



PRAGNYA FOUNDATION

The Unique Way of Innovative Lifelong Learning

About Us :

Pragnya Foundation, born in 2020, is not just an organization but a beacon of hope. We believe in the transformative power of *education, health, livelihood, and life skills*. Our collaboration with the government aims to create sustainable and scalable modules, ensuring every child's undeniable right to quality education.

Mission:

At Pragnya Foundation, we embark on a journey to nurture a society resonating with vibrancy, sustainability, and shared dignity. Our mission is rooted in the belief that every individual, regardless of circumstance, deserves a life imbued with security, equal opportunities, and humane connections. We strive to extend effective assistance to the underprivileged, empowering communities towards a future of self-sufficiency and coexistence.

Core Values:

- **CARE** (Collaborative Adoptive Responsive Empowerment): A commitment to nurturing collaborative efforts that empower individuals and communities.
- **STEP** (Sustainability Transparency Equity Participation): Upholding sustainability, transparency, and equity, fostering participation for collective growth.
- **WEPT** (Well-being Excellence Professional Transparency): Promoting well-being, excellence, and professionalism through transparent practices.
- **SEGJ** (Social Justice Ecological Justice Gender Justice): Advocating for social, ecological, and gender justice in all our endeavors.
- **DISHSRO** (Democracy Secularism Honesty Integrity Social Change Respect Ownership): Upholding principles of democracy, secularism, honesty, integrity, social change, respect, and ownership.

Scope of Working Area:

- Nurturing Economic Skills and Local Value Chains
- Empowering Rural Youth Through Skill Development
- Fostering Sustainable Agriculture for Food Security
- Empowering Women for Societal Equality and Financial Inclusion
- Elevating Education Infrastructure and Learning Outcomes in Rural Areas
- Ensuring Access to Basic Amenities in Needy Areas
- Spearheading Rural Development with a Focus on Health and Hygiene
- Championing Watershed and Natural Resource Management
- Leading Initiatives for Climate Change and Renewable Energy

Key Beliefs:

- Complementing governmental efforts to enhance, not substitute, existing systems.
- Transforming public intuition ecosystems for sustained societal change.
- Acknowledging the government's role as the ultimate scalable institution for long-term commitment.

How We Work:**Developing Vibrates in the Village:**

- Fostering vision, competence, and motivation for social action.
- Cultivating fresh talent and building capacity through District Institutes.

Developing Institutions:

- Establishing robust field-level institutions in disadvantaged districts.
- Reforming educational curricula and policies through research.

Developing Knowledge:

- Creating knowledge through research to address educational and developmental challenges.
- Engaging in large-scale educational research to support evidence-based policymaking.

Building Social Pressure:

- Networking, advocating, and communicating to multiply positive societal change.
- Collaborating with governments, communities, NGOs, and industries for collective impact.

Operating Principles:

- Focusing on education as a catalyst for positive change in health, livelihoods, governance, and ecology.
- Operating as both an Operating and Grant-Making organization to maximize impact.
- Aiming for large-scale societal impact in a diverse country like India.
- Seeking systemic change through close collaboration with the government.
- Integrating theory and practice to create applicable knowledge for societal upliftment.

Programs:**Vibrant Village Improvement Program (VVIP):**

- Cultivating sustainable health, education, life skills, and livelihoods in villages.
- Empowering youth and fostering vibrant citizenship for a harmonious society.

Vibrant Anganwadi Program:

- Nurturing early childhood care and education for optimum development.
- Aligning with the National Education Policy for comprehensive education.

Vibrant School Program:

- Ensuring every child not only attends but thrives in primary education.

- Elevating teacher standards and fostering community involvement in education.

Community Academic Learning Center:

- Identifying and supporting weak students to ensure no child is left behind.
- Fostering interest and engagement in learning through academic and extracurricular activities.

Vibrant Teachers' Training Program:

- Orienting and training teachers as catalysts for change in remote rural conditions.
- Emphasizing the philosophy of education, child psychology, and holistic teaching methodologies.

Vibrant Library Program:

- Serving as an information and activity hub for villages.
- Cultivating a reading culture and supporting diverse academic interests.

Vibrant Youth Program:

- Establishing Youth Centers as catalysts for skill development and information dissemination.
- Fostering a reading culture and empowering youth to lead developmental initiatives.

Join Pragnya Foundation in weaving the fabric of a society where lifelong learning illuminates every path, creating a harmonious melody of progress and shared prosperity.

Vibrant School Development Project.

Thematic Area: Education

Sub Thematic Area: School Transformation and Sustainable Empowerment.

WHY Education ?

If we need to address healthcare, poverty, population control, unemployment and human rights, there's no better way to start than providing education to children in need. Education not only empowers children to have a secure future but also helps them grow up as responsible national and global citizens. The Right to Education (RTE) Act which came into force in 2010 made education free and compulsory for all children in the age group of 6-14 years. But even a decade later, the learning curve has not been steady for many children in the country. The socio-economic conditions of parents and lack of proper learning in schools are hindrances which prevent many children from having education.

Problem:

In the last few decades, India has made tremendous progress in different aspects of education. Access to education has increased substantially, with about 93 percent of rural households having a primary school within a distance of 1 km. (NSS 75th Round). The youth literacy rate (age group 15-24 years) has increased to 91.7 percent in 2018. However, equity in and quality of education remain a challenge resulting in poor learning outcomes and an overall loss of confidence in the public education system.

Equity : India's literacy rate is 74.04 percent (82.14 percent for males and 65.46 percent for females). The global literacy rate for all males is 90.0 percent, and the rate for all females is 82.7 percent.

The Gender Parity Index (GPI) for Gross Enrolment Ratio (GER) in primary education has been improving steadily but more needs to be done in secondary and tertiary education. The transition rate from primary to upper primary level in 2019-20 for boys was 92.5 percent, and 93.1 percent for girls. However, the transition rate from upper primary to secondary level was 92.6 percent for boys and 89.9 percent for girls. A proportion of girls leave the education system after upper primary schooling.

The overall dropout rate was 1.5 percent at the primary level in 2019-20. It was 2.6 percent at the upper primary level and 16.1 percent at the secondary level during the same period.

Educational Quality : Several government programs intended to improve quality have been implemented, but most have not really translated into a changed reality for our students.

The curriculum, classroom environment, and pedagogical processes are not learner-centered and are primarily based on rote learning. The prevailing modes of classroom interaction do not enable the development and unlocking of the imagination, creativity, and critical thinking of the child.

Student learning levels vary between states and union territories. The National Achievement Survey (2017) conducted by NCERT shows class III students performed significantly lower (<=310) than the national average (321) in mathematics in seven states and three union territories.

In class V, student's performance in eight states and three union territories remained lower (< 300) in mathematics than the national mean (310).

Teacher Education : The teacher is central to good education at its very core, education is the process between the teacher and the student. **If education has to improve, teaching has to improve- there is no way around this.**

There are 9.68 million (in 2019-20) school teachers in India. **The private sector comprises the major share of teacher education institutions in the country, with the government's share being less than 10 percent.**

The quality of academic support, both pre-service and in-service, provided to teachers leaves much to be desired due to poor inputs, lack of resources, and a series of professional constraints. Teaching has become mostly uninteresting and routinized, leading to poor classroom processes and little learning.

Education Management : Research shows that school leadership is the second largest factor affecting learning outcomes in school. More importantly, it goes on to show that school leadership is even more critical in schools that are under performing. **While currently the country invests in teacher development, investments in leadership and managerial capabilities of education functionaries are negligible.**

The system is vexed with problems of hierarchical organization structure, political interference, uncertain tenures, lack of risk-reward etc., which need to be addressed.

Public Education : Public education is still the largest provider of school education in India, having more than 1.5 million schools, with the government's share of schools at 68.5 percent (2019-20). However, **recent years have witnessed mushrooming of a large number of private schools across the country promising better-quality education and English learning.**

Assessment : Standardized assessments have begun to be seen as a way of achieving learning outcomes and teacher accountability.

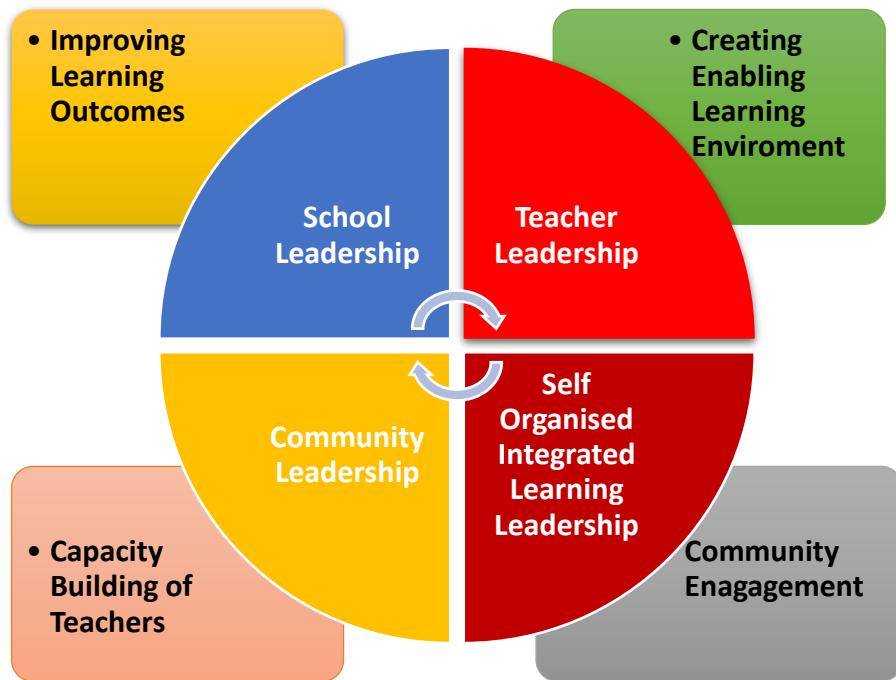
There is also an argument being made to scrap the 'No Detention' policy up to the elementary level.

Solution :

- Classrooms must offer all students equal access and equal opportunity to achieve desired outcomes.
- **Rationalize schools thoughtfully based on population, geographical terrain, and safety with the caveat that proximate access in the early years is critical.**
- Continue to provide cycles to older children to enable access.
- Provide a transport allowance where necessary for younger children, girls, and children with special needs.
- Curriculum should be flexible, broad and inclusive reflective of diverse local cultures and knowledge.
- Offer a variety of learning experiences to students that help them meet their curricular goals.
- Use learning material beyond the textbook - use the local language and local resources in teaching, especially during the early years.
- **Teaching is an intellectually and ethically demanding profession.** Teachers must be seen as independent, capable, and responsible professionals with respect for his/her professional identity and knowledge.
- **Teacher preparation must be a long duration, professional program housed in the University system.**
- Curriculum and pedagogy in teacher education must provide for rigorous theoretical understanding along with strong practical/field connect.
- Opportunities for continuous professional development must be made available to all teachers throughout their careers.
- **School leaders need professional preparation, support and mentorship before and after they take on the role.** They need platforms or mechanisms to interact with each other as professionals.
- Research evidence from India and other countries has shown conclusively that once socio-economic background has been factored in, performance of children is the same in both public and private schools.
- **A strong public education system is central to democracy, and equity cannot be served by a stratified system.**
- Standardized tests have not worked anywhere in the world to improve learning outcomes – all they have done is cause stress and tension among teachers and students.
- **Assessment is primarily of use to teachers and students as feedback for improvement – it is individual and best done at school.**
- Though there are challenges in conceptualizing and implementing Continuous and Comprehensive Evaluation (CCE) - it still remains a pedagogically sound idea.
- There is no evidence to suggest that learning levels have declined since the No Detention policy was put in place - it would be more useful to focus on why learning is not happening since **detention neither facilitates nor takes care of learning – though it certainly comes in the way of child continuing in school.**

Vibrant School (Holistic Development of School included) :

To solve the above problem, we need to implement program of holistic development of school, where we can observe the complete school transformation and sustainable as long-term impact in the system. The Pragnya Foundation is giving a sustainable vibrant school program which covered all aspect of the school.



Improved Accelerated Learning Outcome (Age-appropriate learning) :

- Curriculum Based Learning
- STEM & Experiential Learning
- Digital Learning Solutions
- Sports and Extra-Curricular Activities
- Nutrition and Healthcare Support

Creating & Enabling Creative Sustainable Learning Environment :

- Infrastructure Development
- Using Building as Learning Aid (BALA)
- Solar Panels for Alternative Power
- Refurbishment of Classrooms & Science Labs
- Setting up STEM Labs, Libraries, Numeracy Labs

Capacity Building of Teachers : Child Friendly Teacher.

- Creative, Attractive Print reach Classroom Management
- Subject Specific Knowledge
- Child Pedagogy and Wellbeing

	<ul style="list-style-type: none"> • <i>Teaching Learning Tools</i> • <i>Use of Digital Tools</i>
Community Engagement : Vibrant Community	<ul style="list-style-type: none"> • <i>Engaging Local Stakeholders</i> • <i>Building Parents Teachers Associations</i> • <i>Strengthening the School Development & Monitoring Committees.</i>

Through the Vibrant School Project we can observe the Improving Student learning outcome will support the students their age-appropriate learning. Also, we can in calculate the Bring in out of school children to school will support the student to address the learning gaps. Developing life skills of children through cultivating empathy, compassion, resilience and entrepreneurial mindset. Through the teacher capacity building Developing teacher's pedagogical leadership making them child friendly teacher. Strengthening of governance of the school (Academic and administrative) for better processes which leads to increased learning outcome through this we can observe the Joyful Learning, Initiative Taking, Peer Learning, Freedom with Responsibility and Self-Expression.

Objective of the Project :

The creating a vibrant school is the long way to go. The structural and pedagogical development needs time to implement. The sustainable program objectives of vibrant school program in Primary Education are as follows:

- Every child in the age group of 6-16 attends school & Every child is retained in the school from 1-8 standards and successfully completes the elementary stage of schooling.
- Every child attains the minimum levels of learning & Every teacher is regular and punctual to school.
- The community is actively involved in the betterment of the schools thereby supporting a mass campaign for primary education.
- Children left out of schools in the age group of 6-14 are made to attend school through vibrant community involvement activities.
- Increasing the State's literacy rate & Reducing the school dropout rate zero level from the present dropout rate at the elementary stage.

- Ensuring that all children in the age group of 6-14 (both, children who have not been admitted and those who have dropped out join school) complete 5 years of schooling and attain minimum levels of learning.
- Improving teachers' learning and teaching standards, which will result in competent teaching.
- Bringing about a qualitative change by, incorporating educational reforms & Ensuring progressive community involvement.
- Bringing all children who have dropped out and who have not been admitted to school, into the mainstream through special bridge course program.
- To improve Enrollment/Attendance a vibrant school should have Enrollment Vs Attendance is equal.
- To avoid drop-outs of the students in between academic year.
- To improve health through increasing nutrients.
- To create National Integrity and Equality Feeling among students.

Some of the key features of a PRAGNYA FOUNDATION vibrant model school will be:

Primary school this is the stage in the schooling of a child when emphasis should be made on developing all the skills, which would help her/him to understand and learn about her/his environment in her/his future endeavors. These skills include articulation, reading and writing so that enhance communicating skills, mathematical aptitudes and arithmetic, classification, generalization, improving imagination, observation, aesthetic sense and creativity.

This period should also be used to develop sensitiveness towards her/his environment. Apart from this the child should learn to live and work in a cooperative atmosphere and inculcates tolerance for social norms and values other than her/his. To develop the above the school uses certain subjects and materials, and it should be like this and at no point the subject matter and materials take the center place, as it happens in most of the schools around us today, both government owned and privately owned.

The objectives of these primary schools have become to make the child memorize as many information as possible because s/he has to be prepared for all the competitive examinations in future life and has to go head of everybody pushing them backwards. All this at the primary stage takes the childhood away. So, emphasis should be made that a congenial learning atmosphere is maintained in the school and also keeping the childhood intact.

This is possible only in a child friendly atmosphere where all children and teachers help each other to learn new things every time they interact and everyone knows that s/he i.e., learning with each other's' help.

Secondary School this is the stage in schooling when the child starts understanding the environment better because s/he has already acquired the basic skills to understand it better. This is the period to understand and learn the basic skills necessary for her/him to live her/his life, to understand and learn the knowledge, which the ancestors have already acquired. This is also a period of widening the mental faculty and to give concrete shape to her/his ideas and creativity. So, the school should have all these as objective at the secondary level.

This is the stage when relevant education can also be understood more tangibly. The child starts understanding the responsibilities of living in a family and society. Effort should be made to develop sensitiveness towards these responsibilities. Here also the subject matter is not important. What is important is the child understands the nature of each subject and how that specific field of knowledge is understood. For example, while studying science it is not necessary to know the exact result of an experiment, what is important is the experimenting and understanding the logical sequencing and understanding inferences.

Developing a scientific outlook and questioning attitude is important. And while studying history it is not important to know that who ruled a particular kingdom in a particular time, the important thing is that the child understands the way of understanding and knowing history. Many stories may be prevalent about a particular incidence because everybody looks at it in different perspective, so the child should understand this and try to come to logical conclusion.

Some more points are emphasis on vibrant school:

- Education provided in a vibrant model school should be holistic and integral touching upon physical, emotional and aesthetic development in addition to academics.
- Either brand new schools may be established or existing schools may be converted into vibrant model schools.
- Necessary infrastructure will be provided in such schools not only for satisfying teaching needs, but also for sports and co-curricular activities.
- There will be sufficient scope for sports, recreation and outdoor activities. Facilities like playground, gardens, auditorium etc. will be provided in Model schools. A good library with books and magazines for students and teachers will be provided
- These schools will have adequate ICT infrastructure, Internet connectivity and full-time computer teachers. Special emphasis may be given on teaching of Science, Math's and English. If required, bridge-courses may be introduced for weak students.
- These schools will be provided with Arts and Music Teachers besides subject specific teachers as per the usual norms. These schools will also create facility for activities emphasizing Indian heritage and art & craft.

- The Teacher Pupil Ratio should not exceed 1:25 and the classrooms will be spacious enough to accommodate at least 30 students. However, classroom student's ratio will not exceed 1:40.
- The schools will have to follow the National Curriculum Framework 2005 and its subsequent versions as adopted by Government of India from time to time. At the same time, the curriculum should cast the local culture and environment and learning should be activity based.
- The school curricula should include the material/items that inculcate leadership qualities, team spirit, participation abilities, development of soft skills and ability to deal with real life situations.
- Health Education and health checkup will be introduced in these schools.
- These schools will have facilities to cater to disabled children and should have special teachers.
- Field trips and educational tours will be an integral part of the curriculum.
- Each school should have one counselor to address the educational, emotional and behavioral requirements of students.
- The schools may provide for NCC training for students to inculcate the value of nationhood among them, as also to make them appreciate a disciplined way of life.
- Model schools will have appropriate pace setting activities so that schools in the neighborhood can benefit.

Vibrant Teachers' (Child Friendly Teacher)Training Program:

The kind of school, which we are talking about, needs to have teachers who understand the education and are willing to work in remote rural conditions for a significant amount of time. These kinds of teachers need the right kind of orientation and training. The formal training will be for a minimum of three months and may be longer depending on the level and participation of people we are able to get. Apart from that working and living in the area will be the informal training and orientation.

We understand that there are a large number of unemployed graduate teachers in the area we will not necessarily select such candidates due to the significant effort that will be necessary to help them "unlearn" some of the concepts and draw them out from their preconceived notions of "fixed government jobs", and a "cool career that leads to a pension". Such candidates will however not be excluded either and selection will depend purely on their willingness to join up with something new and different. After the selection the candidates will undergo a rigorous training programme of three months for building capacities on teaching skills.

This training includes:

- Orientation on the philosophy of education
- Understanding child's psychology
- Understanding on different concepts and nature of subjects
- Teaching methodology/ pedagogy
- Capacity enhancement for working as a team
- Skill development in fine and performing art
- Rational outlook and positive thinking

- Sensitization on the issues of Gender, Caste, Religion etc.
- Personality development
- Community mobilization, school- community relations
- School Management and organizing teaching processes
- Reporting and documenting skill
- Review and planning skills

Teachers' Workshops and Capacity Building:

Workshops the type of school, which is being talked about, needs a constant rigorous effort by the teachers. They need to share their learning with each other very regularly and keep themselves abreast of the latest developments and experiences of fellow teachers. Workshops are also a very good monitoring and support instrument for the teachers. It is proposed in the project that there will be regular fortnightly workshops of teachers at the school and two annual workshops in winter and summer.

These will include:

- Academic Issues
- Understanding curriculum
- Understanding concepts
- Teaching Methods
- Management Issues
- School- community relations
- School Management
- Personality Development Issues
- Skill Development

Vibrant Community Academic Learning Center:

A learning center will be the precursor to the school in an area. Around the location of the three proposed schools, the weakest children in primary sections of the government/private schools will be identified and invited to come to the learning center. At the learning center their cases will be analyzed and these students will be helped to cope better with the school. The major activity of these learning centers would be:

- Identification of 25-30 children from the schools whom the teachers consider being very poor in studies and are likely to drop out in primary sections or just after that.
- The learning level, weakness, strengths, liking and disliking of each child will be assessed and action plan will be made for them.
- The learning center would try to increase the interest level of each child in school, studies and self-learning.
- Activities include academic work (activity based), a small children's-library, Short-term camps and nature visits.

Vibrant Library : (School & Community):

A library has to serve as an information Centre or referral Centre for specialized sources of information. The employment opportunities, public utility services, social awareness programmers are considered to be essential areas of information which are collected and stored for dissemination to the general public.

The library is important because it affects cultures, it affects innovation and it affects individuals. Because of all this, library architecture has the responsibility to enhance these effects by providing a knowledge center that is inspirational and conducive to good communication and teaching interactions.

After the library has completed previous three steps then, a Library Building Program is developed.

- The building program defines the specific needs of the library in both quantitative and qualitative terms.
- The building program should bring together the thinking of the library board, the library director, the library staff, and the community on the purpose, scope, and function of the library building program.
- Library should free access to all to get knowledge from this.
- Library should have activities-based center which will support to the village people, youth and school going children.



Student to strive : Inquirer, Open-minded, Sensitive to diversity, Mindful, Self-awareness, Self-management, Social awareness,

PoC

Mr. Vishwanath M.K

Founder & CEO



An educationist with over **20+ years' experience** in Education, Health, and Livelihood. He is widely recognized in the education ecosystem for the several positions of responsibility in esteemed organizations in Karnataka that he has held in administrative, academic and managing government relations in non-government and corporate development sectors. His passion focuses on **Education, Health, Livelihood and women empowerment** across Karnataka. He is well-known writer in Karnataka.

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