

# GUIDED READING CAMPAIGN



A Case Study on implementation of  
a nationwide initiative using a  
micro-improvement approach

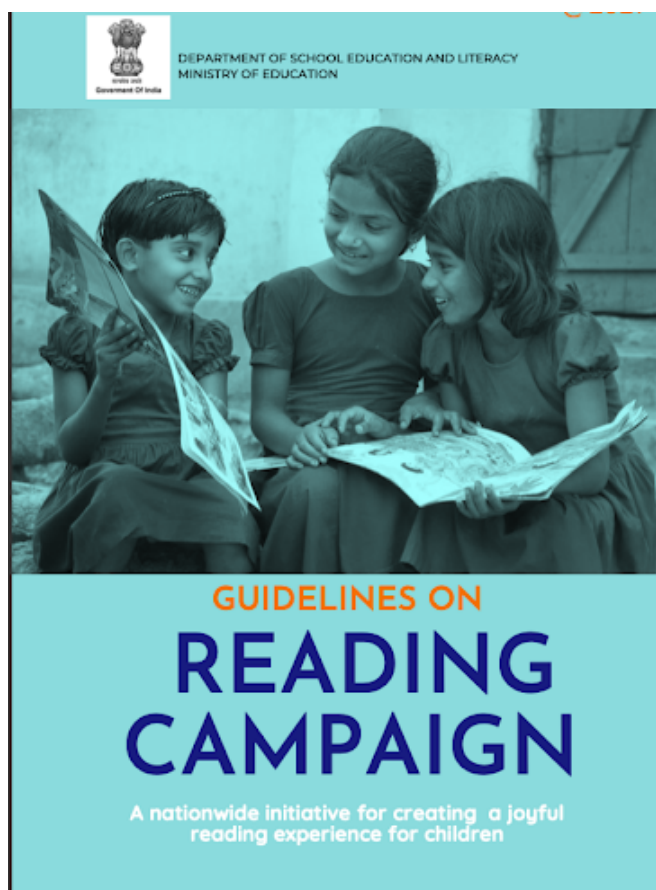
# INTRODUCTION

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On 1st January, 2022 Department of School Education and Literacy, Ministry of Education launched “Padhe Bharat” a 100 days nationwide reading Campaign. This campaign aimed at promoting literacy and love of reading in schools thereby improving the learning levels of the students. As part of this campaign, students from Balvatika to Grade 8 were encouraged to take part in various reading activities weekly.

In this case study, we explore how Ministry of Education leveraged the micro-improvement approach to implement this reading campaign in a few selected states and districts.

We will learn how the key stakeholder, Head Masters implemented the reading campaign activities in their school using DIKSHA app and what progress has been made so far.



## NEED

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The challenge of scaling in education is quite complex. This is because the processes in the education system fundamentally involves the quality of human interaction and relationships. The large scale programs should be designed keeping in consideration the culture, behaviour and the diversity.

So what will make a large scale program successful?

1. **Choice of contextualisation** - A state or even a stakeholder like Head Master in this case should have the choice to contextualize the project to cater to their school's needs.
2. **Visibility** - If you can't see it, you cannot improve or appreciate it. Having visibility on the work and the progress of the project helps you to course correct if required. It helps you to identify areas that need immediate attention and lets you celebrate the small milestones that you reach.
3. **The 'HOW' of the program** - It is important that along with the 'what' of the program all the stakeholders also have better clarity on 'how' of carrying out these initiatives or improvements at the grassroot level.
4. **'Easy to implement' Solutions** - Long complex processes might overwhelm an individual. If we convert them into short & simple set of tasks that are achievable realistically, it will energise a person to take more and more such actions. These are called early wins.

Therefore a micro-improvement approach was suggested to implement this large scale initiative smoothly. Micro-improvement approach The idea of Micro-improvements emerges to cater to the objective of making the improvement process **easy, simple and achievable** for every teacher and leader in the education system. These frequent wins through micro, but tangible changes in schools will eventually feed into a continuous improvement cycle across the education system.

## **OBJECTIVE**

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The objective of the exercise is to help in easy and successful implementation of the **Reading Campaign** through the approach of Micro-improvements. This campaign also aimed at making the Improvements at the grassroots visible through the use of **DIKSHA** the education platform, which were anyways being done by the School leaders and teachers in the context of Reading Campaign.

## **TARGET**

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**5 States & UTs:** Karnataka, Gujarat, Odisha, Bihar & Puducherry

**10 Districts :** Changlang - Arunachal Pradesh, Sambalpur - Orissa, Tiruchirapalli- Tamil Nadu, Adilabad- Telangana, Dhamtari - Chhattisgarh, Alirajpur - Madhya Pradesh, Diu, Yavatmal - Maharashtra, Muktsar - Punjab and Shamli - Uttar Pradesh

## **TIMELINE**

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January, 2022 - May, 2022

# PROCESS

In this campaign., the micro-improvement approach was facilitated through **Projects** which includes **simple, relevant and aligned set of tasks** which are aimed at improvements. This campaign leveraged DIKSHA as a platform to enable Head teachers to get access to micro-improvement projects. The project feature of DIKSHA enabled the state and headmasters to contextualize the project as per their needs, track it, and collaborate with others to implement the improvements effectively.

- An official Letter from the Ministry was sent to all the selected states, UTs and districts informing them about the reading campaign project

Dear Sir/Madam,

As you are aware, the Department of School Education and Literacy, Ministry of Education has launched '**Padhe Bharat**' a **100 days nation-wide Reading Campaign** on 1st January, 2022. The launch of **100 Days Reading Campaign** marks an important step to improve learning levels of students as it develops creatively, critical thinking, vocabulary and the ability to express both verbally and in writing. It helps children to relate to their surroundings and real life situation. Children studying in Balvatika to grade VIII will be part of this campaign. It is in this context, the department would like to extend the **prototype Micro-improvement projects via DIKSHA with the activities of Reading campaign in a few select States/UTs i.e Odisha, Karnataka, Gujarat, Bihar and Puducherry along with 8 LPD districts** (Changlang - Arunachal Pradesh, Sambalpur - Odisha, Tiruchirappalli- Tamil Nadu, Adilabad- Telangana, Dhamtari - Chhattisgarh, Alirajpur - Madhya Pradesh, Diu and Yavatmal - Maharashtra) in order to study the impact. The objective of this exercise is to help in easy and successful implementation of the Reading Campaign through the approach of micro-improvement projects. A **comprehensive guideline is attached** in this mail with prototype plan for your reference.

In order to understand and make this prototype more use friendly, an orientation for all State nodal officers is planned and scheduled on dated **7<sup>th</sup> March, 2022 at 11.30 a.m.** State nodal officers (preferably State Project Directors) are expected to constitute a Program Implementation team for their respective level, which includes the District level tech support team.

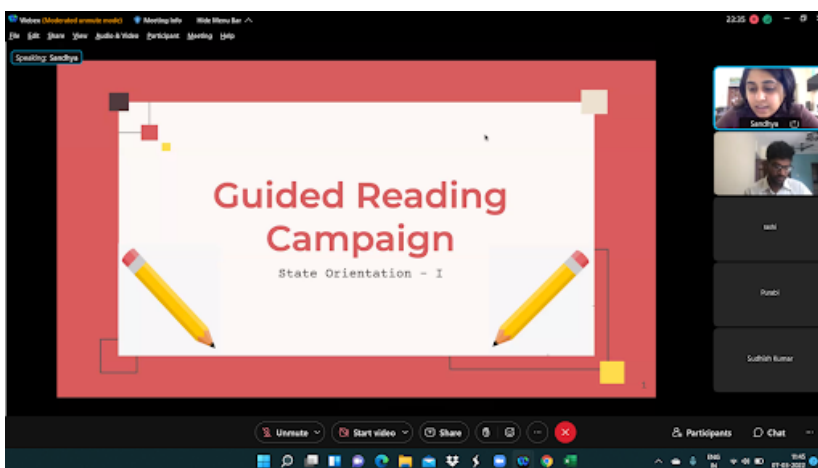
Link of the meeting will be shared separately.

Regards,

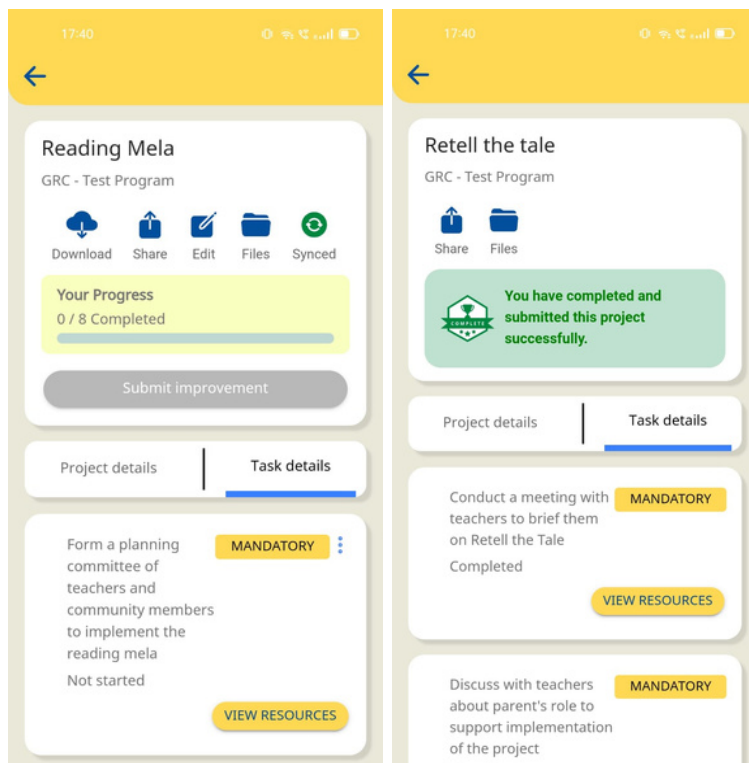
Best Regards,

Rashi Sharma,  
Director (TE),  
Department of School Education & Literacy  
Ministry of HRD, Shastril Bhawan,  
New Delhi.

- An orientation was conducted for all the state nodal officers informing them about the micro-improvement approach and plan of action for the entire campaign.



- This was followed by the composition of state team for planning and implementation. The Ministry provided the timelines and support structure for the entire campaign. A SOP document was shared with all the state nodal officers to guide the implementation of the program.

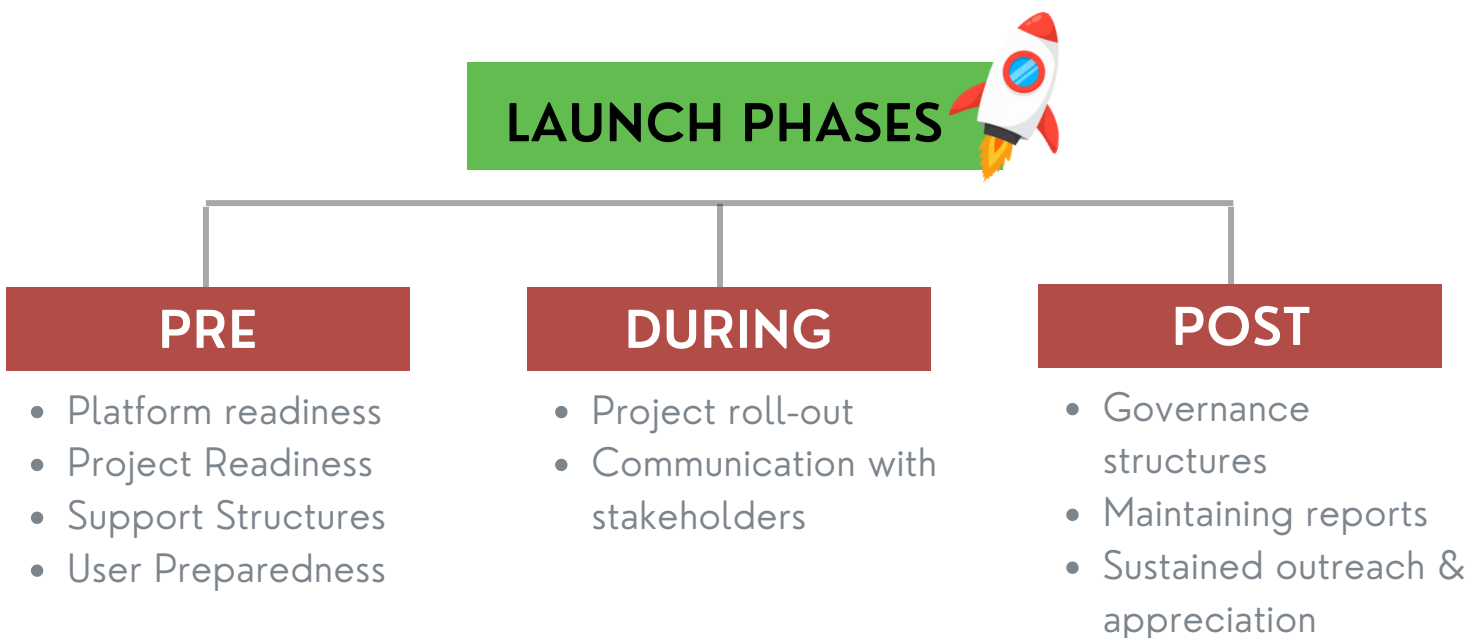


- At school level, the Head Masters were given **two projects** that they were to implement towards the goal of reading campaign. The states were given choice to redesign and contextualize the projects to cater to their state's need and diversity.

- The states set up support structures, governance structure and maintain reports to track the progress of the campaign. The Ministry also shared a plan of outreach and appreciation of stakeholders with the state.

# STAGES OF IMPLEMENTATION

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## HIGHLIGHTS

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- **Gujarat was one of the first state to adopt and complete the campaign implementation in the state successfully with minimum support.**
- **Creative and contextualized adoption of the Projects:**
  - Here is the list of Micro-improvement projects designed and used by different states.
- **Leveraging media to constantly mobilize & engage with the stakeholders.**



बुनियादी साक्षरता एवं संख्या ज्ञान, निपुण बिहार मिशन के अंतर्गत सभी प्राथमिक एवं मध्य विद्यालयों के प्रधानाध्यापकों के लिए 'दीक्षा ऐप पर माइक्रो इंप्रूवमेंट प्रोजेक्ट' का



# पढ़ाने में मन से लगें शिक्षक

'पढ़े बिहार, बढ़े बिहार' का शुभारम्भ करने के बाद बोले शिक्षा मंत्री

## YouTube Live के माध्यम से शुभारंभ



श्री विजय कुमार चौधरी  
माननीय शिक्षा मंत्री, बिहार सरकार  
मुख्य अतिथि



दिनांक: 09 मई, 2022

समय: 04:00 अप० - 05:30 अप०  
चूट्यूब लाइव से जुड़ने के लिए स्कैन करें



श्री संजय कुमार, भा०प्र०से०  
अपर मुख्य सचिव, शिक्षा विभाग



श्री रवि प्रकाश, भा०प्र०से०  
निदेशक, प्राथमिक शिक्षा  
विभाग



श्री० विनोदानन्द झा  
निदेशक, शोध एवं प्रतिष्ठान  
विभाग



श्रीमति किरण कुमारी,  
अपर राज्य परियोजना निदेशक  
बिहार शिक्षा परियोजना परिषद्



श्री अनंत शास्त्री, भा०प्र०से०  
राज्य परियोजना निदेशक  
बिहार शिक्षा परियोजना परिषद्



पटना (एसएनबी)। योमहार को शिक्षा विभाग के सलार से शिक्ष मंत्री विजय कुमार चौधरी ने यु ट्यूब के माध्यम से बिहार के लगभग 35 हजार प्रध्याप्याओं एवं शिक्षकों को संबोधित किया। पढ़े बिहार, बढ़े बिहार कार्यक्रम के शुभारम्भ के अवसर पर मंत्री ने शिक्षकों से अपुरोध किया कि हमारे स्कूल में पढ़ने वाले शतप्रतिशत बच्चे अक्षर ज्ञान और अंक ज्ञान को प्राप्त करें, यह आवश्यक है। उन्होंने प्रध्याप्याओं एवं शिक्षकों को संबोधित करते हुए कहा कि आपको परेशानियों को सकारात्मक करेगी। शिक्षक और प्रध्याप्याएक बच्चों को पढ़ाने में और आगे बढ़ाने में मन से लगे। उनकी सफलता पर ही शिक्षा विभाग की सफलता है। आज यदि मन से बच्चों को पढ़ाने में लगे तो बच्चे पढ़ेंगे और आगे बढ़ेंगे। इस अवसर पर शिक्षा मंत्री ने दीक्षा ऐप के माध्यम से संचालित होने वाले माइक्रो इंप्रूवमेंट प्रोजेक्ट का शुभारम्भ किया गया।



दीक्षा ऐप के माध्यम से संचालित होने वाले माइक्रो इंप्रूवमेंट प्रोजेक्ट का भी किया शुभारम्भ

आज मुख्य सचिव संजय कुमार ने कहा कि हमारे विद्यालयों में बहुत सारे बच्चे ऐसे आते हैं जिन्हें मनासिना पढ़े-लिखे नहीं है। ऐसे परिवार के बच्चों पर विशेष ध्यान देने की जरूरत है। कक्षा-03 तक यदि वे पढ़ना-लिखना,

अंक ज्ञान में निपुण नहीं होंगे तो आगे उनको पढ़ाई में मन नहीं लगेगा और ऐसे बच्चे स्कूल छोड़ देते हैं। हमें बच्चों की अधिक से अधिक उपस्थिति, विद्यालय की सफाई, शौचालय की सुविधा मर्यादाएँ भंगन की सुविधा के साथ-साथ कक्षा-03 तक अक्षर ज्ञान और अंक ज्ञान पर विशेष ध्यान देना है। सभी बच्चे आगे की पढ़ाई में मजबूत होंगे। निदेशक, प्राथमिक शिक्षा ने 14 सवाह तक चलने वाले रीडिंग कैम्प के बारे में विस्तार से बताया। अतिथियों का स्वागत राज्य परियोजना निदेशक ने किया। धन्यवाद ज्ञान निदेशक, शोध एवं प्रतिष्ठान विनोदानन्द झा ने किया। कार्यक्रम का संचालन श्रीमती किरण कुमारी ने किया। इस कार्यक्रम से यह उम्मीद की जा सकती है कि प्रध्याप्याओं की क्षमता का विस्तार होगा। शिक्षक शतप्रतिशत बच्चों को अक्षर ज्ञान और अंक ज्ञान देने में सक्षम होंगे।

- Collaboration and Partnership with the local NGOs in the state for efficient implementation of campaign

## REACH



3K+👤

Started Projects

500+👤

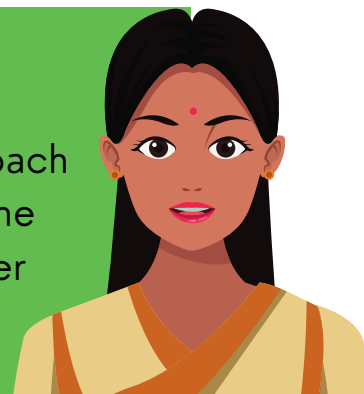
Submitted Projects

42%

Schools submitted evidences to show the actions taken on the ground

“We really liked the concept of the micro improvement through projects. We often send notices to DEOs who then coordinates with BEOs, CRPs and then HMs. Using this approach will make sure that the state is directly communicating with the schools and school leaders. We are planning to use it in other programs as well”

- Shweta Tiwari, Consultant, SSA - Gujarat







I implemented the project and then updated it on DIKSHA. I think it is useful and important so that the state can recognise my school and get my school's data. I think in my district I was the first person to complete and submit the project. As soon as I got the collateral, it was easy for me to refer to it and keep doing it step by step." -

- HM, Vadnagar, Gujarat



**19K+** Started Projects      **25K+** Submitted Projects

**90%** Schools submitted evidences to show the actions taken on the ground

"We could see a shift from learning driven improvement to action driven improvement. We mobilised all the stakeholder in the education system by collaborating with media channels of all 36 districts in Bihar, holding youtube lives, send nudge posters, creating a system of review meetings to track progress of campaign in the system."

- Saurabh, Bihar, NGO Implementation Partner





6 

Started Projects

23 

Submitted Projects

**100%**

Schools submitted evidences to show the actions taken on the ground



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## **AN EDUCATION LEADERSHIP MISSION**



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