

# Insights from 20 years of work

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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

# Experience of working with ..

## 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.

# Current status

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 ಘಲಿತಾಂಶ ರಾಷ್ಟ್ರ ಮತ್ತು ರಾಷ್ಟ್ರ ಮಟ್ಟಿಗೆ  
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## 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 10<sup>th</sup> 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 Avisskar (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

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**Thank you**