सत्यमेव जयते

Government of India
Ministry of Education
Department of School Education and Literacy

Students' Learning Enhancement Guidelines



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विद्यया ऽमृतमश्नुते
एन सी ई आर टी
NCERT

National Council of Educational Research and Training

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INTRODUCTION

The school education system in India encompasses a student population that is larger than the population of each of the countries located in the European and African continents,having more than 240 million students and 8.5 million teachers across primary, upper-primary, secondary and senior-secondary stages. The COVID-19pandemic has forced the closure of schools, and students and teachers have been confined in their homes. Due to closure of schools, the course of formal learning in the form of teaching-learning of curriculum, including academic calendar, has been disturbed. However, the nature of learning is such that it never stops. Learning occurs naturally with interaction with nature, objects and individuals; sometimes with the learner not even realising it!

During the pandemic, formal learning that takes place in schools in the form of face-to-face interaction between teachers and students as well as among the fellow learners, has been replaced by the use of various alternative modes–online, TV, mobile, radio, textbooks, etc. The States/UTs and Ministry of Education have been making efforts for providing education to children at their homes through alternate means of delivery such as, distribution of textbooks at homes of learners, telephonic guidance by teachers, online and digital content through various media, online classes conducted by the teachers, activity based learning through the Alternate Academic Calendar released by NCERT, etc.

The alternative modes, though praiseworthy, have certain limitations. The alternative modes do not ensure equitable quality learning for all students due to various factors such as unequal distribution of time of teachers, students having differential access to technological devices, and lack of support for learning at homes in several cases. As a result, closure of schools is likely to lead to loss of learning and deficiencies in the achievement of students' learning outcomes.

With a view to address the issues related to gaps and/or loss of learning among students, during and after the lockdown, the Ministry of Education entrusted NCERT with the task of constituting a Committee, comprising of academic and curricular experts drawn from NCERT, NIEPA, CBSE, KVS and NVS. The Committee conducted a survey in KVS, NVS and CBSE schools for collecting information about various digital modes being used by students to receive online education and their concerns regarding children not having digital devices. Further, discussions were held with SCERTs (on 22.06.2020) to gather information about the initiatives taken up by them in their state/UT. Meanwhile, DoSEL collected a report from the states/UTs on their Continuous Learning Plans, particularly with regard to learners who have no access to any mode of digital devices.

The ensuing suggestions for Learning Enhancement (LE) during the challenging times of the COVID-19 pandemic are prepared based on the recommendations of the aforementioned committee and on the reports of states/UTs for the following:

i. Learning Enhancement during COVID-19 for students without digital devices

ii. Learning Enhancement during COVID-19 for students with limited accessibility to digital devices

iii. Learning Enhancement during COVID-19 for students with digital devices

1. SETTING THE CONTEXT

School education during the COVID-19 period is dependent upon the diverse scenarios of the technological devices available to students. Given the social, cultural and geographical diversity in the country, following only one model of teaching and learning will not work. Therefore, a few models, varying in nature, are suggested here which may be further contextualised at the State level. Alternatively, based on these models, the State may have its own model as per the needs of its stakeholders. If States/UTs decide to develop their own model, the following six recommendations containing the common concerns and needs to be taken care of, will be useful:

1.1 Learning Enhancement Programmes and Models need to take into cognizance following challenges and concerns of Learning during the COVID-19 period

i. Students not in Schools for a Longer Duration

Since March, 2020, in majority of the states/UTs, students have not been able to attend school; many have also not given the final exams. In the new academic year, although schools and teachers have been trying their best to provide some kind of learning opportunities to all their students, some students might still not be able to catch up. Therefore, when the schools reopen, in all likelihood, there will exist a visible gap in the learning levels of students of the same class.

ii. Students Having Parents at Risk due to Their Work

Students come from different homes with parents in various professions. There may be some students who are likely to be at risk due to the nature of work of their parents. Their minds may be continuously under stress, and hence, such students may not be able to learn joyfully like other children.

iii. Children of Migrant Parents

Children who have migrated with their parents to their hometown may lose out on schooling, as they are not enrolled in a school in the hometown, nor are they aware of what the state government has to offer to them. Further, they may have lost contact with the teachers in the city where their parents were working earlier. The education of such children is a critical issue.

1.2 In the period of the pandemic, with an uncertain future facing all, while planning any model for learning enhancement, the social–emotional aspects of learning needs to be kept in view.

i. Learning Enchantment needs to be thought of differently in this very challenging situation. There is a need to shift the emphasis from academic content alone to social emotional aspects or affective learning. The affective learning would enable the child to

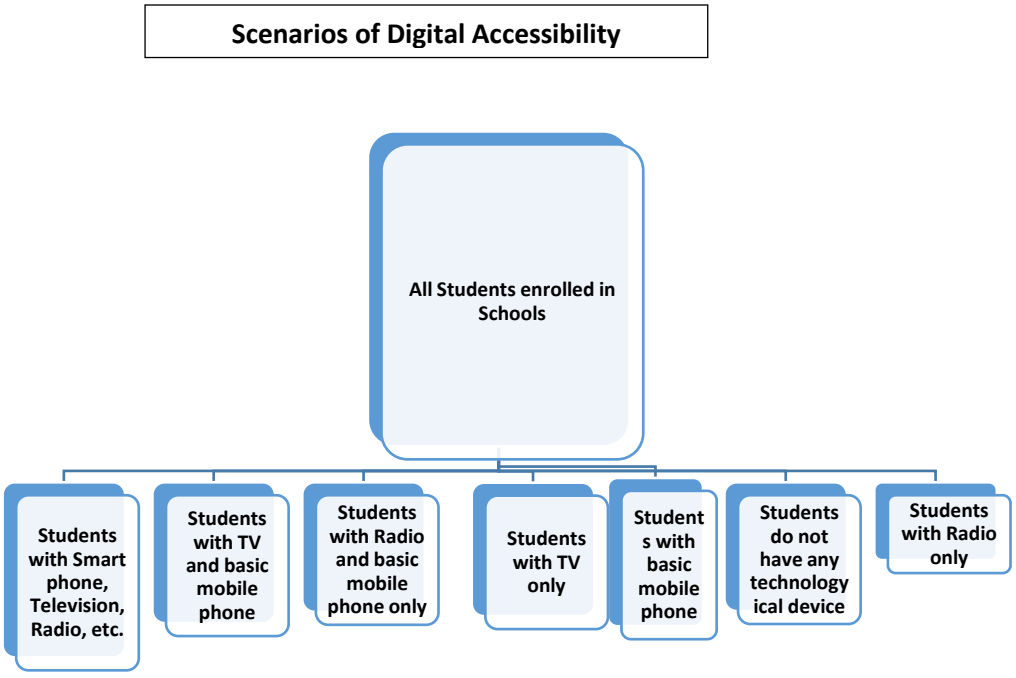
connect to real life situations and would provide the foundations for academic content. Let the voices of learners be heard. Ask learners: 'Did you learn? 'What did you learn during lockdown?' ' Can this be called learning as you were not in school?' Such reflections would help place learning in a much wider context.

ii. Learning is about the mind, heart and the body. Planners and policy makers have to constantly keep in mind that learning is not limited to simple transaction of course contents. The present situation is an opportunity to focus on the unemphasised aspects of a child's learning, such as values, feelings, and personal social qualities. This will help in making the children into complete/holistic learners.

iii. Conditions may be created to facilitate learners to evaluate their own actions, thoughts and learning, in an ethical, responsible and fair manner. Students need to be sensitized to the idea of self-assessment as a reflective learner.

1.3 Accessibility to devices

Accessibility to digital devices needs to be kept in view while making any programme of learning enhancement. With this in view, NCERT has brought out Alternative Academic Calendar which needs to be implemented across states/UTs. The following table shows the various scenarios of digital accessibility:



1.4 The Non-negotiable

While framing models or action plans for reaching out to students with differential / nil accessibility to digital devices for Learning Enhancement in different situations, the following points may be considered:

- Teacher capacity building for continuing teaching through different modes
- Learning Outcomes
- Curriculum mapped to learning Outcomes
- Physical Health and Sanitation
- Mental Health and Well-being
- Social Distancing
- Teacher-Parent-Community Partnership
- Learner-centred teaching-learning
- Stress-free Learning Environment
- Self-study
- Experiential Learning
- Accessibility to various modes of digital Education – full, limited or none
- Adapted modes of assessment
- Special interventions for the differently-abled students
- Identification of children of migrant labourers so that they may be contacted for providing education by the concerned State.

1.5 Capacity Building of Teachers:

- Since teachers are expected to contact their students online, as well as develop audio-video programmes and share through internet, teachers need to be supported with latest tools of information and communication technology. However, not all the teachers have computers, or additional devices such as camera, printer, microphone and other gadgets required for developing multimedia materials. Provisions for the production of short video and audio programmes need to be created in schools. The CIET, NCERT has been conducting various live programmes; States/UTs may contact CIET or visit its websites for more information.
- Online teacher training programmes may be conducted by SCERTs/DIETs for teachers at the district level to specifically orient them about alternative ways of providing learning opportunities. Teachers need to be made aware of their new roles in many ways:
- Personalised teaching strategies as per the learning style of the individual students.
- Digital Induction in teaching-online/offline blended learning design, prudent selection of contents and curating the contents from various resources.
- Keeping track of the learning of students who use various digital sources.

- Emotional support to learners.
- Enhanced parent-teacher interaction to support the children in their effective learning.
- Effective online and offline Classroom management: All students, with different learning styles and behaviours, should be prevented from getting distracted and encouraged to remain organized, attentive, focused, through various strategies.
- **5Ps Model-P**atience, **P**lanning, **P**reparation, **P**erspective, **P**erseverance may be adopted for Effective Class Management.
- Social Responsibility and Accountability
- Continuous training and Learning for professional development of Teachers in various subject areas (Online/Offline)
- Teachers can themselves make efforts to become proficient in the use of ICT.

1.6 Mapping the curriculum

- The curriculum and syllabus need to be analysed at the school level for mapping them with learning outcomes. Rather than following textbook content with rigidity, the learning of children at homes needs to be mapped with learning outcomes and to the themes given in syllabus, and children are to be assessed accordingly.

  For example, the theme - Food - has been included from classes 3 to 5 with growing complexity in Environmental Studies. Through this theme it is expected to have following learning outcomes:

- describes need of food for people of different age groups; animals and birds, availability of food and water and use of water at home and surroundings
- explains the process of producing and procuring daily needs (e.g., food, water, clothes) i.e., from source to home. (e.g., crops from field to mandi and home, water from local source and ways of its purification at home/ neighbourhood)
- explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g., farm produce to kitchen; grains to Roti, preservation techniques, storage and tracking of water source)

  If one carefully examines these learning outcomes, one may find that these can be achieved through interaction with parents/ elders on various food items, learning cooking food at home, talking to friends and relatives about their likes and dislikes in the food they eat or procure, and so on.

The following may be identified:

- Concepts which children have already learnt in earlier classes and need to be contextualized for self-learning at home.
- Concepts which may be learned through community participation; such as agriculture, art and culture.

- Concepts which are new and unfamiliar and require explanations on the part of teachers.

2. CONTINUOUS LEARNING PLANS: STATES/UTS

In a typical schooling system, equity is ensured in a classroom situation to a certain extent, as all learners receive instructions at the same time by the same teacher and have access to the same resources, particularly text books and other printed text materials which can be distributed equitably among all children. However, from the point of view of equity, the present scenario is quite challenging. Though most States/UTs are making efforts and also taking several innovative steps towards putting together multi-modal formats of digital education (through digital devices such as, TV, Radio, computers, mobiles, etc.), the possibility of a fair chunk of learners not having equal access to digital education is very high. Therefore, online/digital education may not be an option for such families and their children, and heavy reliance on it under the assumption that learners will somehow manage access, is altogether a faulty supposition.

However, many States/UTs have implemented creative solutions with low-tech forms of teaching-learning that may not require internet connections or digital devices. Yet, unless the unique requirements of every learner are taken care of, and the same learning experiences are provided to the have-digital-device and have-not-digital-device learners, along with tracking and monitoring each learner's progress, the pandemic may result the beginning of a vast learning gap/divide in such learners.

It is imperative therefore, that the State School Education Department tracks every child in the system, maps their unique requirements for instruction delivery, and ensures that the child receives timely instructions and is tracked for progress made.

Therefore, each school needs to have a Continuous Learning Plan for each grade and each child.

The Continuous Learning Plan for the unique requirements of each learner, or groups of learners, in the school education system will need to be resilient. To undertake such a mammoth exercise, the states/UTs would have to leverage digital solutions coherently, not just for educational content delivery, but also for educational planning and governance. For example, if a state/UT runs schedule-based programs on TV & Radio, or conducts live classes for students as a part of the Continuous Learning Plan, these must be considered for putting up on Diksha portal, for students, parents & teachers to use it in an asynchronous way: anytime, anywhere. Likewise, existing data sources like UDISE+, data from Mid-Day meal schemes etc. would already have been used by states for their planning and governance.

2.1 The Continuous Learning Plan of states/UTs would ideally consist of the following:

- Child-wise mapping of full access, limited access or no access to any form of digital device for continuing learning.

- Child-wise preparation of learning plans depending upon access or no access to device; this would include innovative steps for reaching the last learner.
- Child-wise tracking and monitoring of progress of learning; separately for those who have access and for those who have no access to digital devices for learning.
- Special planning for children of migrant labourers, CWSN, and children in schools in aspirational districts.
- Innovative interventions for mental and physical health and wellbeing.

In the backdrop of uncertainty on the one hand, and the multiple creative interventions on the other, the DoSEL had written to all states/UTs to undertake school-based child-wise planning or preparation of Continuous Learning Plans (based on an indicative format prepared by DoSEL) for ensuring continued learning for every learner, and inform us regarding the details of work in progress. DoSEL has received the information in this regard from states/UTs.

The information regarding the teaching-learning-assessment activities undertaken by states/UTs, especially for learners who do not have access to any digital devices, is particularly very useful for the purpose of this document. The following is a summary of some of the information received from the states/UTs upto 31.7.20. It is given below in a tabular format for States/UTs to undertake similar activities (if not already taken) with the objective of reaching the last child for giving access to learning:

Activity		**Number of States/UTs**
1) CONTINUOUS LEARNING PLAN		
1.	Number of states/UTs that have prepared a school-based **Continuous Learning Plan** for each and every learner based on the requirements of resources by each learner?	25
2.	If not prepared, then when are the states/UTs likely to initiate/complete this task?	The States who have not yet prepared have started the process from 15th July and are likely to complete by 31st August 2020.
3.	As a part of the **Continuous Learning Plan** how many states/UTs have identified the Learning Outcomes that are to be focused upon every month for each grade?	26

4.	As a part of CLP how many states/UTs have designed supplementary materials for reading and number work for early graders (classes 1 to 3)?	23
5.	In how many states/UTs have teachers been asked officially to prepare learning plans for their grades/subjects/learners for this challenging situation?	29
6.	In how many states/UTs does the **CLP** include a plan for providing of offline resources, and tracking and monitoring the progress of students who do not have access or have limited access to any digital device for continuing learning from home?	27
7.	In how many states/UTs does the **CLP** include a plan for mapping children of migrant labourers and providing them admissions and resources for continuous learning?	19
8.	In how many states/UTs does the **CLP** include a plan for providing resources for continued learning of CWSN?	22
9.	In how many states/UTs does the **CLP** have special interventions planned for the learners in aspirational districts?	20
10.	There is more likelihood of learning gaps in foundational literacy and numeracy as compared to other grades. The CLP will need to focus on very basic learning outcomes - reading fluently with comprehension and doing basic arithmetic operations confidently – for Grades 1, 2 and 3. In how many states/UTs does the CLP focus on Foundational Literacy and Numeracy in this manner?	26
TEXTBOOKS		
11.	In how many states/UTs have the prescribed textbooks been printed?	28
12.	How many states/UTs have all the textbooks energized with QR Codes?	24
13.	Number of Energized Textbooks (ETBs) printed for 2020-21 academic session	More than 40 crores

14.	How many states/UTs have decided to deliver textbooks to the homes of children?	23
15.	In how many states/UTs have the textbooks been delivered to the homes of all learners of grades 1 to 12?	22
16.	In how many states/UTs have all learners in schools in the aspirational districts received textbooks?	19
MAPPING LEARNERS FOR DEVICES		
17.	What percentage of the schools have completed the mapping of each learner's access to different digital devices (Viz: Smartphone, TV, Radio, PC, community PC) for the purposes of continuing schooling from home?	In 4 states, 100% mapping completed; in rest of the states/UTs it is in progress
18.	What percentage of learners in grades 1 to 12 have **full and unlimited** access to TV channels and/or radio, but not to the Internet?	19 States & UTs responded that the work is in progress
19.	What percentage of learners in grades 1 to 12 have **full and unlimited** access to the Internet for continuing learning at home through various devices such as, laptops, tablets, desktops, cell phones?	19 States & UTs responded that the work is in progress
20.	What percentage of learners in grades 1 to 12 have access to only Radio but not to TV channels and/or to the Internet?	13 States & UTs responded that the work is in progress
21.	What percentage of learners in grades 1 to 12 have **limited** access to TV channels and/or radio, but not to the Internet?	16 States & UTs responded that the work is in progress
22.	What percentage of learners in grades 1 to 12 have **limited** access to the Internet for continuing learning at home through various devices such as, laptops, tablets, desktops, cell phones?	17 States & UTs responded that the work is in progress
23.	What percentage of learners do not have access to any mode of digital education – TV, radio, Internet based devices, mobile, landline?	18 States & UTs responded that the work is in progress
24.	How many states/UTs have mapped all their Aspirational Districts for device penetration?	6

25.	How many states/UTs have undertaken spatial mapping of Districts and blocks for penetration of devices?	4
26.	What is the percentage of learners in aspirational districts who do not have access to any digital devices for continuing their learning?	10
STEPS TAKEN TO REACH EVERY LEARNER		
27.	The NCERT alternative academic calendar links the child to resources and learning activities that take place in the family, neighborhood, or community. How many states/UTs have adopted/adapted the alternative academic calendar of NCERT by translating it in the required language?	16
28.	How many states/UTs have disseminated Alternative Academic Calendar to students through teachers	21
29.	How many states/UTs have delivered supplementary learning material (workbooks, worksheets, projects, quizzes, puzzles, etc.) to homes in addition to Core learning material (textbooks)	21
30.	How many states/UTs have mapped learning outcomes with the themes/chapters in the textbook and shared with the teachers/students/parents as part of the supplementary learning materials?	20
31.	In how many states/UTs are teachers contacting homes of identified learners (learners who do not have any digital device)	25
32.	How many states/UTs have arranged TV at local Community Centers for learners	9
33.	How many states/UTs have tie up with Citizen Service Centers located in both, rural and urban areas	11
34.	How many states/UTs have devised systematic involvement of CSOs/local community/volunteers/PTA for helping identified learners	17
35.	How many states/UTs have initiated Group/peer learning with the help of teachers	20
36.	How many states/UTs have Group/peer learning with the help of parents/volunteers	18

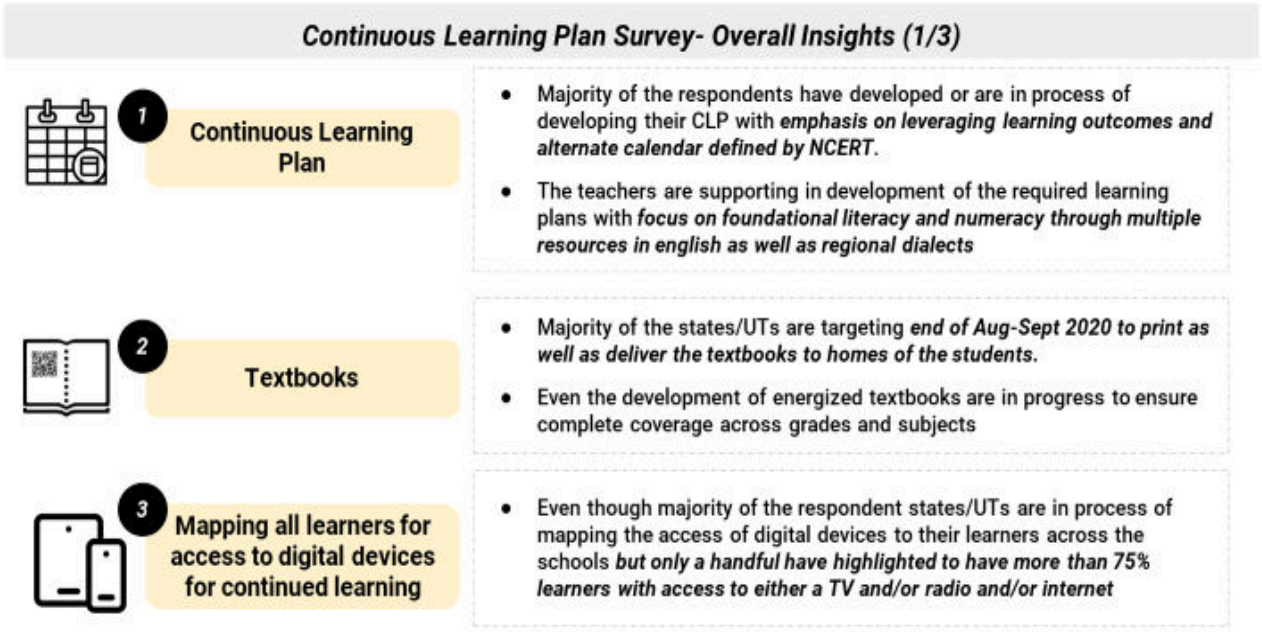
37.	How many states/UTs have initiated systematic parental guidance in collaboration with teachers	24
38.	How many states/UTs have identified young adults/students as volunteers to teach younger children in learning groups for foundational years in literacy and numeracy (classes 1 to 5)?	13
39.	How many states/UTs have prepared and shared guidelines for parents to support young children in continuing their practice in reading and math to reinforce learning?	16
40.	How many states/UTs have set up special helpline for learning	18
41.	In how many states/UTs are teachers delivering the individualized learning plans periodically at home?	21
42.	In how many states/UTs have distribution of appropriate digital devices (through Samagra Shiksha/state funding/CSR/community pooling/donations, etc.) to students from EWS category has been undertaken	9
43.	How many states/UTs have initiated teacher-parent collaboration for home schooling?	19
44.	How many states/UTs have Mobile schools?	7
45.	How many states/UTs have special resources/material for CWSN delivered to their homes	18
46.	How many states/UTs have initiated specific steps taken for aspirational districts	17
47.	How many states/UTs are using Diksha tools to track and Monitor the progress of learners	6
TRACKING PROGRESS		
48.	How many states/UTs are tracking students' progress through home visits by teachers	28
49.	How many states/UTs are tracking students' progress through home visits by local community/volunteers/peers	22
50.	How many states/UTs are tracking students' progress through systematic parental guidance in collaboration with teacher	27
51.	Specific steps taken by states/UTs, if any, for monitoring and	19

	tracking the progress of learners in aspirational districts	
52.	How many states/UTs have initiated specific interventions for tracking and monitoring "reading with speed and comprehension" amongst foundational learners of classes 1 to 5.	23
ASSESSING GAPS		
53.	How many states/UTs are assessing the learning gaps with the help of tests prepared at state/district/block level	24
54.	How many states/UTs are assessing the learning gaps with the help of school-based assessments	22
55.	How many states/UTs are preparing a Bridge Course of a few weeks to fill the learning gap	22
56.	In how many states/UTs is a school readiness course being planned for all entrants to class 1?	19
57.	In how many states/UTs are Bridge courses planned for foundational stage, that is, classes 1, 2 and 3?	19
58.	In how many states/UTs are Bridge courses planned for important transition grades, that is, classes 5 and 8 in elementary school?	19
59.	In how many states/UTs are Bridge courses planned for important transition grade at secondary level, that is, class 9?	13
OTHER STEPS TAKEN BY STATES/UTs		
60.	Steps being taken by the state/UT to shift from a "teaching" to a "learning" culture – any examples	Use of Diksha e-content, self-learning material, workbooks, worksheets, teacher training, gamification, etc. are reported
61.	Equipping schools with ICT devices and tools – any examples	Almost all states are planning their strategy in this regard
62.	Capacity building of teachers	Almost all states have shifted to online training mode for

		teachers
63.	Changes in curriculum transaction – any examples	Alternative academic calendar of NCERT and activity-based learning has been adopted by most states/UTs
64.	Changes in assessment pattern – any examples	Pattern moving towards – home assignments, online quizzes, MCQs, project-based assessments, etc.
65.	Ensuring coherent access for multi-modal delivery across Broadcast (TV, Radio), Live classes (internet), Asynchronous via Diksha (any device whether offline/online) etc. – in how many states/UTs	25
MENTAL AND PHYSICAL WELL-BEING		
66.	How many states/UTs have taken steps to take care of children's mental and physical health and well-being after the lockdown started on 24.3.20	6
67.	Steps taken by few states/UTs for ensuring **mental** health and well-being of children.	Heavy reliance on teacher training and teacher-student contact
68.	Steps taken by few states/UTs for ensuring **physical** health and well-being of children.	Promotion of indoor games, Yoga, activities through Diksha, tie-ups with Fit India Mission, etc.
CHILDREN OF MIGRANT LABOURERS		
69.	How many states/UTs have completed identification and mapping of school-going children of immigrants/in-migrants?	9

70.	Total number of school-going children of **immigrants (in-migrants to the state)** identified in above states/UTs	1,29,209
71.	In how many states/UTs admissions to children of in-migrant have been initiated/completed?	9
72.	How many states/UTs have completed identification and mapping of school-going children of emigrants/out-migrants?	5
73.	If completed, how many states/UTs have informed the details to the state/s where the emigration has taken place	1
74.	Total number of school-going children of emigrants identified in above states/UTs.	1,65,946

2.2 Some important findings from the Continuous Learning Plans received so far:



Continuous Learning Plan Survey- Overall Insights (2/3)

4 **Steps taken by state/UT for learners who do not have access to digital devices for learning from home devices**

- More than 70% of the responsive states felt the need for alternative/revised academic calendar (AAC) especially during the current pandemic, ***with ~2/3 of them leveraging the NCERT AAC as-is or contextualising it as per states needs.***
- However, ***more than 50% of the responsive states do not use DIKSHA as a tool to monitor the progress of learners.***

5 **Tracking/Monitoring the progress of students who do not have access to any digital device for continuous learning from home**

- Almost all of the responsive states use physical (non-digital) mechanisms to track the progress of the learners with majority of them practicing either ***home visits by teachers or systematic parental guidance via phone calls.***

6 **On School reopening, how does state/UT plan to assess the learning gap of students and bridge it**

- ***School level baseline assessments to assess the learning gaps and remedial classes to bridge the identified gaps have been planned by majority of the states/UTs***. Additionally school readiness activities have been developed/are being developed for class 1 entrants.

Continuous Learning Plan Survey- Overall Insights (3/3)

7 **Steps taken by state/UT to build resilience in the schooling system against challenging situations**

- States and UTs are taking steps to build resilience in the schooling system by ***focusing efforts on coherent access through synchronous as well as asynchronous means but with limited dependence on DIKSHA.***
- Moreover, majority of the states/UTs are also ***developing a learning culture*** through online classes, capacity building of teachers through virtual sessions as well as helping students learn through worksheets, projects etc.

8 **Intervention by state/UT for taking care of mental and physical health and well-being of children**

- ***Yoga and physical exercises are being propagated*** through ***video telecast*** or the awareness regarding yoga/exercises ***is being communicated via whatsapp messages by majority of the states/UTs***

9 **Steps taken by state/UT w.r.t to children of migrant labourers**

- Even though ***majority of the states have either completed or are in process of completing the identification*** and mapping of school going children of migrant labourers ***but the final number are yet to be shared by them***

3. FINDINGS OF THE SURVEY UNDERTAKEN BY NCERT IN KVS, JNVs AND CBSE

The Central Board of Secondary Education, KVS and NVS conducted a Google survey in their schools and collected data from students, teachers, school principals, and parents on the present teaching-learning scenario. The survey tools developed by NCERT and used with different categories of the participants are given at Annexure- I.

Table (i) below contains the number of participants in the survey.

Table- (i)- Organisation-wise Number of Participants in the Survey

Participants	**KVS**	**NVS**	**CBSE**	**Total**
Students	9045	4286	4857	**18188**
Teachers	1138	794	1611	**3543**
School Principals	82	75	96	**253**
Parents	6113	2562	3939	**12614**

The survey sought to obtain information on participants' opinion about online education, use of different digital and other tools, subjects in which children faced difficulties, and awareness about Alternative Academic Calendar of NCERT. The organization-wise findings on different issues related to online education are presented in the following sections.

A. Kendriya Vidyalaya Sangathan

Table –K-(i)-Opinion about Online education

Stake holder	Sample size (Participants)	Joyful	Difficult	Satisfactory	Burden some
Students	9045	33.8%	26.4%	33.8%	6.0%
Teachers	1138	29.6%	15.7%	53.6%	1.1%
Principals	82	34.1%	9.8%	54.9%	1.2%
Parents	6113	27.2%	25.0%	42.2%	5.6%

Table- K-(ii) -Percentage Usage of Different Digital and other Tools

Stake holders	Mobile	Laptop	TV	Radio	Text Books etc.
Students	84%	19.4%	5.5%	0.6%	37.9%
Teachers	88%	41.3%	2.1%	0.1%	47.3%
Principals	95.1%	61%	8.5%	0.0%	37.8%
Parents	88.5%	21.2%	2.5%	0.4%	22.7%

Table –K-(iii) -Subject areas in which children are facing problems at home

Stake holders	Maths	Language	Science	Social Science	Physical Edn.
Students	39.5%	14.5%	25%	22.9%	10.8%
Principals	76.8%	17.1%	47.6%	14.6%	28%
Parents	42.2%	19.2%	24.2%	19.9%	12%

Table- K-(iv)- Percentage Awareness about the Alternative Academic Calendar of NCERT

Stakeholder	Whether aware of AAC of NCERT	
	Yes	No
Students	59.9%	41.1%
Parents	39.7%	60.3%
Principals	93%	7%

B. Navodaya Vidyalaya Samiti

Table –N-(i) Opinion about Online education

Stakeholder	**Sample size (Participants)**	**Joyful**	**Difficult**	**Satisfactory**	**Burden some**
Students	4286	37%	25%	35%	3.0%
Teachers	794	37%	12%	50%	1.0%
Principals	75	40%	13%	47%	0.0%

Parents	2562	32%	24.0%	39%	4.0%

Table- N-(ii) - Percentage Usage of Different Digital and other Tools

Stake holders	Mobile	Laptop	TV	Radio	Text Books etc.
Students	87.7%	9.09%	5.9%	0.6%	35.7%
Teachers	73.4%	56.1%	2.8%	0.3%	34.3%
Principals	87.3%	73%	7.04%	0.0%	32.3%
Parents	85.3%	24.5%	5.4%	0.5%	24.8%

Table –N-(iii) - Subject areas in which children are facing problems at home

Stake holders	Maths	Language	Science	Social Science	Physical Edn.	Arts education
Students	33.6%	17.5%	31.8%	25.3%	11.5%	11%
Teachers	60%	15.1%	29.7%	10.8%	20.9%	10.8%
Principals	71.6%	14.8%	55.4%	17.5%	20.2%	13.5%
Parents	37.7%	17.7%	32.7%	25.3%	12.8%	10.2%

Table-N-(iv) -Percentage Awareness about the Alternative Academic Calendar of NCERT

Stakeholder	Whether aware of AAC of NCERT	
	Yes	No
Students	61%	39%
Parents	56%	44%
Principals	89%	11%

C. Central Board of Secondary Education

Table C(i) - Opinion about Online education

Stake holder	Sample size (Participants)	Joyful	Difficult	Satisfactory	Burdensome
Students	4857	21.40%	26.90%	39.70%	12.00%
Teachers	1611	31.20%	18.10%	48.30%	2.40%
Principals	96	26.00%	19.80%	49.00%	5.20%
Parents	3939	18.90%	26.80%	45.80%	8.50%

Table- C(ii) - Percentage Usage of Different Digital and other Tools

Stake holders	Mobile	Laptop	TV	Radio	Text Books etc.
Students	82%	20.40%	3.10%	0.50%	35.70%
Teachers	81%	30.50%	0.60%	0.10%	28.40%
Principals	89.80%	46%	1.00%	0.00%	29.60%
Parents	87.10%	24.20%	1.10%	0.40%	19.70%

Table – C(iii)- Subject areas in which children are facing problems at home

Stake holders	Maths	Language	Science	Social Science	Physical Edn.
Students	45.20%	30.60%	20%	11.80%	10.00%
Principals	78.10%	16.70%	41.70%	10.40%	30%
Parents	45.00%	26.30%	18.30%	15.70%	6%

Table-C(iv) Percentage Awareness about the Alternative Academic Calendar of NCERT

Stakeholder	Whether aware with AAC of NCERT	
	Yes	**No**
Students	48.40%	51.60%
Parents	47.20%	52.80%
Principals	89%	11%

3.1 Major findings of the Survey are as follows:

These findings include all these three types of school systems given above.

3.1.1Online Learning

a. The findings revealed that about 60-70% of the participants (students, teachers, parents and school principals from across KVS, NVS and CBSE) shared that the teaching and learning during COVID-19 period was joyful and satisfactory. About 20-30% stakeholders shared that they had difficult experience and about 10-20% said that it was burdensome for them.

b. The students who found learning enjoyable, stated the following reasons-
   i. They learnt through their own schedule (approximately 46.8%).
   ii. Teachers had planned interesting activities (approximately 46.4%).
   iii. Parents' participated in the teaching learning process (approximately 34%).
   iv. Many students found the online mode of teaching to be a new and innovative method, wherein they got a lot of interesting activities from their teachers, which helped in breaking the monotony during the period of lockdown.
   v. With the online education and activities, students had the support of their parents in their learning.
   vi. Students could self-analyse their weak areas and had enough time to work on those areas with the help of the content available on the web or YouTube videos.

c. The following factors created hindrance in learning.
   1. Poor Internet/ Network Connectivity/Signal.
   2. Sharing and use of contents for on-line classes was difficult through mobile phones.
   3. Lack of knowledge of using devices for effective educational purposes. Teachers were not well-versed with On-line teaching methodologies.
   4. About half of the students stated that they did not have the school textbooks. Although the e-text books are available on NCERT website and DIKSHA, the probable reasons behind this feedback are:
      - Students are used to studying from the hardcopy of the textbooks
      - Lack of awareness regarding the availability of the e-textbook.
      - Paucity of devices with students and teachers.
      - Lack of orientation of students and teachers in on-line mode of teaching/learning.
      - Intermittent/ lack of electricity was also one of the major concerns hindering the teaching-learning as around 28% of the stakeholders mentioned it in the survey.

- Approximately 27% of the students mentioned the non-availability of smart phones and laptops.
- The absence of enriched interaction between the teacher and the students was one of the reasons as identified by the stakeholders.

3.1.2Use of Digital Devices

a. The maximum number of stakeholders has opted for mobile phones as a medium for teaching-learning during the COVID-19 period.
b. About 36% of the students used the textbooks and other books available with them.
c. Laptops were the second most favoured option amongst teachers and principals.
d. Television and radio were the least utilized devices for the teaching-learning in the pandemic situation.

Thus, it is observed that students had to mostly rely on mobile phones for the continuation of their teaching-learning.

3.1.3Subject Areas Reported Difficult to Address through On-line Mode

1. The majority of the stakeholders pointed out that mathematics as a subject was difficult to learn via online medium. Since, mathematics contains a number of concepts which require interaction, continuous support, monitoring from the teacher and these aspects were lacking in the online mode of teaching.
2. Next to Mathematics, Science was identified as the subject of concern since it contains several concepts and practical experiments which could only be done in the laboratory under the supervision of the teacher.
3. A few stakeholders also found Social Science as a difficult subject to grasp through online classes.
4. Around 17% of students identified languages as being a difficult subject to learn through online medium.
5. Many students and parents felt the need for Physical Education Classes through online mode, as physical fitness is the need of the hour to combat this pandemic.
6. Arts education can help to reduce stress and boredom. Around 10% of the stakeholders mentioned art education as a subject of concern.

3.1.4Suggestions forLearning of Students having no digital device

The following suggestions were put forth by different stake holders-

i. Students, who do not have electronic gadgets, can be paired with the neighborhood students having amenities for the online classes.
ii. Such students can utilize other broadcasting resources TV/Radio.

iii. Self - study is also an option.
iv. Printed study materials may be provided at their homes through various postal services or by the teachers.
v. Government should provide electronic or technological gadgets to the students who do not possess the amenities for online classes.
vi. Community mobile bank can be created where people can donate old but functional mobile phones.
vii. Classes may be arranged in schools in a staggered manner for students who are unable to attend on-line classes due to non-availability of resources.
viii. Help may be taken from governments, charity organizations, Companies under CSR & alumni for obtaining android phone/gadgets for online classes.
ix. Information about assignments/ homework etc., can be communicated to such students by other students living nearby.
x. Hard copies of assignments may be supplied by school authorities through post to those students who do not have technical support.
xi. Mobile classes may be conducted for such students.

3.1.5Assessment

The teachers used various tools for learning assessment of students:

- Assignments
- Oral Questions asked during online class interactions.
- Assignments received on Google Classroom, WhatsApp and other online platforms.
- Question papers shared on various online platforms for the evaluation purpose.
- Worksheets
- Online Quizzes
- Google form
- Question papers shared on Whats App and evaluation of answer sheet received through email/Whats App.

While about one third of the students were comfortable with online assessments, the remaining 3/4thstudents did not find it suitable. They stated that they can't learn well through online mode of teaching-learning.

3.2 Best Practices Followed by KV/JNV/CBSE (illustrative only)

With a view to providing children opportunities for achieving a self -paced learning and charting their own learning path, even as they stay safe and secure in their homes while also connecting with their schools, the following initiatives have been taken by the schools of KVS, NVS and CBSE.

- **Large scale teachers' training** undertaken regarding how to teach remotely – whether through online classes, implementation of alternative Academic Calendar, assessment practices, etc.
- **Online classes** from VI- XII for schools of KVS, NVS and CBSE.
- In KVS, **IDs for students have been created** on Facebook and YouTube to begin online classes in all subjects for the students of class VI to XII.A playlist has also been created on the YouTube for the students to view these lessons, class and subject-wise.
- **For the children in primary sections**, teachers have recorded videos which have been subsequently shared through WhatsApp and uploaded on the YouTube in order to facilitate students and their parents.
- **Tele-counselling services** for students to help their mental well-being initiated by CBSE is being utilized by NVS.
- **Rationalisation of Syllabus** for Summative Examinations: CBSE has rationalized the curriculum for the term end examination in schools and annual Board examinations. This is a temporary one-time measure for the current Academic year to mitigate the effect of loss of instructional time due to lockdown.
- **Adoption of Alternative Academic Calendars** published by NCERT for all grades
- **Launching of CBSE Podcast** – CBSE Shikshavani**:** The Board has prepared its own Podcast platform entitled - 'CBSE-Shiksha Vani' – to share pedagogical techniques, lesson plans, other academic resources and crucial information related to the Board's activities in a timely, educative, lucid and seamless manner.
- CBSE has developed Podcasts for teachers to deal with Mental Health Issues of students also.
- **Launch of "Vidya-Daan",** a program to enable teaching and learning for classes I to XII: CBSE has taken an initiative called *Vidyadan* wherein CBSE schools upload their Lesson plans, Practice question banks, Explanation video content, Experiential learning videos for classes' I-XII. So far around 6000 videos have been uploaded by various schools and 5229 have been approved for uploading at *Diksha* after tagging. These will be soon available at *Diksha*
- **The Creative and Critical Thinking (CCT) weekly Practice Program**: CBSE launched the Creative and Critical Thinking (CCT) weekly Practice Program to enhance higher-order cognitive competencies of learners and to generate curiosity by connecting learning with real-life situations. Under this, a set of 5 questions are shared every week for students of classes 7th-10th on Reading Literacy (English and Hindi), Mathematical Literacy and Scientific Literacy. New questions for CCT are uploaded every Monday and solutions are shared by Thursday, to provide a good opportunity to build critical thinking skills amongst students. These items can also be used by teachers to initiate discussions and engage learners in self-learning explorations.

- **CBSE started IVRS facility on Toll-free number** to enable the public to access information anytime, anywhere and, even multiple times. The students/parents/stakeholders could listen to pre-recorded useful information on COVID -19.

4. MODEL OF LEARNING ENHANCEMENT FOR STUDENTS NOT POSSESSING ANY DIGITAL DEVICE

4.1 Objectives:

- To reach out to students who do not have any digital device for providing learning opportunities.
- To provide need-based interventions for enhancing learning of such children during school closure.
- To provide support for bridging learning gaps with additional interventions when schools reopen.
- To monitor every group of schools - whether government, government aided or private schools affiliated to the state secondary board or any other board – to ensure that no child in the state/UT is left behind.

4.2 Mapping of learners:

- The state would have undertaken a school-wise child-wise survey to map the digital devices accessibility for each child.
- Teachers will need to focus on the children with no or limited access.

4.3 Description of the Target Group of Children with No Digital Learning Device (NDLD Group) or Limited Digital Learning Device (LDLD Group):

This **g**roup is not homogenous, and may vary in the following factors:

i. Age and classes (i.e., younger and older children)
ii. Distance of their homes from schools(nearby and far)
iii. Socio-economic status of parents (middle income, lower income or below poverty line or migrant laborers)
iv. Educational status of parents (literate or illiterate)
v. Language (comfortable in the home language)
vi. Locality where they are living (open spaces or congested streets)

4.4 Following are suggested action to be taken for providing learning opportunities by states/UTs for reaching out to Students having No Digital Learning Device (NDLD) or Limited Digital Learning Device (NDLD)

4.4.1 Actions to be taken by the Schools under the Support of Education Department:

4.4.1.1 Teacher capacity building

- Covid-19 is a new phenomenon not only for the learning process, but also for the teaching process. Teachers need to be trained in the different possible modes/formats of teaching during these times
- Teachers also need to be sensitized to the need to ensure there is no learning loss of children, and to therefore adopt different means to reach each child.
- Teachers may be trained on the different formats for teaching-learning-assessment in online modes and offline modes for NDLD and LDLD students in particular.
- More than ever it is now that teachers need to understand the need to focus on teaching and learning based on Learning Outcomes and assessing the child in a manner that measures the achievement of learning outcomes. The SCERTs need to ensure that every teacher in the school education system attains this capacity and is able to use learning outcomes as the central focus of all teaching-learning in all subjects in all grades.

4.4.1.2 Learning Plans

In consonance with the move towards learning outcome-based education where focus is on developing competencies in students, the Central Board of Secondary Education has developed ***Teacher Energized Resource Material*** handbooks that will aid teachers in aligning their classroom transaction to a competency framework. To begin with these handbooks have been **developed for two subjects – science and mathematics – covering entire syllabus of grades 6 to 10.**

Each chapter of the resource material corresponds to the respective chapters in the NCERT textbooks. The chapters have been chunked by concepts; these concepts have been linked to the NCERT Learning Outcomes; and an attempt has been made to delineate Learning Objectives for each chapter. Every chapter has a set of assessment items, where two items have been provided as examples for each learning objective. Teachers can use these to assess if the learner has acquired the related concept. Needless to say, the items are illustrative examples to demonstrate how competency- based items can be prepared to measure learning objectives and outcomes. The variety in item forms is suggestive of the ways in which a particular concept can be assessed to identify if the learner has attained different competencies.

The 10 TERM documents are available on DIKSHA at :

https://bit.ly/term-6math, https://bit.ly/term-7math, https://bit.ly/term-8math, https://bit.ly/term-9math, https://bit.ly/term-10math, https://bit.ly/term-6science, https://bit.ly/term-7science, https://bit.ly/term-8science, https://bit.ly/term-9science https://bit.ly/term-10science

- Teachers will need to prepare specific learning plans separately for each of the children in No Digital Learning Device (NDLD) or Limited Digital Learning Device (LDLD) groups.

- The learning plans will be based on learning outcomes and need not depend entirely on textbooks, particularly for primary classes.

CBSE is in the process of mapping NCERT curriculum against NCERT Learning Outcomes for Grades 1 to 10 for all subjects.

States/UTs can use this as the base or one of the models for undertaking their own mapping of their curriculum.

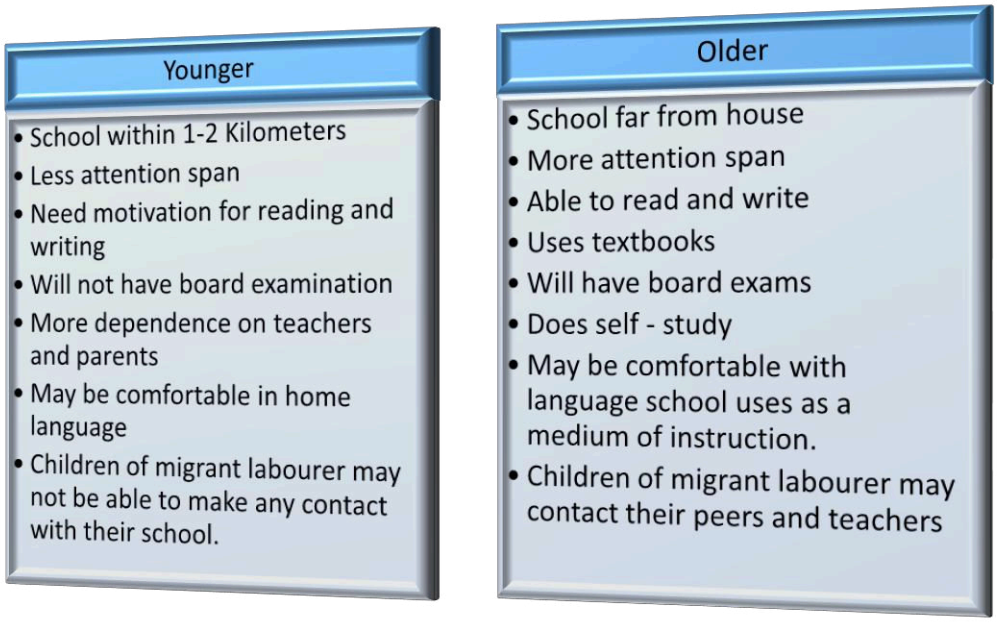
The link for the document will be shared with states/UTs shortly

- By focusing on how the child can achieve learning outcomes, the learning plan can be based on the present situation of the child at home. For example, for a child in grade I, the learning outcome – associates words with pictures – can be easily taught with the use of resources available from or at home such as newspapers, food packets, things at home, TV programmes, nature, etc. All that will be needed is guidance to the parents.

It is highly recommended that states/UTs may adopt/adapt the Lesson plans provided in the Alternative Academic Calendar prepared by NCERT for NDLD students of all grades. These lessons are mapped to Learning Outcomes and consist of activity-based learning.

- In this manner, weekly, fortnightly, or monthly Learning Plans will need to be prepared for every learner for every grade.
- For quick assessments, parents and older siblings can be guided. However, some form of worksheets or standard assessment system on a monthly basis need to be devised.

Children may be categorized in the following two categories with respect to age and classes in view of better planning for interventions. Younger children will need more face to face interventions as compared to older children. In both cases, the focus of teaching-learning must be the achievement of learning Outcomes.



4.4.1.3 Ensure that every child has received the prescribed textbook at home

- Since the textbook would be the only resource for children with no digital devices, it must be ensured by the state/UT that every child of every class of every school in the state /UT – whether government, government aided or private schools - must have the full set of textbooks available at home.
- For the elementary stage this is being provided by the state/UT free-of-cost. For secondary and higher secondary stages, school heads can hold a dialogue with older students to voluntarily contribute their textbooks to the schools. The school may distribute these textbooks to those students who are not able to purchase textbooks due to the impact of the pandemic. Announcements may be made in the community about the days of distribution of textbooks from the schools for different classes. Parents/ guardian may collect textbooks maintaining social distancing and taking other precautions.
- In case of children of migrant laborers, if the children have already been tracked and data is available with the state as to which state and city/village they are presently staying, the concerned state can inform Department of Education in the state of the child's stay to provide textbooks of that state (there may be issues with the language of the textbook which need to be sorted out by the state/UT).

4.4.1.4 The Learning Outcomes to be covered in this period and Outcomes mapped with curriculum may be shared with parents

- Parents/guardians/siblings or volunteers (in case of parents being illiterate) may be called in the school in staggered timing for providing orientation on the use of alternative academic calendar which is learning outcomes based.

- This will give them an idea of learning outcomes to be covered by the students mapping with different themes across subject areas.
- They may also be guided how some of these learning outcomes may also be covered simply by interacting with child e.g., on food, work they do, shelter, agriculture, their daily and monthly expenditure, etc., and also conducting activities related to day-to-day routine of the child.

4.4.1.5 Specific interventions for Foundational learners:

- Theme wise activities and also guidelines for improving foundational literacy and numeracy skills for foundational learners are given in Alternative Academic Calendar developed by the NCERT.
- Parents/Guardian or Volunteers (in case of parents being illiterate) may be called in the school for an orientation on conducting activities with children on foundational literacy and numeracy skills.
- Parents/Volunteers may be guided on creating cards using hard paper/cardboards/waste cartoons for children, by making diagrammatic representation of numbers or alphabets or words on it. Through play way method, they can create interest in children to learn the same.
- School needs to collect some interesting picture and story books from the community or parents of older children, which may be distributed to parents of foundational learners for developing interest and habit of reading.
- Parents of Foundational years – classes 1, 2 and 3 – may be specifically guided that the child must get into the habit of reading and basic numeracy such as counting/adding/subtracting/etc. during this period. If the skill of reading and basic numeracy is lost during this period, the child may lose out on learning in the later years.
- Parents of children in classes 4 and 5 may also be guided to focus on reading, reading with comprehension and numeracy skills.
- Parents may be guided that reading is not limited to only the textbook. This period should be utilized by them to expose the child to reading and reading with comprehension from various sources – newspapers, TV, packaged goods, posters and public advertisements, parent's accounting diaries/journals, pamphlets, etc.

4.4.1.6 Identifying key Learning Outcomes to be focused upon – such as reading speed, reading with comprehension, basic calculations

- Parents/Volunteers (in case of illiterate parents) may be guided by the school heads or teachers about the activities through which reading speed, reading with comprehension and basic calculation competencies may be enhanced.
- For example - Children of classes 3-5 may be given target to improve their reading speed (using their language textbook) in 3-5 attempts using stop watch (simple watch or clock as well).

- Children of class 2can aim to read about 35-50 words per minute with comprehension. By class 8 they should try to read more than 150 words per minute
- For reading comprehension they may be asked to tell a story in their own language, which they have read from a book (story book or language textbook or from magazine or newspaper).
- For basic calculation, they may be asked to make a list of items purchased for use at home in last two days and calculate total expenditure incurred for that.
- With children of classes 1 and 2, use of fingers, pebbles or other objects may be promoted for doing basic additions and subtraction.
- School Heads and teachers need to design a number of these kinds of activities focusing on the learning outcomes and orient parents and volunteers on the same.

4.4.1.7 How to use Alternative Academic Calendar for NDLD

- Theme wise activities and also guidelines for conducting these activities are given in the Alternative Academic Calendar developed by the NCERT. Parents or volunteers may be called in the school and guided on conducting these activities with children for stage specific classes.
- Parents/Volunteers may be also be guided on conducing activities related to health and well –being, art education and mental well-being with students.
- Interactive Sessions for each class and subject areas are being conducted on SWAYAM PRABHA DTH Channel. These programmes may be first watched by the teachers and they need to accordingly guide NDLD and LDLD learners in small groups.

4.4.1.8 Preparing Guidelines for Parents:

- In the case of children and parents not having digital devices, it is required that guidelines for parents are developed by each school as per its context.
- For developing these guidelines, support may be provided by the DIETs and DEOs, if required.
- These guidelines be may be drawn from the Alternative Academic Calendar developed by NCERT, which includes guidelines on physical and mental health and well-being.
- Systematic parental guidance in collaboration with teachers with the help of these guidelines will further help to support young children in their learning.

4.4.1.9 Supplementary learning material (workbooks, worksheets, projects, quizzes, puzzles, etc.) delivered to homes in addition to Core learning material (textbooks)

- Children are not able to attend their regular classes due to school closure. They are not engaged in activities such as classwork, assignments, projects, educational games. With a view to engage them in a variety of activities, schools may provide them with supplementary material such as workbooks, worksheets, themes for the projects, puzzles, etc.

- Workbooks and worksheets need to be prepared by the states/UTs at their level following the guidelines of the NCERT on learning outcome-based worksheets and workbook.
- For deciding themes for project, teachers need to consider the present scenario; for each of the subject areas' themes related to COVID-19 may be listed to be given to children with choices. Examples of some themes are as follows–
  a. Interview your parents on their experiences in COVID-19 period and make a report.
  b. Interview your friends in the neighbourhood maintaining social distancing with regard to change in their routine in COVID-19 period
  c. Collect information from your peers, parents and relatives on precautions they have taken in this period to prevent the spread of virus- and make a report.
  d. Collect spices useful for improving immunity and make a file pasting these spices with their description.
- Mathematics and language related puzzles may be created or collected from newspapers and magazines to be provided to children at their home with proper guidance.

4.4.1.10 School Guided Community Support:

In case no teacher or school head lives in the vicinity of students, School Head can contact School Management Committee Members through phone or can have face to face meetings with a few SMC members and suggest following strategies. He/she can nominate a teacher to work with SMC to provide education in the vicinity of children' homes in very small groups following social distancing norms and other safety measures.

- The local offices/members of National Cadet Corps (NCC), Nehru Yuvak Kendra Sangathan (NYKS) and National Service Scheme (NSS) may be contacted to help the State/UT undertake this task. They may require a quick training (online) and perhaps written guidelines. They may be allocated designated areas for helping/mentoring children to continue their learning process. These members can be particularly useful for tracking and facilitating learning of students who study in residential schools (such as Navodaya Vidyalayas), but are presently at their homes.
- Interested superannuated teachers, educated volunteer parents or student teachers may be contacted and involved for contacting parents or talking directly to students in case students are in classes 4^{th} onwards and guiding them about learning at home.
- Students who have passed out from school/college and not yet pursuing anything further can be involved for teaching young learners at places nearby their homes, contacting concerned teachers and school heads. Similarly, members of NCC, NYKS and NSS in that area can be actively involved in this activity.
- Students who do not have any gadget for educational purposes, including children of migrant labourers,(whose schools are not in the locality) will be identified by the Community and informed that they will also be contacted for providing education.

- In case children of migrant laborers are not being traced, a helpline number can be issued and also posters publicizing the need of education for all children need to posted at prominent places.
- Volunteers will make copies of weekly sets of worksheets(received by them either on WhatsApp or computer) as directed by schools.
- Volunteers will deliver worksheets at students' doorstep and guide parents/students.
- Volunteers will collect worksheets back for assessment and deliver the next set of worksheets.
- Volunteers will guide parents and siblings for providing support to the child towards his/her learning.
- Volunteers can identify children having mobiles and other gadgets and pair them with those children who do not having any gadget for online classes.
- Volunteers can create a mobile bank wherein people in the community can donate their old smart phones. These can then be distributed to NDLD learners on priority and LDLD learners on second priority.
- Community education programme-Each One-Teach One, may be studied to make use of it in the present scenario.
- School guided community support will be more appropriate for students in higher classes.

4.4.1.11School providing education in the Community

- In case, the school teachers and heads are staying in the same area where many students who do not have any contact device are also living, the school can create a Shiksha Team with the help of community members. This Team can include teachers from different schools and volunteers for arranging safe classes in the community at open spaces.
- Members of this Shiksha Team will first identify children to be provided with education including children of migrant labour.
- Next, by ensuring adequate precaution they can make multiple copies of worksheets provided by the state/UTs and deliver these at the doorstep of children. Members of this team will also guide the parents on activities to be conducted in home by the parents.
- These Team members may visit students' home:
  i. for delivering worksheets at the doorstep of the students with proper guidance to parents/students
  ii. For collecting worksheets back to assess for feedback to students and delivers next set of worksheets

4.4.1.12 Group/peer learning with the help of teachers

- Teachers can form groups of students who stay in nearby locations and are of same or different grades and different capacities and empower them to help each other and do peer learning/tutoring.
- Teachers can keep in touch with the peer group through formation of WhatsApp groups.
- Peer groups can also be encouraged to do peer assessment through rubrics prepared by the Teachers.

4.4.1.13 TV arranged at local Community Centers

- With the help of community members, educational Television programmes viewing by set of children from same grades at different time schedules may be arranged at the Community Centre in the village.
- Tie up may be done with Citizen Service Centers located in both, rural and urban areas for internet availability so that YouTube learning resource developed by the state/UTmay be utilized.

On the request of the Department of School Education and Literacy, MINISTRY OF EDUCATION, Government of India, CSC E-governance Services India Ltd has agreed to collaborate for various services that would lead to learning enhancement. The letter indicating this collaboration is attached at Annexure-II

4.4.1.14 Special interventions for learning, clearing doubts, discussing hard spots, etc.

- A toll-free special helpline may be created at the community center by the state/UT with widely disseminated time schedules for learning, clearing doubts, discussing learning areas, etc. with the students.
- Several subject teachers and several hunting lines may be placed in the backend of this system as per requirements.
- Schools can nominate some volunteers and teachers to provide answers to the queries of students and parents within stipulated time.
- Local or school level helpline in collaboration with the local community can also be considered.
- If not any of the above, the state/UT must make efforts to consider any other model of support for doubt resolution of learners, particularly for the senior students (for class 6 onwards).

4.4.1.15 Mobile schools

- In case the students are spread across a large village or block and would need to travel some distance to reach the community center, a Mobile school can be arranged in a two/three/four-wheeler vehicle with a public speaking system or with pre-loaded laptops, etc.
- A volunteer or teacher along with the driver of the vehicle (wherever required)will reach to 3-4 identified location in a day for guiding students on what to study, and how to study.
- These volunteers/teachers can also play an important role in delivering resource material to children during these sessions.

4.4.1.16 Special resources/material for CWSN delivered to their homes

- Children with Special Needs, who do not have any digital device need to be given adequate attention by the schools. Identifying the location and needs of these children will be the first priority.
- Next, schools in consultation with Block Development Officer and Committee under Panchayati Raj need to procure resources needed for these children e.g., textual material in braille, audio books, sign language video, etc.
- Some special educators or need to be identified in the community who be given the roles for reaching out to the parents of these children for guidance.
- Guidelines in this regard may also be prepared for disseminating the same through television at the community center.
- If special educator is not available, then educated and willing volunteers maybe identified from the community who can become the means of communication between the special educators' panel identified by the state/UT and the parents/students.

4.4.1.17 Steps to take care of mental and physical health and well-being

- Detailed guidelines for taking care of mental and physical health and well-being have been included in the Alternative Academic Calendar developed by the NCERT. These maybe carefully understood. These need to be disseminated to all the schools in states/UTs in the local language.

States/UTs may disseminate the following:

Toll-free Tele-counselling under the Manodarpan programme:8448440632 and visit MHRD website for advisories and other support

Child helpline of Ministry of Women and Child development: 1098

- Further, interactive sessions on mental health and well-being are being conducted by the NCERT under Sahyogprogramme on DTH SWAYAM PRABHA Channel. Every school in the state/UT needs to be informed through messages about this programme, for further dissemination among students. At the community level, this must be announced in the village so that many students can come to watch this programme on TV set up at the Community Centre.

4.4.1.18Involving the local bodies, that is, the Panchayati Raj Institutions (PRIs) and the Urban Local Bodies (ULBs) and their Education committees

- In many states, local bodies play a very important role for school education – their roles range from the provisioning of infrastructure/sanitation/water supply/etc. to monitoring drop outs, progress in teaching-learning and assessment, etc.
- PRIs and ULBs have their education committees which serve the schools. These bodies may help in identifying the volunteers for working with school system.
- These bodies may also help in creating required infrastructure in community center and outside for providing children opportunities for learning.
- The local bodies should be roped in for school premise and washroom sanitation and managing potable water supply.
- The local bodies can help identify the last learner and the kind of assistance needed for learning.

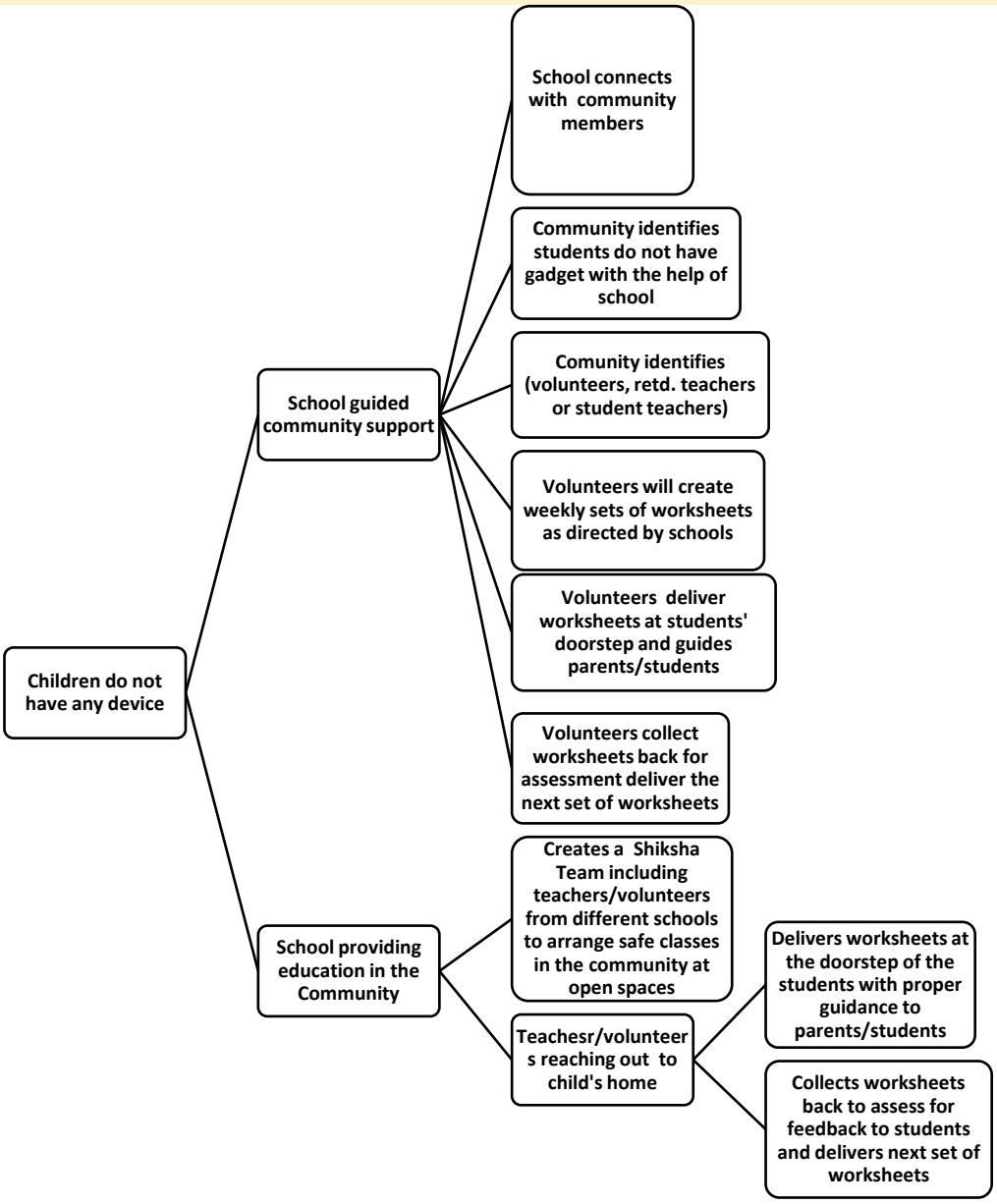
4.4.1.19 Mobile Library of books

- One way of ensuring continuous learning is to ensure that children continue to read and enrich their learning process through reading textual material other than prescribed textbooks.
- States/UTs may consider mobile libraries for remote parts, where the library vehicle visits on designated days and students can borrow library books or return read books on those days.
- This activity can also be taken up through CSR efforts.

4.4.1.20 Mobile library of pre-loaded e-content

- Along with the mobile library, pre-loaded e-content can be carried on tablets/laptops for the children to view/learn from.
- The Library vehicle can stay put at one place for an hour or two, and have a toe up with the local school/authorities regarding what e-content is to be shown during their scheduled visit to a particular place.
- This activity can also be taken up through CSR efforts or by any volunteer from the local community who is ready to provide such resources on their own.

Model for Reaching out toStudents with no digital device
(In the Community through the Community)



4.4.1.21Mentoring groups

- Local educated volunteers – drawn from senior citizens, housewives, senior students, entrepreneurs, retired teachers and other service personnel, etc. – can be allocated 8 to 10 students each, only for the purpose of mentoring.
- These mentors will help in motivating students to learn to become learners, help bring out unique potential of child through discussions, give tips for developing the skills in the learner that the Mentor is known for, promoting the cognitive growth of the students, support the overall mental health and well-being of learner, give career advice wherever possible, act as emotional supports, etc.
- Mentoring as an activity in this format can also be continued throughout the school years of the child.

4.4.1.22 Variety of Mobile and other Teaching –Learning Material for Students having no Digital Device

- **Mobile Science and Mathematics Laboratories**: For secondary and senior secondary stage students, school can arrange a vehicle with necessary equipment, kits, etc., to demonstrate important experiments before students. This exercise may be undertaken when the classes are going on in the community with all precautions.
- **Science Box:** For upper primary and higher classes, science box may be prepared for children to explore science concepts, and conduct experiments / activities / investigations at home with available resources connecting daily life experiences etc. Teachers may guide students while taking classes in the Community and Volunteers may demonstrate activities using this box.(NCERT has developed guidelines under RAA for distribution of students' Science Box for children at upper primary and secondary stages)
- **Learning Resources in the hands of Students (Post Office):** Learning resources, such as Exemplar Problems, Laboratory Manual, Bridge courses, material on lateral entry of students may be made available to all children at their doorstep.
- Development of Self-paced learning modules with sufficient illustrations, exercises, worksheets (with keys) need to be undertaken by SCERTs on priority.
- **Bridge Course:** NCERT's bridge course for out-of-school children may be customized for community teaching.

5. MODEL OF LEARNING ENHANCEMENT FOR STUDENTS HAVING LIMITED ACCESS OR VERY BASIC TECHNOLOGICAL DEVICES

5.1 The Alternative Academic Calendar is complete in itself for both kind of learners – NDLD as well as LDLD. Similarly, several activities can be done at home under the guidance of teachers, with the help of resources commonly available at every home. Following is a summary of the learning activities for LDLD:

Classes/Subjects	**Learning Opportunities to be Provided**	**Modalities**
Classes-I to V **Subjects-** **For classes I-II** Languages and Mathematics (Environmental Concerns are integrated across these two subject	**Content/Activities** *Learning outcome-based* ✓ Activities which can be done by the children at home ✓ Listening to and reading interesting Stories ✓ Challenging daily life related mathematical problems in the form of games	**Guidelines/Document for support-** **a.** Alternative Academic Calendar developed by the NCERT includes detailed guidelines about conducting learning outcome-based activities b. **PRAGYATA-** Guidelines

<table>
<tr>
<td>areas)

For classes III-V
Languages and Mathematics and Environmental Studies (EVS)</td>
<td>Language Skills
✓ Focus will be on listening, speaking and reading (Parents may be asked to observe and give feedback to teachers)
✓ Small writing exercises must be given only when child himself/herself wants to write.

Fitness and Creativity
✓ Age appropriate physical activities integrated with music and dance
✓ Drawing/Painting activities
✓ Competencies

Time Duration-

For Classes- 1-2
One hour a day in a staggered manner as per the readiness of children for activities of their choice for example –drawing or physical activity or writing or doing mathematics.

For Classes- 3-5
One and half hour a day in a staggered manner as per the readiness of children for activities of their choice for example –drawing or physical activity or writing or doing mathematics.
(For primary classes, teachers may guide parents to support children for learning)
Assessment
Discussion with parents on the following parameter-
✓ Whether the child is taking interest in listening to the stories and doing activities
✓ Child answers questions asked in</td>
<td>for Digital Education developed by the NCERT, released by the Ministry of Education: Class Recommendation –

Pre-Primary
On a given day for interacting with parents and guiding them, not more than 30 minutes.

Classes 1 to 8 Online synchronous learning may be undertaken for not more than two sessions of 30-45 minutes each on the days the States/UTs decide to have online classes for primary sections

Use of Energized Textbooks
At present textbooks generally have QR codes which contain many e-contents mapped with the learning outcomes available on e-pathshala, DIKSHA, NROER, etc. Children and parents may be guided to use these QR codes using smart phone for enhancing learning.

Digital Tools
❖ SMS/Message
❖ Recorded Stories by Teachers through Smart phones
❖ Television
❖ Radio
❖ Social Media and Google Meet, etc. (for children in</td>
</tr>
</table>

	the stories narrated by the teacher ✓ Child does activities (language and mathematics and EVS) independently or with the help of parents Child's drawing or some writing work may be asked through WhatsApp for ensuring that child has been learning at home.	class III onwards) **Learning Resources** ❖ EVS and Science Activity Box ❖ Mathematics Activity Box ❖ Children' literature ❖ Story books and relevant age-appropriate reading material ❖ News Papers ❖ Magazines and Periodicals ❖ Textbooks **Frequency** • SMS/Message containing necessary instruction and activities once in a week for the whole week • Stories on Television or Radio to be telecasted or broadcasted daily for half an hour. • Subject related activities to be telecast twice in a week for half an hour **Classes 1 to 12** Recommended to adopt/adapt the alternative academic calendar of NCERT at http://ncert.nic.in/aac.html
Upper Primary (Classes 6-8)	**Content/Activities** *Learning outcomes based* ✓ Activities which can be done by the children at home. ✓ Reading Stories and supplementary material ✓ Writing stories and experiences ✓ Challenging daily life related	**Guidelines/Document for support-** **a. Alternative Academic Calendar** developed by the NCERT includes detailed guidelines about conducting learning outcome-based

	mathematical problems in the form of games ✓ Daily life related scientific experiments and activities using material available at home. ✓ Small interdisciplinary projects **Language Skills** ✓ Focus will be on listening, speaking, reading and writing as well as doing activities (Parents may be asked to observe and give the feedback to teachers) ✓ Small writing exercises must be given only when child himself/herself wants to write. **Fitness and Creativity** ✓ Age appropriate physical activities integrated with music and dance ✓ Drawing/Painting /dance/music related and activities **Time Duration-** ✓ One and half hour a day in a staggered manner- which may be divided as follows- 15 minutes each for each of the curricular areas- Science, Mathematics, Social Sciences, Languages, Art Education and Health and Physical Education. ✓ Online/radio/television mode to be used to guide children for self –study and doing activities with the participation of parents. (It must not be used as replacement of face-to-face classes) ✓ Messages from students and parents may be encouraged for	activities: Classes 1 to 12 Recommended to adopt/adapt the alternative academic calendar of NCERT at http://ncert.nic.in/aac.html b. **PRAGYATA-** Guidelines for Digital Education developed by the NCERT, released by the Ministry of Education: Class Recommendations – **Pre-Primary** On a given day for interacting with parents and guiding them, not more than 30 minutes. **Classes 1 to 8** Online synchronous learning may be undertaken for not more than two sessions of 30-45 minutes each on the days the States/UTs decide to have online classes for primary sections **Use of Energized Textbooks** At present textbooks generally have QR codes which contain many e-contents mapped with the learning outcomes available on e-pathshala, DIKSHA, NROER, etc. Children and parents may be guided to use these QR codes using smartphone for enhancing learning. **Digital Tools** ❖ SMS/Message

	resolving queries and follow-up. ✓ Activities under Arts Education and Health and Physical Education to be encouraged to release mental stress of children. **Assessment** Discussion with parents on the following parameter- ✓ whether child is taking interest in reading stories or other relevant reading material doing activities ✓ Child discusses or tells stories to sibling or with parents or asks questions related to stories /reading material ✓ The child does activities (language, mathematics, Science, Social Sciences, Arts, Health and Physical Education) independently or with the help of parents Child's drawing or some writing work may be asked through WhatsApp for ensuring and promoting child's progress in learning at home	❖ Recorded Stories by Teachers through Smart phones ❖ Television ❖ Radio ❖ Social Media and Google Meet, etc. (for children in class III onwards) **Learning Resources** ❖ EVS and Science Activity Box ❖ Mathematics Activity Box ❖ Children' literature ❖ Story books and relevant age-appropriate reading material ❖ News Papers ❖ Magazines and Periodicals ❖ Textbooks **Frequency** • SMS/Message containing necessary instruction and activities once in a week for the whole week • Stories on Television or Radio to be telecast or broadcast daily for half an hour. • Subject related activities to be telecast twice in a week for half an hour
Secondary (Class 9 and 10)	**Content/Activities** *Learning outcomes based* ✓ Activities which can be done by the children at home. ✓ Reading Stories and other relevant readings ✓ Writing stories and experiences	**PRAGYATA Recommendations** (Guidelines prepared by the NCERT for online Education) **Classes 9 to 12** Online synchronous learning may be undertaken for not more than

	✓ Solving challenging daily life related mathematical problems in the form of games /activities ✓ Daily life related scientific experiments and activities using material available at home. ✓ Small interdisciplinary projects on Science and Social Sciences **Language Skills** ✓ Focus will be on listening, speaking, reading and writing as well as doing activities (Parents may be asked to observe and give the feedback to teachers) ✓ Writing and speaking exercises **Fitness and Creativity** ✓ Age appropriate physical activities integrated with music and dance ✓ Drawing/Painting /dance/music related and activities **Time Duration-** ✓ Three Hours a day in a staggered manner- which may be divided as follows- 45 minutes for each of the curricular areas- Science, Mathematics, Social Sciences and Languages and one hour for Art Education and Health and Physical Education. Other subject areas like computers, etc. may be given time of half-an-hour if required. ✓ Online/radio/television mode to be used to guide children for self –study and doing activities with the participation of parents. (It must not be used as replacement of face-to-face classes) ✓ Messages from students and	four sessions of 30-45 minutes on each of the days as decided by States/UTs. **Alternative Academic Calendar** developed by the NCERT includes detailed guidelines about conducting learning outcome-based activities: Classes 1 to 12 Recommended to adopt/adapt the alternative academic calendar of NCERT at http://ncert.nic.in/aac.html **Use of Energized Textbooks** At present textbooks are generally having QR codes which contain many e-contents mapped with the learning outcomes available on e-pathshala, DIKSHA, NROER, etc. Children and parents may be guided to use these QR codes using smartphone for enhancing learning.

	parents may be encouraged for resolving queries and follow-up. ✓ Activities under Arts Education and Health and Physical Education to be encouraged to release mental stress of children. **Assessment** Discussion with parents on the following parameter- ✓ Whether the child is taking interest in reading stories or other relevant reading material doing activities ✓ The child discusses or tells stories to sibling or with parents or asks questions related to stories /reading material ✓ The child does activities (language, mathematics, Science, Social Sciences, Arts, Health and Physical Education) independently or with the help of parents The child's drawing or some writing work may be asked through WhatsApp for ensuring and promoting child 's progress in learning at home	
Higher Secondary (Classes 11-12)	Note – ✓ Since there are different combinations of subject areas at the higher secondary stage, teachers have to plan activities as per the requirement of the subject area, however, before planning any activity learning outcomes must be decided. ✓ At this stage, students generally have friends who support them; therefore, peer and group	**PRAGYATA** Recommendations (Guidelines prepared by the NCERT for online Education) **Classes 9 to 12** Online synchronous learning may be undertaken for not more than four sessions of 30-45 minutes on each of the days as decided by States/UTs.

	learning may be promoted using social media but making them alert on cyber security front ✓ Subject wise open resources – MOOCs, etc. are available on NROER and e-pathshala, which may be used by the children. Teachers need to inform about this material and also the state developed material ✓ However, online classes must not be of more than three-hour duration. One class may be of 30-45 minutes for a subject area.	**Alternative Academic Calendar** developed by the NCERT includes detailed guidelines about conducting learning outcome-based activities: Classes 1 to 12 Recommended to adopt/adapt the alternative academic calendar of NCERT at http://ncert.nic.in/aac.html

6. MODEL OF LEARNING ENHANCEMENT FOR STUDENTS WITH ACCESS TO LEARNING THROUGH DIGITAL DEVICES

Students who have access to digital devices for learning may be provided with online classes, and activities, etc., using social media tools. However of the amount of time for which they get accessibility to these devices needs to be kept in view. It is recommended to follow PRAGYATA guidelines issued by the DoSEL, Ministry of Education, GoI in this regard. Most of the digital devices are being used by the parents and shared by the students. So, while making a plan for these children, suitable day timing for conducting synchronous classes needs to be chosen for different stages. Moreover, arrangements may also be made to record the sessions and repeat these sessions in the evening so that children can attend this repeat session as and when they have access to mobile or laptop.

Synchronous classes need to be utilized for giving guidance on doing self-study and assignment as well as solving children' queries. These may also be utilized to provide information to children about various web resources available on e-pathshala, DISKHSHA, SWAYAM and NROER as well as on various other web-portals with a brief guideline as how to use and where to use these web-learning resources.

It is highly recommended to follow PRAGYATA Guidelines of the Ministry of Education with regard to the amount of screen time for synchronous classes. The guidelines make the recommendations for screen time for different categories of children as follows, keeping in mind overall development :

Class	**Screen time Recommendation**
Pre Primary	On a given day for interacting with parents and guiding them, not more than 30 minutes.
Classes 1 to 12	Recommended to adopt/adapt the alternative academic calendar of NCERT at http://ncert.nic.in/aac.html.
Classes 1 to 8	Online synchronous learning may be undertaken for not more than two sessions of 30-45 minutes each on the days the States/UTs decide to have online classes for primary sections.
Classes 9 to 12	Online synchronous learning may be undertaken for not more than four sessions of 30-45 minutes on each of the days as decided by States/UTs.

https://mhrd.gov.in/sites/upload_files/mhrd/files/pragyata-guidelines_0.pdf

Alternative Academic Calendar has been developed for children in all kinds of situations. So, this may be contextualized and used for children across classes. This model will be similar to the model for children with limited digital devices, however, in the modalities, more focus is there using online mode.

Detailed model is given below:

<table>
<tr><th>Classes/Subjects</th><th>Learning Opportunities to be Provided</th><th>Modalities</th></tr>
<tr><td rowspan="3">Classes-I to V
Subjects-

For classes I-II Languages and Mathematics (Environmental Concerns are integrated across these two subject areas)

For classes III-V Languages and Mathematics and Environmental Studies (EVS)</td><td>Content/Activities
Learning outcomes based
✓ Activities which can be done by the children at home
✓ Listening and reading interesting Stories
✓ Challenging daily life related mathematical problems in the form of games

Language Skills
✓ Focus will be on listening, speaking and reading (Parents may be asked to observe and give the feedback to teachers)
✓ Small writing exercises must be given only when child himself/herself wants to write.

Fitness and Creativity
✓ Age appropriate physical activities integrated with music and dance
✓ Drawing/Painting activities
Competencies

Time Duration-</td><td rowspan="3">Guidelines/Document for support-
a. Alternative Academic Calendar developed by the NCERT includes detailed guidelines about conducting learning outcome-based activities

b.PRAGYATA- Guidelines for Digital Education developed by the NCERT, released by the Ministry of Education:
Class Recommendations –

Use of Energized Textbooks
At present textbooks are generally having QR codes which contain many e-contents mapped with the learning outcomes available on e-pathshala, DIKSHA, NROER, etc. Children and parents may be guided to use these QR codes using smartphone for enhancing learning.

Digital Tools
❖ SMS/Message (to be used to send the message about online classes)
❖ Live stories may be told by the teachers through Smart phones</td></tr>
<tr><td>For Classes- 1-2
One hour a day in a staggered manner as per the readiness of children for activities of their choice for example – drawing or physical activity or writing or doing mathematics.</td></tr>
<tr><td>For Classes- 3-5
One and half hour a day in a staggered manner as per the readiness of children for activities of their choice for example –drawing or physical activity or writing or doing mathematics.</td></tr>
</table>

	(For primary classes, teachers may guide parents to support children for learning) **Assessment** Discussion with parents on the following parameter- ❖ whether the child is taking interest in listening the stories and doing activities ❖ The child answers questions asked in the stories narrated by the teacher ❖ The child does activities (language and mathematics and EVS) independently or with the help of parents Child's drawing or some writing work may be asked through WhatsApp for ensuring that child has been learning at home.	❖ Social Media and Google Meet, Gsuit etc. (for children in class III onwards) **Learning Resources** ❖ Web resources showing EVS and Science Activities (children may be motivated to do the activities at home) ❖ Web resources showing Mathematics and children doing these activities using activity box ❖ Children' literature on different web portals ❖ Story books and relevant age-appropriate reading material (in hard and soft forms) ❖ News Papers (printed and e-version) ❖ Magazines and Periodicals ❖ Textbooks (printed and e-version) **Frequency** **Pre-Primary** On a given day for interacting with parents and guiding them, not more than 30 minutes. **Classes 1 to 5** Online synchronous learning may be undertaken for not more than two sessions of 30-45

		minutes each on the days the States/UTs decide to have online classes for primary sections Online classes for guiding purpose may be conducted five days a week.
Upper Primary (Classes 6-8)	**Content/Activities** *Learning outcomes based* ✓ Activities which can be done by the children at home. ✓ Reading Stories and supplementary material ✓ Writing stories and experiences ✓ Challenging daily life related mathematical problems in the form of games ✓ Daily life related scientific experiments and activities using material available at home. ✓ Small interdisciplinary projects **Language Skills** ✓ Focus will be on listening, speaking, reading and writing as well as doing activities (Parents may be asked to observe and give feedback to teachers) ✓ Small writing exercises must be given only when child himself/herself wants to write. **Fitness and Creativity** ❖ Age appropriate physical activities integrated with music and dance ❖ Drawing/Painting /dance/music related and activities **Time Duration-** ✓ One and half hour a day in a	**Guidelines/Document for support-** **a.** Alternative Academic Calendar developed by the NCERT includes detailed guidelines about conducting learning outcome-based activities: Recommended to adopt/adapt the alternative academic calendar of NCERT at http://ncert.nic.in/aac.html b.**PRAGYATA-** Guidelines for Digital Education developed by the NCERT, released by the MINISTRY OF EDUCATION: Class Recommendation – **Pre-Primary** On a given day for interacting with parents and guiding them, not more than 30 minutes. **Classes 6 to 8** Online synchronous learning may be undertaken for not more than two sessions of 30-45 minutes each on the days the States/UTs decide to have online classes for

	staggered manner- which may be divided as follows- 15 minutes each for each of the curricular areas- Science, Mathematics, Social Sciences, Languages, Art Education and Health and Physical Education. ✓ Online mode to be used to guide children for self –study and doing activities with the participation of parents. (It must not be used as replacement of face-to-face classes) ✓ Messages from students and parents may be encouraged for resolving queries and follow-up. ✓ Activities under Arts Education and Health and Physical Education to be encouraged to release mental stress of children. **Assessment** Discussion with parents on the following parameter- ❖ whether child is taking interest in reading stories or other relevant reading material doing activities ❖ Child discusses or tells stories to sibling or with parents or ask questions related to stories /reading material ❖ Child does activities (language, mathematics, Science, Social Sciences, Arts, Health and Physical Education) independently or with the help of parents Child's drawing or some writing work may be asked through WhatsApp for ensuring and promoting child 's progress in learning at home	primary sections **Use of Energized Textbooks** **Digital Tools** ❖ SMS/Message (to be used to send the message about online classes) ❖ Live stories may be told by the teachers through Smart phones ❖ Social Media and Google Meet, Gsuit etc. (for children in class III onwards) **Learning Resources** ❖ Web resources showing Science (children may be motivated to do the activities at home) ❖ Web resources showing Mathematics and children doing these activities using activity box ❖ Children' literature on different web portals ❖ Story books and relevant age-appropriate reading material (in hard and soft forms) ❖ Newspapers (printed and e-version) ❖ Magazines and Periodicals ❖ Textbooks (printed and e-version) **Frequency**

		Classes 6 to 8 Online synchronous learning may be undertaken for not more than two sessions of 30-45 minutes each on the days the States/UTs decide to have online classes for primary sections
Secondary (Class 9 and 10)	**Content/Activities** *Learning outcomes based* ✓ Activities which can be done by the children at home. ✓ Reading Stories and other relevant readings ✓ Writing stories and experiences ✓ Solving challenging daily life related mathematical problems in the form of games /activities ✓ Daily life related scientific experiments and activities using material available at home. ✓ Small interdisciplinary projects on Science and Social Sciences **Language Skills** a. Focus will be on listening, speaking, reading and writing as well as doing activities (Parents may be asked to observe and give the feedback to teachers) b. Writing and speaking exercises **Fitness and Creativity** ❖ Age appropriate physical activities integrated with music and dance ❖ Drawing/Painting /dance/music related and activities **Time Duration-** Three hours a day in a staggered manner- which may be divided as	**PRAGYATA Recommendations (Guidelines prepared by the NCERT for online Education)** Classes 9 to 12 Online synchronous learning may be undertaken for not more than four sessions of 30-45 minutes on each of the days as decided by States/UTs. **Alternative Academic Calendar** developed by the NCERT includes detailed guidelines about conducting learning outcome-based activities: Classes 1 to 12 Recommended to adopt/adapt the alternative academic calendar of NCERT at http://ncert.nic.in/aac.html **Use of Energized Textbooks**

	follows- 45 minutes for each of the curricular areas- Science, Mathematics, Social Sciences and Languages and one hour for Art Education and Health and Physical Education. Other subject areas like computers, etc. may be given time of half-an- hour if required. Online mode to be used to guide children for self –study and doing activities with the participation of parents. (It must not be used as replacement of face-to-face classes) Messages from students and parents may be encouraged for resolving queries and follow-up. Activities under Arts Education and Health and Physical Education to be encouraged to release mental stress of children. **Assessment** Discussion with parents on the following parameter- ❖ whether child is taking interest in reading stories or other relevant reading material doing activities ❖ Child discusses or tells stories to sibling or with parents or ask questions related to stories /reading material ❖ Child does activities (language, mathematics, Science, Social Sciences, Arts, Health and Physical Education) independently or with the help of parents Child's drawing or some writing work may be asked through WhatsApp for ensuring and promoting child 's progress in learning at home	

Higher Secondary (Classes 11-12)	**Note –** 1.Since there are different combinations of subject areas at the higher secondary stage, teachers have to plan activities as per the requirement of the subject area, however, before planning any activity learning outcomes must be decided. 2. At this stage, students generally have friends who support them; therefore, peer and group learning may be promoted using social media but making them alert on cyber security front 3. Subject wise open resources – MOOCs, etc. are available on NROER and e-pathshala, which may be used by the children. Teachers need to inform about this material and also the state developed material 4. However, online classes must not be of more than three-hour duration. One class may be of 30-45 minutes for a subject area.	**PRAGYATA Recommendations** (Guidelines prepared by the NCERT for online Education) Classes 9 to 12 Online synchronous learning may be undertaken for not more than four sessions of 30-45 minutes on each of the days as decided by States/UTs. **Alternative Academic Calendar** developed by the NCERT includes detailed guidelines about conducting learning outcome-based activities: Classes 1 to 12 Recommended to adopt/adapt the alternative academic calendar of NCERT at http://ncert.nic.in/aac.html

7. ROLE OF VARIOUS STAKEHOLDERS

7.1 Preparations by state/UT/SCERTs/DIETs/BRCs/CRCs

- ✓ States/UTs will need to prepare their own guidelines by adopting/adapting these guidelines
- ✓ For the implementation of these guidelines, states/UTs have to provide every support which schools require through district and block level officials.
- ✓ States/UTs need to prepare themselves for the reopening of the schools, as and when that decision is taken.
- ✓ States/UTs need to come out with their innovative plans for preparing bridge courses to fill up the gaps in students' learning. These bridge courses will include beginners' tests to identify the gaps and also include interventions to fill up these gaps.
- ✓ SCERTs may undertake teacher capacity building for implementing these guidelines.
- ✓ SCERTs may also consider training all teachers online on basic counselling of students, as this may be a huge requirement.
- ✓ SCERTs will need to prepare or help prepare workbooks/worksheets/bridge courses, etc.
- ✓ Schools to be provided with guidance by SCERTs/DIETS/BRCs/CRCs for creating school level test papers in each subject area for each grade, to be implemented at intervals fixed by the state/UT, to continuously observe the gaps in learning.
- ✓ Students' learning experiences of lockdown period need to be used across subject areas for mapping these with learning outcomes**.**
- ✓ It is recommended that teachers WhatsApp groups are formed at Cluster/Block/District/State levels for ensuring speedy communication and better monitoring

7.2 Preparation to be done by Teachers:

The post-lockdown scenario will be one of staggered and divided classes wherein face-to-face schooling of students will be reduced as compared to actual school time. All this will result in loss of learning time as we traditionally know it. A great deal of preparation will be required to be done much in advance for this. Following preparations may be undertaken in this regard by the teachers:

- ✓ To ensure that students' learning is not limited to the reduced time spent at school, teachers should prepare interesting learning activities that can be done at home with the help of commonly available resources.

- ✓ Teachers will be expected to play a role of counsellor post lockdown as they need to firstly make efforts to welcome students in the school after a long time and motivate them to engage with schools. So, creative activities, dance, music, story-telling etc. need to be prepared in advance for all grades.
- ✓ Teachers need to learn to use online resources, television and radio in school to enhance students' learning using various modes of teaching-learning.
- ✓ Assessment should be done more frequently and in simple ways. Teachers can prepare subject/topic/grade wise simple assessment formats and rubrics for parent/self/peer/teacher assessment.
- ✓ Children with Special Needs need to be provided with continuous and regular support. Teachers should establish contact and trust of the child and parents during the lockdown period.

7.3 Principals/Heads of schools to undertake School Level Planning

- ✓ In order to make the entire delivery/ transaction more effective and customised to the needs of the learner's context, the schools will have to devise the school specific programmes under broad framework after mapping the profile of their stake holders (specially the learner and parents) in their context.
- ✓ The complex concepts should be sorted out and kept aside for teaching face to face through teacher-directed learning mode
- ✓ The simpler concepts can perhaps be tackled through self-paced learning by students
- ✓ Home assignments may be thoughtfully given to supplement to classroom teaching – doubts may be cleared during face-to-face teaching
- ✓ Projects assigned may act an extension to classroom teaching
- ✓ During this extraordinary situation, we may have more focus on assessing the child on his/ her areas of strength and unique skills and abilities, for promoting his/ her level of motivation, hence the tools and techniques of assessment also need to undergo a review.

7.4 Role of Parents

In School Education, parents have and are always expected to play a very significant role. In the COVID-19 pandemic situation wherein school education is being provided through alternative ways, the role of parents has become even more important. They are the ones who are with their children for longest periods of the waking hours of the child. Their behaviour, attitude, support, etc. will have a huge impact on children. Therefore, they need to reflect on their roles and ensure that they are able to support their children's' cognitive, affective and psychomotor progress in many ways. The roles which are expected from the parents in this situation are as follows:

I. For parents who are able to provide academic support to children, but do not have any digital device as home (School Teacher may reach to parents to guide them about their role)

- Parents need to procure syllabus, textbooks and learning outcomes from the school; go through the syllabus and learning outcomes of the particular classes; observe children daily whether they are able to achieve those learning outcomes through their self-study or while studying under their guidance.
- They need to maintain a diary with date wise information about their own interventions that they have provided to children, list of learning outcomes that their children have achieved, so that whenever they meet with teachers, they can discuss with them and also ask them to give demonstration for the conduct of activities, etc.
- In case school education is being provided at the community level by the volunteers or by the school, parents need to contact them and obtain a schedule for their children. Accordingly, they either need to arrange to send their children while following all norms of social distancing, or go themselves to collect instructions for further providing guidance to children at home.
- Based on learning outcomes and experiences that children are receiving at home by virtue of being in a family, parents should try and include their children in various activities - household work such as cooking and cleaning, accounting work for groceries, electrical and other equipment repair work, having meals together with family members, etc.
- Parents need to design activities or dialogue sessions with children. For example, in view of improving language skills, they may ask their ward to share their experience about eating in the family last night or children may be asked to write about the dialogue sessions. They may also be asked to read any book, newspapers, pamphlets, instructions on packaged goods, etc. and speak before parents about what they have read in the book.
- Parents need to participate with children in their activities for learning and clear doubts wherever they can.
- Parents need to be very cordial and caring with children, if children have concerns about their examination, employment, etc. Parents need to have dialogue with them and explain them positively about the situation and advise them keeping patience in this unexpected situation.
- Parents need to be strong and avoid stress and anxiety while dealing with their children, otherwise it will affect children. They need to consult teachers for their anxiety and stress and conduct activities for reducing this stress.

II. For parents who are able to provide academic support to children having digital devices(School Teacher may reach out online/telephonically to parents to guide them about their role)

- In addition to roles given above, these parents need to be more watchful and alert. Using online modes, children often get diverted and reach a different world- world of games, social media, age-inappropriate information, etc. Parents need to

explain and interact with children on these issues and be firm about screen time. Parents may like to also sit with children during their classes and explain wherever they require their help.

- Teachers need to orient parents on PRAGYATA - Online education guidelines. They need to go through the guidelines and accordingly observe children' online classes to provide feedback to teachers.
- Parents also need to guide children for doing yoga and other physical fitness activities of their interest after the online or offline classes.
- Parents need to create a schedule for using digital devices available at home by their children in consonance with time duration of online learning sessions (smartphone, TV, radio, etc.) in consultation with teachers.

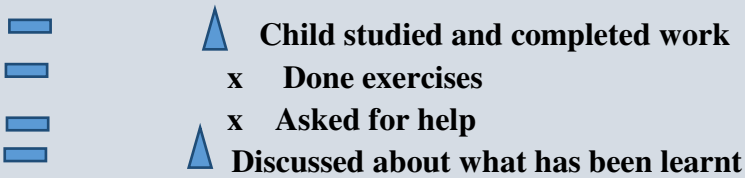
III. For Parents who are not able to provide any academic support to their children, whether having digital devices or not having any device

- In this case schools need to reach out to them, either through teachers or volunteers, using online mode or visiting their homes.
- They may be guided to send their children to community centres for studying. Parents can also accompany their children.
- They may be guided about the helpline, if any, or telephone numbers of subject teachers to resolve their queries.
- They may be guided about the textbooks/online programmes for their children.
- They need to be guided about the physical exercises that children need to do, and also about creative activities, such as, dance, music, drama, painting, creative writing, etc.
- They need to be guided about using mobile phone for sending messages or calling teachers or volunteers for further guidance.
- Teachers/Volunteers need to guide them on their roles as given earlier and suggest some techniques to observe their children and keep record of their learning outcomes using their own ways. An example could be using coloured cards for days in a week, and using symbols for recording observations, etc

  For Example-

Exemplar Card for parents who are not literate (they may be guided to use colour and symbols for keeping record of children' learning across the days of a week)

Monday



8. POST PANDEMIC: CHANGING ROLES OF VARIOUS STAKEHOLDERS

COVID-19 has created a situation which demands transformation in school education and also in the roles of various stakeholders. Though core elements of school education such as curriculum, syllabus, textbooks, assessment, etc. will continue to be there, yet the transaction mechanisms in school education may go through a drastic change. Therefore, even if the pandemic will get over, its traces will be there and school education needs to remodel itself by inducing flexibility and adaptability in it. Stakeholders working for education have immense role to play to support flexibility and adaptability in the systems; this is why in addition to their existing roles they need to expand their roles as mentors, assessment experts, mediators between community and schools.

8.1 Role of State/UT Education Department and other Institutions

8.1.1 Creating a strong network that reaches out to teachers with plans and strategies

- Departments of School Education, SCERTs and other state level agencies to come together and make a comprehensive plan for learning outcome based teaching-learning that is developed around or based on Alternative Academic Calendar for the whole academic session as per the contexts of their states/UTs. This plan must take cognizance of the data received on Continuous Learning Plan developed by the states/UTs in accordance with guidelines issued by the Ministry of Education.
- This comprehensive plan must have guidelines on curriculum transaction and assessment.
- This comprehensive plan needs to also develop sub-plans for face-to-face school education as well as alternative modes of education for the whole academic session including Internet-based, radio, podcast, community radio, IVRS, TV DTH Channels, etc.
- This plan should include class-wise assessment strategies and weightage to be given in different modes of assessment- by parents, by students, by volunteers, by teachers, on physical activities, readiness, active participation, etc.
- States/UTs may nominate a nodal person from each block/panchayat (unit to be decided by the states/UTs as per the number of teachers/volunteers in the vicinity) for supervising the implementation of the plan. One nodal person appointedper50 teachers

(who may be looking after around 1500 children) will be most effective. This nodal person may be from SCERT, DIET, CTE, IASEs and from among school heads. Nodal person will make a WhatsApp group with all fifty teachers and will continue to dialogue with them under guidance of state department of education. This nodal person will be reporting to the DIET Principal of the nearest DIRT. DIETs will collect all implementation reports and compile these reports before giving it to SCERT. SCERT will present the implementation report to the Department of School Education for further actions if required.

- This nodal person will also act as mentor for teachers on the implementation of the plan at the grass root level, in both conditions - of school functioning or school not functioning - and also for volunteers/teachers helping those children who are at home without any digital support and Children with Special Needs.
- This nodal person will also contact community members- Sarpanch, members of Panchayati Raj Institutions, etc. to mobilise them for identifying volunteers and providing necessary resources to reach to all the students.
- The Nodal person will also arrange capacity building programme for teachers with the help of DIETs from time-to-time.

8.1.2 Building of Capacity of Teacher Educators, School Heads and Teachers

- Dissemination of plans and strategies to teachers and continuous demonstration and dialogues to be conducted with teachers and school heads by utilizing various modes, such as, radio, DTH channel, community radio and IVRS facilities. These demos and dialogues should build their capacities on the plan and strategies to address needs of school education in post pandemic scenario.
- The session on DTH channels or on radios will be conducted by the teachers' educators from SCERT, DIETs, etc.

8.1.3 Creating Alternative Ways for Summative Assessment

- An App may be created by the states/UTs for generating various sets of class-wise questions papers/items, which can be used by all teachers/schools for summative assessment across classes and also for school-based assessment.
- For children not having digital devices, printed question paper may be distributed at their home/community center maintaining confidentiality and they may be allowed to write tests/exams before volunteers/teachers.
- For small classes (1-3), integrated questions papers (all subject areas) can be prepared.

8.2 Teacher Educators

8.2.1 Self-updating on ICT and Social Media Tools

Faculty members of Teacher Education Institutions have a responsibility towards student-teachers, therefore, they need to constantly update themselves with the latest ICT and social media tools that are relevant for school education. In this venture, they may take support from their own students.

8.2.2 Mentoring of Teachers

- Guided by state education department, teacher educators will need to play the role of nodal person and mentor for the teachers' community; this is required for guiding teachers to provide quality support to their students either through online or community support.
- Teacher Educators need to prepare guidelines which includes innovative methods not only for creating interesting learning opportunities for students but also on assessing their learning outcomes.

8.2.3 Developing a Question Bank

- It is now essential to have in the state/UT a comprehensive class and subject wise question bank including variety of questions based on learning outcomes.
- Teachers Educators may collect questions from subject-specific teachers with the help of State Education Department. They may do class-wise compilation of questions and answer key.
- This question bank may further be vetted by the school boards.
- As mentioned at Para 8.1.3 above, Class-wise app for generating various sets of questions papers may be created by the state, which can be used for summative assessment across classes along with school based assessment.

8.3 School Heads and Teachers

8.3.1 Developing Skills of using ICT and Social Media Tools

- Like teacher educators, school heads and teachers also need to update and practice themselves with latest ICT and social media tools. They may attempt to learn this from their fellow- colleagues or family members.
- In this venture, they will also be supported by the state department of education.

8.3.2 Keeping Track of every child studying under them

- School heads and Teachers will need to create their own mechanisms to keep track of every child studying under them, and also make their own plans to reach out to

them in consonance with plans and guidelines that the state education department may issue time-to-time.

8.3.4 Providing support to parents and students on reducing stress and anxiety

- The present time has already induced stress and anxiety in students and parents. Now, it is the responsibility of schools and teachers to help students and parents to come out of this stress and anxiety.
- For this, teachers need to use their counseling skills and improve upon their communication skills so that parents and students will feel comfortable**.**
- SCERT may take up special capacity building in this area for teachers.

8.3.5 Developing innovative ways of school-based assessment

- Dependence on paper-pencil tests and exams needs to be reduced and innovative ways for school-based assessment needs to be explored to improve learning outcomes of every child and for reducing gaps that have occurred due to disturbed school schedule.

8.3.6 Strengthening Relationship with Community and Parents

- School heads and Teachers need be more active in strengthening their relationship with community and parents. Rather they need to play a role of mentor for parents.
- They have to establish continuous dialogue and communication with parents and discuss not only about the child's progress but also about plans to improve learning.

8.4 Parents

8.4.1 Bridging the Gap between School and Home

- Parents may be guided to bridge the gap between school and home becoming an active participant in child's learning.
- They have to play a role of teacher as well as peer with child.
- Taking guidance from teachers they need to support children in learning as peers and observe progress of children' learning outcomes as teachers as a continuous process from now on to when school will be reopened.

8.4.2 Strengthening Relationship with Community

- Parents also need to come closer to community for the education of their children and utilize the facilities being provided by the community for their learning.

8.5 Community

8.5.1 Strengthening Community's Role in School Education

- In the present scenario and also in future, community needs to come forward to provide every support to school for better learning and also safety of children.
- Members of SMC and Panchayati Raj Institutions specially nominated to look after education or members of other village education committees need to contact school for assessing the needs of the school and providing every support such as

volunteers, learning resources, etc. for reaching out to all students in both the scenarios of school functioning or not functioning.

8.5.2Follow-up with the Schools

- School Management Committees and Panchayati Raj Education Committees need to follow-up with the schools for the education of all children.
- In addition to providing support to those children without any digital devises, they need to see what is being provided through online education by the school.
- They can also help conduct a survey of parents' satisfaction about alternative ways of education.

8.5.3 Supporting Navodaya Vidyalaya Samiti and students studying in other residential schools

- Navodaya Vidyalayas are residential schools and have children enrolled from far-off places belonging to different communities, wherein teachers and even peers may not be staying. Majority of these children do not have access to digital devices.
- Similarly, several private and government residential schools of the country are closed at present, for example, KGBVs, residential private schools, residential hostels attached to government schools, etc.
- All such schools may nominate class-wise nodal officers to keep track of children not having digital devises and identify and select some volunteers of National Cadet Corps (NCC), Nehru Yuvak Kendra Sangathan (NYKS) and National Service Scheme (NSS)), etc. to facilitate learning of these children. They may be given brief online training to build their capacity to take classes and conduct assessment.
- In case schools reopen, and children coming from residential schools are not able to go back and join their respective schools, states/UTs are advised to give temporary admissions to such children in the local government schools, so that their learning is continued.
- Residential schools should appoint one Mentor teacher to not more than 20 students each, and this Mentor teacher should remain in touch with each child through telephonic contact, WhatsApp groups, or through indirect contact through local volunteers.
- Residential schools must consider disseminating telephone numbers of subject teachers to all concerned students, so that doubt clarification can happen telephonically. To ensure that the student does not have to pay for the calls, the teachers telephone services maybe funded by the school during this period.

Annexure-I

LEARNING ENHANCEMENT SURVEY TOOLS FOR ASSESSING TEACHING-LEARNING EXPERIENCES AT HOME IN COVID-19 PERIOD FOR:

I. **Students**
II. **School Principals**
III. **Teachers**
IV. **Parents**

Guidelines for those who will conduct the Survey:

This is a set of tools which contains survey tools for students, teachers, parents and school principals to collect information regarding their teaching-learning experience in this pandemic period. In those cases where these stakeholders can fill google form, link of google form may be sent. But in cases where Google form will be difficult to fill up, they can be circulated through WhatsApp or in case of unavailability of the Internet and smartphone, school principals may be instructed to collect data on phone and send the data through mobile or scan copies. Each institution/state may collect data from 30 schools under this, covering 3-4 teachers per school and 50 students per school. Schools may be selected from urban, sub-urban and rural areas equally as far as possible.

I. SURVEY TOOL FOR STUDENTS FROM CLASSES 8 TO 12TH

Guidelines- Please respond to all the questions. Questions have multiple options or yes/no, in some cases you can give one most suitable response, but in some cases you may select more than one options as you find them suitable. In some cases' detailed response is asked, please give the same.

Tick mark suitable option(s)

1. Learning at home in the COVID-19 period has been –

a. Joyful ☐
b. Difficult ☐
c. Satisfactory ☐
d. Burdensome ☐

2. I learnt at home in the COVID-19 period mostly through-

a. Mobile
b. Laptop
c. Television
d. Radio
e. Textbooks and other books available at home

3. I could not learn more in the COVID-19 period due to -

a. Non-availability of the textbooks
b. Non-availability of smart phone and laptop
c. No electricity
d. Other reason……

4. I enjoyed learning at home as

a. My parents participated in my learning activities
b. Teachers have given me interesting tasks to do
c. I was doing things based on my own schedule
d. Other reason……

5. I learnt many more things than given in the textbook in this COVID-19 period,

a. Cooking and other household work
b. Drawing and painting
c. Singing
d. Dancing
e. Indoor games
f. Yogasanas
g. Mobile games
h. Any other……

6. Do you feel that gaps have been created in your learning as you could not do classes in schools?

a. No, I was continuously learning
b. Yes, because in schools we get continuous monitoring and support
c. Yes, in school, peers also help us
d. Yes, due to disturbed schedule at home
e. Some other reason……

7. What should schools do to bridge this gap-

a. Schools must be reopened soon and resume regular teaching-learning
b. Curriculum must be reduced
c. Teachers –students' interaction need to be enhanced on social media
d. Parents must create conducive environment for learning of children at home
e. Any other …….

8. Are you being assessed by teacher using online methods-

a. Yes/No…….
b. If yes, what techniques teachers are using to assess
   ……
   ……
c. Are you feeling comfortable being assessed in this way- Yes/No
d. If No, Why……..

9. In which subject area you have faced much difficulty-

a. Mathematics
b. Languages
c. Science
d. Social Sciences
e. Arts Education
f. Health and Physical Education
g. Any other……

10. In your opinion, if schools will be closed for longer period, what would be the best way of providing school education at home, through -

a. Television
b. Radio
c. Online classes
d. Social Media
e. Mobile SMS and call
f. Mobile classes by teachers
g. Some other …….

11. Are you aware of NCERT's academic calendar?

Yes/No……

12. Are you watching interactive sessions being conducted on DTH channel for all the classes and subject areas

Yes/No……..

13. You may have friends who do not have any technological gadget for communication, what method you will suggest to communicate with them

……

……

14. What experiences or learning in COVID-19 period, would you like to share with the benefits of others?

……

……

II. SURVEY TOOL FOR SCHOOL PRINCIPALS

Guidelines- Please respond to all the questions. Questions have multiple options or yes/no, in some cases you can give one most suitable response, but in some cases you may select more than one options as you find them suitable. In some cases' detailed response is asked, please give the same.

1. As per the feedback received from teachers, teaching from home by the teachers in the COVID-19 period has been –

a. Joyful
b. Difficult
c. Satisfactory
d. Burdensome

2. Our teachers have been teaching from home in the COVID-19 period mostly through-

a. Mobile
b. Laptop
c. Television
d. Radio
e. Textbooks and other books available at my home and website

3. Do you feel that gaps have been created in students' learning as they are not able to attend classes in schools?

a. No, they have been continuously attending online classes.
b. Yes, because in schools they get continuous monitoring and support from every teacher
c. Yes, in school, peers also help them
d. Yes, may be due to different schedule at home
e. Any other reason……

4. What should schools do to bridge this gap-?

a. Schools must be reopened soon and resume regular teaching-learning
b. Curriculum must be reduced
c. Teachers –students' interaction need to be enhanced on social media
d. Parents must create conducive environment for learning of children at home
e. Any other step……..…….

5. In which subject area, do you feel, students are facing much difficulty in learning -

a. Mathematics
b. Languages
c. Science
d. Social Sciences
e. Arts Education
f. Health and Physical Education
g. Any other subject area……

6. Are you aware about the NCERT's Alternative Academic Calendar? Yes/No…. If yes, How are you implementing it?

7. While teaching online, you are focusing on-

a. Themes given in the textbooks
b. Learning Outcomes
c. Activities
d. Many other learning resources- available online
e. Any other aspect……..…

8. In your opinion, if schools will be closed for longer period, what would be the best way of providing school education at home, through -

h. Television
i. Radio
j. Online classes
k. Social Media
l. Mobile SMS and call
m. Mobile classes by teachers
n. Some other …….

9. You may have students, who do not have any technological gadget for communication. What method do you use or suggest to communicate with them?

……..

……

10. What experiences or learning in COVID-19 period, would you like to share with the benefits of others?

……

……

11. What preparation, you are doing for school prior to its reopening?

……

III. SURVEY TOOL FOR TEACHERS

1. Teaching from home in the COVID-19 period has been –

a. Joyful
b. Difficult
c. Satisfactory
d. Burdensome

2. I taught from home in the COVID-19 period mostly through-

a. Mobile
b. Laptop
c. Television
d. Radio
e. Textbooks and other books available at my home and website

3. I could not taught more in the COVID-19 period due to -

a. Non-availability of the textbooks at my home
b. Non-availability of smart phone and laptop
c. No electricity
d. Not well-versed with this online methodologies
e. Other reason……

4. I enjoyed teaching from home as

a. My students were motivated to participate in online education
b. I could design innovative activities
c. Schedule was not very hectic
d. Was getting satisfaction providing learning opportunities to my students
e. Other reason……

5.Along with teaching, I did many more things to improve my teaching skills in this COVID-19 period,

a. Read many relevant books
b. Made a plan for safe teaching-learning when the schools will be reopened
c. Developed test and examination papers
d. Learnt music and dancing for my students
e. Designed many interesting activities for students
f. Did social service
g. Any other activity……

6. Do you feel that gaps have been created in students' learning as they are not able to attend classes in schools?

a. No, they have been continuously attending online classes.
b. Yes, because in schools they get continuous monitoring and support from every teacher
c. Yes, in school, peers also help them
d. Yes, may be due to different schedule at home
e. Any other reason……

7. What should schools do to bridge this gap?

a. Schools must be reopened soon and resume regular teaching-learning
b. Curriculum must be reduced
c. Teachers –students' interaction need to be enhanced on social media
d. Parents must create conducive environment for learning of children at home
e. Any other …….

8. In which subject area you have faced much difficulty, while teaching-

a. Mathematics
b. Languages
c. Science
d. Social Sciences
e. Arts Education
f. Health and Physical Education
g. Any other ……

9. In your opinion, if schools will be closed for longer period, what would be the best way of providing school education at home, through -

a. Television
b. Radio
c. Online classes
d. Social Media
e. Mobile SMS and call
f. Mobile classes by teachers
g. Some other …….

10. You may have students, who do not have any technological gadget for communication, what method do you use or suggest to communicate with them

……

……

11. What experiences or learning in COVID-19 period, would you like to share for the benefits of others?

……

……

IV. SURVEY TOOL FOR PARENTS

Guidelines- Please respond to all the questions. Questions have multiple options or yes/no, in some cases you can give one most suitable response, but in some cases you may select more than one options as you find them suitable. In some cases' detailed response is asked, please give the same.

1. Learning by children at home in the COVID-19 period has been –

a. Joyful
b. Difficult
c. Satisfactory
d. Burdensome

2. Teachers have been teaching from home in the COVID-19 period mostly through-

a. Mobile
b. Laptop
c. Television
d. Radio
e. Textbooks and other books available at my home and website

3. Do you feel that gaps have been created in students' learning as they are not able to attend classes in schools?

a. No, they have been continuously attending online classes.
b. Yes, because in schools they get continuous monitoring and support from every teacher
c. Yes, in school, peers also help them
d. Yes, may be due to different schedule at home
e. Some other reason……

4. What should schools do to bridge this gap-?

a. Schools must be reopened soon and resume regular teaching-learning
b. Curriculum must be reduced
c. Teachers –students' interaction need to be enhanced on social media
d. Children need conducive environment for which they can't get at home.
e. Any other …….

5. In which subject area, do you feel, your children are facing much difficulty in learning -

a. Mathematics
b. Languages
c. Science
d. Social Sciences
e. Arts Education
f. Health and Physical Education
g. Any other ……

6. Are you aware about the NCERT's Alternative Academic Calendar? Yes/No…. If yes, do you think, it is being implemented by the school?

7. In your opinion, if schools will be closed for longer period, what would be the best way of providing school education at home, through -

a. Television
b. Radio
c. Online classes
d. Social Media
e. Mobile SMS and call
f. Mobile classes by teachers
g. Some other …….

8. You may have students, who do not have any technological gadget for communication, what method do you use or suggest to communicate with them

……..

……

9. What experiences or learning in COVID-19 period, would you like to share with the benefits of others?

……

……

10. What precautions, would you take when your child will start going school?

……

Annexure II

Dated 20/07/2020

CSCSPV/MHRD/20/01

सचिव/Secretary
प्राप्त सं./Dy. No.
21 JUL 2020
मानव संसाधन विकास/DoSE&L

To,
Ms. Anita Karwal, I.A.S
Secretary
Department of School Education & Literacy
Ministry of HRD, Government of India
New Delhi

Subject: Collaboration between DSEL & CSCs

Dear Madam,

Kindly refer to D.O. letter No. 1-53/2020-KT dated 17th July 2020 regarding the subject mentioned above. CSCs would be very happy to support the students of various schools across the country in attending to online classes

2. As you are aware, CSC e-Governance Services India Limited (CSC SPV) is a Special Purpose Vehicle established to monitor the implementation of the Common Services Centres (CSC) Scheme. The CSCs under the scheme are run by Village Level Entrepreneurs (VLEs) who are dependent on payment received in lieu of services provided to the citizens either by the citizen or from Governmnet or service provider. The capital cost and operating cost is borne by the VLE for the CSC Centre. All these CSC have the basic computing infrastructure and internet to facilitate the students attend to online classes. CSCs as learning centres for children who have no or limited access to digital devices, can be used across the country. Some incentive from the Ministry to every CSC supporting the students will make the CSC learning centres sustainable.

3. Similarly with respect to telecast of Swayam Prabha programme at the CSC centre for the benefit of interested learners from the community, most of the CSC will be keen to support the children. In case the CSC centre does not have a television set or Free Dish for viewing DTH channels, Ministry may consider to support in procuring the same as contribution for continuous learning.

4. CSCs may allow the learners to access the internet & email free of cost. However, CSCs may levy charges (as applicable) for use of Printing and photocopyof assignments, worksheets, workbooks etc. by the learners.

5. We would like to submit that CSCs follow all norms of social distancing, health and hygiene. We have circulated SOPs for Covid-19 to all CSCs. We look forward to your kind support and guidance for successful implementation of the aforesaid convergence.

With warm regards

Thanking you,

Yours sincerely

for CSC e-Governance Services India Ltd

21/7/20.

JS/MDM.

Dr. Dinesh Tyagi
CEO, CSC SPV

CSC e-Governance Services India Limited, Ministry of Electronics & Information Technology, Electronics Niketan, 3rd Floor, MeitY, 6 CGO Complex, Lodhi Road, New Delhi – 110003 Phone – 011- 32316346, Web - www.csc.gov.in

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