GUIDED READING CAMPAIGN

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

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

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.
Therefor 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**

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**

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**

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.

- 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 Minstry also shared a plan of outreach and appreciation of stakeholders with the state.
STAGES OF IMPLEMENTATION

LAUNCH PHASES

PRE
- Platform readiness
- Project Readiness
- Support Structures
- User Preparedness

DURING
- Project roll-out
- Communication with stakeholders

POST
- Governance structures
- Maintaining reports
- Sustained outreach & appreciation

HIGHLIGHTS

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

REACH

3K+ 500+
Started Projects 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 HMIs. 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+ 25K+
Started Projects Submitted Projects

BIHAR

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
PUDUCHERRY

6 Started Projects
23 Submitted Projects
100%

Schools submitted evidences to show the actions taken on the ground

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