



अखिल भारतीय शिक्षा समागम 2023



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Session

**Access to Quality Education
and Governance – School
Education**

AKHIL BHARATIYA SHIKSHA SAMAGAM

SESSION: 2

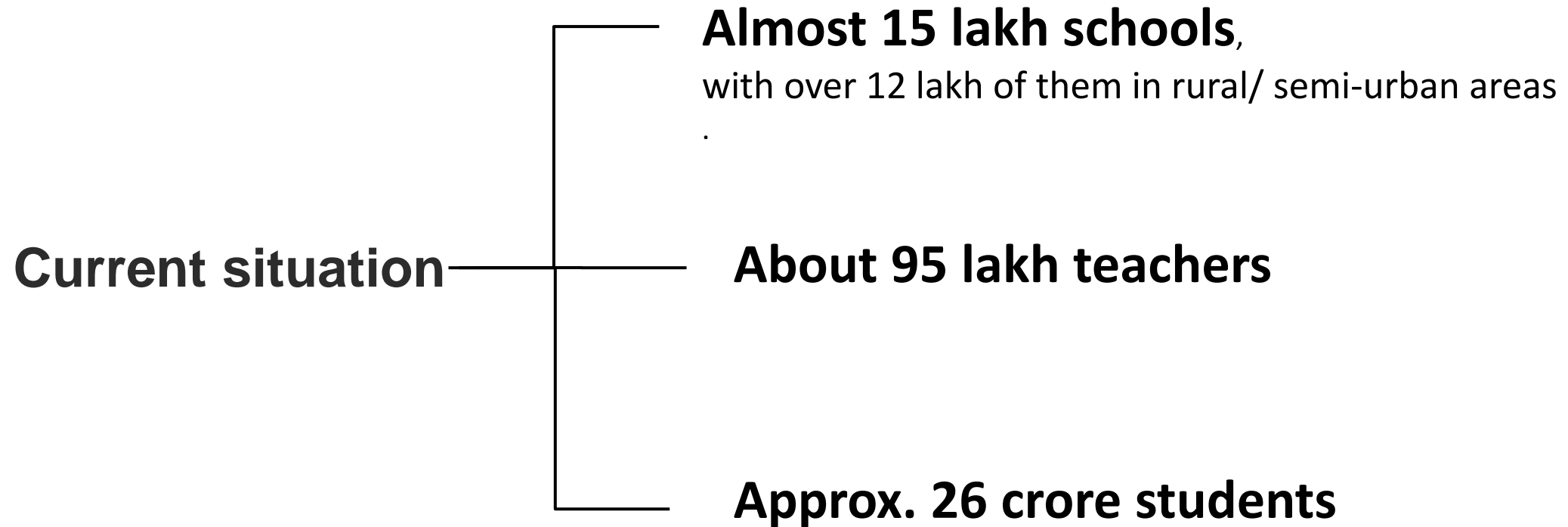
**Access to
Quality
Education
and
Governance**



**Commemoration of the 3rd Anniversary of the National Education Policy 2020
29 July, 2023**

Equitable Access to Education – An Ambitious Goal

An extremely ambitious goal taking into account the enormous landscape of education in India:



Equitable Access to Education – An Ambitious Goal



- Vast ecosystem
- Each State governs a schooling system that is larger than what many countries have
- Low learning levels hinder progressive learning

.



Point of departure

- Global learning crisis
where only 3 out of 10 in grade 10 can read a text with comprehension



Need

- Find solutions
within the existing reality of our schools; structures (both infra- and operational); teachers as well as other stakeholders

National Education Policy 2020

The National Education Policy emphasizes the same need to adapt education towards the need of a changing society and states:

“Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields.

Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable.”



Long Term Plans Vs Need of Now

Long term plans - improvement of teacher education through ITEP; restructuring of infra-structure development; governance through school complexes

VS

Need to act now - make plans within existing resources; detailing to the core; immediate actions that manifest results asap.



A top down curriculum without any freedom of content and method to the teacher does not work in our current scenario



Teachers need to be empowered, so they work towards learning objectives instead of only inputs from above

The Need of the Hour

- ✓ A child can learn building on what he already knows and then progress from there – **Progressive Learning from Previous Learning**
- ✓ Introduce a large degree of personalized learning using workbooks and hands-on activities – **Personalized Learning**
- ✓ Focus on assessments, which can be done on daily/ weekly/ monthly basis – **Formative Assessments**
- ✓ Build team spirit and inculcate team learning – **Peer Learning**

Transforming Education: **Example 1 – District Yavatmal**

1. Earlier Picture

- An aspirational district of Maharashtra
- Identified as one of the Low Performing Districts (NAS 2017)
- PM Office launched an initiative called Mission Education to lift up the 8 Districts
- MoE requested various NGOs to help the “Districts” to improve learning levels

2. HPPI Intervention

- Contacted CEO - Zila Parishad; District Collector
- DO - Education and DIET were involved
- MSCERT approved the TLM developed by HPPI, which includes:
 - Personalised Learning
 - Structure for Peer Learning
 - Real-life, Experiential Learning
 - Formative assessment and adaptive assessment
 - Parent and community involvement

Transforming Education: **Example 1 – District Yavatmal**

3. Important operational aspects

- Ownership of the objective to improve learning outcomes on all levels
- NGO integrated in the Dept. of Education work. It was a District Programme, not an isolated NGO programme
- While the materials and learning system is comprehensive and described in detail, it opens up for teacher and **student** engagement on a new level

4. Present Picture

- District selected 260 schools, across all 16 Blocks
- Included 15,000 children in the programme
- Promising initial results for the children who completed 7 months in the programme - a boost from an average baseline of 28% to an endline of 74% on a graded test from grade 1 to 5, where proficiency on grade 5 is 100%

Transforming Education: **Example 2 – State Haryana**

1. States uses a systematic learning system to achieve better learning outcomes

- State Project Office, HSSPP, has bridged over 1 lakh OOSC children before mainstreaming them in age appropriate classes
- An excellent example of good governance in Samagra Shiksha programme responding to the NEP Chapter 3 on curtailing drop-outs
- Results have shown that more than 80% of the identified out-of-school children have been integrated in schools

2. Credit lies in:

- Full ownership of the goals and outcomes at School and District Level
- Timely coordination and provision of resources and guidelines from the State office
- Integration in the national programme using the *Prabandh* portal

Transforming Education: **Example 2 – State Haryana**

3. New pilot initiated

- Aligned to the RTE Act 2009 and NEP 2020
- For 11 to 14 year olds – grades 6 to 8
- Children, whose entry level was at grade 1-2 level, have been able to complete learning outcomes for grade 5 in 6-9 months and have then been enrolled in a two year fast track programme for grades 6 - 8
- Implemented as a remedial learning programme for children in government schools, after being successfully mainstreamed in grades 6, 7 and 8 respectively

Few examples
Small steps
Quality education
Existing resources



Quality Education and Governance

Learnings

- Using methodologies that enable teachers and children to build on their existing knowledge
- Moving forward at own pace and assessing individual progress for every child
- Becoming responsible owners of learnings



Thank you!