

Insights from 20 years of work

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Knowledge Partner's Conference

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Diverse experience in NEK

Computer Aided Learning Program - CALP (2002-2007)

- Interactive digital learning resources - 180 + content from class 1-8 grade
- Computers and teacher training for teachers 1000 plus schools in Karnataka, SSA expanded this to thousands of schools with our content

Remedial Learning Program in 1050 KK region schools – 2002-2005

- Bringing back out of school students
- Conduct remedial classes to develop basic literacy and numeracy and mainstream students to grade

Learning Guarantee Program – Assessment led program – 2000 schools

- Competency and skill-based student achievement assessment
- Grade wise, subject wise and child wise feedback
- Recognition, awarding teachers and schools

Child Friendly School Initiative

- A holistic and comprehensive program – school development, community participation, leadership development and teacher development

Teacher Professionals and Head Teacher leadership development – in institutional mode – long term

Policies and Framework with MoU, Govt. of India

1. NEP 2020
2. NCF – FS 2022
3. NCF- SE 2023
4. NCF – TE 2024 (progress)
5. Pre School curriculum (Chili Pili Plus) with GoK.
6. Teacher development curriculum draft with GoK.

Teacher development Initiative with GoK

1. Guru Chethana – choice-based teacher development
2. EMTIP

Curriculum and learning resources with Gok

1. Refurbished curriculum
2. Kalika Chetharike
3. Curriculum and textbook revision for class 1-3
4. Textbook writing across the grades – Nagaland
5. Pre school curriculum and learning resources in MP, Puducherry

Direct work with teachers on content, pedagogy, perspectives

1. Primary and upper primary teachers
2. Learning resources
3. Teaching practices and pedagogy

Core aspects to be considered

- Govt. has constitutional mandate to provide education to all children – it is possible only education department. India's under-privileged children study here.
- Hence, it is important that civil society organisation to working with rural government schools and Anganwadis We believe in supplementing the work of the government not substituting it.
- All partners to understand the policy, framework, grade level expectations
- Working at Scale along with quality is a key principle – quality of people on the ground, operate at scale
- Accountability, performance, results and concern for facts are critical to work.
- Focus on sustainable results instead of short-term approach meant merely to generate short term results.
- Serious and long-term commitment for educational change – requires contextual efforts keeping requires of the district/region
- 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.
- Teacher's capacity can be built through multi-mode engagements, a combination of different forums, onsite support, school-based scaffolding.

| Karnataka | Language | | | | |
|-----------|-------------|--------------|---------|------------|---------|
| | | More Engaged | Engaged | Difference | Overall |
| | Class 3 | 40.57% | 36.60% | 3.98% | 38.64% |
| | Class 4 | 49.10% | 40.77% | 8.33% | 43.68% |
| | Class 5 | 48.41% | 43.55% | 4.86% | 45.76% |
| | Mathematics | | | | |
| | | More Engaged | Engaged | Difference | Overall |
| | Class 3 | 37.63% | 30.97% | 6.66% | 37.63% |
| | Class 4 | 44.74% | 36.83% | 7.90% | 40.46% |
| | Class 5 | 49.86% | 41.28% | 8.58% | 45.55% |

ಕಲಬುರಗಿ ಜಿಲ್ಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ನ್ಯಾಸ್ ಫಲಿತಾಂಶ ರಾಜ್ಯ ಮತ್ತು ರಾಷ್ಟ್ರ ಮಟ್ಟಕ್ಕೆ ಹೋಲಿಕೆ

DISTRICT PERFORMANCE OF STUDENTS vis-à-vis State & National

| LANGUAGE | | | |
|----------------|----------|-------|----------|
| Class | DISTRICT | STATE | NATIONAL |
| 3 | 57 | 62 | 62 |
| 5 | 52 | 57 | 55 |
| 8 | 45 | 52 | 53 |
| 10 | 32 | 35 | 41 |
| MATHS | | | |
| | DISTRICT | STATE | NATIONAL |
| 3 | 53 | 57 | 57 |
| 5 | 41 | 44 | 44 |
| 8 | 31 | 35 | 36 |
| 10 | 28 | 32 | 32 |
| EVS | | | |
| | DISTRICT | STATE | NATIONAL |
| 3 | 54 | 58 | 57 |
| 5 | 41 | 46 | 48 |
| SCIENCE | | | |
| | DISTRICT | STATE | NATIONAL |
| 8 | 36 | 39 | 39 |
| 10 | 31 | 35 | 35 |
| SOCIAL SCIENCE | | | |
| | DISTRICT | STATE | NATIONAL |
| 8 | 39 | 40 | 39 |
| 10 | 33 | 39 | 37 |
| ENGLISH | | | |
| | DISTRICT | STATE | NATIONAL |
| 10 | 38 | 46 | 46 |

NAS REPORT-2021

Percentage of Students by Performance Level

LANGUAGE

| CLASS | Below Basic | Basic | Total (B+B) | Proficient | Advanced | Total (P+A) |
|-------|-------------|-------|-------------|------------|----------|-------------|
| 3 | 31 | 39 | 70 | 23 | 7 | 30 |
| 5 | 27 | 34 | 61 | 30 | 9 | 39 |
| 8 | 32 | 47 | 79 | 14 | 6 | 20 |
| 10 | 79 | 21 | 100 | 1 | 0 | 1 |

MATHS

| CLASS | Below Basic | Basic | Total (B+B) | Proficient | Advanced | Total (P+A) |
|-------|-------------|-------|-------------|------------|----------|-------------|
| 3 | 25 | 39 | 64 | 27 | 8 | 35 |
| 5 | 42 | 36 | 78 | 17 | 5 | 22 |
| 8 | 33 | 49 | 82 | 16 | 2 | 18 |
| 10 | 39 | 46 | 85 | 13 | 3 | 16 |

EVS

| CLASS | Below Basic | Basic | Total (B+B) | Proficient | Advanced | Total (P+A) |
|-------|-------------|-------|-------------|------------|----------|-------------|
| 3 | 25 | 38 | 63 | 31 | 6 | 37 |
| 5 | 47 | 31 | 78 | 21 | 2 | 23 |

SCIENCE

| CLASS | Below Basic | Basic | Total (B+B) | Proficient | Advanced | Total (P+A) |
|-------|-------------|-------|-------------|------------|----------|-------------|
| 8 | 48 | 32 | 80 | 15 | 5 | 20 |
| 10 | 81 | 14 | 95 | 4 | 1 | 5 |

SOCIAL SCIENCE

| CLASS | Below Basic | Basic | Total (B+B) | Proficient | Advanced | Total (P+A) |
|-------|-------------|-------|-------------|------------|----------|-------------|
| 8 | 48 | 32 | 80 | 15 | 5 | 20 |
| 10 | 74 | 19 | 93 | 7 | 1 | 8 |

ENGLISH



Teacher Teaching better - Student learning better



Teacher Capacity (Perspective, content and pedagogy) – Accountability – Motivation



Quality of learning (grade appropriate) – Students enrolment - Retention – Community participation

- **Improving learning** – FLN by class 3, Independent reading writing in language and basic maths by class 5, essential learning outcomes by class 8
- **Focus long term results however we must do short term** – inevitable to quickly increase the 10th results, important to develop core abilities which naturally increase all board exam results.
- **Improve teaching practices among teachers** - it requires capacity in content, pedagogy and carries right perspective
- **Class increases, learning decreases** – higher class demands higher cognitive load – how do we address this.
- **Increase attendance** – currently 60-65% students attend
- **Bilingual classes in EMTIP/English medium schools** – English proficiency of teachers as well as students, English medium transaction
- **Integration of technology in TALP school and upcoming Akshara Avissskar (KKRDB funding)** – technology for education than education for technology.

What ensures the quality delivery of education

School Environment

- Safe, ventilated classrooms
- Functional toilets
- Library with diverse learning resources
- Playground – space for sports, arts and music
- PTR, subject wise teachers for higher primary and high schools
- Technology provisions

Classroom environment

- Learning corner, TLMs and free access
- Displays – relevant for learning, display of children work
- Fear free and non-threatening environment

Teaching learning process

- Child Development appropriate pedagogy
- Informed by nature and purpose of subjects
- Space for children to construct knowledge – exploration, inquiry, experiential
- Right integration of technology – no technology replace teacher, human interaction is prominent in classroom

Teacher development

- Integrated – content, pedagogy and perspective
- Relevant to stages, relevant to what they teach
- Need based - cohort wise engagement
- Multi model approach – workshops, short duration forum, online , school based
- Support till positive results

What ensures the quality delivery of education

Community Participation

- Out of school children – never come to school
- Attendance – 60-70%
- Parent awareness of education and their responsibility
- Parents participation in school activities

School leadership

- Academic leadership development – analyse, vision, resource, implement and reflect academically
- Team building – optimum utilisation of resources
- Project based school improvement – assembly, functional library, learning corners, enabling environment etc

Education functionaries' leadership

- DIET supposed to play a crucial role academically – visioning, planning, execution and reviewing – can we plan to build DIETs in this direction
- Similarly – BRC and CRC – however administration load , could play crucial role in identifying academic gaps, plan and mobilise resources

- Effect tracking about teaching practices as well as students learning.
- Our efforts should lead for this – what is the mechanism to track effect rather than process, however documenting the process is important.

- Identify the priorities for short term and long term
- Identify expert of partners and associate with them - Department to have clarity on work of knowledge partners at district and region level
- Right integration and delegation of work within partners as well as with department - considering factors contributing
- Mechanism to support and collaborate with partners by having a nodal officer, mutual resources and planning
- Department own – NGOs are supporting players – it should get implement shoulders to shoulders
- Platform to share experiences and results in certain frequency – share even it is not resulting it – review meeting in certain frequency at district and region

Thank you