

Azim Premji Foundation

Knowledge Partners Conference

19th January 2024

- The Azim Premji Foundation is a **not-for profit organisation**, has been working since 2000 with the elementary education system in rural government schools to improve educational quality across the country.
- The Foundation's vision is to contribute towards a more **just, equitable, humane, and sustainable** society.
- Azim Premji set up the Foundation in 2000. Over the past years, he has irrevocably donated most of his wealth for philanthropic purposes and created a philanthropic endowment to fund the work of the Foundation.
- In order to concretize our vision, we have established three institutions;
 - **Field Institutes**
 - **Azim Premji University**
 - **Philanthropy**

- The Foundation works on improving the equity and quality of the school education system in India, with a focus on the more disadvantaged areas of the country.
- The work ranges from **teacher capacity development** and **leadership development** to matters of policy and curriculum, including a significant contribution to NEP 2020 and NCF 2023.
- The Foundation's Field Institutions are spread across **7 states and 1 Union Territory** with over **3,50,000** schools.
- In addition, the Foundation also works deeply with **7 states** in the **northeast** of the country and selectively in many other states.
- Currently, there are **55 institutions** in the field, working with these school systems. The Foundation also runs **9 schools** for '**demonstration and training**'.
- The Foundation's own team of over **2000 people** in the Field is spread across **250 locations(blocks)**.
- The Foundation also runs **282 "Teacher Learning Centers"**, The team is projected to grow to 2,500-3,000 in the next 3-5 years and the number of Field Institutions will go up to 65 in as many years.

The Foundation is building a network of its own universities to contribute to capacity development, talent creation and research for the social sector.

The first Azim Premji University was set up in Bangalore in 2010. The Bhopal in 2023, third University in Ranchi may come up in 2025-26 and a fourth University in the northeast is planned.

The degree and short-term teaching programmes - on domains of human development, e.g. Education, Livelihoods, Development, Governance and Policy, Public Health, and Sustainability.

The University offers continuing education in early childhood education, inclusive education, disability, assessment, educational leadership etc.

About over 3600 students from the programmes have graduated from the University and almost 100% of master's programmes have received job offers on campus. Nearly 90% of these students have chosen to work in the social sector, many are in grassroots field locations across the country.

The Foundation supports over 600 other not-for-profit organizations (NPOs) across the country, with multi-year grants and selectively with corpus grants. These NPOs do deep 'on-the-ground' work across a range of issues. Such partner support will grow 5-7X in 5 years.

Some of these vulnerable groups are Urban poor, persons with disability, women facing violence, adolescent girls at risk, children at risk, homeless, elderly poor, manual scavengers, migrant workers, farmers with marginal landholding, particularly vulnerable tribal groups and water-deficient communities.

Other initiatives : The work in Health has started in Bangalore and in states of Chhattisgarh-Jharkhand-Odisha. This work will span from helping strengthen the public health system, running primary health clinics, secondary & tertiary hospitals, and medical colleges.

- We work with government rural schools and Anganwadis because almost all of India's underprivileged children study here.
- While we do acknowledge the importance of results, ours is not a short-term approach meant merely to generate results.
- We see our work as a serious, long-term commitment. Such work demands establishing a deep-rooted presence in the places where we work (via setting up of field institutions) and engaging on a continuous basis with the public education system to facilitate change.
- We believe, teachers are the key stakeholders who can drive educational change. All other stakeholders need to enable and compliment towards efforts for a better classroom teaching.
- We believe that teacher's capacity can be built through multi-mode engagements, a combination of different forums, onsite support, school-based scaffolding would build their capacity.

- Focus on the **professional development of school teachers, school leaders and key stakeholders**, including government functionaries in education.
- **Aim is to enable ‘teachers to teach better so that students can learn better.’**
- We work to build the capacities of teachers in **content and pedagogy** in various subjects, **perspectives, and belief systems**. Current focus is with teachers from **grade 1 to 8**. Major focus is given to the primary grade teachers.
- Engage teachers through several modes - **peer-learning platforms, Cluster sharing meeting, workshops and professional seminars**.
- Our areas of work include **school curricula, textbook development, learning materials, and developing modules** for in-service teacher training at the state level.
- We have been involved in **Early Childhood Education (ECE)** since 2012 to build capacity for Anganwadi teachers under the Integrated Child Development Scheme (ICDS).
- Measure the impact of our work in the field through **teacher studies and learner assessments** and conduct research to **create knowledge to support advocacy** at state and national level.

Scope of our work in Kalaburgi Division

In Karnataka, the foundation has set up field institutions in 12 districts. Out of the 12 districts, 7 districts come under Kalburgi Division- **Bidar, Kalaburagi, Yadgir, Raichur, Koppal, Ballari and Vijayanagar.**

Sl. No	District	# Blocks	# Working Blocks	# TLCs	Size of the team
1	Bidar	5	2	4	8
2	Raichur	5	5	7	21
3	Ballari	4	3	3	16
4	Vijayanagar	5	5	7	20
5	Yadgir	3	3	13	33
6	Kalaburgi	8	8	14	38
7	Koppal	4	4	4	16
Total		34	30	52	152

We follow curriculum prescribed by the department. We consider each concept, their expected teaching practices, expected learning outcomes at each grade etc. The curriculum of engagements covers,

a. Perspectives - aims of education, education and society, how children learn, knowledge construction etc.

b. Content - content areas in subjects like language, mathematics, science, social science etc.

- *Language: Oral language development, Literacy development, Reading comprehension, independent reading and independent writing, introducing types of literature*
- *Mathematics: Counting, Place Value (Number sense), Basic Operations, Fraction and Decimal*

c. Pedagogy in an interlinked manner.

- *Teaching of language- using oral skills, story, poems, print rich environments for development of reading and writing.*
- *Mathematics teaching- ELPS and CRA approach of teaching primary math, building conceptual understanding through using concrete materials.*

Essential teaching practices in language and math: Apart from the above-mentioned major areas. We have also, coded classroom teaching practices that are essential while teaching language and math. There are close to 150 teaching practices each in language and math. These are expected pedagogical practices expected to be used in subject teaching.

- a) Language teaching practices - Oral language development, teaching stories, poems, print rich classrooms, and using textbook. All these teaching practices are focussed on development of reading and writing.
- b) Math teaching practices - pre-numeracy, developing number sense, counting, place value, addition, subtraction, multiplication, division, fractions.

1. **Cluster sharing meetings:** Collaborate with the department to discuss challenges of teachers, new teaching ideas, lesson objectives, assessment, input sessions etc.
2. **Workshops:** Series of workshops for selected teachers on language and math pedagogy. Sessions are on teaching language and math skills - approach of teaching, appropriate materials etc.
3. **TLM development workshops-** Groups of teachers at the cluster level meet every month to prepare lessons plans and TLMs for selected content. They try it out in the classroom and share reflections
4. **Forum based demonstration workshops:** A forum to discuss language and math teaching. Here, we demonstrate teaching practices to teachers in the actual classroom.
5. **Teacher seminar:** Best practices from classrooms will be presented to larger audience in the seminar through multiple kinds of presentations.
6. **Mela:** It is a project-based learning where teachers work with students on specific concepts or themes, over a period of time and in 'mela' children present their learning, with an audience.
7. **HT workshop on school level projects-** Workshops for HT on school leadership and management.
8. **Guest Teacher Workshops:** Work with guest teachers to build their capacity in content, pedagogy, and perspectives.

- Our aim is to enable **‘teachers to teach better so that students can learn better.’** Hence the effect tracking is also aimed at observing and documenting teaching practices as well as keeping a track of students learning.
 - **A sense of good practices:** *These are qualitative sharing of teachers collected from our visits to the schools, sharing in the workshop etc. This gives us a sense of good efforts happening at various levels in the field.*
 - **Classroom teaching observations:** *In each of our districts we work with a small group of teachers. Good practices in these teachers’ classrooms are done through observations, co-teaching, planning, and other interactions.*
 - **Student assessment:** *Learning levels of children are assessed through sample-based studies. These assessments check students’ learning levels according to previous grade competency levels as well as current grade competencies.*

- 1. DIET Faculty:** We organise workshops for DIET faculties on Research and Assessment – supporting DIET in their educational research by engaging them through online course and in person workshops, workshops to help them to understand the concept of assessment and how to design large scale assessments frameworks.
- 2. CRP workshop-** A multi-day workshop for the CRPs - we discuss education perspectives, policy documents, learning levels of students, academic priority areas for learning, ideas for overall cluster improvement and work plan.

Our Reach – Teachers

District	# Teachers (PS)	Reach	% Reach	*More Engaged	% Reach
Raichur	3290	2927	89.0	575	17.48
Kalaburgi	3863	2881	74.6	869	22.50
Bidar	3065	985	32.1	110	3.59
Ballari	1259	1171	93.0	150	11.91
Vijayanagara	2714	2273	83.8	430	15.84
Koppal	2359	1960	83.1	368	15.60
Yadgir	1827	1805	98.8	776	42.47
Total Reach	18377	14002	76.2	3278	17.84

District	# Teachers (UPS)	Reach	% Reach	*More Engaged	% Reach
Raichur	1960	1324	67.6	78	4.0
Kalaburgi	3290	1671	50.8	253	7.7
Bidar	1952	164	8.4	0	0.0
Ballari	1338	435	32.5	150	11.2
Vijayanagara	1330	603	45.3	8	0.6
Koppal	1717	1144	66.6	56	3.3
Yadgir	1150	781	67.9	195	17.0
Total Reach	12737	6122	48.1	740	5.8

**While we engage all teachers, we also put specific efforts into a smaller group of teachers (more engaged teachers). This effort is made to demonstrate change. We organize specific forums for these teachers. Classroom based scaffolding is also carried out to support their classroom teaching.*

Change in the practice of teachers and students' achievements

Block	More engaged	# Implementing protocols for recovery of learning	# Having better practice for respective subject/grade	Essential LOs Current grade	Essential LOs Previous grade	FLN skills[5]
Raichur	575	380	276	100	156	236
Kalaburgi	869	795	435	158	261	718
Bidar	110	70	35	18	40	110
Ballari	150	129	58	17	44	64
Vijayanagara	430	255	181	93	130	214
Koppal	368	352	198	118	204	259
Yadgir	776	479	399	243	330	417
Total	3278	2460	1582	747	1165	2018
%		75.05	48.26	22.79	35.54	61.56

* Change in the practice of primary grade teachers and improvements in their students learning

Thank You