GYANDEEP 2.0

(Guiding Young Achievers through NEP-oriented Digital Education & Enrichment Programmes)

A Focused Class-X Learning Enhancement Module

Comprehensive Remediation, Mentoring and Board-Exam Performance Improvement Plan

(August 2026 – February 2027)

District: Koraput, Odisha

Target Group: Class-X Students

Implementing Agency: District Education Office, Koraput, in collaboration with the District Administration

Presented by: District Education Office, Koraput

Backdrop

"Even the best brains of the nation may be found in the last benches of the classroom."
— Dr. A.P.J. Abdul Kalam

In the academic session 2025-26, the District Education Office, Koraput launched the GYANDEEP initiative as a district-wide mission to improve foundational learning, bridge learning gaps, and raise the academic performance of children across Koraput. The programme brought together baseline assessment, remedial teaching, mentoring, teacher capacity building, and continuous monitoring into a single, coordinated effort covering students from Class 10 and Class 12.

The results of the AHSC (Class-X Board) Examination 2026 have shown a clear and encouraging improvement in student performance across the district, validating the design of GYANDEEP and the sincere effort put in by Headmasters, teachers, mentors, students and the District Administration. Building on this success and on the lessons learnt during implementation, the District Education Office now introduces GYANDEEP 2.0, a sharper, more focused version of the programme dedicated specifically to Class-X students, who will face the AHSC Board Examination in 2027.

GYANDEEP 2.0 retains the core spirit of the original programme - equity, data-driven decisions, collaboration, and continuous improvement; while simplifying and standardising the classroom-level practices so that every school in the district, regardless of size or location, can implement it with the same rigour and consistency.

Vision

To make Koraput a model district where every Class-X student, irrespective of their starting learning level, receives focused academic support, develops confidence in fundamental concepts, and achieves their best possible result in the AHSC Board Examination 2027, in true alignment with the spirit of NEP 2020.

Mission

To bring about a measurable and sustained improvement in Class-X learning outcomes and AHSC Board results through structured student categorisation, mandatory remedial classes, fair distribution of teaching duties, active mentoring, daily reading and writing practice, and continuous monitoring at the school, block and district level.

Objectives

- To scientifically categorise every Class-X student as an Emerging, Merging (Average), or Fast Learner on the basis of a common Baseline Test, without disturbing the regular classroom seating or creating any sense of division among students.
- To provide daily, mandatory remedial classes to Emerging (Slow) Learners, while keeping the doors open for Average and Fast Learners who wish to attend voluntarily.
- To ensure that every subject teacher shares an equal and fair share of remedial-class and mentoring duties, backed by proper school-level records and Headmaster oversight.
- To build a personal mentoring relationship between every student who needs extra support and an assigned teacher, so that no child is left to struggle alone.
- To develop the habit of daily reading and writing in both English and Odia among all Class-X students, strengthening language and subject understanding together.

- To help all subject teachers refocus on clearing fundamental, foundational concepts in their subjects, rather than only rushing through the syllabus.
- To raise the number of students securing an A1/A2 grade and to place Koraput among the top-performing districts of Odisha in the AHSC Board Examination 2027.
- To guide all students to raise their academic performance by 20–30% in all subjects

Guiding Principles

- No Segregation, Only Support: Categorisation of students (Emerging/Merging/Fast Learner) is for planning purposes only. Under no circumstances should students be physically separated or seated apart in regular classes on the basis of this categorisation.
- Continuity of Regular Teaching: The existing time table and regular classroom teaching will continue exactly as before. GYANDEEP 2.0 adds a dedicated remedial period; it does not replace or disturb regular instruction.
- Equity in Duty Allocation: Remedial class and mentoring responsibilities must be shared equally among all subject teachers of a school - no single teacher should be over-burdened.
- Accountability through Records: Every activity such as duty allocation, mentoring, attendance, and student progress must be documented at the school level and countersigned by the Headmaster, so that implementation can be verified and supported.
- School Flexibility within a Common Framework: While the remedial-class structure and timing are uniform for all schools, Headmasters have the flexibility to manage multi-section schools section-wise and to make local arrangements when a teacher is on leave.
- Data-Driven, Continuously Improving: After every activity (from the Baseline Test to the final Mock Tests) the scores of the students must be analysed at school level, block level and district level and shall be used to adjust support for individual students and schools.

Core Components of the GYANDEEP 2.0 Module

This section explains, in simple terms, what each Headmaster and teacher is expected to do under GYANDEEP 2.0, and why it matters.

1. Student Categorisation

Every Class-X student will be placed into one of three learning groups; Emerging Learner, Merging Learner (Average), or Fast Learner, based strictly on their score in the common Baseline Test. This categorisation is meant only to help teachers plan targeted support. It must never be announced to students in a way that labels or discourages any child, and there must be no physical separation of students in regular classes because of it. A student's group may also change during the year as their performance improves, and schools should keep this possibility open.

2. Regular Classes to Continue Unchanged

The existing school time table and the manner of teaching regular subjects will continue exactly as it was before GYANDEEP 2.0. Nothing about the regular school day changes. The remedial period described below is an addition before the school day, not a replacement for any existing period.

3. Remedial Classes

A common, one-hour remedial class will be held every day from 9:00 AM to 10:00 AM, starting 1st September 2026, in every school across the district. Attendance is mandatory for Emerging (Slow) Learners and voluntary, but encouraged for Merging and Fast Learners. Holding this class at the same time in every school makes it easier for the Block and District office to monitor implementation and for teachers to plan a common approach.

4. Duty Allocation

- The Headmaster will divide remedial-class duties equally among all subject teachers, so that the load is fair and sustainable through the year.
- A clear, written record of who is teaching which remedial class, and when, must be maintained at the school and made available for inspection.
- In schools with more than one section, remedial classes should be organised section-wise so that group sizes remain manageable.
- Every teacher must include their remedial-class plan as part of their regular daily lesson planning — it should not be treated as an informal, unplanned activity.
- If the teacher assigned to a remedial class is on leave on a given day, the Headmaster is responsible for making an alternate arrangement so that the class is never left unattended.

5. Mentoring Students

Students identified as needing extra support will be divided equally among the subject teachers of the school, so each teacher mentors a small, manageable group. This assignment must be formalised through a school-level Office Order, not left informal. A simple day-wise record should be kept of the support each mentor teacher provides to their assigned students, and the Headmaster must countersign every entry — this both ensures accountability and gives the Headmaster visibility into how each student is progressing.

6. Writing Activity

Every student will write one page daily — related to their subjects — in a dedicated notebook, alternating between or covering both English and Odia. This simple daily habit strengthens both language skills and subject understanding at the same time. The mentor teacher is responsible for checking that this writing is completed each day, giving students regular, gentle accountability.

7. Reading Activity

The teacher conducting the day's remedial class will ensure that students read from their textbooks on the subject being covered that day. Reading aloud or guided reading, especially for Emerging Learners, helps build both comprehension and confidence before moving to writing or problem-solving tasks.

8. Clearing Fundamental Concepts

Beyond completing the syllabus, all subject teachers — during both regular and remedial classes — must deliberately focus on strengthening the basic, foundational concepts of their subject. Many students struggle in board examinations not because of the current chapter, but because of weak fundamentals from earlier classes; this component ensures teachers actively identify and close those gaps.

Month-wise Implementation Calendar

The table below elaborates the timeline for each activity with the responsible authority and expected outcome for each activity, to guide Headmasters and Block Education Officers through the year.

Month	Activity	Proposed Timeline	Lead Responsibility	Purpose / Expected Outcome
August	Baseline Test	August, 1st Week	Subject Teachers / HMs	A common diagnostic test conducted for all Class-X students to measure their current learning level.
August	Result Analysis of Baseline Test at School Level	By 10th August 2026	Headmasters, Subject Teachers	School-level compilation of scores to identify each student's learning group.
August	Result Analysis of Baseline Test at District Level	By 12th August 2026	DEO, Core Team	District-level consolidation of school data to understand overall and block-wise learning gaps.
August	Grouping of Students & Assigning Teachers as Mentors	By 15th August 2026	Headmasters	Formal categorisation of students and mentor-teacher assignment at each school, backed by an Office Order.
August	One-day District Level Orientation of HMs	Between 16th–22nd August 2026	DEO, District Resource Persons	Headmasters are briefed on the GYANDEEP 2.0 guidelines, timelines and their responsibilities.
August	One-day Block Level Orientation of Teachers and HMs	By 29th August 2026	BEOs	All subject teachers and HMs are oriented on remedial teaching, mentoring and record-keeping expectations.
September	Workshop on Revision of Student and Teacher Module for Class-X	By 1st week of September 2026	DEO, Subject Experts	Teaching-learning modules are reviewed and refined for classroom use based on the previous year's experience.
September	Unit Test-1	By 1st week of September 2026	Subject Teachers	First periodic assessment to track early progress after the Baseline Test.
September	One-day Orientation of Subject Teachers (Blockwise)	By 13th September 2026	BEOs, Resource Persons	Subject teachers are trained on using the module effectively for differentiated instruction.
September	Transaction of Module at School Level	From 16th September 2026 onwards	Subject Teachers	Structured, module-based teaching begins in daily regular and remedial classes.
October	Half-Yearly Examination	Between last week of September and 1st week of October	Schools, HMs	A comprehensive examination covering the syllabus taught so far, used to measure mid-term progress.
November	Unit Test-2	November, 1st Week	Subject Teachers	Second periodic assessment to track continued progress.
November	Review Meeting of HMs on Implementation of GYANDEEP 2.0	November, 3rd Week	DEO, BEOs, HMs	District-level review of progress, challenges and course correction across all schools.

December	Unit Test-3	December, 2nd Week	Subject Teachers	Third periodic assessment ahead of intensive revision and mock-test preparation.
January	High Achiever Camp (7 days)	Between 1st and 2nd week of January 2027	DEO, Resource Persons	A focused residential/non-residential camp for advanced learners to sharpen exam readiness.
January	Mock Test	From 16th January 2027 onwards	DEO (centralised paper), Subject Teachers	Full-syllabus mock examinations simulating board-exam conditions, with feedback to students.
January	Review Meeting of HMs	From 20th January 2027 onwards	DEO, BEOs	Final review of school-wise readiness before the Board Examination.
January	Revision / Intense Board Exam Preparation at School Level	From 21st January 2027 onwards	HMs, Subject Teachers	Focused, school-level revision of the full syllabus and exam-writing practice ahead of the AHSC 2027 Examination.

Roles & Responsibilities

District Education Officer (DEO) & Core Team

- Overall planning, direction and monitoring of GYANDEEP 2.0 across the district.
- Issuing operational guidelines and the district-level academic calendar.
- Organising district-level orientations, review meetings, and the High Achiever Camp.
- Consolidating and analysing district-wide baseline, unit test and mock-test data.
- Reporting progress to the Collector-cum-District Magistrate and higher authorities.

Block Education Officers (BEOs)

- Organising block-level orientation of Headmasters and subject teachers.
- Supervising implementation of remedial classes, mentoring, and record-keeping in every school of the block.
- Consolidating school-level data and reporting to the DEO.
- Supporting Headmasters in resolving local implementation challenges.

Headmasters (HMs)

- Allotting remedial-class and mentoring duties equally among subject teachers, backed by an Office Order.
- Ensuring remedial classes run daily from 9-10 AM without disruption, arranging substitutes when a teacher is on leave.
- Maintaining and countersigning school-level records of duty allocation and mentoring.
- Managing multi-section remedial classes section-wise.
- Conducting school-level result analysis of the Baseline Test and periodic assessments.
- Ensuring the daily writing and reading activities are actually happening in every remedial class.

Subject Experts/ Resource Persons

- Preparing Unit Test and Mock Test question papers aligned to the AHSC Board pattern
- Designing and revising subject-specific modules for remedial classes

- Giving ongoing academic support to subject teachers- clarifying concepts, guiding module use
- Conducting block/cluster-level subject training workshops
- Leading sessions at the High Achiever Orientation Camps
- Periodic school visits for classroom observation and feedback
- Supporting the DEO/Core Team with subject-wise and topic-wise result analysis

Subject Teachers

- Conducting remedial classes as per their allotted duty, focused on foundational concepts.
- Mentoring their assigned group of students and maintaining day-wise mentoring records.
- Checking students' daily writing activity and guiding their reading during remedial classes.
- Including remedial-class planning in their regular daily lesson plans.
- Conducting Unit Tests and Mock Tests, and giving students timely, constructive feedback.

Students & Parents

- Students are expected to attend remedial classes regularly (mandatory for Emerging Learners) and complete their daily reading and writing tasks.
- Parents are encouraged to support their child's daily study routine and to participate in Parent-Teacher Meetings organised by the school.

Monitoring, Evaluation & Reporting Framework

A simple, consistent reporting hierarchy will help the district track whether GYANDEEP 2.0 is being implemented as intended and whether it is producing results:

1. Teacher → Headmaster: Daily/weekly updates on remedial-class attendance, mentoring records and writing-activity completion.
2. Headmaster → Block Education Officer: Monthly school-level summary of implementation status and student progress.
3. Block Education Officer → District Education Officer: Consolidated block-level report, including any schools needing additional support.
4. District Education Officer → District Administration: Periodic progress reports and outcomes of review meetings.

Key Performance Indicators

- Percentage of Emerging Learners attending remedial classes regularly.
- Improvement in scores from the Baseline Test through Unit Tests, the Half-Yearly Examination, and Mock Tests.
- Completion rate of the daily writing activity, as tracked by mentor teachers.
- Number and percentage of students scoring A1/A2 grade in the AHSC Examination 2027.
- Timeliness and completeness of school-level records (duty allocation, mentoring, remedial attendance).

Expected Outcomes

- Every Emerging Learner in Class-X receives focused, daily remedial support and mentoring through the year.

- A visible, measurable rise in Unit Test and Mock Test scores between September 2026 and January 2027.
- Stronger reading, writing and fundamental-concept skills among all Class-X students, not only those in the Emerging group.
- A higher number of A1 grades and an overall improvement in Koraput's ranking among Odisha districts in the AHSC Examination 2027.
- A well-documented, replicable school-level system of duty allocation and mentoring that can be sustained in future years.

Conclusion

GYANDEEP 2.0 is a focused, disciplined continuation of the trust that GYANDEEP built in 2025-26. It does not ask schools to do something entirely new — it asks every Headmaster and teacher to bring the same daily consistency, fairness in duty-sharing, and genuine care for each struggling student that produced last year's encouraging results. Any deviation from these operational guidelines will be viewed seriously, and the District Education Office looks forward to the continued commitment of all Headmasters and teachers of Koraput district in making GYANDEEP 2.0 a success for every Class-X student.

"Even a thousand-mile journey starts with a single step."
— Lao Tzu