Digital initiatives for continuous learning in Madhya Pradesh

DEPT. OF SCHOOL EDUCATION, MP

Key Challenges faced by the state during COVID-19

1. **Lack of digital connectivity:** lack of digital penetration among the students in the state is a key challenge since that hinders effective at-home learning for all students. As per estimates, only 30% students in the state have access to smartphones, 65% to radio and 60% to TV. This problem is worsened by the lack of community devices that the students can rely on, specially in digitally dark interior areas.

2. **Facilitating teacher-student touchpoints:** Owing to lockdowns and consequent lack of public transport, along with high risk of infection, it becomes very difficult for teachers to travel long distances to reach students that they teach. In such a scenario, it becomes very difficult to facilitate regular touchpoints between the teacher and the students.

3. **Financial burden:** It becomes very difficult for the states / districts to bear ongoing cost of printing and distributing schedules / planners to reach digitally disconnected students. Since there is a lack of clarity about the timeline of school reopening, multiple planners have to be prepared and distributed.

4. **Additional responsibilities assigned to staff:** Education Department staff, including teachers are often tasked with additional responsibilities for COVID management owing to them being unable to dedicate their time completely to the academic responsibilities.

5. **Parent Mobilization:** Many teachers reported a lack of interest from parents towards their child's education; parents are often unable to meet the teacher and understand their responsibilities in the programme due to their work

Various digital initiatives launched by the state contributed significantly towards solving these challenges

WhatsApp based Digital Learning Enhancement Program (DigiLEP)

The WhatsApp based DigiLEP program was launched April 8 2020, under which a network of more than 50000 WhatsApp groups reaching from the state to the parents was created

This was further strengthened in AY2021-22 with total number of groups going up to 1L+

Through these groups, more than 21L parents across grades 1-12 are connected to WhatsApp

Curated grade specific digital learning material was sent out through WhatsApp on a daily basis

This content was in the form of short YouTube playlists focusing on the learning objective of the day. The state was able to achieve a maximum reach of 7L daily views across Gr1-12.

Additionally, the teachers also leveraged these groups to stay in regular contact with the students – for example by asking them to share their howmework over WhatsApp and giving feedback on it
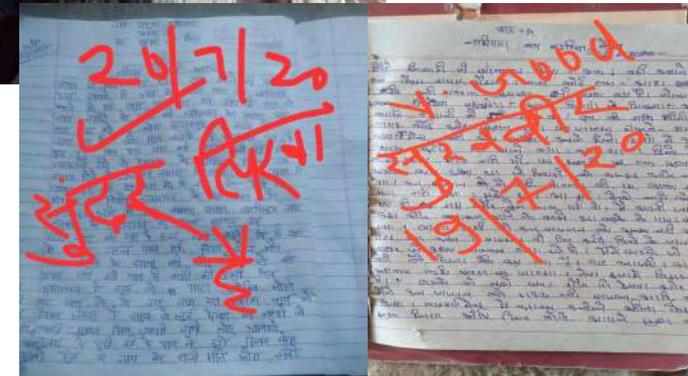
Learning material, including engaging content such as video stories / flipbooks in Hindi / local tribal dialects shared via WhatsApp
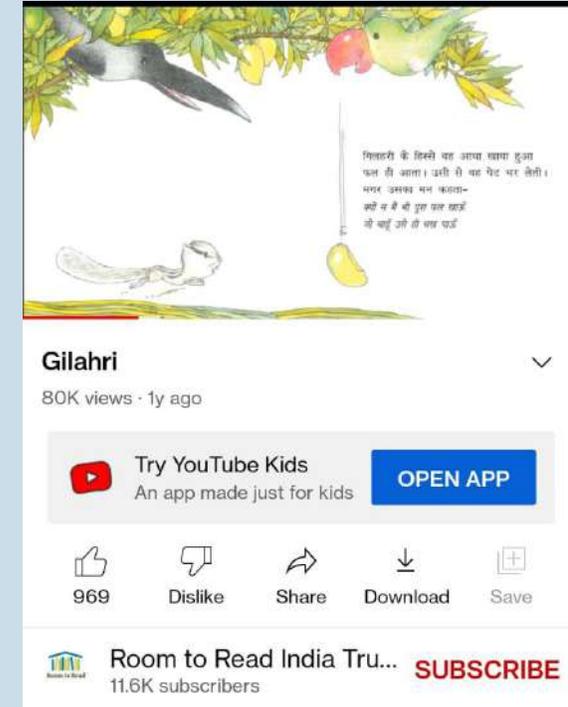

Sample video story can be found here

Sample flipbook can be found here

4

After school reopening, teachers have now been empowered to share content decentrally

- State to share digital content twice a week focussing on difficult topics, remediation etc.

- Teachers expected to share content decentrally remaining days of the week based on what is being covered in the classroom

- Teachers can access content via YouTube/WhatsApp Library

विद्यालय खुलने के बाद डिजिलेप सामग्री अब हाइब्रिड रूप से भेजी जायेगी, जिसमे कुछ सामग्री राज्य द्वारा भेजी जायेगी और बाकी सामग्री शिक्षकों द्वारा

01

राज्य द्वारा | दिसंबर माह से राज्य द्वारा डिजिलेप का कंटेंट सप्ताह में केवल 2 दिन (बुधवार और शुक्रवार) को भेजा जाएगा| यह कंटेंट कक्षा में चल रहे पाठ्यक्रम (DU/n-1/at-grade) इत्यादि से सम्बंधित रहेगा

02

शिक्षकों द्वारा | इसके साथ ही शिक्षकों से यह अपेक्षा है कि डिजिलेप के यूट्यूब चैनल/व्हाट्सएप्प ग्रुप के माध्यम से कक्षा में पढ़ाये जा रहे विषय पर स्वयं वीडियो ढूंढ कर विद्यार्थियों को नियमित रूप से कक्षा के व्हाट्सएप्प ग्रुप पर भेजते रहें

03

इसके अतिरिक्त हम आपको अपना स्वयं का कंटेंट (वीडियो/वर्कशीट इत्यादि) बना कर अपने कक्षा के व्हाट्सएप्प समूह पर भेजने के लिए भी प्रोत्साहित करते हैं जिससे अभिभावकों / विद्यार्थियों से नियमित संपर्क बना रहे

शिक्षकों से अपेक्षा है कि सप्ताह में कम-से-कम 3 दिन अपने स्तर से विद्यार्थियों को सामग्री भेजें

शिक्षकों के पास सामग्री चयन हेतु तीन विकल्प हैं

यूट्यूब लाइब्रेरी के माध्यम से

व्हाट्सएप्प समूहों के माध्यम से

स्वयं की सामग्री का निर्माण कर

Many teachers also took initiative to create their own content to assist students

बिन्दु, रेखा, रेखाखंड और किरण को TLM का उपयोग करते हुए गतिविधि द्वारा समझ बनाना।

47 views · Nov 30, 2021

TV and Radio Classes

- The state also launched TV classes on DD MP for students of Gr9-12 from May 2020, covering 1 hr. each for Gr9-11 and two hrs. for Gr12. This was followed by launch of TV classes for Gr6-8 in December 2020.

- MP launched radio schools for Gr1-8 from April 1, in which one-hour slot from 11-12 in the morning was dedicated to academic inputs and half hour slot from 5-5.30 in the evening was dedicated to co-curricular activities

WhatsApp based assessments

- To supplement the learning through HGHV and to assess the learning improvement among students, MP launched a WhatsApp based assessment tool in partnership with ConveGenius.

- Through this tool, students can take weekly quizzes based on the topics covered in HGHV on WhatsApp itself. These quizzes have been launched for Hindi and English for Gr1-8 and English, Hindi and Maths for gr9-10.

- The system also identifies the weak spots emerging from the quiz and suggest remedial videos to students to address these gaps.

WhatsApp based assessments

- The state was also able to successfully integrate the system with the Samagra IDs of the students, giving it the capability to provide customized learning reports for each child to the teacher and to make the registration process for the user easier.

- On an average, around 14L students completed quizzes every week

- The state also used the system to do a sample learning level baseline in AY21-22, results of which are given ahead

Baseline conducted digitally for 2.75L students in Aug '21

Most of the students could not answer grade level questions…

Grade Level – Percentage of Students

11%

- ■ Below Grade Level
- ■ At Grade Level
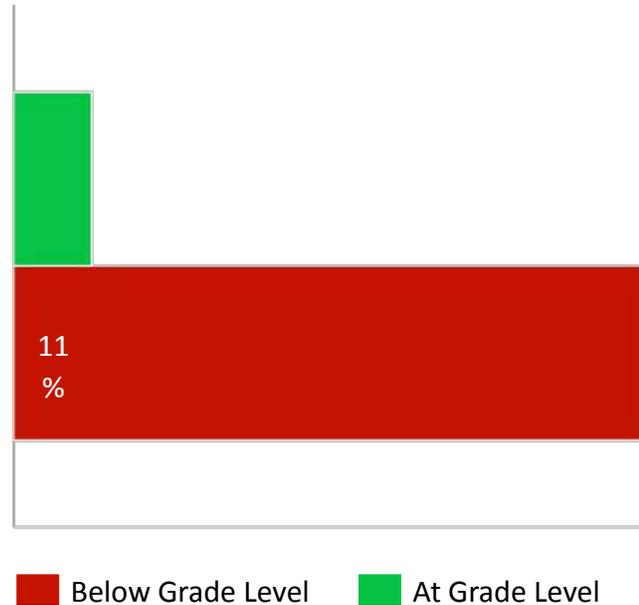
…with not even 50% students being able to correctly pass any competency strand across grades

Language

Competency	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10
Contextual use of language	46%	42%	44%	39%	32%	30%	25%
Critical Reading	43%	30%	29%	30%	34%	25%	26%
Literal Reading	47%	42%	38%	36%	41%	30%	32%

Math

Competency	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Gr10
Everyday math and data handling	42%	37%	34%	30%	25%	17%	19%
Geometry & Measurements	37%	34%	38%	28%	25%	15%	24%
Numbers & Operations	43%	36%	27%	28%	28%	21%	20%

Specially created learning calendars syncing all modes of learning were shared with students digitally / offline

Week 4 - Grade 3-5 — #अब पढ़ाई नहीं रुकेगी — Pg 4 of 8

दिनांक ->	3-Aug-20	4-Aug-20	5-Aug-20	6-Aug-20	7-Aug-20	8-Aug-20	9-Aug-20
दिन -->	सोमवार	मंगलवार	बुधवार	गुरूवार	शुक्रवार	शनिवार	रविवार
PART A: सीखने का उद्देश्य							
विषय	गणित	हिन्दी	गणित	हिन्दी	गणित	हिन्दी	
आज का सीखने का उद्देश्य	छोटी बड़ी संख्या की पहचान	चलो पेड़ लगाए, नये शब्दों की पहचान, फलों और फूलों के नामों का अभ्यास	छोटी बड़ी संख्या की पहचान	माँ का घर, तुकांत शब्द की पहचान, शब्दों को लिखना एवं पढ़ना	पैटर्न की पहचान	आओ कविता पढ़े, वर्ण ध्वनि की पहचान, अनुस्वार व अनुनासिक शब्द की पहचान	साप्ताह में सीखी गयी अवधारणाओं की पुनरावृति करें
10-11:00 AM DigiLEP वीडियो	https://bit.ly/3bzLTuV	https://bit.ly/3cqlrDF	https://bit.ly/3bzLTuV	https://bit.ly/3e8cS1d	https://bit.ly/2AWa5Ku	https://bit.ly/2zeigkK	
	DigiLEP के सभी वीडियो इस लिंक पर भी उपलब्ध हैं https://digischoolindia.com	यदि आपको व्हाट्सएप्प के माध्यम से लिंक प्राप्त नहीं होती हैं तो ऊपर दिए गए लिंक को ब्राउज़र में डाल कर भी वीडियो देख सकते हैं						
11-12 PM रेडियो स्कूल कार्यक्रम	रेडियो कार्यक्रम सुन कर दक्षता उन्नयन वर्कबुक आधारित गतिविधियां करें व मनोरंजक अंग्रेजी कार्यक्रम, बाल गीत और अन्य रोमांचक गतिविधियां सुनें						
12-1 PM वर्कशीट और गतिविधियाँ	दक्षता उन्नयन की आओ करे और सीखें कक्षा 3 से 5 के वर्कशीट क्र 19,20 पर कार्य करना है	दक्षता उन्नयन की आओ करे और सीखें कक्षा 3 से 5 के वर्कशीट क्र 62 से 67 पर कार्य करना है	दक्षता उन्नयन की आओ करे और सीखें कक्षा 3 से 5 के वर्कशीट क्र 21,22 पर कार्य करना है	दक्षता उन्नयन की आओ करे और सीखें कक्षा 3 से 5 के वर्कशीट क्र 68 से 78 पर कार्य करना है	दक्षता उन्नयन की आओ करे और सीखें कक्षा 3 से 5 के वर्कशीट क्र 23,24 पर कार्य करना है	दक्षता उन्नयन की आओ करे और सीखें कक्षा 3 से 5 के वर्कशीट क्र 81 से 83 पर कार्य करना है	
प्रतिदिन 1 बजे के बाद	इस समय बच्चे प्रतिदिन एक पृष्ठ अंग्रेजी व एक पृष्ठ हिंदी लिखने का व मौखिक गणित (गिनती पहाड़े इत्यादि) का अभ्यास करेंगे						
PART B: सह-शैक्षिक गतिविधियाँ और विशेष जानकारी							
5.00-5.30 PM रेडियो कार्यक्रम	शारीरिक व्यायाम एवं खेल कूद		कला शिक्षा		योग, स्वास्थ्य एवं पोषण शिक्षा	मस्ती की पाठशाला बाल सभा	
5.30-6 PM सह-शैक्षिक गतिविधियाँ	रेडियो कार्यक्रम में सिखाई गयी गतिविधियों का अभ्यास करें						
PART C: कहानी का समय							
7-8 PM	अपने माता पिता या घर के बड़ों से कहानी सुनें और अपनी कॉपी में कहानी लिखें						

1. **Specified set of goals and activities** for each day of the week, including a revision day on Sunday

2. Subject-wise **daily learning goals** defined with **rotation of subjects** across the week

3. **Digital content (DigiLEP videos)** mapped to learning goal of the day

4. **Radio content** to guide students in attempting **worksheets scheduled** in next slot (being scripted each week)

5. **Worksheets from Dakshata Unnayan** workbook linked to learning goals of the day

6. Radio content based on **sports, art & craft, health & nutrition** followed by time for practice

7. Students to practice **speaking, listening & writing** skills with parents

… And so we used the crisis to reimagine Teacher Professional Development at scale

CM RISE New Horizons | **Digital Teacher Training** **was launched on 1 May 2020.**

Programme Launch on 1 May 2020

52 districts | 265,000+ teachers

Digital as the primary mode of teacher training for the initial period; to expand and evolve to blended.

DIKSHA platform, the national teacher platform, to be leveraged to host the training content.

School Education Department, Govt. of Madhya Pradesh

समग्र शिक्षा

peepul™

NIC National Informatics Centre

Design principles for designing the online experience for teachers
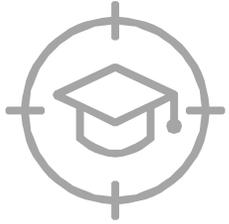
Focus on specific, cherry-picked topics that will stick

Carefully choose topics that have maximum value to the teacher – keep it **'light but right'**.
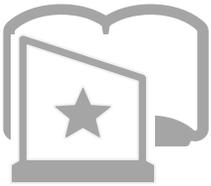
Bring the best of the world

Curate and use existing content as much as possible; **create new content only if necessary**

Provide assisted learning, and connect to the real classroom

Self-learning from online courses may be difficult for first-time teachers. Ensure courses deepen understanding of **theory**, and also connects to relevant classroom **application.**

Clear learning outcomes and ways to engage teachers

Each module to be **self-contained, with pre-work and post-work** the teachers are expected to do within a 'time window'

We have taken **four important steps** for this program

1 **Long-term strategic view**
We started envisioning **digital training as part of a long term strategy** for teacher professional development.

2 **Learning framework**
We designed a framework of content aligned to long term needs of our teacher, keeping it **'light but right'**.

3 **Replicating the best of physical training**
We planned the digital training courses to **replicate the 'training arc'** of a physical training

4 **Carefully planned and executed rollout**
We were strategic with our roll-out plan, with **critical decisions taken towards ensuring uptake and the right culture** being developed

Implementation approach: Built for sustainability

Driven in partnership between the School Education Department, Govt of MP and the education NGO Peepul

Engagement at every level of the system

Teachers
+
All District officials
+
Academic Co-ordinators
+
All Teacher Education Institutes
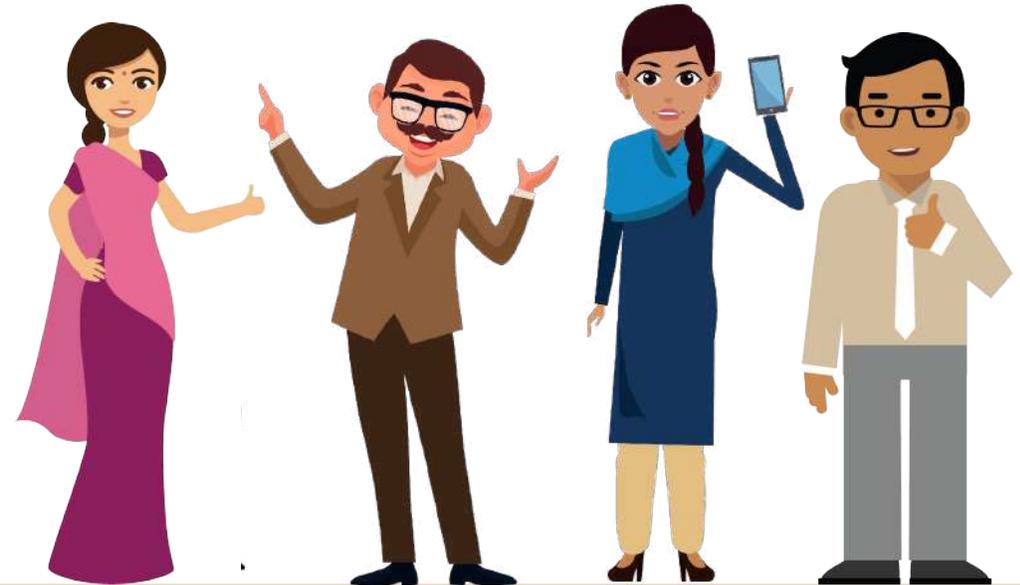
Every Training Course has gone through **the full 'training arc' from introduction to reinforcement**

Pre-work

An initial 'hook' to get the participants to engage and get them thinking.

Course Session

Core training course explaining a critical, bite-sized piece of knowledge (subject / non-subject), and linking it to their reality

Post-work

Using the conceptual understanding that he/she has acquired to apply it, and 'checking for understanding'

Each module will have a mix of videos, readings, and assessment of learning

Overall format of the Training Capsule has been aligned with the RSK Curriculum team

Post-work Artefacts are created by teachers, to strengthen absorption

Learning Diary entry by Suresh Panwar, Primary teacher, Govt. Primary School – Donglapani, Sehore

Learning Outcome Series Course 1: Understanding Learning Outcomes

Exemplar lesson plan (post-work) created and submitted by Rakesh Gupta, a teacher in BPS Budha

Learning Outcome Series Course 3: Using the RSK Teacher Handbook

In the last 22 months, **we have launched 53 courses across multiple course series, and 18 NISHTHA (1.0 and 3.0 FLN) Courses**

Course Series

Teacher Mindset series (4 Courses)	Hamara Ghar Hamara Vidyalaya series (3 Courses)	Mental Health series (7 Courses)
May '20 –June '20	July '20 –August '20	Aug '20 –Sept '20

Teacher Mindset series
- Introduction to CM Rise
- Role of Teacher
- Chintan: Reflection in teaching
- Distance Learning

Hamara Ghar Hamara Vidyalaya series
- HGHV introduction
- Effective interaction with parents
- Parental Engagement

Mental Health series
- Introduction to mental health
- Changing mindsets
- The gymnasium of the mind
- Mental health of children
- Dialogue and emotion
- Anger management
- Towards life

In the last 22 months, **we have launched 53 courses across multiple course series, and 18 NISHTHA (1.0 and 3.0 FLN) Courses**

Learning Outcome series (4 Courses)	**NISHTHA 1.0 Training (18 Courses)**	**Early childhood Course (1 course)**
Sept '20 –Oct '20	Oct '20 –Feb '21	March'2021

Nation-wide training from NCERT on critical subject areas

Learning Outcome series (4 Courses)

- **Learning Outcomes**: Introduction
- Effective use of **Textbooks**
- **RSK Teacher Handbook**

NISHTHA 1.0 Training

- **Generic concerns:** Inclusivity, Health and wellness, Social-Personal Qualities
- **Classroom strategies:** Gender, ICT, Art
- **Subject-specific pedagogies**
- **School Leadership**

Early childhood Course

- **Principal of Early Childhood Education**

In the last 22 months, **we have launched 53 courses across multiple course series, and 18 NISHTHA (1.0 and 3.0 FLN) Courses**

FLN Course (1 Course)	Home Based Learning Series (3 Courses)	NISHTHA 3.0 FLN Series (12 Courses)
April'2021	June '21 – September '21	Oct '21 – April '22

FLN Course (1 Course)

April'2021

- **Foundation Literacy**

Home Based Learning Series (3 Courses)

June '21 – September '21

- Project based learning using resources at home.
- Role of parents in learning at home
- Using stories and conversation to build language skills in students
- Giving feedback to students virtually
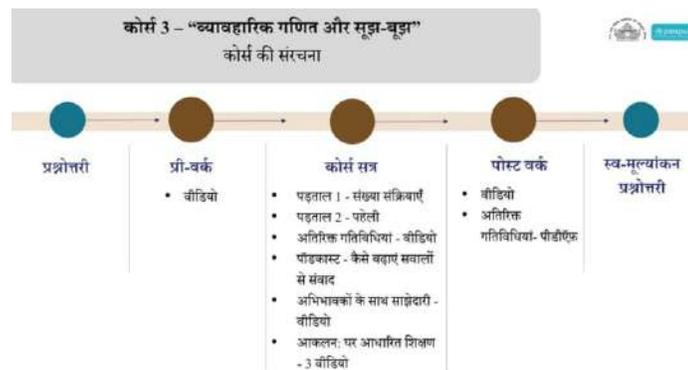
NISHTHA 3.0 FLN Series (12 Courses)

Oct '21 – April '22

- FLN Principal
- Foundational Literacy
- Foundational Numeracy
- Bal Vatika and Vidya Pravesh
- Use of ICT and Assessment
- Parent Engagement

State Level Dashboard, District Level Report, Learning Posters

State Level Dashboard

- **State level Dashboards for overall progress on courses**
- **Targets, Course progress, Percentages**
- **Teachers Thoughts on c**

District Level Report

- District by District progress on each course
- District wise targets, Achievements, Percentages, Course completion and Certificate achievements

Learning Posters

- Course learning posters to nudge teachers and officials
- Course specific learnings
- Course Highlights

Humare Shikshak Humare Prernastrot : Booklet

To recognize teachers' efforts and provide them a state level platform to share their thoughts, classroom experiences and reflections on digital courses launched under CM Rise TPD Program this initiative evolves.

These digital booklets combine **teacher quotes published** on **state dashboard, diaries, and QR code embedded teacher** videos into one resource.

The fourth version (December 2021- February 2022), has incorporated **QR code embedded videos of best teacher practices** along with the **other elements from 44 teachers**. This version is based on **NISHTHA FLN 3.0 courses 5-10.**

The fourth version has been launched by DRSK Sir and more than 250 teachers shared their classroom experience and videos through this initiative
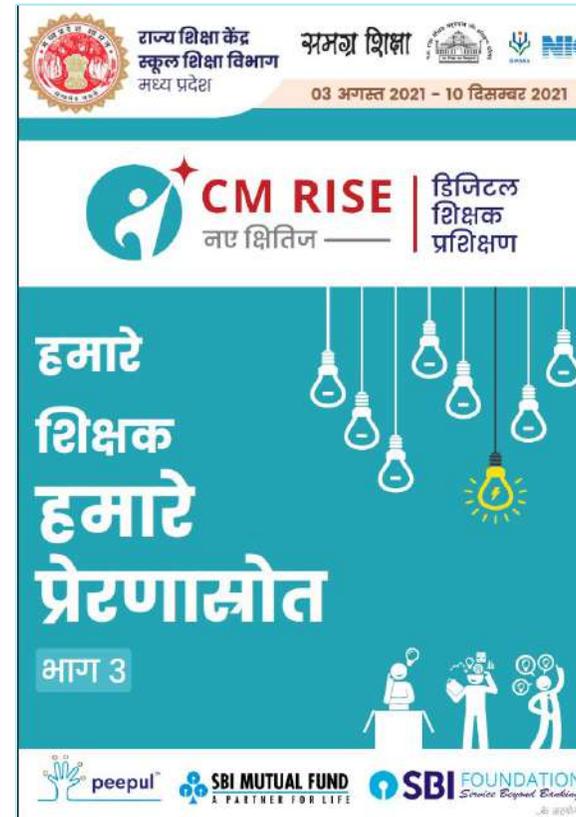
Humare Shikshak Humare Prernastrot Edition 3 – Aug-Dec 2021

Humare Shikshak Humare Prernastrot Edition 4– Dec 2021-Feb 2021

State level Online Shaikshik Samwad organised for course related discussion : NISHTHA 3.0 FLN Course Series

District level Shaikshik Samwad: Glimpses of nudges created by districts

मन्दसौर

ऊमरिया

अलीराजपुर

राजगढ़

उज्जैन

देवास

श्योपुर

Handbook & Margdarshika : Manuals developed for technical and academic guidance

CM Rise Digital Teachers Training Handbook
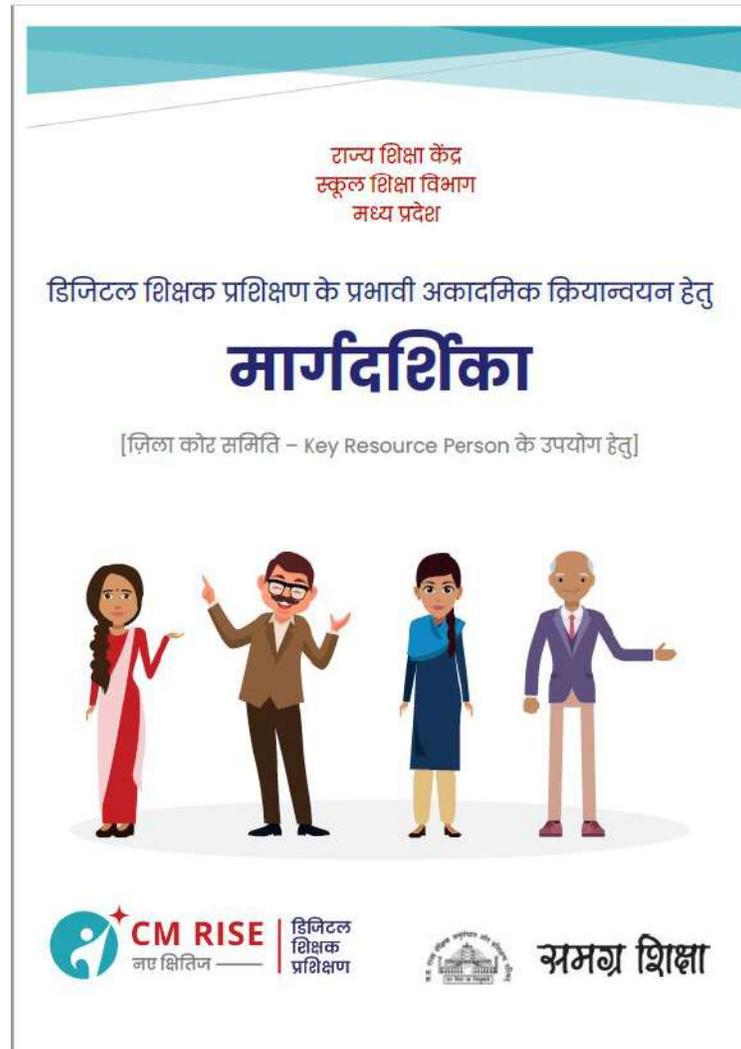
KRP Margdarshika
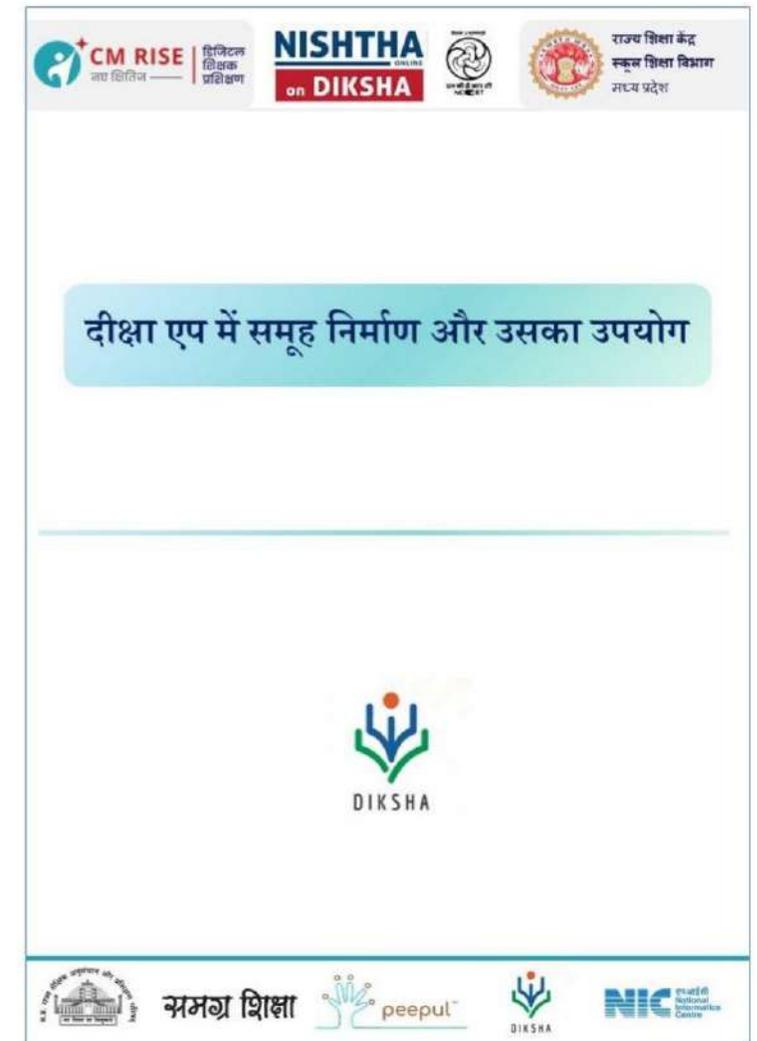
Diksha Group Creation Handbook

Digital orientations and support for parents and teachers

Multiple online Shaikshik Samvaads were organized for the teachers to orient them on the strategy for learning and to support them in their execution at the state and the block level; average engagement of these virtual events was around 1L+

These platforms provided teachers with a peer interaction platform and increased their readiness for successful operationalization of the HGHV program.

In addition, the SED leadership also conducted orientation sessions for the parents via DD MP and AIR.

Academic plan for AY 22-23

- **April 2022:** 15-day back to school joyful learning program along with Dakshata Unnayan baseline

- **Jul-Sep 2022:** DU based FLN remediation in English, Hindi and Math for all students across Gr3-8 as per

- **Oct-Nov 2022:** Bridging of crucial competencies from n-1 and n-2 grades through dedicated bridging material created by the state

- **Dec 2022 – Mar 2023:** At-grade teaching will start from Dec 2022
  - Curriculum restructured to cover 60% curriculum through face-to-face in learning in classrooms and 40% curriculum through project-based activities

Prayas Worksheets created by the department to assist students in at-home learning

48 worksheets created each for grade groups 1-2, 3-5 and 6-8; students to do 2 worksheets daily – can last for ~1 month

Workbooks for gr1-2 & 3-5 are focused on basic FLN based learning activities that students can do on their own – including activities like writing, coloring practice, matching, verbal discussions, object identification etc.

Workbooks for gr6-8 are oriented towards project based learning along with some focus on basic FLN – has projects tagged to Science, Social Science & Sanskrit as well along with basic FLN activities

QR codes linked to audio-instructions for parents are tagged to each worksheet

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Backup

Prayas Worksheet Samples

Gr1-2

Gr3-5

Gr6-8

N-1 workbooks created by the state to bridge crucial competencies from the previous year's grade
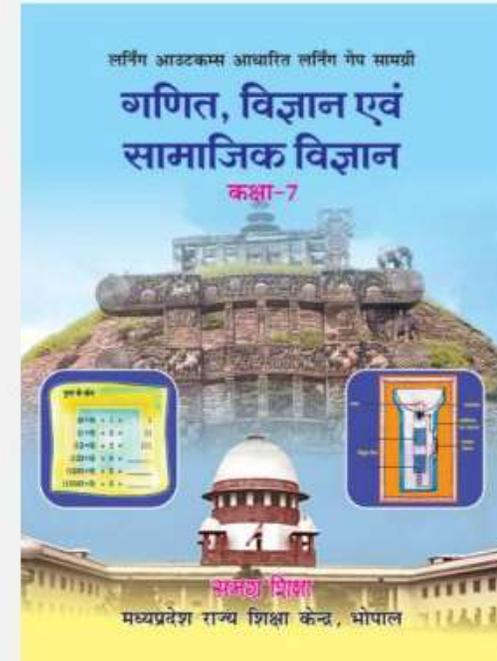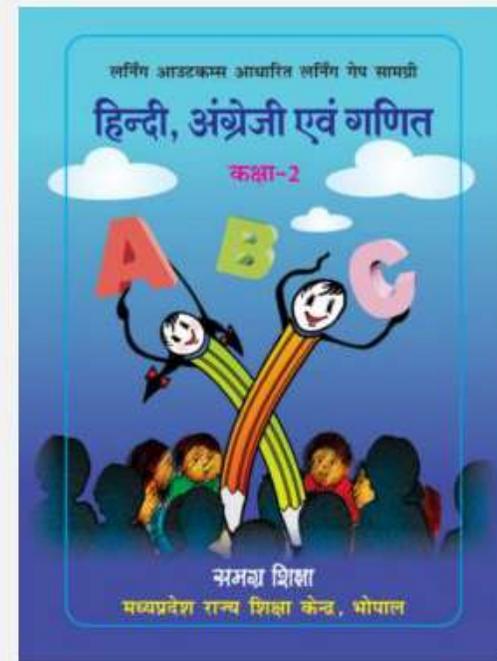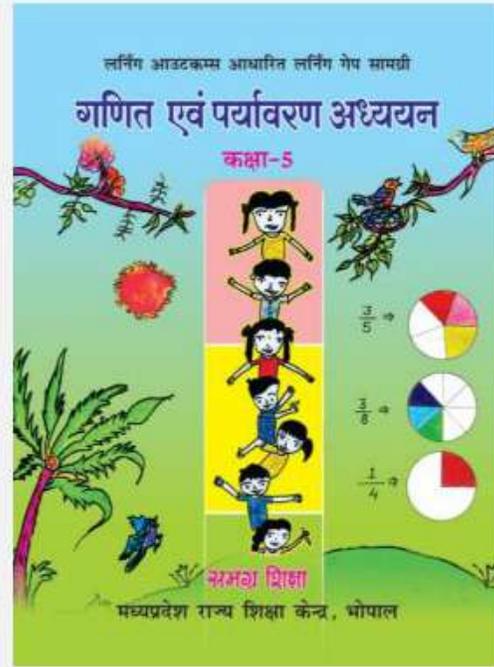
At-grade workbooks

For practice on the at-grade curriculum

Practice workbooks given for all chapters in the textbook for revision

Students expected to read and understand the chapter and then work on the practice sheets with support from the teacher/guardians
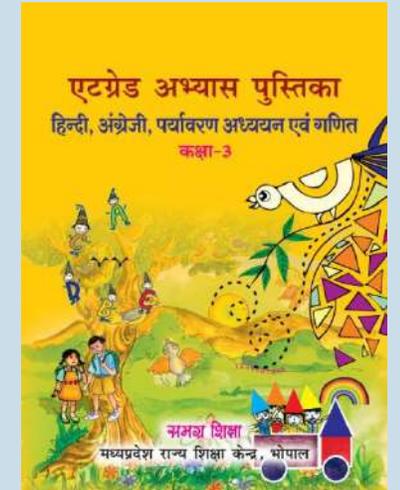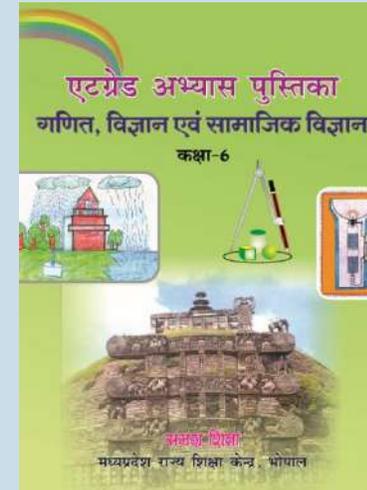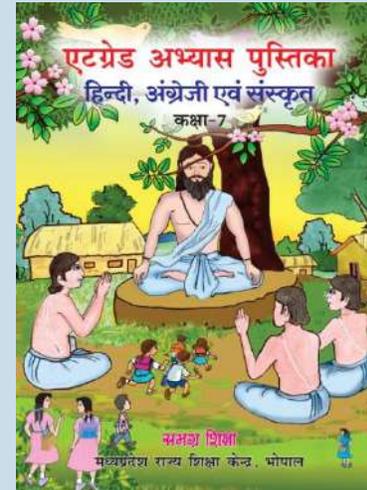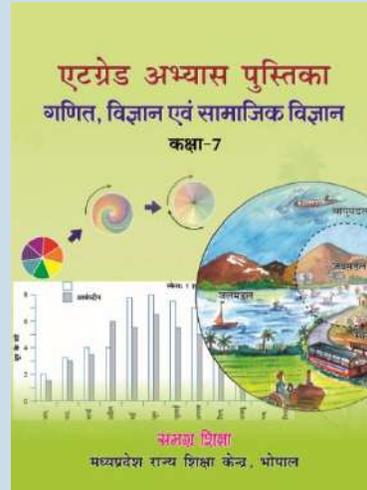
एटग्रेड अभ्यास पुस्तिका में प्रश्न के स्वरूप

| स.क्र.	कौन है...?	काम....?
1.		
2.		
3.		
4.		
5.		
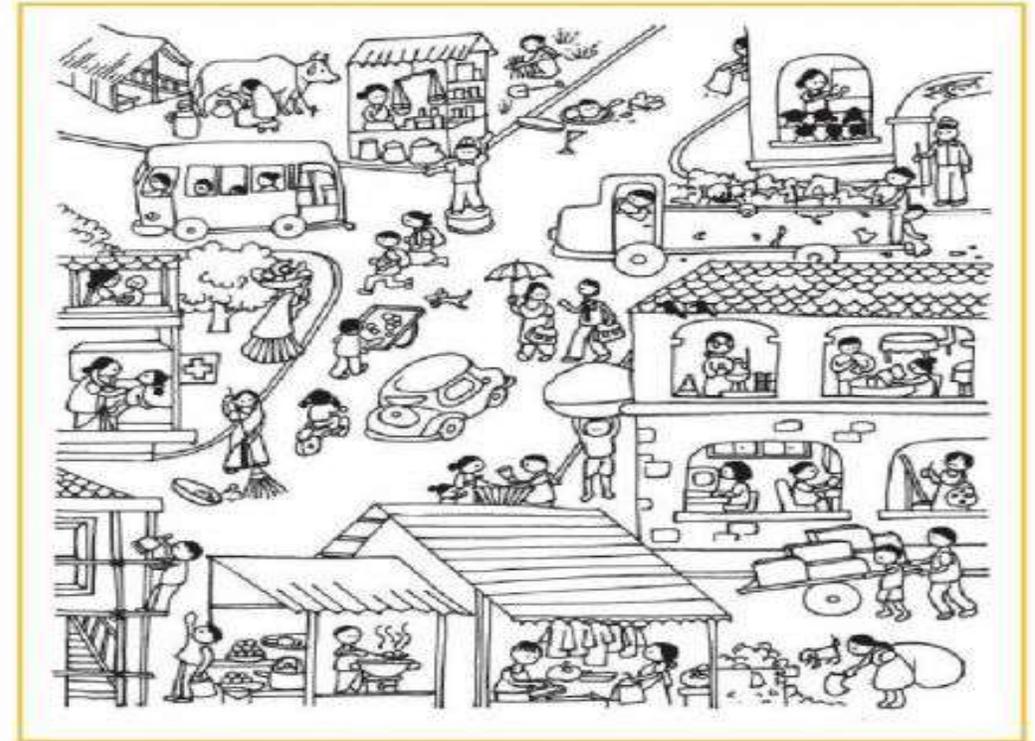
❖ गेंद और बल्ले से खेले जाने वाले खेल का नाम बताइए तथा इस खेल को खेलने वाले ऐसे प्रसिद्ध खिलाड़ियों के नाम लिखिए जो आपको पसंद है-

❖ अ - खेल का नाम -

❖ ब - खिलाड़ियो के नाम -

❖ आप जिस जिले में रहते हैं वहां कोई प्रसिद्ध पर्यटन स्थल या दर्शनीय स्थल है तो उनकी 2 विशेषताएं लिखिए ?

तथा अगर कभी आप इस स्थल पर गए हैं तो

....
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....
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अपने अनुभवों को सांझा कीजिए –
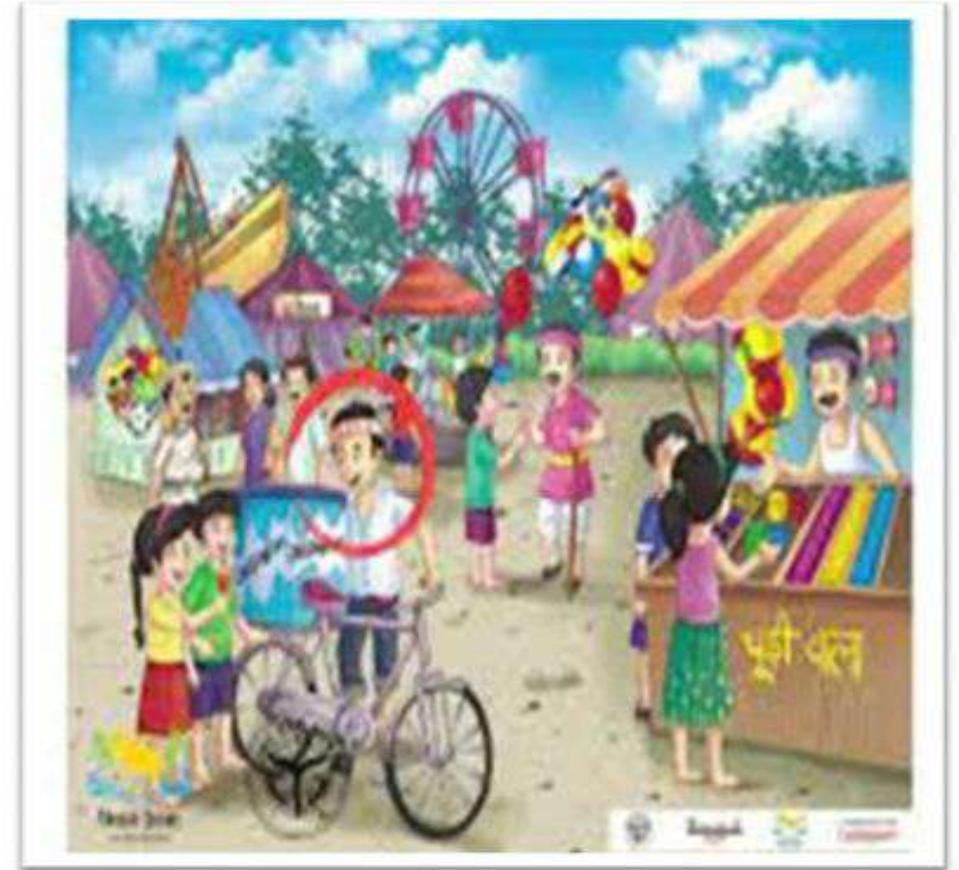
QR code linked videos added in all learning material

1. देखो! सोचो! बात करो!

Success Stories from the field

Parental Engagement in student learning

District: Balaghat

Block: Waraseoni

Case: Parents actively engaged in the learning process of their children by watching content with them.

Story:

➤ With the launch of digital content, parents have become more involved in their children's education

➤ This in turn motivated the students to continue learning with rigour

Teachers leading from front!
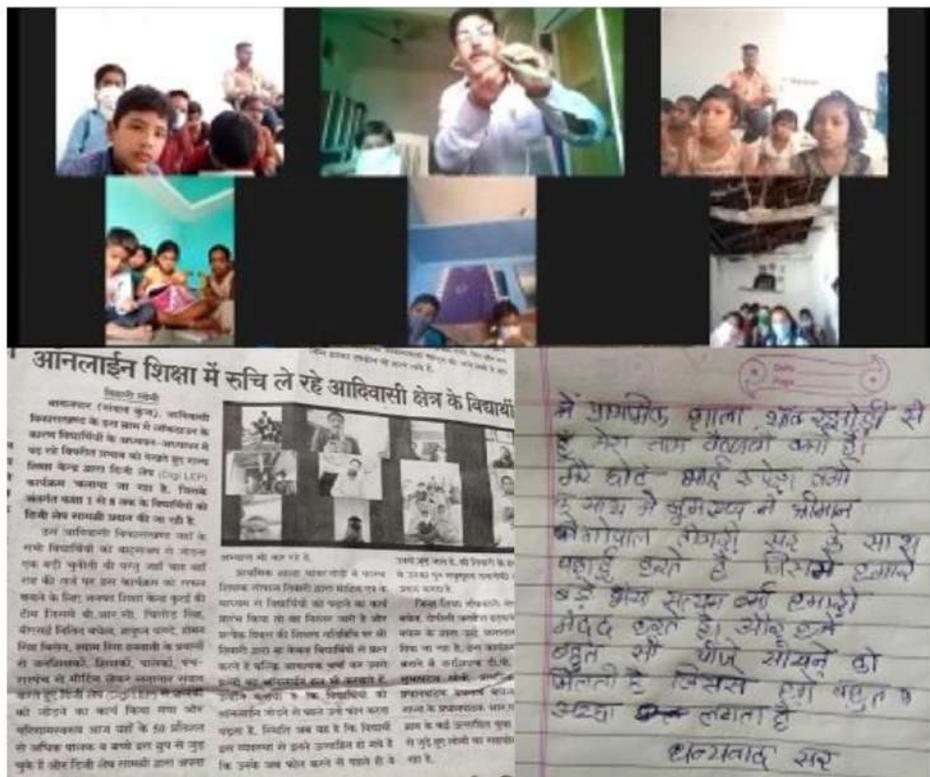
District: Seoni

Block: Kurai

Case: The teacher prepared a flow chart to connect students of his class on an online platform, inspired by a VC held at JSK level. He contacted the students' parents and siblings to facilitate this online class.

Impact:

➢ Provided students a platform to clear their doubts with the teacher

➢ Allowed teachers to give live feedback to the students as well as their parents on their class work

Monitoring of digital program execution

An app-based module titled 'Shiksha Setu' has been developed on the existing 'M-shiksha Mitr' app for teachers under 'Hamara Ghar Hamara Vidyalay' program.

Through this module, teachers & HMs have to self-report their involvement and the progress of their learners on every single aspect of the HGHV program through a series of daily, weekly and monthly questions.

In addition, another monitoring mechanism - for division, district, block, cluster officials - has been developed on the 'Shala Darpan' school monitoring app, in which each official will be responsible for observing and reporting the fulfillment of responsibilities under HGHV program by the official directly below them – i.e. division officials will monitor district officials, district officials will monitor block officials etc.