empowered to take action. With over 5 Lakhs improvements registered on the DIKSHA platform, VAM has made history as a groundbreaking educational initiative with widespread participation. This collaborative effort created an environment where every learner could thrive individually.

In essence, VAM nurtured a love for learning among students, encouraged critical thinking, promoted creative innovation among teachers and school leaders, and contributed to India's educational success.



Anexure 1:

Top 10 Projects at National Level



State: Andhra Pradesh
District: East Godavri
School: M.P.P.U.P School
Stakeholder: Teacher

Details: To help children overcome the fear of mathematics by explaining it using a play method. The teacher taught Mathematics



using TLM and taught students number concepts, addition, subtraction and

division through various games. Such activities help students understand complex mathematical concepts easily and they also remember them easily through such play-based activities.



State: Delhi
District: Central Delhi
School: Salwan Public
Stakeholder: Teacher

Details: The teacher strongly believes in making science enjoyable and understandable. In order to ensure this, she taught a science concept through a game. The teacher helped students understand the working and structure of the heart through a



stapoo game. Such innovative practice gave them an opportunity to play

and enjoy learning lengthy bioprocesses and ensuring longer retention of taught concepts. An affordable teaching aid for all sections of society Also involved introverted students in the teaching-learning process



State: Himachal Pradesh
District: Kangra
School: GSSS Mohtli
Stakeholder: Teacher

Details: The students will have a better understanding of conic sections and different sections of cones like Circle, Parabola, Ellipse & Hyperbola, connecting it with day-to-day activities. The teacher used technology and commonly used TLM for teaching students conic sections. He divided the session into various parts and explained every part in a detailed manner. The teacher has also displayed these concepts in the park so that



students gain practical knowledge. These efforts enhanced student's

understanding and helped them to co-relate such concepts.



State: Andhra Pradesh
District: YSR Kadapa
School: MPPS, Morraippalle
Stakeholder: School Leader

Details: The School leader identifies the students in the school who fear 'Mathematics' as a subject and decides to address it with unique teaching-learning materials. The objective of this project is to ensure that every student achieves their desired learning outcomes. The School leader chose to install permanent teaching-learning materials in the



school infrastructure as part of the Nadu Nedu Phase-1 program - Transform the School by the

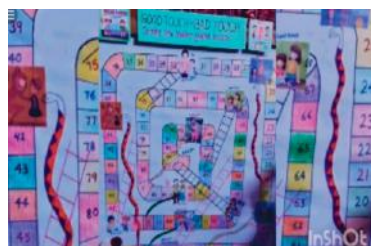
Department of Education, Andhra Pradesh. The school leader shared the experience of using low-cost and no-cost materials where only minimal student interactions were encountered. With this permanent installation, students show confidence in dealing with math challenges and enjoy the subject more than before, says one of the parents in the school. Good use of school infrastructure- using the existing space for learning resources- visible and usable by the children every day.



State: Punjab
District: Jalandhar
School: GPS, Nurpur
Stakeholder: School Leader

Details: The School leader felt the students in the school were not aware of Good touch and bad touch. There were situations where students expressed their awareness and the

school leader considered it a concern to be addressed at the earliest. The teacher reflects on her own practice, understanding what works and what doesn't and then innovating/designing solutions through the use of games and play methods for young learners.



In Vidya Amrit Mahotsav, the school leader implemented a micro-improvement project, using the Snake and Ladder game as 'Play method' TLM to make students understand Good touch and Bad touch and ensure their own safety. This micro-improvement project helped children to understand the concept of Good Touch and Bad touch and prepared them to face any such situations in their real life, says the school leader.



State: Chandigarh
District: Chandigarh
School: GMSSS Manimajra
Stakeholder: Teacher

Details: Reading Cylinder is the innovative pedagogy used by the teacher in this micro-improvement project. The teacher identifies students struggling to converse in the English language due to a lack of confidence and exposure. How does the teacher achieve this



using the Reading Cylinder? This activity has eliminated the fear of language and

Stakeholder: Teacher



Stakeholder: Teacher

Stakeholder: Teacher

A woman in a yellow and orange sari is pointing at a chalkboard. The board contains two mathematical problems. The first problem is:
$$\frac{3x+1}{x^2-4} = \frac{2x-1}{x-2} + \frac{1}{x+2}$$
 The second problem is:
$$\frac{1}{x^2-4} = \frac{A}{x-2} + \frac{B}{x+2}$$

Two students, a boy and a girl, are sitting at a desk, working together on a project. They are both wearing face masks. The boy is on the left, and the girl is on the right. They are looking at a piece of paper on the desk. There are speech bubbles above them. The boy's bubble says 'सुखान् सुखान् हि १' and the girl's bubble says 'सुखान् सुखान् हि २'.

24



State: Gujarat
District: Bharuch
School: CTG Bharuch
Stakeholder: Teacher

Details: The students were not interested in English education. Students could not concentrate on English subjects through the chalk-and-talk method. The teacher aimed to reduce the fear of English as a language and help students develop English vocabulary through various games. The teacher taught letters, words and sentences by making use

of the floors and walls of the classroom. The students learned by drawing the letters and words, and grasped the usage of letters by practicing and engaging in such activities. Through such activities, students were able to speak and write letters and words properly in English. Many students also presented their learning through a play. Such demonstrations keep them engaged throughout the process.



Anexure 2:

Adoption of Micro-Improvement Approach in other states



Continuing with the spirit of Micro-improvements, both Haryana and Nagland have implemented programs in their state, following the Micro-improvement approach.

State: Haryana

Haryana launched a program called "Aao School Chalein" this year, from April 2023 until mid-July 2023.



The program aimed to increase student enrolment in the government schools of Haryana. We targeted 1190 schools for this program on the basis of their low enrollment rates from previous years. To address challenges pertaining to school improvement, School Leaders play a crucial role in creating a conducive learning environment for every child. For this Program, School Heads and District officials of these targeted schools



were supported by the SCERT, Haryana and were to take up Projects on DIKSHA. We observed great

participation from around 700+ schools. As a part of closing, DIETs evaluated the projects at the district level and have further submitted them for state-level evaluation. The state is planning to close the program by organizing a closing ceremony to sustain this momentum and launch upcoming programs in the state.

State: Nagaland

Nagaland launched Literacy and Numeracy Fest under NIPUN Nagaland. Literacy and Numeracy Fest will be a year-long program for the academic year 2023-24 and will focus only on foundational literacy and numeracy skills of children up to grade 5. It will apply the micro-improvement approach, which breaks down bigger goals into smaller objectives and provides guided action steps to take action and achieve these objectives.



The program will be conducted using the project capability on DIKSHA where

teachers and school leaders will undertake different micro-improvement projects. The program will be targeted at schools working with the foundational stage and hence will have focused projects for school leaders, literacy teachers, numeracy teachers and pre-primary teachers. The program will comprise four cycles. Each cycle will include a new micro-improvement project for the stakeholders. The projects will be based on the ongoing activities in the school or classroom for the academic year aligned to the state's priorities in the domains. The stakeholders will have to complete at least three projects. At the completion of every project, the stakeholders will receive a certificate if they adhere to the criteria.



Scan to Know More

Reach out to us-
socialshikshalokam.org