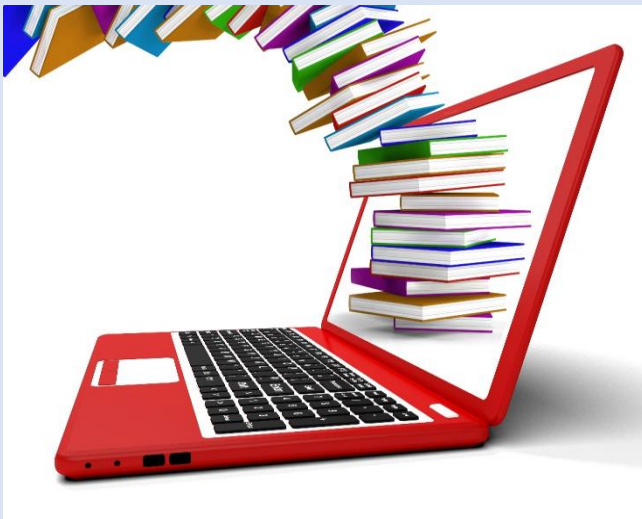# WORKSHOP REPORT ON "INNOVATIONS IN EDUCATION"

**VENUE: VIDYA BHAWAN, LUCKNOW**
**DATE OF EVENT: 27TH APRIL, 2019**

# Event Flow

   1. Reading level improvement
   2. Writing level improvement
   3. Automated Assessment System
   4. Clicker based solution

## Presentation of SGDs by Teachers

## ANNEXURES

# EXECUTIVE SUMMARY

This Report encompasses the flow of events in detail and the presentations of various teachers made in the course of the workshop **"INNOVATIONS IN EDUCATION".** Computer technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world.

**HCL Foundation** in partnership with **Basic Education Dept., Govt. Uttar Pradesh** organized a consultative workshop on- "*Innovations in Education"* at Vidya Bhawan, Basic Education Department, Lucknow. The objective of the workshop was to strengthen the content delivery mechanism by bridging it with technology in order to improve learning outcomes and retention level of students in primary schools.

The workshop was chaired by **Dr Sarvendra Vikram Singh, Director – Basic Education, GoUP** and **Ms Ruby Singh, Secretary – Basic Shiksha Parishad, GoUP.** Close to 50 teachers from different districts of Uttar Pradesh participated and shared their experiences on the use of technological practices in classroom teaching with emphasis on early grade reading & writing practices in primary schools of the state. It also intended to work as a platform to garner feedbacks and opinions of teachers from across the state of Uttar Pradesh on what they think of these changing digital classrooms in the Government Schools.

The key highlight of the workshop was the survey conducted amongst the teachers on the introduction of technology in order to improve learning environment and how it can be replicated in several other districts of Uttar Pradesh by using this technology for Assessment of students. Further, a short group discussion on technological interface was facilitated on four core thematic areas: Reading level improvement, Writing level improvement, Automated Assessment System, Audio visual devices.

The education vertical of Project Samuday has reached out to 387 schools in three blocks of Hardoi district, covering more than 40,000 children through ICT and Happy School initiatives.

# CONTEXT SETTING

Post a warm welcome by Ms. Kirti Karamchandani of HCL-Foundation, **Mr. Yogesh Kumar,** Operations Head for HCL Samuday initiated the workshop highlighting the agenda and setting the context of the three-hour Workshop titled **"INNOVATIONS IN EDUCATION"** that comprised of the Govt. teachers and Officials who assembled for the Event.



In a discussion with Dr. Sarvendra Vikram Singh, Director -Basic Education applauded HCL-Foundation for their commendable efforts in implementing quality education in the three blocks by introducing ICT and various other means of Technology-based devices, Assessment methods and other measures implemented in these schools. It was an intensive discussion and it came into the realization of the state that these kind of initiatives need to be extended to a larger number of schools.

Being an Education Expert for Samuday, he began by delving deeper into the issues of the nitty-gritties of the Child and the psycho-social elements in learning process that affect the Child's psycho-motor ability.

- On Learning Practices and the changes overtime
- About Digital Inclusion in Education across geographies
- HCL-Adopted Strategies and large-scale implementation of Innovative techniques

He spoke vividly about how children learn through the sensations of speaking, touching, writing, repeated rehearsals and then culmination of all the above parameters. ICT can provide diverse options for taking in and processing information, making sense of ideas, and expressing learning. Students learn best through **visual and tactile modalities**, and ICT can help these students 'experience' the information instead of just reading and hearing it. He went on to narrate as to how a child spends the maximum number of hours in schools and how the day is divided from the Student's and Teacher's perspectives. Right from the Morning Assembly to the lunch sessions and other activities in the school. In this context, he explained how the Introduction of Technology and Digital Literacy have transformed the face across the education system and the schools. Not to forget is the role of teachers. Teachers need specific professional development opportunities in

order to increase their ability to use ICT for formative learning assessments, individualized instruction, accessing online resources.

These add-on tools through technology have not only eased and made the process of teaching and learning more interesting, but also enriched the quality of knowledge dissemination. Student engagement is generally higher when ICT is available for student use throughout the classroom.

## SESSION II: CLICKER DEMO SESSION

In order to introduce the Clicker technology method of Assessment, a Demo Session was organized for the participants so as to have a hands-on experience of the tool.



## About Clicker Technology:

HCL- Foundation has partnered with Samsung led Tag Hive initiative of clicker based solution in government primary schools to introduce a method of assessment where students use clickers to answer questions that appear on the screen. Clickers, or classroom or audience response systems, are instructional technologies that enable teachers to rapidly collect and analyze student responses to questions during class. The following sequence is a typical use of such a system.

1. A teacher poses a multiple-choice question to his or her students via an overhead or computer projector.

2. Each student submits an answer to the question using a handheld transmitter that beams a radio frequency signal to a receiver attached to the teacher's computer.

3. An end to end statistical analysis is developed automatically once the test is over.

4. Software on the teacher's computer collects the students' answers and produces a bar chart showing how many students chose each of the answer choices.

## THE BENEFITS:

- It reduces the usage of paper and makes it a more participatory evaluation tool which engages children and develop response time activation among children.

- It is also a teaching aid and helps in activating response time and develop psycho motor skills within a stipulated time-frame.

- The Progress of each student can be tracked depending on their individual pace and learning levels.

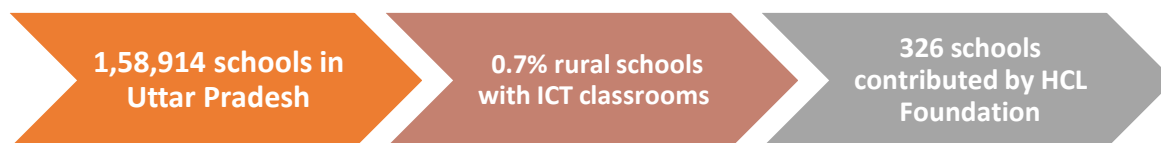The Demo Session was organized with **dual objectives:**

i.   **Firstly**, it was to acquaint the teachers of the Technology with practical experience. A set of 15 questions was placed before the Audience. In order to understand how clicker functions and how the analysis of the Assessment is generated was showcased before the Teachers then and there.

ii.  **Secondly**, it also helped in gaining feedback from these teachers and the Government Officials at a common platform.

A total number of forty-six respondents participated in the Demo Exercise. The set of questions and their analysis has been attached as Annexure **(Refer Annexure I)**

# About SAMUDAY and the Education Vertical – "GURUKUL"

HCL Samuday, established in 2014 is a flagship program of HCL Foundation to develop a sustainable, scalable and replicable model, a source code for economic and social development of rural areas in partnership with state government, village communities, NGO's and allied institutions.

**Supriya Jha from HCL-Foundation**, pointed out the need for holistic development of children and accessibility to quality education in an effective learning environment. The Shiksha initiative of SNF is implemented in a scale of 326 schools all across three blocks of Hardoi district covering more than 10,000 students in an academic year. Along with digitalized content, there has been a focus on overall school environment by strengthening SMC's, provision of library & sports material and introducing TLM to support ICT based content. The ICT content has helped in reducing dropout rates and enhancing listening, speaking, reading & writing skills.

| 1,58,914 schools in Uttar Pradesh | 0.7% rural schools with ICT classrooms | 326 schools contributed by HCL Foundation |
|---|---|---|

A subject wise analysis of learning levels and retention rates is done in order to develop a child to child tracking mechanism:

- *Categorical Analysis of Students (Red, Yellow, Green)*
- *Tracking of deviation from lesson plan and handholding of teachers for the same.*
- *Assessment and evaluation process (subject wise mapping)*

She also mentioned about Device functionality and nugget utilization reports that are generated as a monitoring mechanism to ensure proper functioning of classrooms. Periodic assessments and augmentation process keep the whole process in sync with the Shiksha initiative and in the last three years the impact has been seen at large. The idea here is to empower the teachers in a manner that they become change makers of society and inspire other teachers for the same. ICT enabled classrooms have improved remembering and analytical skills of children which is evident from assessment analysis. Further ICT Scope in Pipeline

In the coming days, with the increasing technological advancements there are plans for the inclusion of more teacher and student friendly devices and equipments to enable drift from resource based monitoring system to product based monitoring system. The use of interactive boards and Clicker etc. along with providing conducive classroom and school environment will ensure maximum turnout of children in these schools.

## Upcoming Inclusions within SHIKSHA Classrooms:

### 1) OMR (Optical Mark Recognition) Based Solution for Assessment



**OMR (Optical Mark Recognition) sheets** as a pilot project to test the efficiency of the application. However, based on pilot results, it has been considered to be **adopted for 3rd to 8th standard students.**

Also the automated results give a **detailed analysis of every segment** thereby making assessments a much easier process.

For the academic year 2019-20, content development and mapping shall be done for 3rd to 8th standard in order to introduce ICT enabled learning for all classes up to 8th standard. It reduces the number of people needed to process standardized forms by automating the most labor-intensive function, which is inputting the data and thus proves both cost and labor effective.
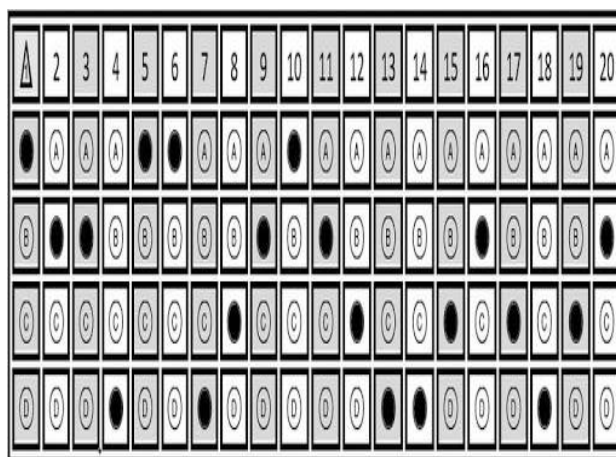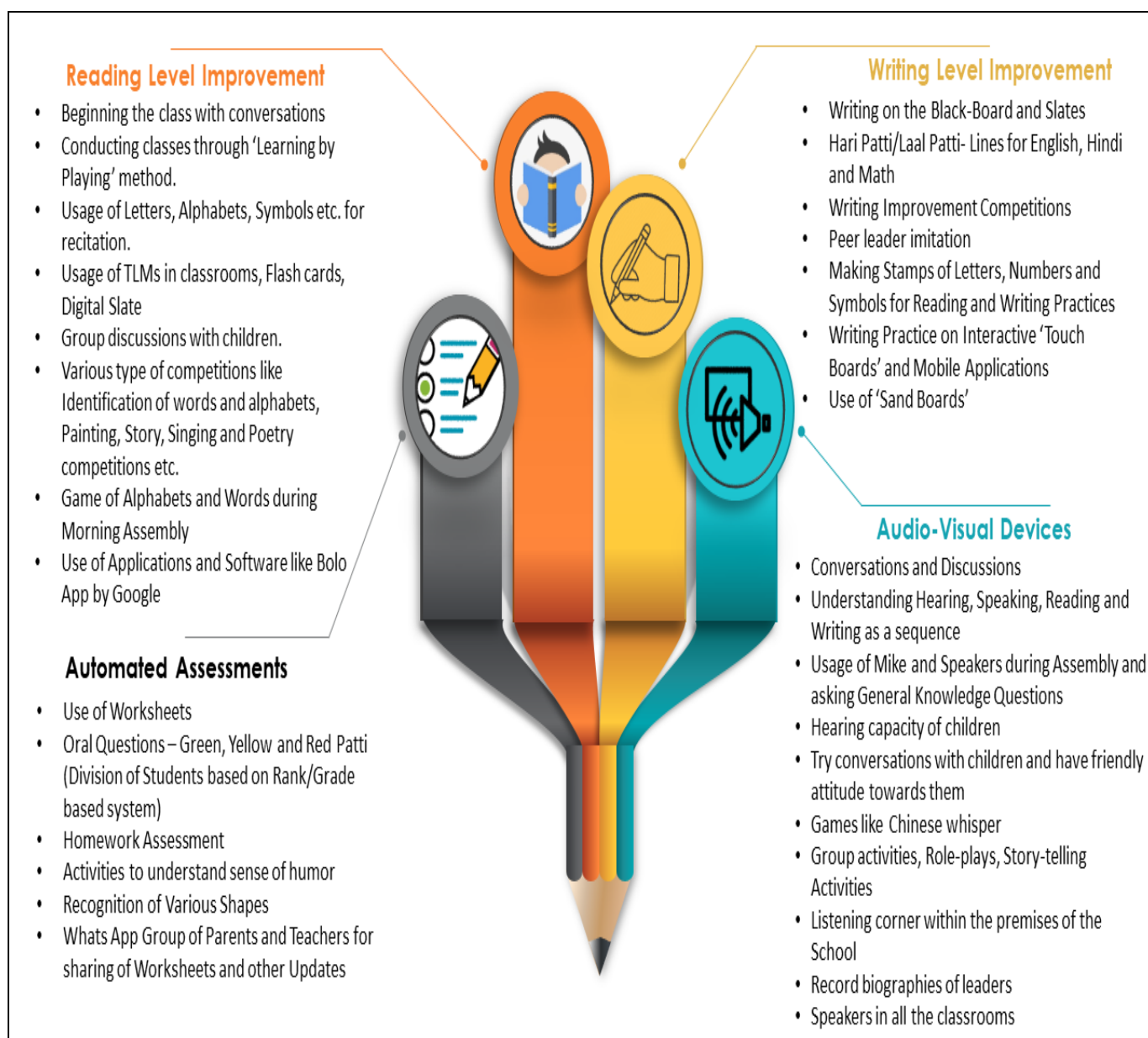
## 2) Interactive White Boards (IWB)

**Interactive or Smart boards** enable students to learn and explore new concepts using technology to create a more dynamic learning experience. Students become more excited about learning when the smart boards are incorporated into the lesson. These boards allow projected computer images to be displayed, manipulated, dragged, clicked, or copied. Simultaneously, handwritten notes can be taken on the board and saved for later use.

The **IWB** also allows students to **interact through a range of resources** found in the software as well as the internet. Furthermore, the range of resources provided allows teachers to **cater for the diversity** in the classroom thus supporting whole class teaching.
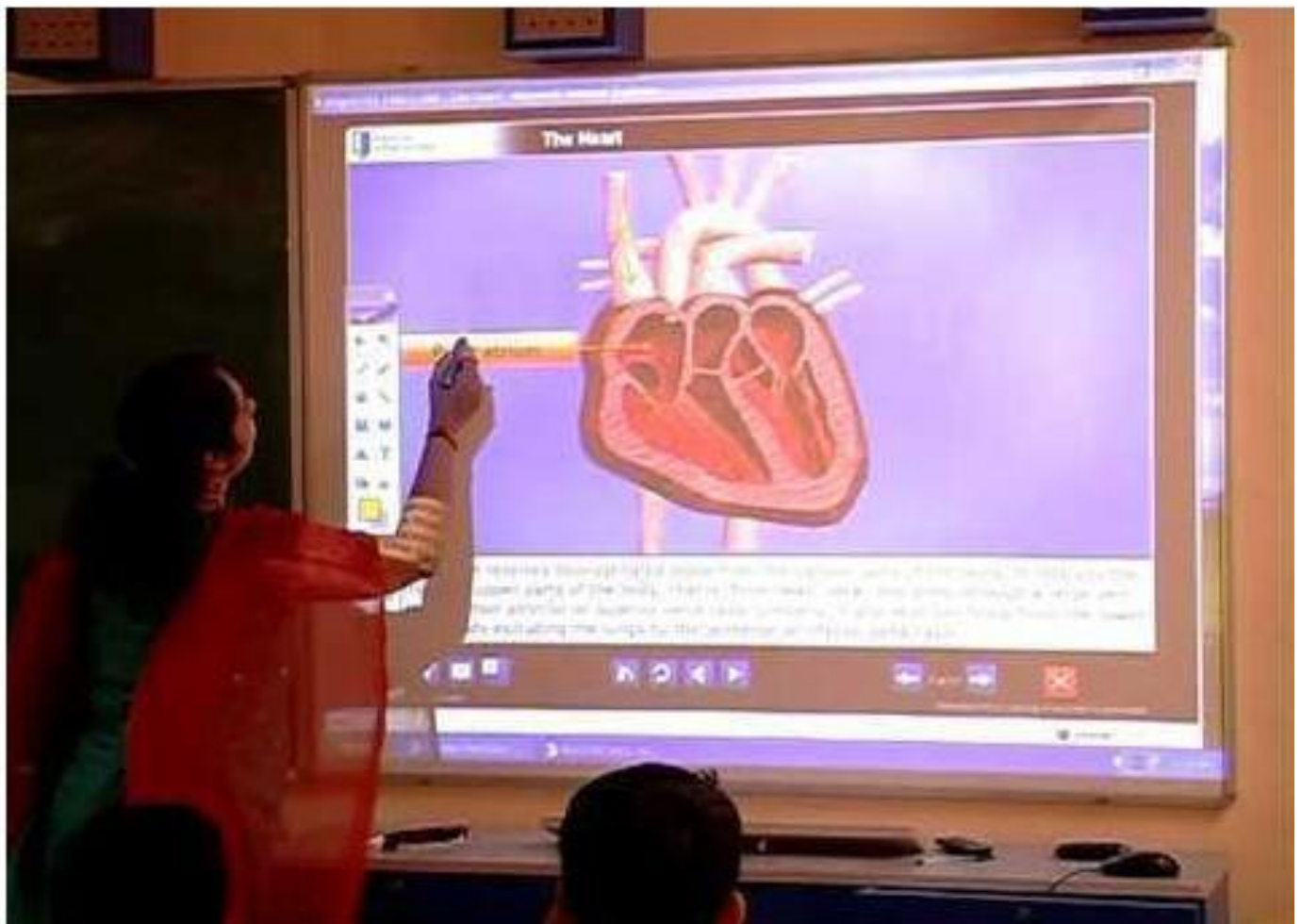
## SESSION III: SHORT GROUP DISCUSSIONS (SGD)

In order to gain perspectives and insights from Teachers on crucial components for improving skills like Reading, Writing, Audio-Visual Methods etc. Short Group Discussions were held. Various Case-Studies were given and the teachers were divided into groups to come up with ideas on these selected topics:

### Reading Level Improvement

- Beginning the class with conversations
- Conducting classes through 'Learning by Playing' method.
- Usage of Letters, Alphabets, Symbols etc. for recitation.
- Usage of TLMs in classrooms, Flash cards, Digital Slate
- Group discussions with children.
- Various type of competitions like Identification of words and alphabets, Painting, Story, Singing and Poetry competitions etc.
- Game of Alphabets and Words during Morning Assembly
- Use of Applications and Software like Bolo App by Google

### Automated Assessments

- Use of Worksheets
- Oral Questions – Green, Yellow and Red Patti (Division of Students based on Rank/Grade based system)
- Homework Assessment
- Activities to understand sense of humor
- Recognition of Various Shapes
- Whats App Group of Parents and Teachers for sharing of Worksheets and other Updates

### Writing Level Improvement

- Writing on the Black-Board and Slates
- Hari Patti/Laal Patti- Lines for English, Hindi and Math
- Writing Improvement Competitions
- Peer leader imitation
- Making Stamps of Letters, Numbers and Symbols for Reading and Writing Practices
- Writing Practice on Interactive 'Touch Boards' and Mobile Applications
- Use of 'Sand Boards'

### Audio-Visual Devices

- Conversations and Discussions
- Understanding Hearing, Speaking, Reading and Writing as a sequence
- Usage of Mike and Speakers during Assembly and asking General Knowledge Questions
- Hearing capacity of children
- Try conversations with children and have friendly attitude towards them
- Games like Chinese whisper
- Group activities, Role-plays, Story-telling Activities
- Listening corner within the premises of the School
- Record biographies of leaders
- Speakers in all the classrooms

# THE PANELISTS

## Ms. Ruby Singh – Secretary (Basic Education)



"While imbibing technology, one must also ensure to include the Conventional methods of teaching like Slate and Chalk"

-Ms. Ruby Singh (Secretary, Basic Education)

**Ms. Ruby Singh, Secretary, Basic Education** spoke about how times have changed and now there is availability of Platform to teachers for recognition of best practices being adopted by the teachers which is certainly a positive move. Adding, she said how Personality development and grooming of teachers is equally important and how teachers need to set as role models for children. They need to constantly innovate and develop creativity skills for Self-Improvement. The students witness these teachers and inculcate manners through observations. Principals and teachers should work in cooperation. The teachers should consider themselves as leaders; and Principals/Head Masters should involve every teacher in the school. Every unit should work as a group.

Other key points she undertook:

- Teachers should be open to invite criticisms.
- Friendly attitude of teachers with Students is crucial. The teachers should try to understand students at a personal level. Happiness of students is. Fear factor to be eliminated.
- Focus should be on building the School environment. Cleanliness, hygiene and neatness.
- Teachers attendance and timeliness to attend the school.
- Provision of showcasing of good work done by teachers.
- Fusion of technology and conventional methods of teaching. System of Slate and chalk is a very scientific method as the grip on fingers enables students for better handwriting.

- Role of teachers in school environment and development.
- Keeping grade 1 and 2 away from gadgets that acts as a distraction

## Ms. LALITA PRADEEP – Addl. Director (Basic Education)

She spoke about how Technology in education and the right devices in students' hands helps them in building skills that they need to be successful. **"Learning by doing"** approach aids in grooming mindsets and environments that can be very engaging when designed and integrated with the right technology. Relevant learning experiences can inspire creativity, help students apply meaning to their learning, and prepare them for future opportunities. Besides, she spoke highly of two points as mentioned by the teacher during the process of Short Group Discussion viz. *"Listening Corner"* and *"Sense of Humor"* among teachers.

## Mr. Dattatraya Gokhale – Operations Head (Samuday)

With background with Children Education, Mr. Dattatraya Gokhale is currently **Operations-Head with HCL Foundation and Subject Matter Expert** for Health Sector. As one of the panelists, he emphasized on how while focusing on various other components, we often tend to forget the fulcrum around which the entire system of education revolves; the children themselves. He stressed on the fact that all forms of technology are merely tools; if real changes have to be made then Child-Centric approach is essential. As Human rights are inherent to all human beings irrespective of caste, creed, gender, in line with the same, Rights of children need to be preserved. Right to life with personal liberty (Art 21) as mentioned in the Indian Constitution is incomplete without **Right to Education (21 A)** RTE Act, 2009.

A changing society and a developing economy cannot make any headway if education, which is one of the important agents affecting the norms wherein the differences between the positions of women and men in the society do not lessen. Despite India's ratification to Convention on the Rights of the Child (commonly abbreviated as the CRC or UNCRC), much needs to be done in this direction. The Framework of **UN Convention Framework** mentions:
I. *Survival*
II. *Protection*
III. *Participation and*
IV. *Holistic Development of children*

School Environment should ensure these four crucial elements and ensure inclusion of these. Also, ensure idiosyncrasies of students as each child is different. Some are good at Reading while

others might be possessing good writing skills, so it becomes important to attend to each and every child's specific requirements and honing their skills so as to ensure equal access to opportunities.

## DR. SARVENDRA VIKRAM SINGH– DIRECTOR (BASIC EDUCATION)

Resonating the ideas and discussions on positive impacts of IT in Education system, he said **"**the idea is to introduce innovative practices to improve the scenario of learning achievement and retention ability in government primary schools. We have initiated notable transformation of schools with support of different development partners; different models of such kind of initiatives are widely available today, with the support of organizations like HCL Foundation working in this area, these can be implemented successfully and can bring a sea change in the basic education scenario of Uttar Pradesh"
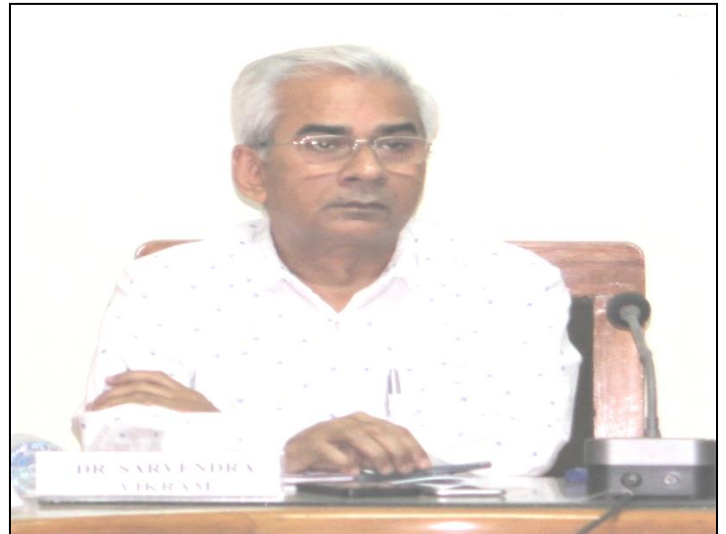
## CONCLUDING REMARKS:

On the path to personalizing learning, technology empowers both teachers and students by giving them ownership of how they learn, making education relevant to their digital lives and preparing them for their future. With technology and access to resources beyond classroom walls, students are inspired to become problem-solvers, critical thinkers, collaborators, and creators. Where technology has been successfully integrated into classrooms, students develop a lifelong love of learning. While the ultimate basic goals lie in student attainment, improving attendance, and implementing new pedagogical techniques/learning strategies etc., when it comes to advancements in educational technology, teachers do recognize that technology does make their life easier, and despite the potential of automation, are not overly concerned that their roles will be made redundant any time soon.

Our classrooms are changing, and without a doubt they will look quite different in five or ten years than they do today. New technologies are being developed quickly, and with so many different trends taking hold, it is yet to be seen what will be shaken out and what will stay back. We need teachers who are part early adopter, part integrator, and part mad scientist. The modern teacher must be willing to take chances and able to figure out how not just how technology works, but how it works for each student, and where its use is most appropriate. It has normally been seen that when teachers develop themselves professionally, students stand to gain the most from it because there is a marked improvement in their teaching outcomes.

As fa as the macro view is concerned, while it can be understood from practical experiences on field that it is time for a collaborative partnership as far as the Education System in the country is concerned. The lacunae in the Government Education System can be filled in with Private partners providing a hand-holding support and gradually making them self-sustainable.
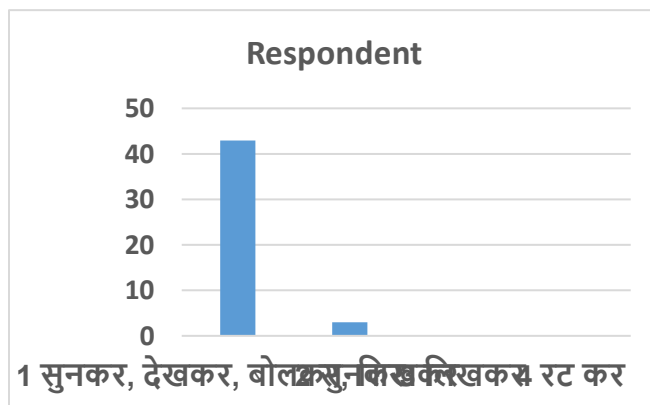
# ANNEXURES
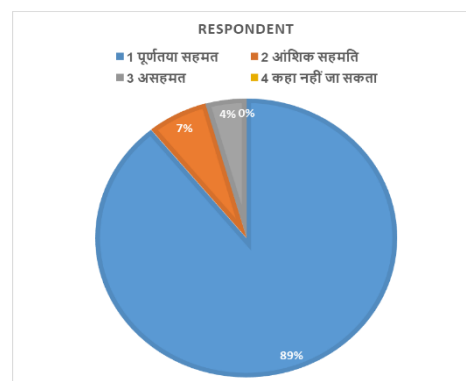
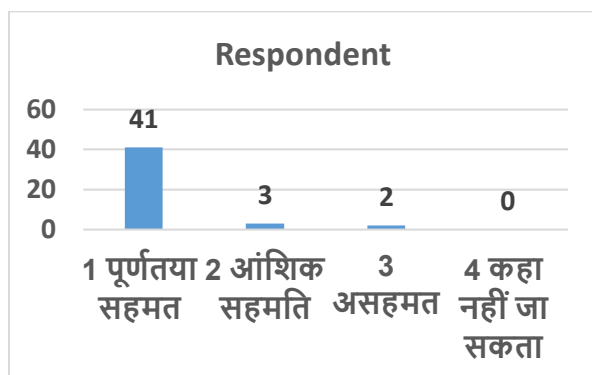## ANNEXURE I: RESULTS AND ANALYSIS OF CLICKER ASSESSMENT

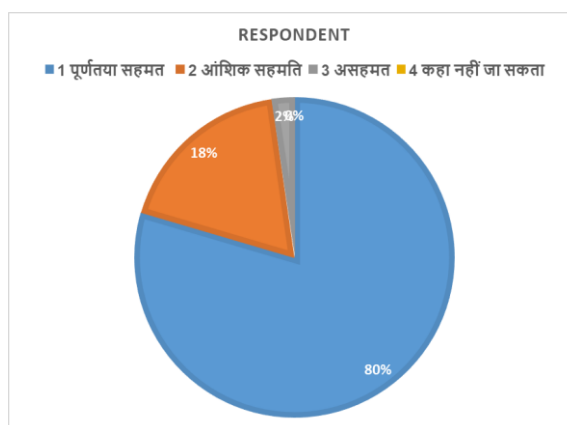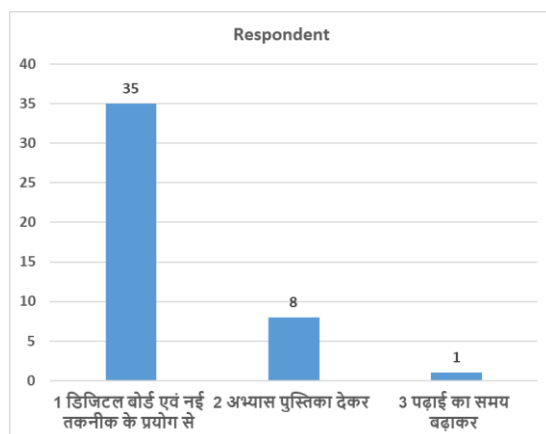### 1. तकनीकी सामग्री का उपयोग व रखरखाव करने में अध्यापक कितना समर्थ हैं ?
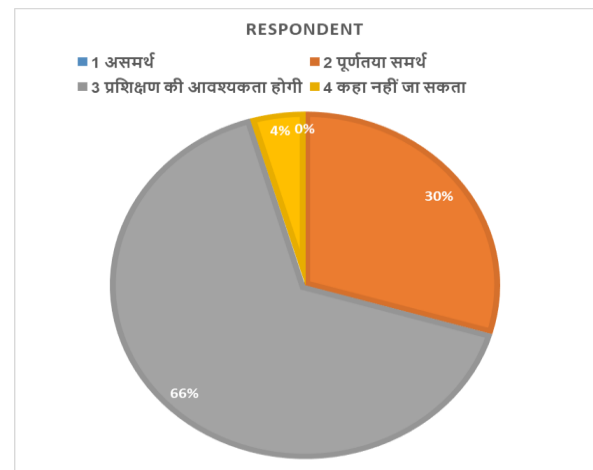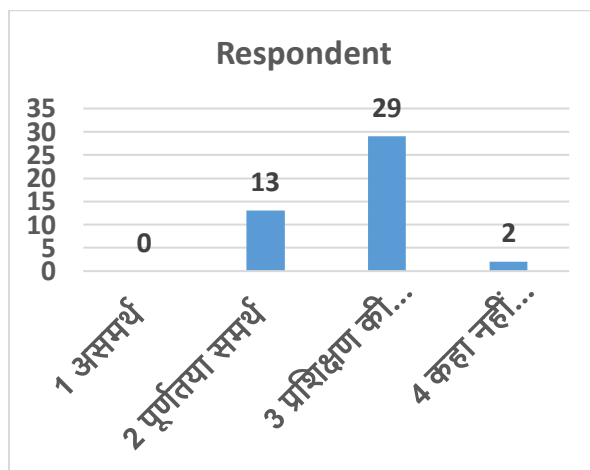


### 2. सब बच्चे सीखते जरूर हैं, पर सब बच्चे एक ही गति और एक ही तरीके से नहीं सीखते हैं। बच्चे कैसे बेहतर सीखते हैं?
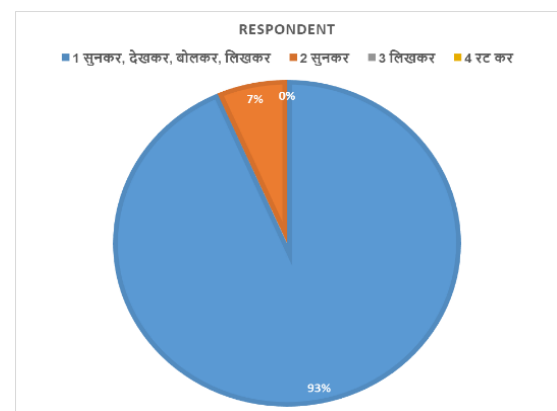
3. यदि पाठ्यक्रम को रोचकता पूर्ण ढंग से श्रव्य एवं दृश्य माध्यमों में परिवर्तित कर पढ़ाया जाए तो शैक्षिक विकास बेहतर होगा ?
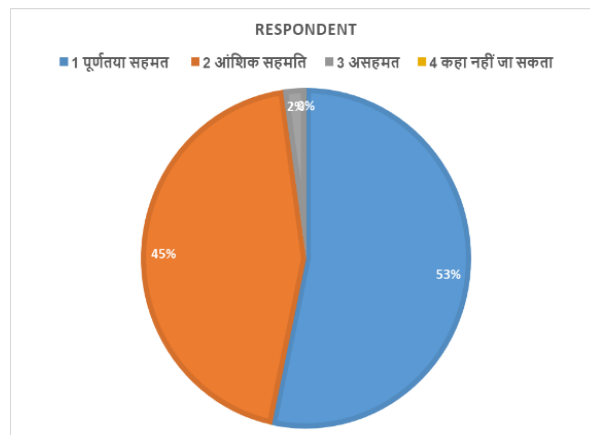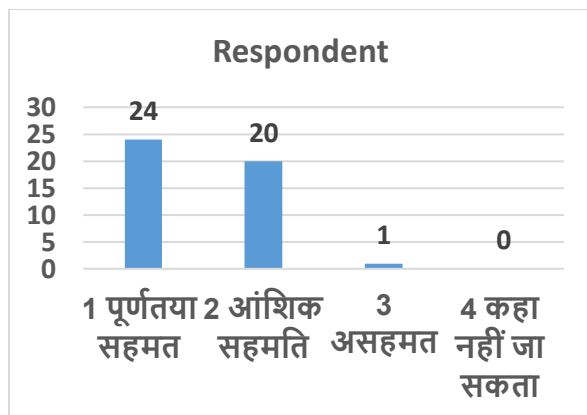


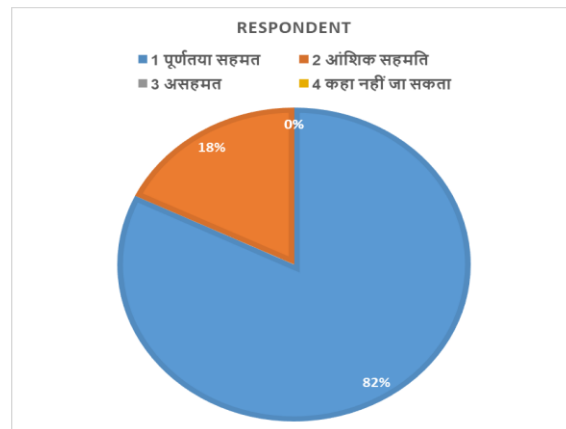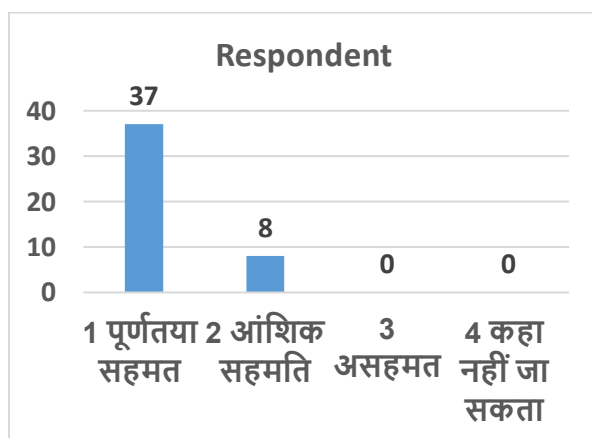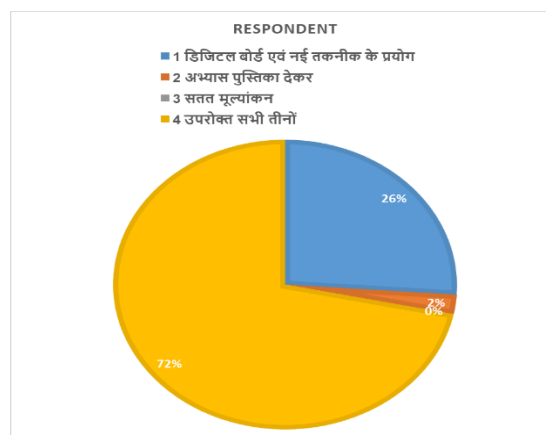4. सीखने-सिखाने की प्रक्रिया के सुधारों में सबसे महत्वपूर्ण है ?



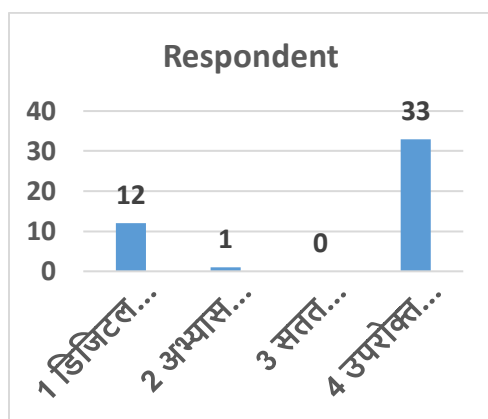.5 बच्चों को रिमोट , प्रोजेक्टर, डिजिटल बोर्ड जैसी तकनीकी के द्वारा उनका शैक्षणिक आंकलन / मूल्यांकन किया जाए
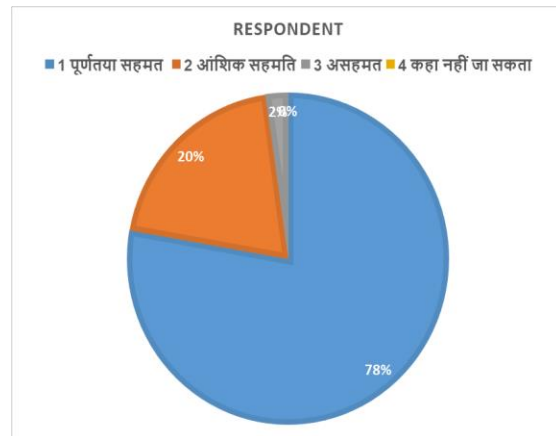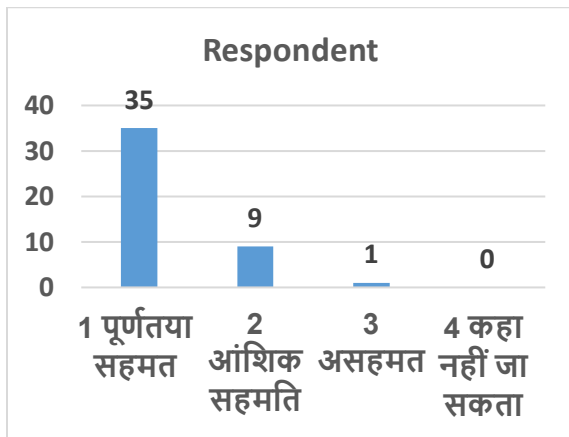
6. यदि पाठ्यक्रम को रोचकता पूर्ण ढंग से द्रश्य और श्रव्य माध्यमों में परिवर्तित कर पढ़ाया जाए तो उपस्थिती बेहतर होगी
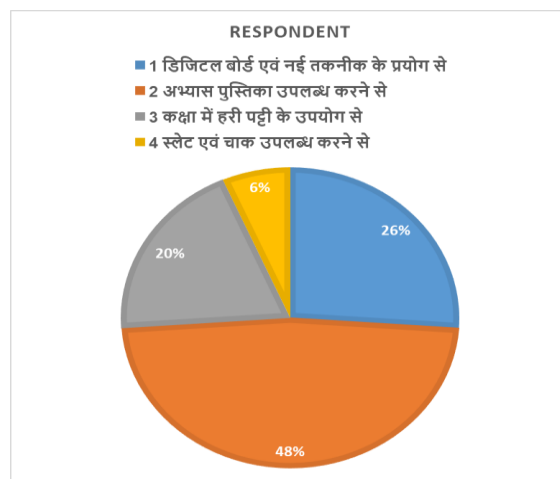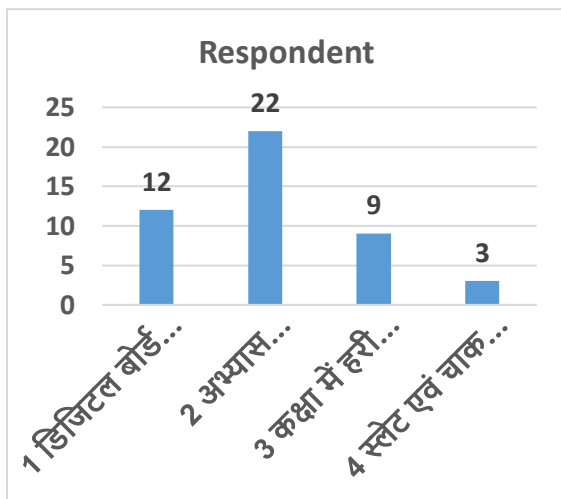




7. कक्षा संचालन के ऐसी कौन सी पद्धति है, जिसे आप अपनी कक्षा में प्रारम्भ करना चाहते है ?





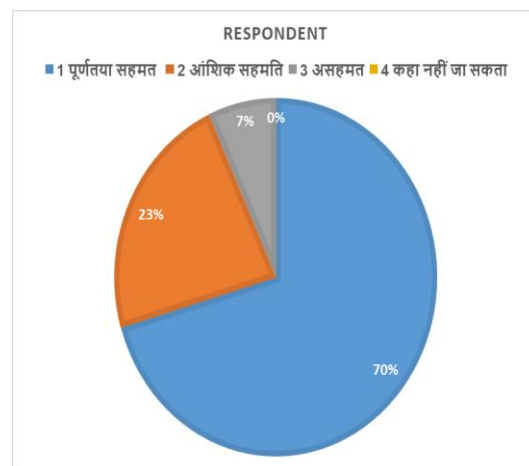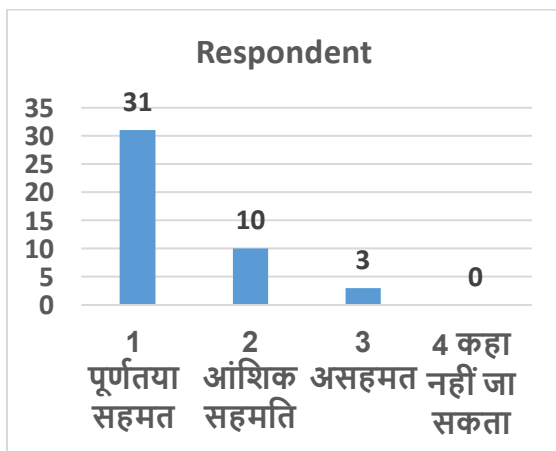8. इंटरनेट के माध्यम से उपलब्ध ऑनलाइन शैक्षणिक सामग्रीयों को पाठ्यक्रम में शामिल करने से लाभ होगा

**9. बच्चों की लेखन क्षमता को विकसित करने का सबसे उचित माध्यम/ उपाय क्या है ?**



**10. बच्चों की उपस्थिती, शैक्षणिक गुणांक एवं अन्य सभी आंकड़े ऑनलाइन एवं केंद्रीकृत किए जाने से लाभ होगा ?**

**11. माता-पिता की भागीदारी से बच्चे के अध्ययन पर कितना प्रभाव डालती है?**
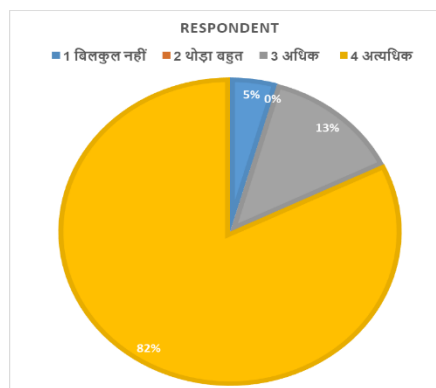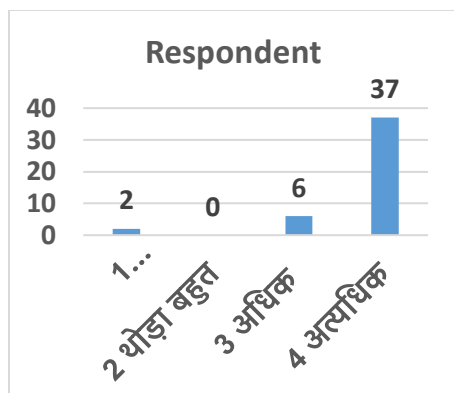


**12. प्राथमिक विद्यालय मे खेल सामग्री हो जाने से बच्चो के शारीरिक विकास एवं उपस्थिति की वृद्धि मे बहुत साकारात्मक प्रभाव पड़ेगा ?**



**13. विद्यालय मे अधिगम एवं पुस्तकालय सामग्री होने से बच्चे बेहतर सीख सकेंगे ।**

# ANNEXURE II: SHORT GROUP DISCUSSION CASES

## Reading level improvement

दूसरी कक्षा मे पढ़ने वाले बच्चों मे से लगभग 57 प्रतिशत अभी भी शब्द पढ़ने मे असमर्थ हैं (ASER 2018) | ऐसे में ये अति आवश्यक ह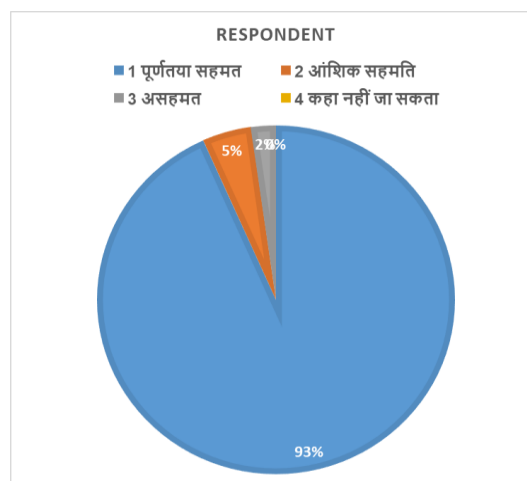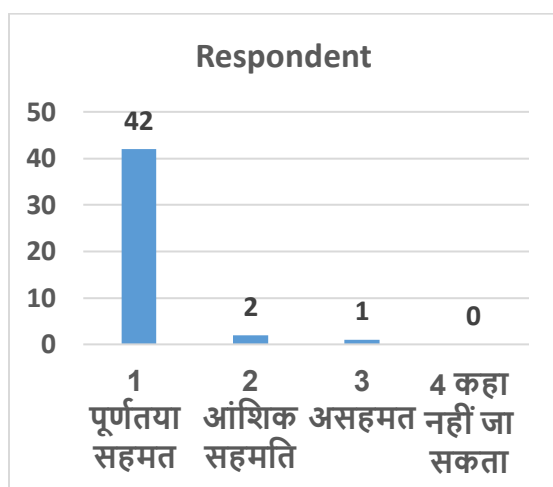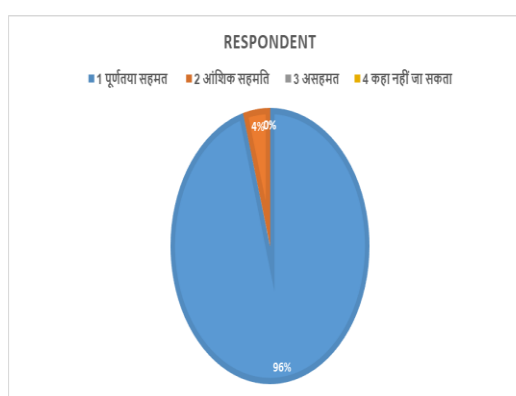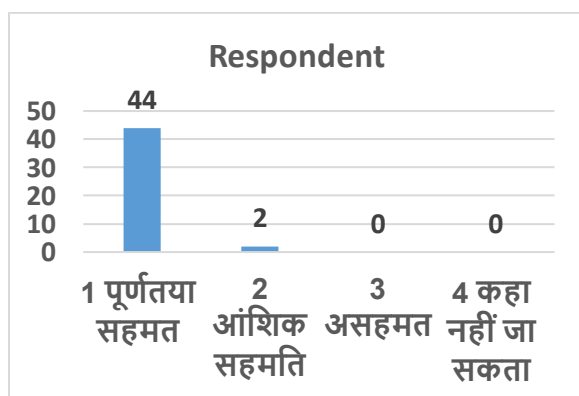ो जाता है की इस स्थिति के बदलाव के तलए कुछ केन्द्रित प्रयास किये जाए | लेकिन ज़्यादातर विद्यालयों मे बच्चों के पास पढ़ना सीखने के लिए सिर्फ पाठ्य पुस्तकें ही होती हैं | उन पाठ्य पुस्तकों से पढ़ना सीखने के तलए कुछ निरर्थक अक्षरों और कुछ सार्थक शब्दों को सीखना पड़ता है | पढ़ना सीखने की ये पारंपरिक प्रक्रिया बच्चों को उबा देती है | कई बच्चे इस प्रक्रिया मे पढ़ने से बहुत पीछे छूट जाते हैं | ऐसे मे कोई भी एक तरीका बहुत प्रभावी होगा, इसमें संशय है | आइये हम सब मिलकर बहुत से नवीन और रोचक के बारे मे सोचें |

- बच्चों का पठन स्तर बढ़ाने के लिए हम क्या क्या कर सकते हैं?
- पढ़ना सीखने मे तकनीकी से क्या क्या मदद ली जा सकती है?

## Writing level improvement

उच्च प्राथमिक विद्यालय रामपुर मे विद्यालय मे इस वर्ष छठवी कक्षा मे कुल 32 बच्चों ने प्रवेश लिया | जिनमें से सिर्फ 12 बच्चे ही सुनकर लिखने में सक्षम थे, बाकी 20 बच्चे लिखने में सक्षम नहीं थे | विद्यालय के प्रधानाध्यापक श्री मनोहर लाल जी बहुत चिंतित थे कि बच्चे यदि लिखा नहीं जानते तो आगे का शिक्षण कैसे कराया जा सकेगा | स्कूल के बच्चों को लिखने के लिए अभ्यास पुस्तकें भी उपलब्ध नही हैं | उन्होंने बच्चों को लिखना सिखाने के लिए अनेक शिक्षकों से विचार विमर्श किया|

- मनोहर लाल जी के लिए  आपके क्या सुझाव हैं ?
- मनोहर लाल जी के बच्चों की लेखन क्षमता बढ़ाने मे नवीन तकनीकी से क्या मदद मिल सकती है?

## Automated Assessment System

प्राथमिक विद्यालय टकनपुर मे सभी शिक्षक-शिक्षिकायें बहुत ही जुझारू हैं | जुबेदा पहली और दूसरी कक्षा मे पढ़ाती हैं, मुकेश चौथी और पाँचवी कक्षा मे पढ़ाती हैं और विनीता तीसरी कक्षा में पढ़ाने के साथ साथ विद्यालय की प्रभारी भी है| गत वर्ष के अच्छे शिक्षण को देख कर इस वर्ष उनके विद्यालय में 77 नए बच्चों ने प्रवेश लिया| जिनमें से 22 बच्चों ने पहली कक्षा में, 12 बच्चों ने दूसरी कक्षा में, 17 बच्चों ने तीसरी कक्षा में , 18 बच्चों ने चौथी कक्षा में और 8 बच्चों ने पांचवी में प्रवेश लिया|
अलग अलग कक्षाओ मे प्रवेश लेने वाले इन बच्चों का अधिगम स्तर भी भिन्न भिन्न था | इस तरह प्रत्येक कक्षा मे कई स्तर के बच्चे गए | सभी का अधिगम स्तर सुधारने के तलए उनका व्यापक सतत आकलन जरूरी था | शिक्षकों की अपनी व्यस्तता पहले ही बहुत ज्यादा थी| अब नए बच्चों को साथ लेकर चलना काफी मुश्किल हो गया| लेकिन तीनो शिक्षक उपाय ढूँढने मे लग गए...

- सतत और व्यापक और व्यापक आकलन के तलए आप जुबेदा, विनीताऔर मुकेश की मदद कैसे करेंगे ?
- नवीन तकनीकी का आकलन मे कैसे प्रयोग करेंगे ?

## Audio visual devices

कहानियाँ और कतिवायेँ सुनने में बच्चों को बहुत मज़ा आता है | कुछ विद्यालयों में शिक्षक अभिनय के साथ बच्चों को कहानियाँ और कवितायें सुनाते हैं | हम सभी जानते है कि सुनना, बोलना, पढ़ना, लिखना भाषा सीखने की स्वाभाविक प्रक्रिया है । लेकिन हमारे विद्यालयों में भाषा सीखने के लिए सुनने बोलने के अवसर बहुत ही सीमित है । ऐसे में बच्चों में भाषा कौशल का विकास ठीक ढंग से नही हो पाता है, आगे चल के ये बच्चे अपने भाषा का सम्प्रेषण सही ढंग से नही कर पाते हैं | अच्छे से बोलने के लिए अधिक से अधिक सुनना बहुत जरूरी है लेकिन हमारे विद्यालयों मे सुनने के अवसर बहुत सीमित हैं |

- सुनने के अधिक से अधिक अवसर उपलब्ध करने के लिए क्या-क्या किया जा सकता है?

- सुनने के अधिक से अधिक अवसर उपलब्ध करने के लिए आधुनिक तकनीकी का प्रयोग कैसे किया जा सकता है ?

## ANNEXURE III: PROGRAMME AGENDA

| S.NO | Agenda/ Programme | Speaker | Time |
|------|-------------------|---------|------|
| 1 | Welcome Address | Ms. Kirti Karamchandani Head- Govt. Relations | 10:00am-10:10am |
| 2 | Introduction & Context setting | Mr. Yogesh Kumar Operations Head-PROJECT,HCL-Foundation | 10:10-10:20am |
| 3 | **Session 1:**<br><br>Demo session of clicker based solution involving participants through a survey | Mr. Ashish Kumar Singh Project Co-ordinator, HCL-Foundation | 10:20am-10:35am |
| 4 | **Session 2:**<br><br>Introducing HCL Interventions (Initiatives for 2019-20 & Innovative teaching practices) | Ms. Supriya Jha Project Associate HCL-Foundation | 10:35am-10:50am |
| 5 | **Session 3:**<br><br>Short Group Discussions (SGD's) on:<br>1. Reading level improvement<br>2. Writing level improvement<br>3. Automated Assessment System<br>4. Clicker based solution | Mr. Maanavendra Singh Project-Co-ordinator HCL-Foundation | 10:50am-11:40am |
| 6 | **Presentation of survey:**<br><br>Panel Review | Ms. Lalita Pradeep Ms. Ruby Singh Mr. Dattatraya Gokhale | 11:40am-11:50am |
| 8 | Concluding Remarks | Dr. Sarvendra Vikram Singh Director-Basic Education | 11:50am-12:00pm |
| 9 | Vote of Thanks | Anupama Anand Project Associate HCL-Foundation | 12:15pm-12:25pm |
| 10 | **Lunch** | | 01:00 pm Onwards |

# ANNEXURE IV: LIST OF TEACHERS (PARTICIPANTS)

## Consultative workshop on 'Innovations in Education' on 27 April 2019
### Venue - Director of Basic Education, UP, Lucknow

| S. No. | Name of Participant | Name of School | Block | District |
|---|---|---|---|---|
| 1 | सुशील कुमार (प्र0अ0) | प्रा0वि0 गुलरिहा (अंग्रेजी माध्यम) | हरख | बाराबंकी |
| 2 | विवेक मिश्रा (प्र0अ0) | आदर्श प्रा0वि0 सिरकौली, (अंग्रेजी माध्यम) | रामनगर | बाराबंकी |
| 3 | रवि प्रताप सिंह, (प्र0अ0) | प्रा0वि0 धौरहरा | करनैलगंज | गोण्डा |
| 4 | अखिलेश चन्द्र मिश्र, (प्र0अ0) | प्रा0वि0 नटौली (अंग्रेजी माध्यम) | शाहगंज | जौनपुर |
| 5 | श्वेता शुक्ला(स0अ0) | पू0मा0वि0 लवल | मोहनलालगंज | लखनऊ |
| 6 | अरविन्द कुमार पाल, (प्र0अ0) | प्रा0वि0 चितईपुर | ज्ञानपुर | भदोही |
| 7 | अशर्फी लाल सिंह, (प्र0अ0) | पू0मा0वि0 कोलगदहिया | कर्वी | चित्रकूट |
| 8 | रवि कुमार, (प्र0अ0) | प्रा0वि0 बम्भियां | मानिकपुर | चित्रकूट |
| 9 | आफाक अहमद, (प्र0अ0) | प्रा0वि0 रावतपार अमेठियां (अंग्रेजी माध्यम) | लार | देवरिया |
| 10 | ओमवीर सिंह, (प्र0अ0) | क0उ0प्रा0वि0 गढ़ी श्याम | कांधला | शामली |
| 11 | अनन्त तिवारी, (प्र0अ0) | प्रा0वि0  नईबस्ती देहरेबाबा | जखौरा | ललितपुर |
| 12 | वीरेन्द्र प्रताप यादव (प्र0अ0) | प्रा0वि0 बाँसबारी(अंग्रेजी माध्यम) | केराकत | जौनपुर |
| 13 | मनीष कुमार सिंह, (प्र0अ0) | प्रा0वि0 गौरी अमेठिया (अंग्रेजी माध्यम) | लार | देवरिया |
| 14 | नरेश बाबू,(प्र0अ0) | प्रा0वि0 मुस्ताबाद | नगर क्षेत्र | फिरोजाबाद |
| 15 | सुधा सिंह, (इं0प्र0अ0) | पू0मा0वि0 गोठा | वजीरगंज | बदायूं |
| 16 | बृजेश कुमार द्विवेदी | प्रा0वि0 हृदय नगर | रेहरा बाजार | बलरामपुर |
| 17 | नीतू चौधरी, (स0अ0) | प्रा0वि0 अभयपुर (अंग्रेजी माध्यम) | भोजीपुरा | बरेली |
| 18 | आसिया फारूखी (प्र0अ0) | प्रा0वि0 अस्ति, | नगर क्षेत्र | फतेहपुर |
| 19 | संजय कुमार यादव, (स0अ0) | प्रा0वि0 लालई (अंग्रेजी माध्यम) | खैरगढ़ | फिरोजाबाद |
| 20 | आशुतोष कुमार सिंह | प्रा0वि0 आराजी बसडीला | पिपराइच | गोरखपुर |
| 21 | भुवनेश तिवारी, (स0अ0) | क0पू0मा0वि0 गल्हिया | राठ | हमीरपुर |
| 22 | वीरेन्द्र शुक्ला, (प्र0अ0) | उ0प्रा0वि0 बझेड़ा | बिजुआ | लखीमपुर खीरी |
| 23 | मो0 इशरत अली, (प्र0अ0) | प्रा0वि0 रजवाना | सुल्तानगंज | मैनपुरी |
| 24 | फिरोज खान (स0अ0) | प्रा0वि0 चिड़ावक | गुलावठी | बुलन्दशहर |
| 25 | शमसुल्लाह खान, (प्र0अ0) | उ0प्रा0वि0 देवरिया आदम | रेहरा बाजार | बलरामपुर |
| 26 | आशुतोष दूबे, (स0अ0) | प्रा0वि0 तालग्राम | तालग्राम | कन्नौज |
| 27 | धर्मराज चौहान, (प्र0अ0) | प्रा0वि0 बड़ागॉव | रानीपुर | मऊ |
| 28 | अन्जू जायसवाल, (प्र0अ0) | प्रा0वि0 पड़रीपान | चोपन | सोनभद्र |
| 29 | अजिता सिंह, (प्र0अ0) | प्रा0वि0 सिकन्दरपुर अमोलिया (अंग्रेजी माध्यम) | गोसाईगंज | लखनऊ |
| 30 | अरुणेश प्रताप सिंह (प्र0अ0) | आदर्श प्रा0वि0 मधुपुर | संग्रामपुर | अमेठी |
| 31 | सदाशिव तिवारी, (प्र0अ0) | मॉडल अंग्रेजी माध्यम प्रा0वि0 जिवाली | ठिकमां | आजमगढ़ |
| 32 | ज्योति कुमारी, (प्र0अ0) | पू0मा0वि0 कोईलरा | औराई | भदोही |
| 33 | अंजनी कुमार सिंह, (प्र0अ0) | प्रा0वि0 कइयां | रतनपुरा | मऊ |
| 34 | यतिका पुंडीर (स0अ0) | प्रा0वि0 कमालपुर | रजपुरा | मेरठ |
| 35 | वैभव जैसवार, (स0अ0) | उ0प्रा0वि0 कैंच | मरौरी | पीलीभीत |
| 36 | जैतून जिया, (स0अ0) | प्रा0वि0 गाजू | कछौना | हरदोई |
| 37 | संदीप श्रीवास्तव, (स0अ0) | प्रा0वि0 सुथैना | कछौना | हरदोई |
| 38 | डॉली सिंह, (स0अ0) | प्रा0वि0 समसपुर | कछौना | हरदोई |
| 39 | अर्चना सिंह, (प्रभारी प्र0अ0) | प्रा0वि0 घनष्यामनगर | कछौना | हरदोई |
| 40 | दीपक दीक्षित,  (प्रभारी प्र0अ0) | प्रा0वि0 खड़ाखेड़ा | कछौना | हरदोई |