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Government of India

Ministry of Human Resource Development

NISHTHA

National Initiative for School Heads'
and Teachers' Holistic Advancement

Leadership Package

NISHTHA

National Initiative for School Heads'
and Teachers' Holistic Advancement

**TRAINING PACKAGE ON SCHOOL
LEADERSHIP DEVELOPMENT**

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

**राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD

Education of children at the school level is an important concern which aims at their holistic development by promoting among them the ability to respond to new situations in a flexible and creative manner and inculcating sensitivity towards self and others' well-being. Teachers play a crucial role in achieving these goals. Towards this end, the pre-service teacher education programmes lay, an emphasis on orienting teachers as well as developing skills among them. However, a gap between what is taught in the pre-service teacher education programmes and what is implemented in the schools exists. Studies conducted by the National Council of Educational Research and Training (NCERT) reveal that the textbook dominated culture of teaching-learning still prevails in majority of the schools.

It was thus felt that there is a need to build the capacity of every teacher and head teacher on some of the recent concerns in school education, such as, learner-centred pedagogy, learning outcomes, school-based assessment, and subject-specific pedagogies in partnership with the State level education functionaries. This integrated module was successfully piloted in the state of Tripura and proposal for upscaling across the country was prepared. The Project Advisory Board of *Samagra Shiksha* at the Ministry of Human Resource Development (MHRD) approved the proposal for 2019–20. The same was adopted by the MHRD, Government of India, for scaling it up in the entire country. The MHRD's initiative, NISHTHA (National Initiative of School Heads' and Teachers' Holistic Advancement), of training 42 lakh teachers and School heads at the elementary stage, through NCERT and NIEPA is a commendable effort. For operationalising NISHTHA, two types of training packages—one for teachers and other for School Heads and system level functionaries have been prepared. Teacher Training package contains 12 modules covering different themes such as curriculum, learner-centered pedagogy, inclusive education, personal-social qualities, safe and secure school environment, health and well-being, art-integrated learning, Information and Communication Technology (ICT) in teaching-learning, school based assessment, higher order thinking skills, multilingualism, pedagogy of languages, pedagogy of mathematics, pedagogy of science, pedagogy of Environmental studies (EVS), and pedagogy of social sciences. The package has been designed in a manner that it can be effectively used by Key Resource Persons as well as teachers. The focus in the modules is not on the content but on the pedagogy for the development



of 21st century competencies containing self-learning content and activities which guide both KRPs and teachers to plan their sessions and classes.

In view of bringing School Heads also on the common platform for supporting teachers in schools with academic inputs, this leadership package has been designed in collaboration with the National Centre for School Leadership (NCSL) at the National Institute of Educational Planning and Administration (NIEPA), New Delhi.

The National Centre for School Leadership (NCSL) at the National Institute of Educational Planning and Administration (NIEPA), New Delhi was set up in 2012 with the mandate of developing leadership capabilities of head teachers, school heads, principals of the government and government aided schools to transform their schools into 'Centres of Excellence'. The capacity building school leadership programmes designed by the Centre were not one time training interventions, rather they aimed at intensive engagement with School Heads over a period of one year. These programmes were designed based on the seven key areas of the National Curriculum Framework on School Leadership Development that aimed to build knowledge, skills and attitudes of school heads and principals, for school transformation.

I am thankful to Professor N.V. Varghese for extending his cooperation and guidance to the NIEPA team for developing this package. Collaboration of NCERT and NIEPA in this direction will help the School Heads and teachers to work together to improve classroom scenario with a common understanding.

I hope this leadership package will be useful in building a critical mass of School Heads and system level functionaries as leaders of schools of the 21st century. Any comments and suggestions for its improvement may be sent to director.ncert@nic.in and ncsl@niepa.ac.in

New Delhi
September, 2019

Hrushikesh Senapaty
Director
National Council of Educational
Research and Training

PREFACE

A need has been felt to support teachers to understand the importance and the implementation of learner-centered pedagogy, competency based teaching-learning, school based assessment, etc. This is also evident from the results of the National Achievement Survey conducted in 2017 by NCERT for classes III, V and VIII, focusing on mapping competencies among the students, showing a decline in their achievement levels.

The capacity building programmes for teachers, an important intervention, is expected to update teachers not only on content and pedagogy but also create awareness among them on new priorities and initiatives. However, the present day in-service teacher education is often a one-time event, focusing primarily on only content training. Moreover, the prevailing cascade model of training, with multiple layers, results into high percentage of information loss by the time it reaches the teachers. As a result, teachers are not able to take initiatives to bring improvement in the school functioning. It may be further mentioned that more emphasis has been placed on training of teachers than other functionaries such as head teachers, ignoring the fact that they provide crucial support to teachers in implementing various school related initiatives. This often creates a divide among the school functionaries. Hence, it was felt that there is a need to build the capacity of every teacher and head teacher on some of the recent concerns in school education such as, learner-centred pedagogy, learning outcomes, school-based assessment, and subject-specific pedagogies, in partnership with the State level education functionaries. This model was successfully piloted in the state of Tripura and proposal for upscaling across the country was prepared.

The Project Advisory Board of *Samagra Shiksha* at the Ministry of Human Resource Development (MHRD) approved the proposal for 2019–20. The same was adopted by the MHRD, Government of India, for scaling it up in the entire country. The MHRD's initiative, NISHTHA (National Initiative of School Heads' and Teachers' Holistic Advancement), of training 42 lakh teachers and school heads at the elementary stage, through NCERT and NIEPA is a commendable effort. NISHTHA has many unique features such as, integration of subjects and pedagogies, social concerns, leadership qualities with target groups being teachers, school heads, educational functionaries who will share similar training, follow-up and support through an on-line web portal, as well as through School Based Assessment at a later stage and collaboration



among NCERT, National Institute of Educational Planning and Administration (NIEPA), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Board of Secondary Education (CBSE), etc.

Even though, school leadership development programmes are leading to positive changes at the ground level, a critical missing factor is orientation of school leaders on pedagogic issues and social concerns. A school head or a principal can lead a school only when they understand pedagogic issues and builds an effective team with teachers and students inside the school and strengthen linkages of the school with the community outside of its boundaries. The disconnect between School Heads and the system level functionaries operating at the cluster, block and district level also came to the fore, wherein, School Heads felt that the support of system level functionaries was lacking in their journey towards school transformation. These concerns acted as roadblocks in implementing school-wide reforms as a result of leadership interventions.

This concern has been taken care in NISHTHA and every school head and system level functionaries will now get orientation not only pedagogic issues but also on the priorities which school heads need to take up in the field. NCERT, in collaboration with NCSL, NIEPA in collaboration has brought out the Package on School Leadership Development containing five modules for School Heads and system level functionaries covering different themes such as school leadership, pre-school education, pre-vocational education, gender dimensions in teaching and learning process and initiatives in school education. The very first module on the leadership has been developed by NCSL, NIEPA and NCERT with the prime focus of enabling the School Heads to take a prominent role in leading the school change with a focused vision of improving quality of the school and further enhance students' learning. Other four modules have been developed by the NCERT team. The practitioner-centric modules attempt to develop knowledge, skills and attitudes of the School Heads and system level functionaries through an interactive and experiential format with numerous opportunities inbuilt for sharing and reflection.

The package has been designed in such a manner that it can be used by the State Resource Persons—Leadership (SRPs—L), School Heads and system level functionaries.

HOW TO USE THIS TRAINING PACKAGE

NISHTHA has been conceptualised as a holistic capacity building programme including all stakeholders – teachers, head teachers, and system level functionaries under one common roof. This would enable the stakeholders to collaboratively think, design and implement positive changes in their school, while at the same time understand mutual expectations and challenges. The focus of this training programme is to improve quality in schools, with a focus on improving student learning and student learning outcomes. The Package on School Leadership Development has been prepared for National Resource Group (NRG) members, School Resource Persons—Leadership (SRPs—L), School Heads and system level functionaries (operating at cluster/block/district level). The SRPs—L include the faculty members drawn from SCERTs, SIEMATs, DIETs, IASEs, CTEs, BRCs, CRCs and senior secondary schools, elementary schools identified by the respective States/UTs. SRPs—L in the NISHTHA programme play a critical role as they will directly build capacities of School Heads and system level functionaries.

The objectives of this package are—

- to develop the necessary knowledge, skills and attitudes among SRPs—L, school Heads and system level functionaries for leading the school towards quality improvement with a focus on improving student learning and student learning outcomes.
- to build capacities of School Heads as academic leaders for implementing school based assessment with the support of teachers and system level functionaries.
- to enhance knowledge and skills for academic supervision of teachers on achieving learning outcomes stipulated for every class in all major subjects.
- to develop an understanding on the need and importance of pre-school education, pre-vocational education, gender equality and initiatives in school education among school heads and system level functionaries.

This package on School Leadership Development is presented in two sections. Section I includes five modules. These modules have been designed with the prime focus of enabling school heads to take a prominent role in initiating, motivating and driving the change process with in their schools, all with the aim of enhancing various parameters of quality with an added emphasis on student learning. This package also includes reference to Generic and Pedagogical Modules prepared under NISHTHA for capacity



building of teachers. The relevance of these modules is integrated in the conceptualisation of academic supervision for school heads and system level functionaries in the Module on School Leadership. Section II outlines the workshop schedule and session design of this package. The workshop schedule is for two days that will be transacted by the National Resource Group (NRG) with the School Resource Persons—Leadership (SRPs—L). It is encouraged that the NRG members go through all the five modules in detail and make notes before taking the sessions provided in the session design. Further, when the SRPs—L conduct capacity building programmes of school heads and system-level functionaries at the block level in each of the State/UT, they need to focus in detail on academic leadership of School Heads. Academic leadership explains how School Heads develop a deeper understanding of teaching-learning processes along with teachers and use that knowledge to supervise classroom processes for improvement in student learning. The SRPs—L also provide the necessary skills and attitudes to School Heads to conduct effective supervisions, create a learning culture in schools and lead school based assessments for and of student learning. During the transaction of this package at the block level, the SRPs—L also integrate knowledge on pre-school, pre-vocational, gender equality and initiatives in school education. The SRPs—L are expected to share various reference materials with school heads and system-level functionaries, including web references for continuous and further learning.

USE OF THE TERM ‘FACILITATOR’ IN THIS PACKAGE (NRGs AND SRPs—L)

This package has been developed for the use by NRGs and SRPs—L who are the ‘facilitators’. The capacity building workshops for NISHTHA are to be held at two levels: the first level is Capacity Building of State Resource Groups by the National Resource Group Members. State resource groups will be constituted at the State/UT level. The state resource groups will consist of Key Resource Persons (KRPs) and State Resource Persons—Leadership. At the second level, state resource groups will build capacities of teachers, head teachers and system-level functionaries across the country. Within the state resource groups, KRPs would build capacities of teachers and SRPs—L would build capacities of school heads and system level functionaries.

NOTES FOR THE FACILITATORS

The facilitators need to go through this package thoroughly to understand the intent and content of School Leadership Development for Improving Quality in School Education. It is

suggested that as a first step, the facilitators read through each of the Modules and prepare notes so that while transacting the workshop, all aspects of the Modules are covered during the sessions. The session design has activities which only provide a starting point to discuss on the issues detailed out in the modules. The facilitator has the flexibility to pick and choose from the activities given in the Session design or those given in the respective modules. In fact, activities in the session design are also taken from the modules.

It is important that the SRPs—L provide web links of modules prepared for NISHTHA to all the head teachers, teachers and system-level functionaries who attend the capacity building and training programmes. This would enable the head teachers, teachers and system level functionaries to download the modules and read them at their own pace. These modules are self-instructional materials which head teachers and system-level functionaries can read for further clarity and implementation in schools.

WHO ARE THE SCHOOL HEADS AND SYSTEM LEVEL FUNCTIONARIES?

School Heads, head teachers refer to designated position of head at the elementary level (primary/upper primary/composite) or senior most teachers in charge of the school. Head teacher can thus be a regular functionary or an in-charge. System level functionaries refer to all the educational functionaries in position at the cluster, block and district level for elementary education. The terms used in the package are only indicative as functionaries in various States/UTs may be called by different names. Terms used in the package.

CRC — Cluster Resource Co-ordinator

BRC/ABRC — Block Resource Co-ordinator/Assistant Block Resource Co-ordinator

BEO/ABEO — Block Education Officer/ Assistant Block Education Officer

DEO — District Education Officer

SECTION I: CROSS-CUTTING CONCERNS (GENERIC)

This section contains five modules designed for SRPs—L, school heads and system level functionaries. The details are given below.

MODULE 1: SCHOOL LEADERSHIP: CONCEPTS AND APPLICATIONS

This module deals with themes and content focusing on enhancing knowledge, skills and attitudes of school heads and teachers and system-level functionaries on school leadership with a focus on academic supervision and developing a learning culture in schools. It addresses the following questions.

- What are the characteristics of an effective school leader? What do we mean by a leader in action?
- What are the multiple roles and responsibilities of a school leader? How important is the role of an academic leader for a school head?
- What does academic leadership signify for a school leader?
- How can a school leader supervise the academic processes in school and classrooms for enhancing student learning and student learning outcomes?
- How can a school leader create a collaborative learning culture in the school for improving student learning and student learning outcomes?
- What is a school development plan and how can it be used to transform the school?

MODULE 2: PRE-SCHOOL EDUCATION

This module deals with the following issues.

- What are the developmentally appropriate practices and pedagogy of pre-school education and pre-schooling processes?
- How can pre-school education provide a foundation to ensure that all children develop a strong foundation for lifelong learning and experience smooth transition to primary school?
- What are the significant aspects related with knowledge of first six years of life cycle of children especially in terms of their growth, development and learning needs?
- What is the role of a School Head as an academic leader for supporting teachers for enhancing early numeracy and literacy among preschool children?

MODULE 3: PRE-VOCATIONAL EDUCATION

This module deals with the following issues.

- What is meant by vocationalisation of education, especially pre-vocational education from Classes VI to VIII?

- How can a school leader prepare the students through exposure to pre-vocational education and contribute to the building of a skilled workforce required for the 21st century?
- What processes can a school leader initiate in the school that is directed towards exposing children to the plethora of choices available for them after completion of studies?
- How can the school leader along with teachers inculcate the value of work and dignity of labour and in still confidence among the children?

MODULE 4: GENDER DIMENSIONS IN TEACHING AND LEARNING PROCESSES

This module deals with—

- What is meant by gender sensitisation in school and classroom processes?
- How can school leaders and teachers create a school climate which focussing on democratising education based on gender equality?
- What is the role of a school leader in transforming attitudes, beliefs and behavioural patterns of self, teachers, and staff on the lines of gender equality?
- How can a school leader motivate and ensure that teachers become aware of gender dimensions in classroom and teaching practices?
- How can school leaders and system-level functionaries reduce gender disparities in enrolment, retention and ensure distribution of equitable learning opportunities to all?

MODULE 5: INITIATIVES IN SCHOOL EDUCATION

This module deals with—

- What do school leaders and system-level functionaries need to know about recent initiatives in school education such as Performance Grading Index (PGI), UDISE plus, various components of *Samagra Shiksha*?
- How can school leaders and system-level functionaries implement the various components of *Samagra Shiksha* for improving quality in schools?

SECTION II: WORKSHOP SCHEDULE AND SESSION DESIGN

This section provides the workshop schedule for NISHTHA training of School Heads and system level functionaries to be conducted by the NRG with the SRPs—L. It is suggested that during this workshop, at least during the first half of the day, KRPs (Key Resource Persons for teacher training) are also present

along with SRPs—L so that they as a comprehensive group get acquainted with key aspects of school leadership. When SRPs—L provide further training in blocks, there will be a combined group of teachers, school heads and system-level functionaries. As mentioned earlier, SRPs—L need to focus primarily on academic leadership for improving student learning, with reference to other issues such as pre-school, pre-vocational, and initiatives in school education.

IMPORTANT WEB LINKS

Ministry of Human Resource and Development, GoI:

<https://mhrd.gov.in/>

NISHTHA: <https://itpd.ncert.gov.in/>

National Council for Educational Research and Training (NCERT):

<http://www.ncert.nic.in/>

National Institute of Educational Planning and Administration (NIEPA): <http://niepa.ac.in/New/>

National Centre for School Leadership (NCSL) at NIEPA:


<http://ncsl.niepa.ac.in/>

Online Programme on School Leadership and Management (NCSL):

<http://pslm.niepa.ac.in/>

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The Council extends its heartfelt thanks to N.V. Varghese, *Vice Chancellor*, NIEPA and his NCSL team for contributing a module on Leadership for this package and also designing the package focusing on the requirement of school heads and system level functionaries.

The package on School Leadership Development is a collaborative effort of National Centre for School Leadership, NIEPA and NCERT faculty. The Council acknowledges the feedback and suggestions received from all the States and UTs, Kendriya Vidyalay Sangathan, Navodaya Vidyalay Sangathan, Central Board of Secondary Education and also from some of the private schools such as Sanskriti School, Delhi Public School, Mothers' International School, etc. and some of the NGOs such as Azim Premji Foundation, Kaivalya Education Foundation, Tata Trusts and Aurobindo Society. Their suggestions have helped NCERT and NIEPA to bring out improvement in the modules.

The council is also thankful Pawan Sudhir, *Profesor and Head*, DEAA for the cover page design of this package.

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*No matter, how much we grow in life, a
teacher's contribution never diminishes.
We tend to admire and respect them
more when we begin struggling in life.*

— Dr. S. Radhakrishnan





Section — I

Modules

Module 1 — School Leadership:
Concepts and Applications

Module 2 — Pre-school Education

Module 3 — Pre-vocational Education

Module 4 — Relevance of Gender Dimensions in
Teaching and Learning Process

Module 5 — Initiatives in School Education

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lesson to his students, can only load their minds, he cannot quicken them.

Rabindranath Tagore (1994), "The English writing of Rabindranath Tagore: A miscellany". p. 64, Sahitya Academy

SCHOOL LEADERSHIP: CONCEPTS AND APPLICATIONS

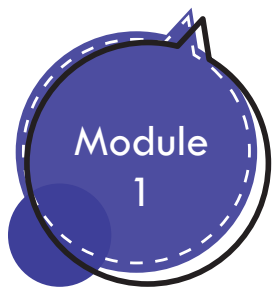
INTRODUCTION

This module helps build a comprehensive understanding of the concept of leadership in the context of the school and in the context of the education system that the school is located in. This module is essentially developed for elementary head teachers/school heads with the prime objective of developing them as school leaders and effective practitioners who are capable of leading their school towards change and transformation, with the core mandate of improving student learning. However, it has been observed that schools do not operate in isolation. The school as a unit is nested within a cluster, clusters within blocks and blocks within a district in the educational administrative structure of India (with slight variations across the country). The National Centre for School Leadership thus believes that transformative school leadership can only be realised if there exists a conducive and supportive leadership scaffold at cluster, block, and district level. The module exhaustively discusses the concept of leader in action, multiple roles and responsibilities of a school head, academic leadership for improving student learning and creating a learning culture in school. Further, it deals with efforts required by the head teachers and system level functionaries to improve student learning. Towards the end, the module also has a brief note on school development plan for head teachers to envision a transformed school and work towards turning the vision into reality. The module, though designed for head teachers, also addresses the leadership requirements of system level functionaries. Each section presents the concept with implications for system level functionaries.

LEARNING OBJECTIVES OF THE MODULE

Head teachers would be able to

- understand and develop a perspective on school leadership with a focus on multiple roles and responsibilities of a school leader
- develop academic leadership for improving student learning and quality improvement in schools
- gain knowledge, skills, and attitudes to lead the school through building a collaborative learning culture conducive for student learning



Module 1

System level functionaries (CRC/BRC/ABRC/BEO/ABEO/DEO/DPO) would be able to develop a shared vision on leading clusters, blocks, and districts for quality improvement in schools

LEARNING OUTCOMES FOR LEADERSHIP DEVELOPMENT: KNOWLEDGE, SKILLS AND ATTITUDES FRAMEWORK

Learning outcomes for school heads and system level functionaries can be understood through the grid of knowledge, skills, and attitudes as given below. It is believed that through this module the head teachers and system level functionaries would be able to achieve the following knowledge components, develop correct attitudes and skills to lead academic transformation of their schools, clusters, blocks and districts. In the context of adult learning—

- Knowledge refers to What? A component of understanding a theory and practice.
- Skills refer to How? component of operationalizing a theory or a practice.
- Attitudes refer to perspective or an outlook which stems from thinking and belief systems of an individual.

Knowledge	Skills	Attitudes
School Leadership	Vision Building	Taking Initiative
Pedagogical Content knowledge	Collaboration	Positive Outlook
Academic Supervision	Communication	Being Proactive
Team Learning	Academic Supervision	Belief that Every Child can Learn
School Development Plan	Supporting Transformation of Teaching-learning Processes	Belief that Every Child can Progress on the Learning Graph
ICT Initiatives in Education	Planning and Reviewing	

LEADERSHIP: THE CONCEPT

This section explains the concept of leadership in detail, beginning with the importance of self and motivation as important attributes of an effective leader. It urges the head teachers and system level functionaries to reflect on the basic characteristics of a leader that are generic to any situation. As a leader in a school context or in an educational setting, one needs to understand one's role beyond administration and

management. These and other related concepts are dealt with in the section on Leaders in Action.

Self and Motivation

Understanding self helps you to become aware of your attitudes and capabilities. It enables you to develop confidence and begin a process of thinking-questioning-rethinking on your attitudes and actions to bring about the desired changes, in order to become an effective leader. This process helps in altering your attitude to that of “Yes, I can!” especially when faced with a challenge. This process helps you emerge as a leader for transforming your school. It is only when one is able to bring about a change in self that one can influence others by being a role model and as a problem solver. These attributes are essential for a head teacher as they begin their journey as a school-leader.

However, developing self is a continuous process that is probably life-long. This process includes many aspects where we want to bring about a change related to our behaviour, our thinking or in terms of knowledge or skills. You may want to improve your behaviour while relating with others, create a more positive attitude, expose yourself to different life experiences, and develop professionally through self-reading, learning from other colleagues or attending in-service programmes. These are few of the many ways in which you can develop yourself. The better you become, you are more self-confident to lead your school. Hence at the beginning of this journey, you need to ask this to yourself—

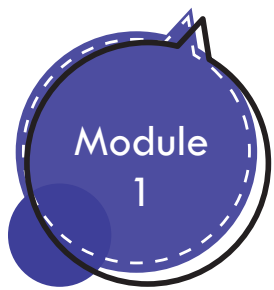
What are the basic attributes that I need to have to become an effective leader?

Key Characteristics of a Leader

- One who ‘initiates’ or takes the first step
- Maintains a positive outlook
- Is self-motivated
- Motivates and influences others
- Maintains consistent efforts for bringing change

Do you agree that in order to take up the role of a leader, one needs to ‘take the first step’? Think over the basic attributes of a leader that you can add to the above list. These are the attributes that one needs to exhibit in order to become an effective leader. You may also check the video link provided at the end. What important leadership lessons you learn from this video?

Check video link
in audio-visual
resources on
Lead India Video



Module 1

Leaders in Action

There can be two kinds of leaders—leaders by position or leaders who have been appointed or have come to position by virtue of being the senior most staff and leaders by action or leaders who have been chosen for their actions, for their ability to influence people in large numbers, take them along in pursuance of a goal and remain in the hearts forever through their knowledge, skills and most importantly a positive and proactive attitude. These may not be people with any position, it is simply their thoughts and actions that inspire and impress people that they decide to follow them. As a school head/system level functionary, you may be an appointed leader, occupying the position of a head due to your seniority or otherwise. But, are you also a leader by action?

You need to be a leader by action to influence and bring change in the school. Some of the attributes of a leader by action are being self-motivated, influencing others, building interpersonal relationships, creative and critical thinking, decision making, and ability to take everybody along as a team.

Leadership Defined

Leadership in layman's language is understood to be an authority or someone with enough power or influence to head a group of people or organisation.

Let us try to understand the terms 'power', 'authority' and 'influence' and see how these could actually help us define or redefine leadership.

Power is an ability to change the behaviour of other person(s) with manipulation of reward and punishment. There are three kinds of power: (i) coercive power (personal harm) (ii) remunerative power (money) and (iii) normative power (norms, rules, and regulations).

Authority is legitimised power. The government functionaries have the authority which is granted to them by legitimate means. You also have the authority of a leader by position.

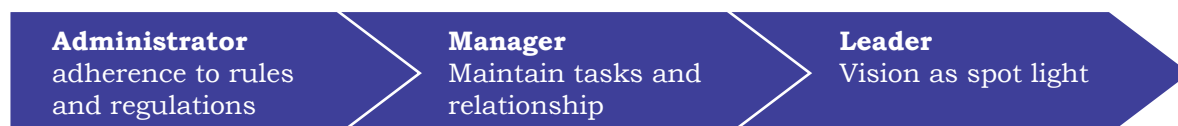
Influence is an ability to change the behaviour of other person(s) without manipulation of reward and punishment or without authority.

The best leadership style is to influence others without authority and create a climate of trust, free from fear of rewards or punishments. The impact of influence is stronger, enduring and lasting. One premise that can be drawn on leadership, apt in all school situations, is "Leadership is an influencing process".

Move beyond Administration to Leadership

While in school you perform different roles—at times like an administrator you look into the organisational responsibilities and at times like head of a company you are managing the different departments within school and those aligned with school. But in this hustle and bustle of events, what you may miss out is thinking and acting like a leader. You may forget to visualise where each of the tasks that you spend time on, takes you and your school in terms of improvement.

There is an inherent difference in the way one works as an administrator, manager or a leader. Examine the figure below and decide where you stand while functioning as a school head/system level functionary in your workplace.



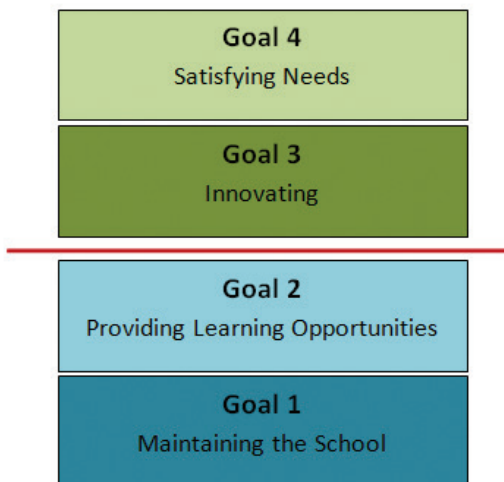
You will see in the figure, as the arena of work widens so does the nature of your functioning. When you work only within the rules and regulations while executing tasks, you tend to exhibit more of administrative tendencies. Your spectrum of work is narrow. This is more pronounced in a highly bureaucratic structure, wherein one does not come out of comfort zone, rather resorts to boundaries set by higher ups. In most cases you wait for instructions, are reactive, and do not depend on your own decision making skills.

When you use your wisdom to run your school smoothly by supervising various school activities and departments, you are working more as a manager with extended boundaries, slightly beyond the limits of administration. However, the role of a leader is much beyond. A leader

- develops a shared vision and translates vision into practice with well developed and nurtured teams.
- creates an environment that promotes collaborative human relations, building and leading teams, supporting team efforts.
- inspires through actions and motivates through providing a supportive culture.

Perhaps as heads of schools, dealing with multiple roles and responsibilities, you would have much more to add to this understanding. Based on this initial discussion, let us reflect on our understanding of school leadership.

A leader is expected to go beyond administration and management to provide leadership by fostering an environment for change. In order to become a leader, you will have to achieve four goals as illustrated in the model proposed by Boles and Davenport (1975).



Source: The Leadership Process in Harold W. Boles and James A. Davenport (1975), Introduction to Educational Leadership, Harper and Row Publishers, New York, p. 158

The figure demonstrates while managing, monitoring, administering your school, you are supposed to achieve four goals in order to become a school leader/system level leader. To the extent you are carrying out school activities like maintaining performance of students and teachers, students' attendance, school results, teachers' regularity and punctuality, professional development for teachers, equipping library with reference material, etc., you may contend that you are achieving Goals 1 and 2.

Those who initiate changes and implement innovations can claim to accomplish Goal 3. Further, those who have attained success in satisfying professional aspirations of teachers and that of the institution (school), to the extent that both become compatible to each other and grow simultaneously, you can be considered to be successful in accomplishing Goal 4.

As long as your efforts are limited to achievement of the first two goals, you are an administrator. To become a leader, you will have to cross the red line. One may say, few can claim to be leaders with attainment of first three goals, most are administrators and very few reach Goal 4. To know more about

Check video link
in audio-visual
resources on Change
Leadership and School
Improvement

‘Change Leadership’, check the video link provided under audio-visual resources.

School Leaders: Multiple Roles and Responsibilities

As a leader of the school, you have multiple roles and responsibilities. The seven expected key roles and accompanying responsibilities of a school leader can be understood from the figure given below.



Perspective on School Leadership

This is an overarching role of a school leader/system level functionary. As a leader, you need to develop an understanding of leadership and its impact on school transformation or transformation of the education unit (cluster/block/district). This role encourages you to build a conceptual understanding of school as a place for promoting growth and development of children and as a ground for continuous experimentation and change. Understanding of this role will help you to dialogue around the leadership challenges of a school head/system level functionary and understand how to overcome the challenges for achieving the transformative agenda. The role helps you emphasise on the centrality of the child, focuses on building a vision for change and transformation that is inclusive and progressive in nature. In this capacity, you as a school leader, can assess the ground realities of the school at present, develop a vision for your school and begin the journey of realising the vision with the aim of holistic development of every child through collaborative and team work. The concept of school



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Check video link in audio-visual resources on School as a Learning Organisation

as a learning organisation comprehensively explains this role in terms of what a school leader need to do for school transformation.

Developing Self

The focus of this role is to develop a positive self-concept with regard to capabilities, attitudes and values in self, teachers, staff and students. In this role, you have to begin self-improvement through reflection and interaction by understanding the critical role of a leader in creating scope and opportunities for continuous learning and development of self and others. In this, the leader would need to first invest in 'self' to demonstrate vibrant leadership. The ability for this can be developed by practicing 'reflection' as a way of self-learning. The belief is that by practicing action-based-reflection, the school leader becomes more empowered to lead the desired change, which develops an attitude of "Yes, I can!" when faced with a challenge and, consequently, transforms the school. Understanding of this role will help you develop the knowledge, skills and confidence to take responsibility for school change. To begin the path of professional self development, check the video link provided under audio-visual resources.

Check video link in audio-visual resources on Professional Development Plan

Transforming Teaching-learning Process

The significance of this role is to transform the teaching-learning processes in school as a place for exploration and creativity and making classroom processes more child-centred. This enables the school heads to understand the purpose of education and reflect on issues such as why children should come to school, what should be the teaching learning processes be like in order to welcome and retain students towards completion of the elementary cycle. This role emphasises on the developmental needs of the children and, through various experiential learning activities, tries to develop sensitivity among the school heads to understand the needs of children. It also focuses on developing skills of you, the school head towards important processes related to teaching learning, such as observation of classrooms, providing feedback to teachers and being a coach and a mentor to them. The purpose of this role is to enable you to lead the process of teaching and learning in a way that each child feels unique, important and respected and is motivated to come to school every day to learn new things about oneself and the environment. Check the video link provided under audio-visual resources for understanding the school and purpose of education.

Check video link in audio-visual resources on School and Purpose of Education

Building and Leading Teams

The school is a unit whose members work together with intense activity towards defined goals. For this to happen effectively, building and leading teams emerges as an important role of the school head. Team work not only helps in better functioning of the school, but also builds each team member's capacities and skills, as a result of exchange of ideas and new ways of approaching problems and challenges. This role addresses the values and skills required to build and sustain effective teams. You may start thinking on how to lead the processes for team formation, collaboration, group dynamics, conflict resolution, effective communication and at the same time create opportunities for professional development of team members.

Leading Innovations

Innovations in any organisation are seen as a potential approach to suitably resolve the problems and bring about change. Not only should innovations be used to solve problems, but should also be seen as spaces to involve all people and encourage inclusive practices in the school. Innovations encourage people to take risks, enjoy thinking and act with conviction. It gives confidence to perform with an attitude of "Yes, I can". Learning by innovating becomes a natural phenomenon in the school. Therefore, it is seen as a significant role of a school leader. It is important to build the culture of innovations in schools for taking the lead to transform schools into learning organisations. Innovations in teaching learning and school processes can make learning joyful, not only for the child, but also for teachers, parents and the community with school transforming itself into a learning organisation. Check the video link under audio-visual resources to know more about innovations.

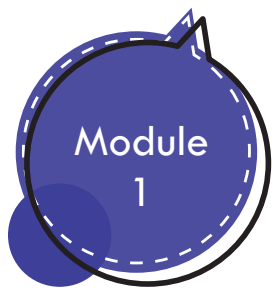
Check video link in audio-visual resources on Knowing More about Innovations

Leading Partnerships

Children from diverse socio-economic background come to school with different experiences. When their social and emotional needs are addressed, they are able to relate to school and learn better. Schools have the opportunity to enrich the lives of their students by engaging with parents and community and other stakeholders to ensure that every child learns. This role helps you in creating and building partnerships with school's local communities involving community members, parents, other school heads and system level functionaries.

Leading School Administration

This role focuses on the administrative and financial aspects of leading a school. It encourages you to understand



administrative rules and guidelines issued by the respective state governments, as well as develop an understanding of school finances, budgeting and utilisation of funds. While leading a school, management of physical and human resources is important and this area explores the various dimensions of effectively dealing with resources. This role of a school leader also becomes significant as it attempts to help you lead school transformation with informed decision-making.

The expected roles of a school leader are thus multiple, however, one of the most significant roles is that of improving teaching-learning processes in the school and ensuring that every child learns. Let us examine the relationship.

Significance of School leadership for Student Learning

School leadership is the second most important factor after teacher quality which impacts student learning (Robinson *et. al.* 2007). School Leaders can create conditions for teachers to teach effectively such as ensuring adequate staff and resources and a learning culture that allows students to flourish as learners. Principals build teams, translate vision for successful learning of all students, cultivate leadership in others, help teachers upgrade their skills and use data to nurture school improvement. They also motivate teachers to better their teaching practice. School leadership matters the most when schools are operating in challenging circumstances and need to be transformed. In short, successful school leaders engage in building a shared vision, goal setting for teachers and students, improving teaching-learning conditions, achieving results and ensuring student learning.

Effects of School leadership on student learning: Different Conceptual Models

Robinson *et. al.* 2007 proposed four types of effects of school leadership on student learning after studying a number of research studies. These are: direct effect, mediated effect, reciprocal effect and inverse effect. In this section we discuss the first three effects which are more relevant in our context.

Direct effect: Implies that school leadership is assumed to directly influence student learning (See Figure 1). However, this kind of effect is found more pronounced in cases where the school leader is also teaching a few classes in addition to supporting and mentoring teachers. The school leader creates congenial conditions in the entire school for ensuring effective

teaching-learning processes within the classrooms so that children learn.



Figure 1: Direct effect

Mediated effect: In the indirect or mediated effect, two or more variables apart from school leadership are also considered that influence student learning. For example, School leadership influences student learning through teacher quality (Figure 2). There can be many more ways in which this mediation can take place involving other system leaders such as cluster resource/ block resource co-ordinators who provide academic support for improving teacher quality in schools, etc.

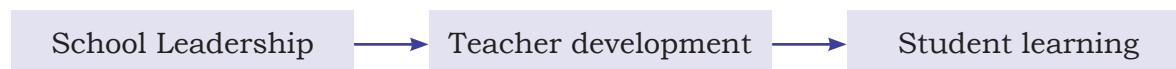


Figure 2: Mediated or indirect effect

Reciprocal Effect: School leadership influences student learning and in turn student learning also influences School Leadership. Refer to the dotted lines in Figure 3 for the reciprocal effect. Due to the efforts of school leadership there are changes in student learning levels. This represents forward arrow. You have already understood this relationship in Figure 1 and 2. In the reciprocal effect, the school leader and teachers are motivated to bring about changes. However, despite making efforts by the school leader, there may still persist differences in learning levels of students and a few children may still be performing lower than their grade competencies. In other words, low students' learning levels can suggest that the efforts of school leaders and teachers are not sufficient enough. This provides a feedback for the school leader and teachers to change their strategies and practices to improve the student learning. This is represented by the backward arrow. Hence, in this case, the relationship between school leadership and student learning is reciprocal in nature.

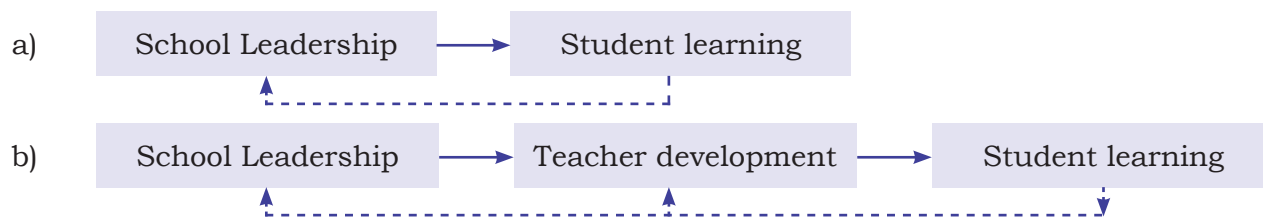
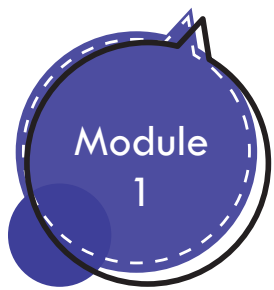


Figure 3: Reciprocal effect



ACADEMIC LEADERSHIP FOR IMPROVING STUDENT LEARNING

Academic Leadership refers to the set of knowledge, skills and attitudes that a School Head possesses for transforming teaching-learning process of the school in such a way that it leads to (1) improving student learning and in the process contributes to (2) professional development of teachers. A school head who assumes the role of an academic leader strongly believes that each child is capable of learning and progressing and the teachers can improve their teaching practice, knowledge and skills. An academic leader also supports and supervises teacher practice as well as teaching-learning processes. You are also aware that a head teacher or school head of a primary, upper primary, or an elementary school, also engages in teaching classes. Hence it is important to understand that he/she is both a *teacher and a school leader*. This is an advantage as the head teacher understands the role of a teacher, the challenges a teacher faces while dealing with diverse student population and differential learning needs of students. In addition, as a school head, you will also have to provide academic support and supervision to other teachers in the school for improving the overall teaching practice in *each* classroom and in *all* subjects. To understand your role as an academic leader, you need to comprehensively understand three components:

- Developing a perspective on active learning principles
- Understanding of pedagogical-content knowledge as a school head
- Academic supervision in school

Developing a Perspective on Active Learning Principles

Student learning has to be conducted in a fear free environment. Schools need to be spaces for empowering children to bring out their maximum potential, to develop in them critical thinking skills and an inquiring mind. In this way they can become efficient citizens and are able to contribute meaningfully to the society. How can you bring about a learning environment where children feel safe and secure, develop critical thinking skills and inquiring minds? The answer lies in doing away with rote learning and bringing in a kind of learning where children feel joy to learn. This kind of teaching method where the focus of learning is the child; where the children are not merely listening to lectures but instead are engaged in higher order thinking tasks is called child-centered pedagogy. Unlike in rote learning where teachers provide information, in child-centered teaching

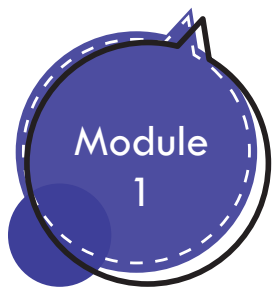
methods, teachers act as facilitators of knowledge, leading the children to discover, process, and apply information.

One of the components of child-centered pedagogy is active learning that makes teaching-learning processes joyful and meaningful. As a school leader, you need to have an in-depth understanding of active learning principles that are generic and can be employed in teaching-learning process across subject domains. You may check out the video link under audio-visual resources and derive active learning principles from the video.

Check video link
in audio-visual
resources on
Young Historians

After making a note of your learning from the video, see the table below to understand the difference between passive and active learning. Reflect on how you can coach your teachers to use active learning principles in classroom teaching-learning process.

Passive Learning	Active Learning
Teachers are engaged with generalised theories of children and learning	Teachers understand the social, cultural and political contexts in which learners grow and develop. They engage with learners in real life situations along with theoretical enquiry.
Knowledge treated as external to the learner and something to be acquired	Knowledge generated in the shared context of teaching, learning, personal and social experiences through critical enquiry.
Little opportunity for reflection and self-study	Teachers engage children in deeper discussions and reflection. Students encouraged identifying and articulating issues for self-study and critical enquiry. Students maintain reflective journals on their observations, reflections, including conflicts.
Students work individually on assignments, in-house tests, field work and practice teaching	Students are encouraged to work in teams, interact with each other and undertake projects across diverse subject domains. Group presentations are encouraged.
No “space” to address students’ assumptions about social realities, the learner and the process of learning	Learning “spaces” provided to examine students’ own position in society and their assumptions as part of classroom discourse.
No “space” to examine students’ conceptions of subject-knowledge	Structured “space” provided to revisit, examine and challenge (mis)conceptions of knowledge.
Encourage rote learning	Discourage rote learning, makes learning a joyful and participatory activity, organises learner-centred, activity-based, participatory learning experiences—play, projects, discussion, dialogue, observation, visits, integrate academic learning with productive work.



Does not lead to value education

Promotes peace values - democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction

Source: NCfTE (2009) http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf

Understanding of Pedagogical-Content Knowledge as a School Head

The previous sub-section oriented you on active learning principles of teaching-learning process, which can be categorised as generic principles of pedagogy. Here, in this section you would learn more about the concept of pedagogical-content knowledge, learning outcomes and school-based assessment. These three components would help you give the knowledge and skill base required for establishing yourself as an academic leader and conduct effective supervisions. Let us understand that PCK (pedagogical-content knowledge) in simple terms is a combination of pedagogical principles that are specific to subject matter of a particular discipline (subject domain). However, the understanding of PCK is not limited to this and includes a deeper understanding of the context of the teacher, the diversity and background of students and differential learning needs of children so that teaching-learning processes can be designed to benefit learning progression of each child.

General pedagogical knowledge

This includes knowledge of learning environments and instructional strategies, classroom management, knowledge of learners and how do children construct knowledge (for example, active learning principles).

Subject-matter knowledge

This includes knowledge of content related to the subject or the discipline.

Pedagogical-content knowledge

Simply understood, it relates to a conceptual map of how to teach a particular subject; knowledge of instructional strategies and illustrations (examples used to build a concept or explain a phenomenon) for that particular subject; knowledge of students' understanding and potential misunderstandings in that subject, questioning by the teacher for clearing potential misunderstandings of students' knowledge and building conceptual clarity, keeping the diversity of students in mind while teaching-learning, etc. In addition, this framework also calls for having a thorough understanding of students' diverse

cultural, social and linguistic backgrounds, interests, learning needs and the strategies, techniques and tools which are required to create and sustain a positive learning environment in school and classrooms.

To know more about pedagogical-content knowledge regarding different subjects, you may access modules prepared by NCERT on different subject areas at <https://itpd.ncert.gov.in/>.

Check video link
in audio-visual
resources on
Pedagogical-Content
Knowledge

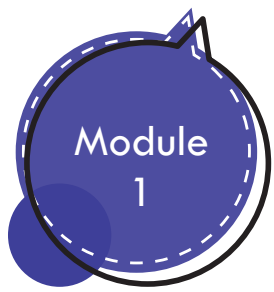
Pedagogical-content Knowledge of Subjects

- Pedagogy of Environmental Studies
- Pedagogy of Science
- Pedagogy of Mathematics
- Pedagogy of Social Science
- Pedagogy of Languages

As a school leader, you need to have a basic understanding of PCK of different subject domains to be able to supervise the teaching-learning processes of your school. It is possible that at the elementary level (primary/upper primary), you have a small school with limited number of teachers. In such a case, you might be spending more time teaching classes along with your teachers. Hence, a deeper understanding of subject domains is as important for you as the teachers. In the modules listed above, you would find that for each subject, grade-wise, learning outcomes have been defined. Transforming teaching-learning processes in your schools also entails that students learn and that the learning is progressive. However, we need to move beyond grades and marks to assess if the students are actually gaining knowledge, skills and competencies that are subject specific as well as across subject domains. For this, let us understand the concepts of Learning Outcomes and School Based Assessment.

What are Learning Outcomes?

Moving away from rote memorisation methods, competency (learning outcomes) based assessment has been emphasised. To make teachers and the whole system to understand what children will achieve after going through a process of learning across the year in a particular class in terms of knowledge, skills and change in social-personal qualities and attitudes, the NCERT has come up with Learning Outcomes. Learning Outcomes are statements that tell about the knowledge or skills children need to gain by the end of a particular class or course and these are supported by the pedagogies which teachers need to implement for enhancing learning. They are the process-based



statements which provide the check points that are measurable in a qualitative or quantitative manner to assess the progress of a child on the scale of holistic development.

Two learning outcomes for Environmental Studies as examples are given below—

- Learner describes the need of food for people of different age groups, animals and birds, availability of food and water, and use of water at home and surroundings.
- Learner describes roles of family members, family influences (traits/features/habits/practices), need for living together through oral/written/other ways.

In order to attain the above learning outcomes, the learners have to be provided with opportunities to work in pairs, groups, individually and are to be encouraged to observe and explore the immediate surroundings; record and express them in oral/written/drawings/gestures. Children need to be allowed to discuss with elders and visit different places, collect information from them on the topic of their choice and discuss the findings in the groups. The learning outcomes at the elementary stage are meant to provide effective learning opportunities to all the students including children with special needs (CWSN) and those belonging to disadvantaged groups. These have been developed for the curricular areas—Environment Studies, Science, Mathematics, Social Sciences, and Language. These learning outcomes are linked with the curricular expectations and pedagogical processes. The provisions for children belonging to disadvantaged groups include the following—

- Ensure their participation in the learning process and help them progress like other children. Avoid comparing children.
- Modifying the curriculum and learning environment to suit individual needs.
- Provision of adopted activities in different content areas.
- Accessible text and materials to suit age and levels of learning.
- Appropriate management of classrooms, e.g., management of noise, glare, etc.
- Provision of additional support by using Information and Communication Technology (ICT), video or digitised formats.
- Mobility aids (wheel chair, crutches, white cane), hearing aids, optical or non-optical aids, educational aids (Taylor frame, abacus, etc.).
- Sensitising other children about the strengths and weaknesses of CWSN.

- Additional time and selecting suitable mode(s) for the successful completion of assessments.
- Respect for home language and relating to socio-cultural milieu (e.g., traditions and customary practices, etc.).

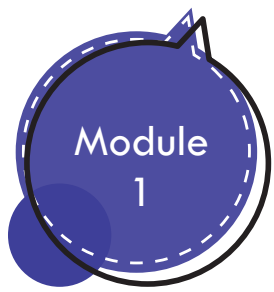
— Excerpt taken from Module 1, *Curriculum, Learner-Centered Pedagogy, Learning Outcomes and Inclusive Education* (pg.9-10), NCERT for NISHTHA

Learning outcomes are thus class-wise process based small goals that are “measurable in a qualitative or quantitative manner to assess the progress of the child as per the expected holistic learning for the overall development of the child.” The teachers are expected to use “contextual resources and appropriate learning processes” while designing lesson plans and encouraged to “provide a variety of learning situations/ opportunities as per the need of different learners in an inclusive classroom.” However, the learning outcomes that are spelt subject-wise for a class are not to be understood in isolation, rather taken as a whole for holistic understanding of the child. Similarly, learning outcomes defined in each curricular area are built on each other across curricular areas and stages.

The head teachers can access the detailed document on Learning Outcomes at Elementary Stage prepared by NCERT at <http://ncert.nic.in/>. Learning outcomes grade-wise and subject-wise are also provided in the list of modules shared earlier. The document on Learning Outcomes at the Elementary Stage includes learning outcomes mentioned distinctively for each class in languages (Hindi, English, Urdu), mathematics, environmental studies, science and social science up to the elementary stage. The document is meant for all the stakeholders, especially for the parents/guardians, teachers, SMC and community members.

What is School Based Assessment?

School based assessment is an assessment embedded in the teaching and learning process within the broader educational philosophy of ‘assessment for and assessment in learning’. School based assessment is assessment of school students by school teachers in schools. This is a common practice of sharing the performance of children in at the end of the year in different subjects. The grades (based on marks) do not give any information on what the strengths or gaps in learning are; why the gaps and how to address the gaps in learning. We need to realise that when children’s progress is shared with them in terms of marks or grades without explaining about



their strengths and weaknesses, it labels them, such as A graders, B graders and so on. Moreover, frequent, external and centralised examinations may also be frightening especially for young children.

Assessment: what, why and how?

The prime objective of assessment is to decipher the learning needs of children to allow them to build on their strengths, and support them to overcome the gaps in learning, if any. To understand the 'Why, What and How' of Assessment, let us have a look at

- What are the criteria of assessment?
- What purpose does it serve?

This sub-section elaborates on the criteria, i.e., the learning outcomes, key features of the assessment and its purpose with details on how we can observe children's learning and development using classroom and school based assessment strategies.

Learning Outcomes: the Criteria of Assessment

Assessment of learning, not just requires understanding of what kind of learning is desired but also the criteria against which it could be assessed. Most often, the stakeholders conducting the macro or school based assessment are not clear about it as teachers consider textbooks to be the complete curriculum and assess children using questions given in the unit end exercises whereas the examination and achievement surveys use some MCQs without a clear rationale about the competencies being assessed and the learning behind each of them. The subject wise learning outcomes, for each class, not only apprise different stakeholders, at district/state/national level, of the criteria of assessment but also enable those at the school level, i.e., teachers, students, parents/guardians, School Management Committee (SMC) members, community and the state functionaries to be responsible and alert towards their role besides directing their efforts towards ensuring quality education. So, the learning outcomes defined explicitly can guide and ensure the responsibility and accountability of different stakeholders for the accomplishment of expectations in different curricular areas.

Purpose of Assessment: Assessment for Learning

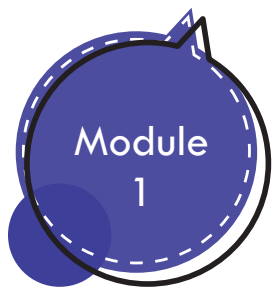
- Assessment is integral to teaching-learning and occurs continuously during the learning. In order to be holistic and free from biases or distortion, it needs to be multiple

evidence based which requires tapping different sources to collect information using a range of activities that the child participates in both inside and outside the classroom on different aspects of learning, i.e., knowledge, performance, skills, interests, attitude and motivation. This helps teachers not only to understand the learning gaps of each child but also to reflect, review and modify their teaching learning as per the need and learning styles of students. It involves students as partners in planning, transaction and assessment of the teaching learning process and, thus, involves both giving and receiving feedback by the students and teachers.

- This requires providing opportunities and space to students to critically assess, reflect and analyse their own work during the teaching learning process and identify their strengths and gaps. They may be encouraged to assess themselves and reflect on peer and group work. Assessment as learning enhances child's confidence and helps develop abilities for lifelong learning. It also occurs during teaching learning.
- It is used to benchmark students' learning against criteria (Process Skills/Learning Indicators and Learning Outcomes) based on identified curricular aims and objectives. To provide comprehensive information regarding the extent of student learning vis-à-vis curricular objectives on all aspects of curriculum, including performance in different subject areas, skills, interests, attitudes and motivation in a holistic manner without segregating into compartments of scholastic and non scholastic areas.
- Teachers map the students' progress on processes of learning based on evidence collected using information from individual/ group/self or peer assessment. A profile for each child may be maintained which can be used to compile the progress of child in comparison to her/his previous performance. The teacher may record these observations (in her/his diary/log book/ comments written on child's notebooks/worksheets/projects, etc.), as and when required, for her/him to monitor the learning progress of each child. It needs to be used meaningfully to help children improve their learning and progress.

—Excerpts taken from the Module 4, *School Based Assessment*, NCERT for NISHTHA

You have read and understood the concept of pedagogical-content knowledge, learning outcomes and assessment for learning. Improving student learning or improving student



learning outcomes cannot be achieved unless teaching-learning processes in the school are designed based on child-centered pedagogy, active learning principles and a deeper understanding of pedagogical-content knowledge of different subjects. As a school leader, it is your most important role to understand and coach self and teachers on the fundamentals of teaching learning processes.

As a school head you need to equally work on other roles such as developing self or others, leading professional development of teachers, team building, creating a culture of innovations and building partnerships with parents and the community to achieve a holistic transformation in teaching-learning process. Only focusing on classroom process may not yield results unless development of teachers and students is designed holistically. For example, an effective school team (teachers, non-teaching staff, head teachers and members of school management committee) that works with a focused vision on inculcating personal-social qualities or improving student learning can have huge impact on overall development of children. Strategies such as integrating community resources into teaching-learning processes can provide better learning experiences for children. Similarly, collaboration of school with parents can significantly improve student learning. Encouraging a culture of innovations in the school can motivate teachers and students to think of new and creative ideas for enhancement of learning, experimentation or exploration.

Academic Supervision in School

As a school leader, you have been oriented on active learning and have developed a basic understanding of what is pedagogical-content knowledge with respect to learning outcomes and assessment for learning, the next role of an academic leader is to

- first, incorporate these newly acquired principles in your teaching practice, and
- second, to coach teachers on how they can integrate the knowledge and practice of these principles in classroom processes for improving student learning.

The role of an academic leader is academic supervision which can be defined as the effort to stimulate, co-ordinate and guide the continued growth of the teachers in school, both individually and collectively. The school leader as an academic supervisor supports in clearly defining goals for teachers and facilitating opportunities for them. An academic supervisor

also works with parents and teachers to keep abreast with the community's needs in order to help provide students with a meaningful educational experience that will benefit them in various career paths.

It is very important to understand what supervision stands for

- Academic guidance
- Academic dialogue with teachers and fellow colleagues
- Feedback to teachers
- Supporting teachers in reflection
- Help in reviewing progress
- Provide on-site practical assistance

The supervisory relationship between the school head and the teacher

This is a professional, academic relationship where both learner (teacher) and supervisor (head teacher) aim to develop a relationship based on mutual trust and respect for each other. It is not about one being superior to another, rather both become learners in the process of improving their teaching practice for the aim of improving student learning and overall development of children.

Functions of an Academic Supervisor

- *Planning and Organising*—Supervisor's basic role is to collaboratively plan the daily work schedule of teachers along with them.
- *Provision of conducive environment*—A supervisor plays an important role in the physical setting of the school and in arranging the physical resources at the right place. This involves providing proper sitting place, ventilation, lighting, water facilities, etc. In addition, the supervisor along with teachers also supports the provision of teaching learning material.
- *Leadership and Guidance*—A supervisor is the leader of teachers. She/he leads the teachers and influences them to work their best. She/he also guides the teachers by fixing achievable goals and targets by facilitating them with instructions and guidelines to achieve those goals and targets.
- *Motivation*—A supervisor motivates teachers.
- *Introducing new teaching methods*—The supervisor has to be updated on latest knowledge and skills of teaching-learning

Check video link in audio-visual resources on Observation, Feedback and Supervision

process and continuously share them with teachers. This results in high morale of teachers, satisfying working conditions, improving human relations and improvement in student learning.

- *Checking*—Checking progress is an important function performed by supervisor. This involves checking the actual performance of teachers against collaboratively set goals and checking learning progression of children.

Techniques for Academic Supervision—How to Supervise?

You may check the video link under audio-visual resources to understand the process of Observation, Feedback and Supervision in detail.

There are two techniques given below which can help you, a school leader, to effectively carry out academic supervision.

Ask-Describe-Ask: An effective technique for feedback leading to better teaching practice

The Ask-Describe-Ask approach takes the supervisor from an authoritative role to a democratic role wherein the observer/supervisor (head teacher) and the observer (teacher) are co-learners in the process. There is a common agreement between the two on the future targets and the plan for improvement. This approach is non-threatening and leads towards developing a rapport and trust with the supervisor which eventually facilitates learning conversations. You may read more about this process in the web link http://pslm.niepa.ac.in/pluginfile.php/554/mod_book/chapter/102/Ask-Describe-Ask%20model.pdf (also attached in List of Audio-Visual Resources, Case Studies and Reading Resource). Brief steps of this model are given below. This model is a learning conversation between the head teacher/supervisor and the teacher after the academic supervisor has observed the classroom of the teacher

1. Ask the teacher to first assess her own teaching practice during the classroom
 - What were his/her teaching goals?
 - What went well and what could have gone better?

We do this because it— starts a dialogue, ensures that the teacher is heard first, builds the trust of the teacher with the supervisor (that this is for her /his own learning and progress).
2. Describe what you observed as a supervisor during the classroom observation
 - Give descriptive information to the teacher on what you observed in the classroom
 - Give feedback on the teacher's self-assessment

- Use phrases like “I observed....” Or “The following evidence is....” to create a description of what you saw
 - Avoid use of judgmental language
 - This will help build the trust with the teachers on their own learning and progression from the feedback.
3. Ask about understanding and strategies for improvement from the teacher
- What is our learning and what could the teacher do differently next time?
 - Give your own suggestions if appropriate but remember that your role as an academic supervisor is to help the teacher to learn and change even when you are absent.
 - Identify next steps and commit to monitoring improvement together

Learning Rounds

Learning rounds involves teachers and school leaders observing teaching practice as a group in a series of classroom observations. The purpose is to develop effective system-wide improvements in teaching-learning across a school or schools.

The observation is always done around a focus area in teaching-learning. This focus area is usually identified as being problematic and something that the school finds difficulty in addressing effectively. For instance,

- difference in learning pace of children in a particular subject
- a concern that few children are not having their learning needs effectively met
- the use of higher and lower order questions by teachers

All focus areas must be identifiable by classroom observation. Teams of observers (teachers and school heads) can spend around 30-minutes around the chosen theme.

During the afternoon, discussions are held around the findings. Observers use descriptive language to build up a shared understanding of what they saw around the chosen theme. They then use this lens to develop ‘next steps’ to improve teaching-learning in both their own practice and/or across the school. Staff within a school and/or observers from outside a school can use learning rounds in ways given below.

- A group of teachers using learning rounds to develop their own professional learning.
- A group of teachers and school leaders using Learning Rounds to develop whole school improvement in student learning

- A group of experts from outside the school using Learning Rounds to support a school's improvement process (such as system level functionaries/DIET/SCERT faculty)
- A group of head teachers from several schools indulging in learning rounds in a specific school

The heart of the Learning Rounds process is that everyone is learning in a joint enquiry. The expectation is not that the group will solve a particular problem, but that the observers will come away with a clearer picture and new ideas about next steps in addressing the issue.

CREATING A LEARNING CULTURE IN SCHOOL

A learning culture in school can be defined as an environment that supports an open mindset, an independent quest for knowledge and embraces shared learning directed toward the mission and goals of the school. A school with a vibrant learning culture encourages continuous learning amongst the head teacher, teachers and the students. However, the first step for building a learning culture has to be taken by you, the school leader. Your approach to learning, to sharing, to seeking feedback and improvement can act as a role model that motivates others behaviours and supports a learning environment. These are essential for developing a culture where the team learns from each other and from sources that are beyond the school. You may do the following.

- Provide opportunities for professional development of teachers
- Give recognition to learning and those who engage in learning
- Give and get feedback
- Promote change and innovation
- Develop knowledge and information sharing into a formal process.

In this section, you would know more about the process of reflection and team learning as two effective components for creating a learning culture in your school.

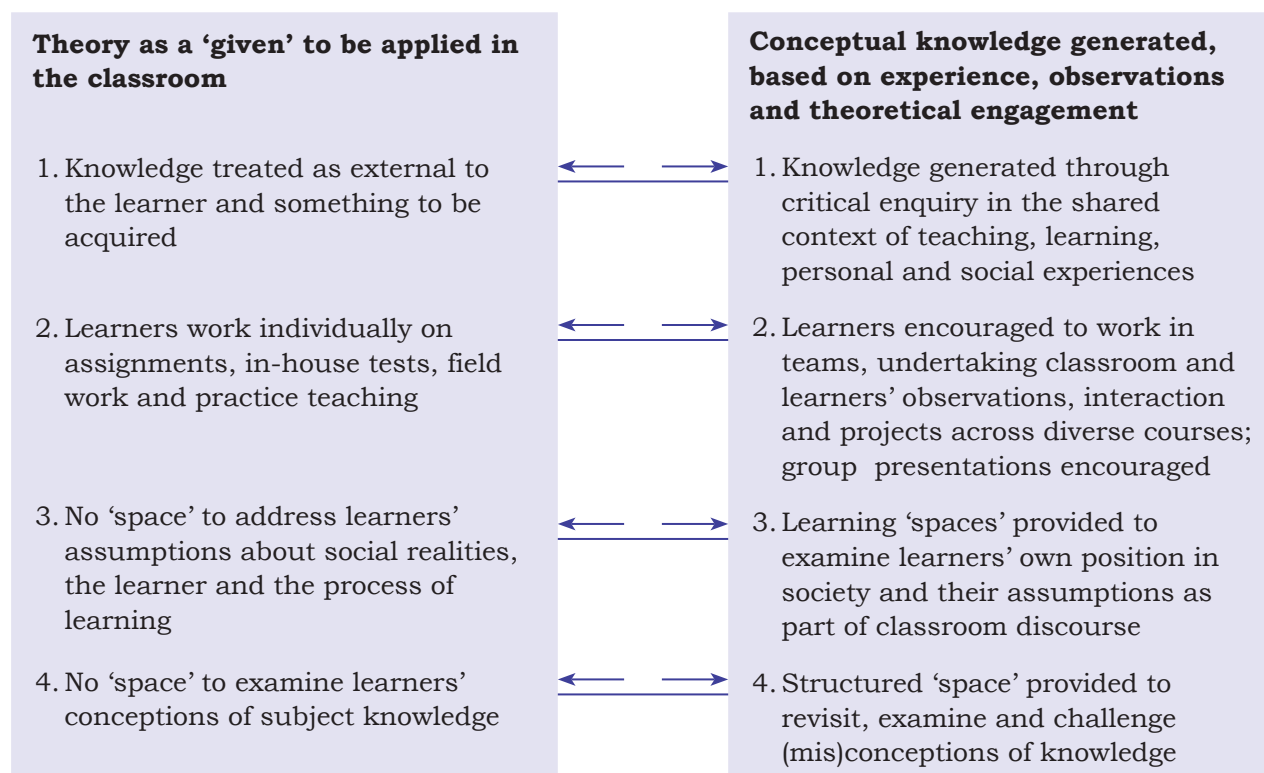
Teachers and Head Teachers as Reflective Practitioners

Reflection can be understood as a process of self-examination and self-evaluation that head teachers and teachers must regularly engage in to interpret and improve their professional practices. Reflection is an important strategy/tool through which you can critically examine your own practice. Individuals

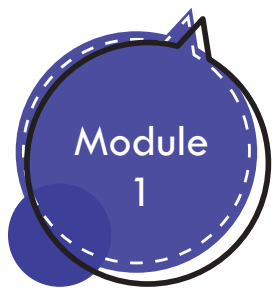
Check Video Link
in Audio-visual
Resources on
Teachers as Reflective
Practitioners

who practice reflection in their professional capacity are called reflective practitioners. A teacher can use reflection as a technique for examination of her teaching practice during or after the classroom process, in which case the teacher needs to reflect on what was the assumption regarding transaction of the subject, how was the lesson plan designed—was the focus more on lecture teaching or different learning opportunities were designed depending on differential learning needs of children, assumptions/biases for children—what did the teacher think during the class—are the students capable of learning or not, etc.?

Engaging in continuous reflection can help one improve one's teaching or leadership practice as the process of self-examination opens doors for new insights and creative solutions for approaching old problems, challenges or traditional ways of doing things. Reflection can be an important tool for critically examining one's belief systems and mental attitudes. Below is a Frame of Reference that you may find useful for understanding how teaching-learning processes in your school need to proceed from left to right as depicted in the graphic. This is a graphic that can help you in beginning the process of reflection on your own practice.



Source: NCfTE (2009) http://ncte-india.org/ncte_new/pdf/NCfTE_2010.pdf



Module 1

Team Learning for Improving Student Learning Outcomes

The staff in any school can be seen as an example of an already existing team that is together, dealing with all the issues concerning a school. A staff meeting is a regular feature in school processes and generally takes place bimonthly or at least once in a month. As a school leader, you can lead the process of academic transformation through the staff meeting. It is important that we learn to conduct agenda-based and learning oriented staff meetings and make them a platform for discussing blocks in school improvement. You may discuss issues such as 1) new/innovative teaching-learning practice employed by teachers in classroom, 2) assessment strategies used for student learning (both assessment in learning and for learning) and 3) learning outcomes of students. The staff meeting is a learning ground for all teachers – to share with each other challenges related to teaching practice, diverse issues of students, discussing learning needs of different children and also sharing new practices that focuses on enhancing student learning. Staff meeting can also be used as a space for creating reflective dialogue among staff.

Guiding Steps for conducting effective staff meetings

- Clarify the purpose of staff meeting.
- Set an agenda for the meeting in discussion with staff.
- Fix the total time and plan your time for each agenda item accordingly around it.
- Leading the staff meeting around the agenda–demonstration by the leader, sharing views and evidences collected by all members, arriving at evidence-based decisions.
- Fix responsibilities during the meeting itself and set targets and accountability.
- Ensure participation of all members in the meeting
- Keep regular follow-up of the agenda and review decisions at the meetings.

SCHOOL DEVELOPMENT PLAN

The school development plan (SDP) has a vision, goals, targets and strategies to attain the desired outcomes decided by the school in a specified duration. It is more an in-house activity carried out by in-school teaching and non teaching staff along with community, parents and other stakeholders, with school head as the leader to set targets and chalk out details on how and when these can be achieved. The basic idea is to provide direction to school for its development.

It may be noted, that the objectives identified for the school development plan are in measurable terms, so that when the goals and objectives of SDP are implemented and completed, the school should be in a position to state that such measurable achievement has been made out of the school development plan of the school.

Vision as a Spot Light

Vision is the first step to provide direction to the school for development. While vision is a broader canvas from where the development plan begins, the entire SDP is much more an in-depth exercise taken up at the school level, to plan and guide implementation. While developing the vision, you must keep the following in mind—

- vision statement must reflect a futuristic intent
- vision must be value driven, for example, you may want to develop students with the belief that *all can learn*
- at the same time vision must communicate a direction which is achievable in a time frame
- vision must have a specified time frame, usually 3 or 5 years
- The school development plan is a roadmap that sets out the changes an institution needs to make and also tell when these changes will be made.

Three Stages of Preparation of a School Development Plan (SDP)

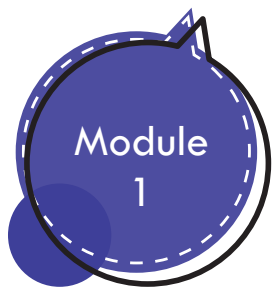
Preparation of a school-based development plan can be divided into three stages:

1. The planning stage
2. The implementation stage and
3. The monitoring and evaluation stage

Step 1: Formation of Committees/Teams

The teams are formed to share the responsibilities for preparation and implementation of the school development plan. This activity also enables teachers and staff to work in teams and utilise their potentials and talents that enhances their sense of belongingness to the school. This will bring them closer to the school and its development. For each school, at least formation of four teams seems to be a workable proposition. Identify the following teams:

1. Planning Team
2. Action Team



3. Leadership Team

4. Appraisal Team

Step 2: Baseline Information

The planning process involves the need to understand the school, school data enrolment, future enrolment requirement, teachers and their requirements, understanding community (demography), school facilities, the staff, community and stakeholders who will be involved in the school planning process. The school staff needs to introspect what they have, what they want and how to obtain it through this exercise of school development plan. Each school draws its own road map for improvement based on its specific requirements.

Step 3: Vision Building

The vision and the collected base line data can be of much use to navigate direction for preparation of the school-based development plan. For vision building you have to review your current role and your expectations towards your role. You have to articulate on self vision and organisational vision e.g. 'where you would like to see yourself in the next 3 years (self- vision)' and 'how would you like to see your organisation in the next 3 years (organisational vision),' etc. Next, develop the vision statement along with the help of your stakeholders. It has to be a collective exercise.

Process to be followed in the formulation of vision statement—

- Keep your vision visible.
- Use one sentence or a concise paragraph.
- Write everything in the present tense, as if you already have accomplished it.
- This creates the right frame of mind and a confidence about future.

Step 4: Set Priorities

Select the major priorities for your school keeping the vision in mind. In a way, you must have developed a vision statement based on the context-specific needs of your school. Organise the various priorities in such a fashion, that it provides you with a clear indication on what will you do in a particular year for three consecutive years, so that the vision is achieved in a time period of three years. Describe what activities can be taken up for each month and on whom the responsibility should rest for priorities separately. Examples are—

- Identify, assess, and develop the learning needs of all children

- Develop teacher's subject knowledge and skills for teaching practice
- Make the teaching-learning process joyful and a learning experience for all students and teachers

Step 5: Goals/Targets

Goals come next after you have developed the vision of your school along with your stakeholders. If your vision statement has been made for three years, it would be useful to have three annual goals that align with the vision. This means that each year, you have to achieve the goal set through target setting. These goals will also align with the priorities that you have set. Targets are short-term, measurable deadlines that can be of three, six or nine months' duration. In a year, you can set two to three targets to achieve the annual goal. Strategies are the action points which will help you in meeting targets.

Step 6: Monitoring and Evaluation Mechanism

Once the SDP is ready, it is time for implementation and timely monitoring. The monitoring team would help in keeping a track of targets goals. You can evaluate the progress of SDP half-yearly or annually.

Reflective Questions

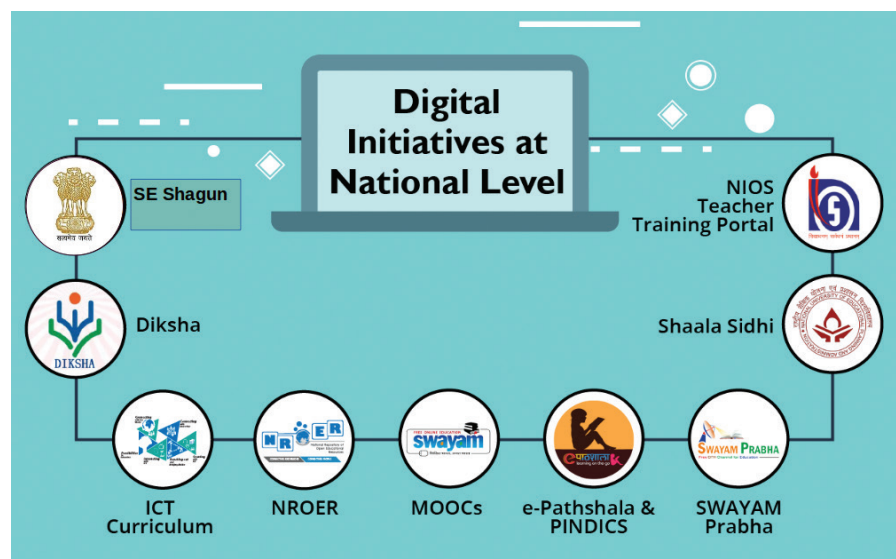
- How do you see your role as leader in the formulation and implementation of the SDP?
- Reflect on where your school stands today in terms of its strengths and weaknesses? What two priority areas you would like to improve in your school and why?
- How many stages are there in the preparation of school development plan?

ICT INITIATIVES IN SCHOOL EDUCATION

Every school teacher and head teachers/principals have different strengths and abilities. They also use these abilities to take up, plan, implement, address and resolve class-room management and general problems and issues encountered on day to day basis. However the class size, nature of content, teacher taught ratio, availability of resources in field, language and geographical diversity etc. tend to pose challenges before teaching community and educational administrators. It is the need of the hour to ensure and enable every teacher and head teacher to provide academic leadership, innovate, solve daily problems and ultimately contribute for school effectiveness. In view of the above backdrop, Information and Communication

Technologies (ICTs) can play a crucial role to enhance teaching-learning environment.

As per UNESCO, ICT refers to a diverse set of technological tools and resources to create, store, retrieve, manipulate, send and receive digital information. ICT has a potential to enable a person to get connected with the world, connect with each other, create with ICT, interact with ICT and also to use all the possibilities in education to reach out and bridge the divide that exists in the society. To make use of the potentials of ICT, one should understand what and how the ICT can be utilised. Some of the important ICT initiatives/activities undertaken in the recent past in school education sector under the aegis of the MHRD-GoI are discussed here.



- Initiatives like National Repository of Open Educational Resources (NROER), ePathshala (Web portal and Mobile Apps), and DIKSHA provides access to Open Educational Resources (OERs) in the form of images, audios, videos, interactives, graphics, animations, digital books, digital maps, timelines, etc. To promote life-long learning and continuous professional development, initiatives like MOOCs on SWAYAM and ICT curriculum provides series of courses in online as well as blended mode. A 24x7 DTH TV channel under SWAYAM Prabha is an initiative to reach mass community even where internet connectivity is a challenge.
- *Shala Gunvatta (Shagun)* provides space for educators to share their best practices that also enable online monitoring.

- As exposure to technology increases, threads of safety in the cyber world also persist. It is the responsibility of the policy makers, curriculum developers, school administrators and teachers to be aware of the cyber safety measures, cyber netiquettes, cyber laws, etc., and also to create awareness among the students.
- Recent initiative of training nearly 41 lakh teachers in a phased manner is supported by a Learning Management System (LMS) that is accessible at (<https://itpd.ncert.gov.in/>). This portal will enable capturing the progress and implementation of the integrated teacher training programmes. ICT plays an important role in capturing and analysing the data of the several resource groups as well as the teachers being trained. It also provides space for sharing of best practices by states and UTs.

Case Studies

Name of the School Head: Chhewang Urigol Government Primary School, Khar, Lahaul Spiti Himachal Pradesh

Located in the remotest village of Khar (Lahaul Spiti, Himachal Pradesh), the Government Primary School has performed substantially well. The school is located in a backward region which is not well connected to the mainland. Extreme geographical conditions did not deter the school head, Chhewang Urigol in pursuing his dreams of establishing a school which is no less than the ones located in the cities. The school is well equipped and well maintained. It is a small school with two teachers. The school has fully functional library, a teaching-learning material (TLM) corner, activity room, kitchen, Toilets and play ground. The classrooms are well ventilated and have regular supply of electricity. It is interesting to note that the school is using solar lights which are environmental friendly. Using such technologies also encourages the young generation to understand the environment, instilling in them a reasoning power to contribute towards a more sustainable environment. All these initiatives were taken by the school head, who turned around the school in to a well-functioning unit.

Chhewang along with the support of the villagers has also managed to build a TV room. This room is specifically used





Activity Room

to make students learn through multimedia and not through traditional ways of rote learning. The students are exposed to moral stories and poems. Apart from this, the students are also shown and made aware about everyday news. This room also



Playground



Kitchen

has a computer, on which the students are made to learn and practice the basics of operating and using a computer. The library has been established with the support of other teachers who have contributed books. The students study in the library usually after the lunch. To make the learning experience fun, classrooms have been painted with pictures and quotes. The school has well maintained separate washrooms for summers and winters which help the students to carry on with their studies even in the harsh weather.



Teaching-Learning Material and Activity Room



Classroom

The school also has a play ground which was restructured on the initiative of the school head. Chhewang also plans to build a greenhouse in the school in the near future which will allow students to have healthy and organic food. There is a fully functional and well equipped kitchen serving nutritious food to the students. It is interesting to note that the school is functioning to not only develop cognitive abilities but is also looking after providing proper nutrition to the students.

Despite all the oddities the school has managed to get their students enrolled in Jawahar Navodaya Vidyalaya (NVS) and this is because the students are good in mathematics, according to Chhewang. He has personally coached students for entrance of NVS.

S.No	Year	Number of students qualified for Jawahar Navodaya Vidyalaya
1.	2009-2010	04
2.	2010-2011	02
3.	2011-2012	01
5.	2013-2014	02
6.	2014-2015	01
7.	2015-2016	01
8.	2016-2017	01
9.	2017-2018	02



School heads like Chhewang serve as a good example for society who through his persistent efforts has built a school from the scratch. It was his awakening to modern education which not merely relied on rote learning and textual understanding but also on becoming aware of one's surroundings and developing critical faculties. This is what is reflected in his vision of this school. Chhewang Urigol attended the National Conference on Leadership Pathways for School Improvement, 22-24 January 2019, organised by National Centre for School Leadership, NIEPA.

Name of the School Head: Ragini Ramchandra Surve Zilla Parishad Aadarsha School Niwali Chiplun Ratnagiri, Maharashtra

Zilla Parishad Aadarsha School, Niwali, Chiplun located in district Ratnagiri, Maharashtra serves as one of the exemplary primary schools in India. The school head has been a dynamic influence of the school. Instead of following the traditional rote learning process, the school head Ragini Ramchandra Surve has introduced innovative teaching and learning processes in primary classes. But this would not have been possible without the support of her colleagues who personally visited schools in block Kumthe of Maharashtra. One of the interesting outcomes of this visit was the introduction of the academic staff to the activity-based teaching. This technique of teaching proved to be extremely beneficial as it encouraged students to give better results academically and also improved their cognitive levels. Before introducing this technique the school head had organised a meeting with other stakeholders and introduced this concept to them. Interestingly all the stakeholders showed a lot of enthusiasm and helped the school to transform and adopt activity-based teaching techniques. They helped in designing the floors of the school making them more colourful.

In the school, activity based techniques in teaching-learning processes focus on the following:

- Through the medium of drama, story and plays, the students are made to learn new concepts. The students are asked to enact and perform plays on concepts/themes from the syllabus.



- Students are given three words from which they have to make a new story. This enables the students to think creatively and express themselves. This activity enables students to develop a critical mind.
- Students are grouped according to their age and are encouraged to write poems using simple words but having a rhyming scheme.
- The students are given a word and they in turn have to think of other words relating to the given words. This enables them to sharpen their vocabulary.
- One of the exercises also involves giving students Marathi alphabets, encouraging them to develop new words. This is another experiment at improving their vocabulary.
- Enhancing mathematical reasoning:
 - Students prepare numbers from given digits
 - Arrange numbers in ascending and descending order
 - Expansion of numbers
 - Identify even and odd numbers.
 - Tell value of places
 - Add, subtract, multiply and divide numbers
 - Throw dices on numbers and read them.
- For improving English of students, they are encouraged to perform (drama and poetry) in English.
- Students are also encouraged to present their artistic abilities, therefore exhibitions showcasing their craft and art skills is organised.



It is interesting to note the keen involvement of parents in teaching-learning processes which further encourage the children to pursue their dreams. The school has received appreciation from the education officers and the education Committee of the Zilla Parishad. The DIET Officers have also appreciated the efforts taken by the school heads in bringing about a transformation. New experiments and innovations in teaching-learning processes have enabled not only students but also the teachers to grow cognitively. Below is the image showing educational officer addressing students.



The students now find it easier to grasp difficult concepts. For instance, let's say number 29 is taught by using two bundles of ten sticks each and 9 individual sticks arranged in such a manner that forms 29. Through the medium of various educational equipments the learning process has been made easier.



Image: Students learning numbers

In addition, the school head has worked upon improving school infrastructure and also strengthened school management.

School Head being felicitated for her tireless efforts

Ragini R Surve attended the National Conference on Leadership Pathways for School Improvement, 22-24 January 2019, organised by National Centre for School Leadership, NIEPA.



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Audio-visual Resources

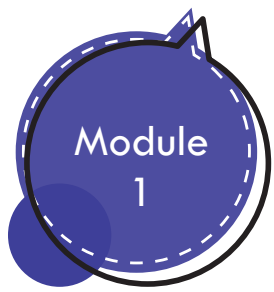
Section	Name of the Video	Weblink
4.1: Self and Motivation	Lead India Video	https://www.youtube.com/watch?v=JR8i9p3pcPg&feature=youtu.be
4.2: Leaders in Action	Change Leadership and School Improvement: Role of School Head	https://www.youtube.com/watch?v=hSfg6ON8iqQ&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=4&t=0s
4.3: Multiple Roles and Responsibilities	Developing School as a Learning Organization	https://www.youtube.com/watch?v=1NJEI6VXEQg&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=11&t=0s
	Professional Development Plan	https://www.youtube.com/watch?v=QEHOF16dqU&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=9&t=0s
	School and Purpose of Education	https://www.youtube.com/watch?v=Q9zbADOKd0E&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=13&t=0s
	Knowing more about Innovations	https://www.youtube.com/watch?v=-VdNE3z13Ws&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=8&t=0s
5.1: Developing a Perspective on Active Learning Principles	Young Historians	https://youtu.be/p9VAM8yv2Ng
5.2: Understanding of Pedagogical-Content Knowledge as a School Head	Pedagogical-Content Knowledge	https://www.youtube.com/watch?v=eE9U-WEhjMQ

5.3: Academic Supervision in School	Observation, Feedback and Supervision	https://www.youtube.com/watch?v=GoC-5llGCTw&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=10&t=0s
6.1: Teachers as Reflective Practitioners	Teachers as Reflective Practitioners	https://www.youtube.com/watch?v=9fihPN41RaE

These videos can be accessed on “NCERT official” Youtube Channel

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Module 1

Web Resources

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<https://itpd.ncert.gov.in/>

PRE-SCHOOL EDUCATION

INTRODUCTION

SESSION 1

This module has two sessions. Session 1 gives an overview of the developmentally appropriate pedagogy used in pre-school. Session II deals with development of early literacy and numeracy.

You might have noticed young children going to different centers like crèche, day care, play school, nursery school or a kindergarten. Have you ever thought what do children do during their stay in these centers? Are children interested, happy and willing to be in these centers? In this session of the module you will get to know about what is pre-school education, how do children learn and what kind of pedagogy needs to be adopted with this age group?

LEARNING OBJECTIVES

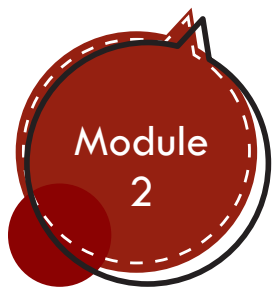
At the end of this module you will be able to

- Define pre-school education
- Describe the need and importance of pre-school education
- Describe the pedagogy used in pre-school education
- Demonstrate an understanding of assessment in the pre-school years
- Outline the role of parents and community in promoting pre-school education
- Describe how linkages can be made with primary schools for smooth transitions

Activity: Ask your participants to share the memories of their childhood days (*one pleasant and the one not so pleasant*). Then begin the discussion, emphasising the importance of early years and how the memories leave a lifelong impact. You may also use some examples of how we remember stories/rhymes learnt in our early years even now as adults.

INTRODUCTION

Early childhood is defined as the period from birth to eight years of age. In recent years, early childhood years have emerged as an area of high priority. Early childhood development has been included as a specific target in the context of Sustainable Development Goal (SDG). Target 4.2 of the SDG aims to



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ensure that all girls and boys including those belonging to disadvantaged groups and with disability, health conditions have access to quality early childhood development, care and pre-primary education by 2030 so that they are ready for primary education. India is among the 193 countries that have endorsed the SDGs and committed to working towards their achievement.

The first six years of life are 'critical' in any child's life span since the rate of development in these years is more rapid than at any other stage of development. The brain is most flexible and adaptable to learning during these early years. According to recent researches in the field of neuroscience 90 per cent of the brain's growth occurs by the time the child is 5 years of age. This growth is influenced by not only the nutritional and health status of the child but also the psychosocial experiences and environment the child is exposed to during these early years therefore investing in early years in the form of pre-school settings, provisions and programmes are extremely important.

Pre-school is defined as any setting imparting pre-school education to the children between 3-6 years (referred by any nomenclatures such as *anganwadi*, *balwadi*, nursery, pre-school, preparatory, pre-primary, LKG, UKG, etc.).

In India pre-school education is provided by all the three sectors, i.e. government, private and NGOs. In government it is mainly provided through Integrated Child Development Services (ICDS), centres commonly known as *anganwadis*. About 40 per cent of the *anganwadis* have been co-located in premises of the primary school. In order to bring about convergence with the *anganwadis* the principal of the primary school should take the overall responsibility of the pre-school component in the *anganwadi*. There are a large number of private pre-schools which are generally unregulated and some NGOs that provide pre-school education as social welfare for children coming from marginalized and disadvantaged section. In the year 2017-18, two years of pre-school education before class one have been added in the school education continuum under *Samagra Shiksha* by MHRD. In response to which NCERT has developed 'The pre-school curriculum' and 'The pre-school guidelines' highlighting goals, key concepts/skills, pedagogical processes and early learning outcomes for Pre-school I and Pre-school II in a progressive manner.

Pre-school education is a programme for *ALL* children (including those having special needs, including those belonging

to disadvantaged groups) between three to six years of age. It places emphasis on holistic development of the child—attending to his or her social, emotional, cognitive and physical needs which in turn provides a solid foundation for lifelong learning and wellbeing. It provides and ensures a natural, joyful and stimulating environment with emphasis on necessary inputs for optimal growth, development and learning. It is imparted using non-formal, play-way and activity based approach. Pre-school education is not a downward extension of primary education.

Pre-school education ensures a smooth transition from pre-school to early primary classes leading to better performance and better retention rates. The developmentally appropriate practices and experiences of early years help children to build their competence in all areas of early learning and development namely, the physical-motor, the social-emotional, the cognitive, language and art and aesthetic appreciation.

Reflective Questions

Why do you think pre-school education is smart investment?

Exercise: Divide the participants in two groups. Divide the chart paper into two columns with the captions— what is pre-school education and what it is not. Let both the groups reflect and write their answers. The trainer moderates the discussions and suggestions of the groups.

Learning Outcomes for Children in Pre-school

- Children maintain and display good health, hygiene and sanitation practices and healthy eating habits.
- Children exhibit adequate muscular coordination and basic motor skills.
- Children demonstrate desirable social manners and are sensitive to the rights and privileges of others.
- Take responsibility and makes choices, plays with other children demonstrates cooperation, helping, sharing, initiatives in large/small groups.
- Children express emotions in socially acceptable manner.
- Children explore and participate in art, music, dance and creative movements.
- Children participate in conversations, follow instructions, communicate needs, and draw to represent an idea.
- Children demonstrate awareness of and show concern for the environment.

- Children enjoy experimentation and seek explanation about their immediate physical, social and biological environment.

‘Children learn in variety of ways-through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing – both individually and with others. They require opportunities of all these kinds in the course of their development.’

– NCF 2005.

PEDAGOGY IN PRE-SCHOOL EDUCATION – HOW DO CHILDREN LEARN?

You have already learnt about the need and significance of pre-school education and how a quality pre-school is critical for the holistic development of the child. In this section you will be acquainted with the pedagogy for providing holistic development to the child.

Play

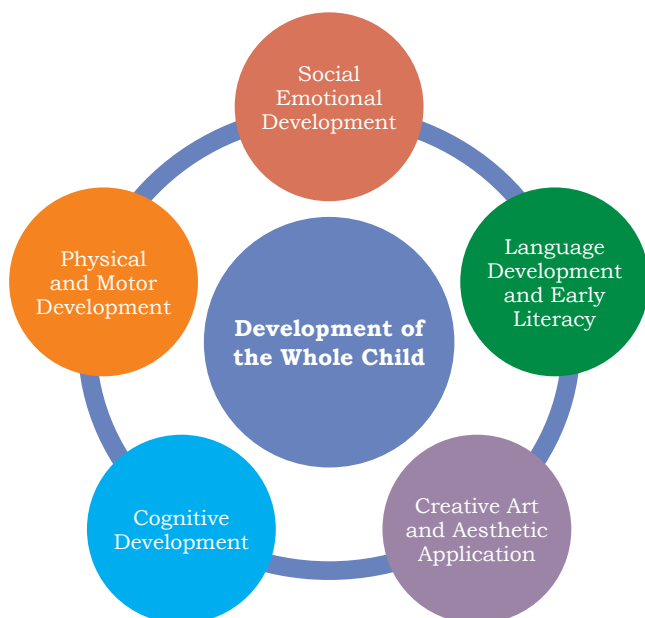
Play is at the heart of how children learn. Play is universally regarded as child’s way of learning. They love to play and are happy when they are given freedom to explore and experiment through play. Play is an important vehicle for overall development of children (i.e., *physical, motor, social, emotional, language, cognitive, and creative and aesthetic development*), as well as reflection of their development. The pre-school curriculum therefore lays emphasis on play as a medium that provides opportunities to children to interact with the environment and with one another in order to construct knowledge. Play can be free play and guided or structured play. Free play is initiated by children and adult supervision is minimal whereas guided play is initiated by the teacher with special learning objectives in mind. Teachers should avoid gender stereotype statement such

as *boys do not cry / does not play with dolls* etc. Children (*including those with special needs*) should be given freedom to choose their own interest areas. Play activities should be planned for all learning areas or domains of development and all children should be encouraged to engage in play activities.

Play activities for different developmental areas are as follows

Activities for Physical and Motor Development

Children in pre-schools should be given adequate and regular opportunities for engaging in interesting and age appropriate outdoor play activities involving larger muscle development



such as catching, running, jumping, skipping, balancing, etc. Alongside outdoor play, the daily plan for a pre-school should provide time and opportunity for free indoor play with materials in activity areas such as block play, manipulative play, art activities with paints, clay, brush, crayons, etc. This provides opportunities for fine muscle development and help to nurture their creativity, imagination and also strengthen eye hand coordination. Play activities should be contextually relevant and planned progressively from simple to complex, familiar to unfamiliar to allow for challenge, and yet be achievable for most children with some effort, while also catering to individual needs of *ALL* children including those with special needs.

Activities for Socio-Emotional Development

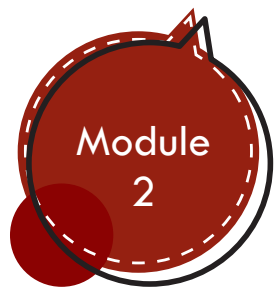
During early childhood the foundations for social and emotional wellbeing are laid. Wellbeing means good physical and mental health and a feeling of happiness and satisfaction. Warm, nurturing and supportive relationships with adults are important for development of emotional security, positive self-concept and respect for others. When adults show respect for children and use positive guidance, children can learn to solve problems, develop self-control and a strong sense of identity.

Free play activities provide opportunities for children to make choices and take decisions and also understand others' rights and perspectives. In addition, they support development of pro social behavior in children like waiting for one's turn, sharing, helping others, identifying own and other's emotions and experiencing compassion and empathy. Following one's interest and choice enables children to develop skills of self-regulation, perseverance on task and good work habits. Activities like meal time and toilet breaks allow for good health habits to be formed such as hand washing, eating nutritious food, eating slowly, drinking clean water, etc.

Activities for Creative Art and Expression

Opportunities to develop imagination and creativity through music, art and craft help children develop self-expression, enjoyment and disposition for art, music and movement. When children view the work of other children they also learn to appreciate and respect differences in culture and viewpoint.

Opportunities for creative expressions through scribbling, painting, drawing, music, movement, clay modeling provide children insight about the world around them, understand real life objects and events and also influence their competence as creative problem solvers. Such activities also give opportunities



to exercise fine muscles which prepare them to write. A variety of concrete, process-oriented play experiences encourage children to experiment with new ideas and materials and use their imagination.

Activities for Language Development and Early Literacy

Given our country's multilingual context, we have a large number of children whose home language is different from the medium of instruction in school. These include contexts such as that of tribal languages or dialects of regional languages and increasingly now English medium pre-schools where children in most cases come in with no or little familiarity with oral English. Starting children on reading and writing without ensuring their oral language base results in children learning to read mechanically through simple decoding, but without much comprehension. Since all school subjects are language mediated, this early learning gap inevitably has an adverse impact on children's later performance in school. In addition to this challenge, we have a large number of children who are first generation learners who do not have a literacy environment at home.

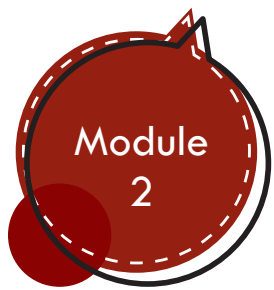
Children learn to communicate effectively if they are given ample opportunities to talk, listen, share, and narrate their experiences to other children and adults in a relaxed, non-critical and stress free environment. Provide opportunities such as story-telling, rhymes, role play and dramatisation, etc. Ensuring a print rich environment in the class be it in the form of captions, labels and instructions, and their own name tags will help children develop print awareness. Activities for helping children develop phonological awareness, i.e. identifying sounds within the environment or identifying patterns of sounds within words, identifying beginning and end sounds of words and helping children learn to associate visual images or shapes/letters with sounds, all provide children effective tools for learning to later read and write. Read aloud story books or book browsing experiences in interest areas should be enjoyable with access to a wide range of reading materials such as comics, magazines, story books etc. Moving forward from read aloud of stories to shared reading with teacher in whole class, small groups or individually will help children to become independent readers as they come into the early primary grades. For initiation into reading and writing, teachers could design activities that help children connect writing with familiar day to day activities such as making a shopping list in-front of children, sending a mail to a friend/

parent, or simultaneously writing a story being constructed by children on the chart paper/black board helps children to understand that print is the written form of spoken words.

Activities for Environmental Awareness, Scientific Thinking and Mathematical Reasoning

Children are born with natural curiosity and the innate science and math skills to interpret and respond to the world. A major goal of pre-school education is therefore to help children move towards more logical thinking by helping them graduate from their perception-bound to more concept based understanding. This gets addressed by helping children form concepts related to the world around them through direct experience and interactions with the physical, social and natural environment. Children start distinguishing between colours, shapes, sizes, quantities, vegetables, fruits and so on as they experience each concept. This early learning is facilitated in communication with adults, as the child interacts with the environment. Language thus also plays a very important role in helping children form concepts. Cognitive development is thus closely related to perceptual categorisation – the development of categories based on perceptual similarities. Cognitive skills like matching, seriation, or classification based on comparisons, help to refine concepts and help children form a sound foundation for higher order cognitive skills of critical thinking, reasoning, memory and problem solving which are the basis of a scientific temper.

Mathematical thinking and reasoning is an important sub-domain of cognitive development. Mathematical thinking involves thinking about objects and their quantitative and spatial relationships without thinking about their specific characteristics or their qualities. To begin with, a sense about these relationships emerges and based on these the patterns and the more abstract concepts develop. During early childhood, we can see a path of development for the foundational ideas of mathematics – from what are known as pre number concepts related to sense of quantity, size, distance, length, width, weight and height to number sense to arithmetic or algebraic ideas and from sense of shape and space to geometrical ideas. The teacher may begin with introducing the pre number concepts as foundational experiences, through a range of guided activities requiring different cognitive skills such as matching, classification and seriation as applied to these concepts. This process will give children an adequate conceptual base for further learning of concept of numbers and shapes, again



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following a similar process and relating concepts of number or shapes to the children's immediate environment.

Reflective Questions

1. What factors should be kept in mind for designing activities for holistic development of pre-school children?
2. Why phonological awareness is important at pre-school stage?

Exercise: Sound Substitution

The trainer asks the participants to substitute the first sound of their names with a given sound. For example, if the sound is /m/ then *Seema, Sanjay, Pankaj, Meena, Jyoti, Manoj* become *Meema, Manjay, Mankaj, Meena, Myoti, Manoj*, etc., respectively. Then the group can also be asked to count how many names have remained unchanged.

Exercise: Divide the participants into 5-6 groups. Allot one early learning area to each group and encourage them to write at least two/three activities of that particular learning area.

Caution

- No Admission Test (oral/written/interaction)
- No Formal Tests/Examinations
- No Corporal Punishment or Child Abuse

Assessment in Pre-school Education

The purpose of assessment is to discover what children know and understand, based on what they make, write, draw, say and do. Assessment helps to know the progress of children's learning and development-what they already know and how they can be supported in advancing their learning. The assessment in pre-school is done by using observation, anecdotal records, sample of children's work, checklists, portfolios, rubrics, health cards. The assessment needs to be documented in all areas of development by interpreting the evidence from the day to day experiences of the child. Assessment during pre-school years also helps to ensure early identification of developmental delays, special educational needs and potential abilities.

Parent and Community Involvement

For an effective pre-school education programme, it is important to have a partnership between the child, family and teachers in order to provide a holistic and seamless approach to children's learning. It is important to ensure that whatever is achieved in pre-school is reinforced or complemented at home. Pre-schools and parents should share information about any special needs or disability conditions of the child. This helps in early identification of disability, develop individualized learning plans and identify and refer family members to specialised agencies if needed. Pre-school teachers can meet and communicate

with parents when they come to drop and pick their children and exchange information about their child's interest and capabilities, provide suggestions for activities to be conducted at-home by parents. Child's work samples, progress record and developmental delays (if any) should be regularly shared with parents in meetings at regular intervals. Parents can be involved as volunteers/resource persons in the conduct of activities of the school like story telling sessions, organisation of field trips, cultural programme, etc. Advocacy/awareness programmes or parent education programmes should be organized from time to time.

Reflective Questions

- Why do you think parent involvement is essential?
- How do you think Parents can be involved to strengthen the PSE programme?

Exercise: Divide your participants into smaller groups. Let them identify some topic of importance to parents of young children and encourage them to plan parent education programme on any one topic highlighting the content, strategies, preparations in terms of material required, human resource, technology, venue, etc.

Linkages and Smooth Transition to Primary Grades

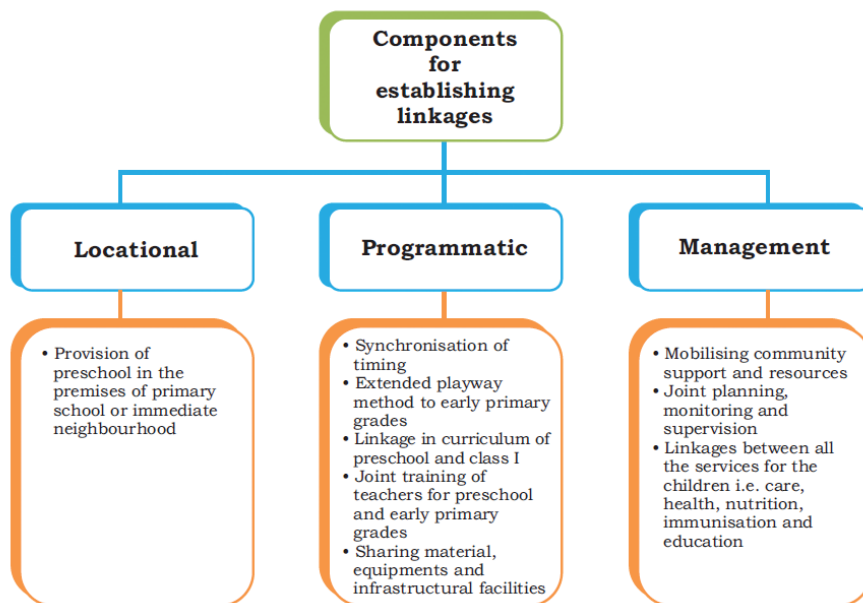
The transition to primary grades can be both exciting as well as challenging for the child. The child has to adjust to new environment, new ambience, new expectations and relationships. Therefore it becomes important that *ALL* children are supported in making these transitions. In order to make the transitions smooth the teachers of pre-school and primary school should communicate with each other regularly. Visits to primary schools can be organised so that children get an idea of the new class and are better prepared. The physical set up of class 1 and 2 should be similar to pre-school in terms of print rich environment, child sized chairs, child-friendly toilets and basins. The pre-school teachers should share the portfolio and assessment report with class teachers of class 1 and 2 so that they get an idea about different children.

In our country there exists a wide variety of pre-school services *anganwadis*, *balwadis*, co-located *anganwadis*, private pre-schools etc. Total 737666 *anganwadi* centres exist in or adjacent to the primary schools (*Source: UDISE 2017-18*). If effective linkages are established in terms of location, timings, content, pedagogy, resource sharing etc. then there will be no

Benefits of Linkages

- Increasing children's participation
- Enhancing enrolment and retention
- Higher achievement at different levels of learning
- Reversing trend of downward extension
- Better school readiness
- Effective resource utilisation

difficulty and pre-school becomes smart investment and can act as a feeder/input for primary education making learning and development progressive.



Reflective Questions

- Why do you think linkage between pre-school and primary education is important?
- How can linkages between pre-school and primary schools be strengthened for smooth transitions?

Exercise: Divide your participants into small groups and ask them to discuss (i) the issues and concerns of co-located *anganwadis* (ii) how as administrators/principals they can support co-located *anganwadis* (iii) how can the primary school be benefited with presence of co-located or any other nearby pre-school? How linkages between pre-school and primary school may help children and their families?

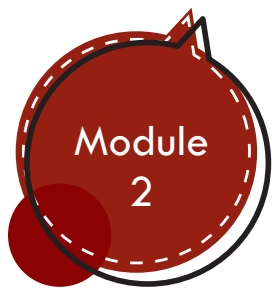
A Sample of a Day's Schedule in Pre-school

Now, since you are aware of the significance of pre-school education, pedagogy, parent involvement, linkages, etc., the following sample of a day's schedule in pre-school (*on the topic means of transport*) will help you to understand how the pre-school programme is transacted. Each play activity is planned for 15-20 minutes, keeping into consideration the attention span of the child. There is a balance between child initiated and teacher guided activities to provide opportunities to children for

autonomy, decision making and pursuing an activity of their choice. A balance between group and individual activities is also made to help children learn collaboration, working in groups, sharing, waiting for their turn. The schedule also highlights the importance of health, hygiene, and nutrition for young children. Careful observations while children are engaged in tasks need to be done in different areas of early learning so that appropriate interventions are made at the right time as each child's needs, interests and learning style is different.

Teacher starts the day with following activities

Topic: Means of transport		Duration: 4 hours
Duration	Details	
30 Minutes	Welcome, warming up activities, cleanliness checkup (Teacher directed large group activity)	
30 Minutes	Free play in activity areas (child-initiated small group activity) Children can choose the activity area for play. These activity areas for example, could be dolls area, reading area, block building area, language and literacy area, In case there is less space in the pre-school the teacher may provide one/two activity areas on rotation basis so that children enjoy exploring the play in small groups.)	
15 Minutes	Circle Time: Free conversation (Teacher initiated large group activity) where children will be seated in a semicircle and children share their experiences (what did they do, where did they go, how any festival/event was celebrated)	
15 Minutes	Guided conversation (Teacher initiated in large group) The teacher and children sing a rhyme on transport. The teacher then encourages children to talk about what vehicles they have seen while coming to school; how they have come to school, how their parents go to work. She then shows few toy vehicles or pictures of vehicles and talks about it. She draws children's attention towards display board and reads the names written under each vehicle by putting her finger beneath the words.	
30 Minutes	Numeracy Activity (Teacher initiated and child initiated) Children sit in semi-circle and the teacher keeps the pictures of various vehicles in a horizontal row. Children sort the pictures as per the given criteria like-land transport, air transport or water transport. The criteria could also be sorting according to number of wheels or motorised or manual vehicles. This activity will help children to learn how to sort/classify according to categories.	
30 Minutes	Writing Readiness/Early literacy/Art Activities (Child initiated) Children are asked to draw and colour the vehicle of their choice and describe the their drawing. The writes what children tell her.	



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10 Minutes	Hand washing and snack time – 30 Minutes
10 Minutes	Hand washing after meal
30 Minutes	Outdoor play Teacher takes children out of the classroom in outdoor play area. She gives them opportunity to run, jump, play in swings, sand etc. This helps in physical motor development. She may also play some game with children with simple rules which help children to learn to wait for their turn.
30 Minutes	Story Making (child initiated, teacher guided) Teacher makes sound of different vehicles and asks children to identify and tell the name of vehicle. This provides opportunity for developing listening skill. The teacher then starts telling a story to children “Once I was travelling by train .There was a child in the train who was crying.” and asks children to guess why do they think the child was crying and builds the story further by repeating and continuing to add sentences spoken by children. She keeps giving clues and adds on to events to keep the interest of the children. The class then sings rhyme with them.
10 Minutes	Good bye circle (Large group activity, teacher directed) Children and the teacher discuss what all they and done during the day. Children reflect and talk about the activities they enjoyed the most. They discuss the sequence in the story. She asks children to observe common means of transport while going home and share it the next day. This helps children in making connections to what they have learnt in school and at home concept can further be reinforced by parents.

Note:

The timing for the activities is not rigid. Any activity may be shortened or extended depending on the interest of the children. The timings also include transitional time from one activity to the other.

Activities for KRPs/Teachers

Activity1

Ask participants to share their experiences of interaction with children in their family and around, what are the characteristics they have noticed?

Activity 2

Demonstrate an activity to be conducted with pre-school children for gross motor development or any other domain and

ask participants to identify and share what children will learn through that activity.

Activity3

Divide the participants in 4 groups. Ask each group to collect at least 10 literacy and numeracy games, stories, rhymes and songs and creative activities for pre-school children.

Activity 4

Discuss in a group about how pre-school can be linked with early primary classes. Suggest at least five strategies for strong linkages between the two.

Evaluation (Self-check Exercise)

You may use the following checklist for individual reflection. After you have gone through the module, put tick mark against the relevant column.

S. No	Items	Yes	No
1.	Define pre-school education.		
2.	Describe the need and importance of pre-school education.		
3.	Describe the pedagogy used in pre-school education.		
4.	Demonstrate an understanding of assessment in the pre-school years.		
5.	Outline the role of parents and community in promoting pre-school education.		
6.	Describe how linkages can be made with Primary schools for smooth transitions.		

EARLY LITERACY AND NUMERACY

SESSION 2



In this session of you will come to know about ‘What is early literacy and numeracy’ and ‘How’ to plan and conduct the related activities so that the transitions of young children from Pre-school to Primary school become smooth. We encourage you to model literate behavior while talking to your participants on early literacy and numeracy, because this has been designed with the hope that you would be able to motivate and inspire your participants to understand and implement developmentally appropriate early literacy and numeracy in their states/schools, and at the same time will allow your best teaching skills to shine through.

LEARNING OBJECTIVES

At the end of this session on Early Literacy and Numeracy you will be able to

- Understand the importance of early literacy and numeracy.
- Reflect on the knowledge and training needed by teachers to improve current pedagogy and practice in early literacy and numeracy.
- Understand the importance of creating language and print rich environment.
- Understand the importance of planning activities and experiences for early literacy and numeracy through play based developmentally appropriate activities.

INTRODUCTION

Early literacy and numeracy are essential skills for *ALL* (including those having special needs, gender, and socio-economic background) children. The more children hear language in the environment, and the more opportunities they get to use it, the more they learn about how it works. The first essential to the development of language in early years is an informal, relaxed and print rich environment. It motivates and encourages children to observe and notice print in their everyday setting, i.e. home, and around and ask important literacy related questions about print, writing and reading such as ‘what’s that?’, what does that poster/ story book say?, are you writing

‘Modeling literate behavior’ means when children watch you read and write on the daily basis.

my name? Early literacy activities help children make meaning of words and express themselves, and are critical skills to be developed before children can read and write.

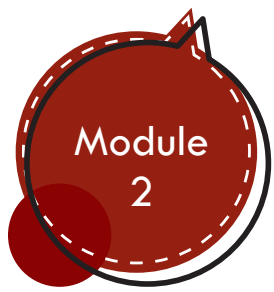
Language development involves listening, speaking, reading and writing. In the context of early year's program, it is known as 'reading readiness' and 'writing readiness' where lots of opportunities need to be given for encouraging early attempts of reading and writing.

How to plan for early literacy experiences and activities

When children come to pre-school, they bring with them their own experiences of using language at home and with their family and community. These skills should be valued and should be used as the starting point for further development of language skills. The diversity of children's families, and their linguistic backgrounds should also be respected and kept in mind while designing activities for children.

Children are encouraged to be proficient in their home language or mother tongue first and then school language (regional language/English) is introduced informally by exposing children to some commonly used words. Sometimes more than one language is spoken in a family (as mother tongue and local dialect) so multiple languages are permissible in the classroom for expression by children. Children need to be provided experiences for—

- **Development of oral language:** Oral language is used to communicate with people. Opportunities to use language through listening, speaking and acquiring new vocabulary helps children communicate effectively by expressing their needs, ideas, thoughts and feelings. Provide lot of opportunities for oral expression such as circle time or large group time to share feeling, ideas, ask and answer questions, take part in conversation, sing rhymes/songs, listen to music, stories, explain and make predictions, recall a sequence of instructions or events in a story, create story, play memory games, etc. Children can also be involved in dance, drama or pretend play which provides opportunities for non verbal communication like gestures, body language, expressions in addition to verbal communication.
- **Print awareness for early literacy and writing:** Print awareness refers to the ability to recognise print and understand that it carries meaning. Functions of letters, words, pictures and printed text and how these relate to oral language; using signs/labels as an essential ingredient



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for print awareness. Creating a meaningful print rich environment is the first step for implementing early literacy program; this is a necessary pre-reading skill and pre-writing skill. Pre-school classrooms should have print-rich environments with plenty of books and written words. For examples, label words on various objects in the room such as “door”, “window”, and “*almirah*”. Keep letter magnets, foam letters, and letter blocks available in the language area.

- Bonding with books: children need to be provided variety of books for book handling, turning pages, looking at Picture/ print and understanding of what a book is and how it is to be used or read. Bonding with books helps children understand that print carries meaning, reading of print goes from left to right, top to bottom. A book has front and back cover, a title page, and an author, a story has a beginning, middle and end and a text can be factual.
- Phonological awareness: Phonological awareness is the recognition that language is made up of words, syllables, rhymes, and sounds (phonemes). Phonemic awareness refers to a child’s ability to manipulate, classify and listen to each speech sound or phoneme. This knowledge occurs initially in oral language; children need not know how to name letters or their corresponding sounds in order to demonstrate phonological awareness.

For phonemic awareness children need to develop:

- Awareness of Word—Understanding the concept of words.
- Children can tell which word is longer—Elephant or cat?
- Rhyming—Being able to rhyme one syllable words. For example, cat- bat-rat; *makdi-kakdi-lakdi* (listening to words that rhyme same and create new words)
- Blending—The child can put together the beginning and end sounds. For example, /bl/ and /ack/ is black.
- Segmenting —The child can break up sentence into words and also identify sounds in a word. For example, what are the words in the sentence “I love my school”?
- Identifying beginning sounds—Identifying words that begin with the same sound.
- Which of the following begins like Balloon?—
Rain, Sun, Bat, /*Paani, Batakh, Jahaz*
- Deleting sound—Child can say a word after deleting the given sound. For example, how do you say bat without /b/? *Makaan without /ma/ becomes kaan.*

Substituting and manipulating sounds—Child can replace speech sounds with others. Can you change your name by changing the first sound with /p/, Eg Sita-Pita, Kumar-Pumar, etc.

Children need to be provided opportunities for reading aloud, shared reading, guided reading, singing songs, rhymes and finger plays, language games and activities for sound matching, sound substitution, sound discrimination, sound substitution. In addition to this, parents should encourage children to observe print by pointing out words on signs and logos on food boxes, packets etc, pointing out details in pictures and talking to the children about them, or encouraging them to describe what is happening in the picture. Using every day, natural occurrence where children can visually compare letter shapes and sound similarities of words and letters. For example, using alphabet sorting boxes, alphabet books and puzzles, etc.

Early writing

Children reflect their developing phonemic awareness and letter sound knowledge in their first attempts in writing by making marks or scribbles on the page which progress to random letter or number like forms. The teacher needs to help children in developing writing skills by:

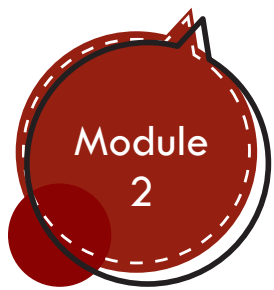
Shared Writing

Teacher and children compose a story or a message together. The teacher models by writing on the board. She may say “I know how to write ‘mat’ but how to write ‘pat’? Children give their answers. Teacher then rubs ‘m’ and writes ‘p’. She then sounds out /p/a/t.

Independent Writing

Daily writing experiences help children explore words and sounds. Initially children may be at different stages of writing—some may be drawing instead of writing or copying print from the classroom, other may begin writing random letters or letter sound associations to reflect their thoughts. As children learn few letters and sounds they start beginning to use them in writing if they can segment the sound in the word. Therefore use of invented spellings should be encouraged.

A writing area duly labelled, having a running black board/ white board in the classroom helps children fulfil their desire and early attempts of writing such as scribbling, drawing, making strokes. Teachers need to embed writing in the daily schedule of the program. Make reading and writing a part of



the daily routine of the classroom such as writing in front of the children, let them see how you write, why you write. Early attempts of writing activities don't have to be formal. Appropriate teaching learning material like picture dominoes, picture reading charts or posters on different themes, letter cut-outs, name cards, graded story books, printed letters and labels to be displayed in different activity areas, letter-picture puzzles, flannel board and cut-outs for stories should be provided to children. Teachers may also use age appropriate technology such as e-stories/digital games to enhance early literacy.

Reflective Questions

1. What is the importance of oral language in language learning?
2. What are the different ways by which Phonemic awareness can be developed?
3. What opportunities should be provided to a child for developing writing readiness?

Activity 1

Facilitate a discussion about reading- readiness and writing readiness. You can start by saying, "let's think about how reading helps in our daily lives." Encourage discussion through the following questions.

- What do people read?
- Why do people read ?
- Who are the people who are most likely to read?
- Why is writing so important for us?

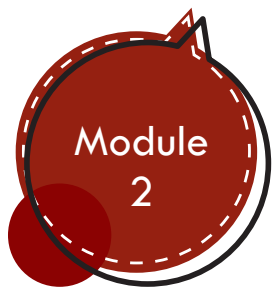
Highlight the importance of modeling reading behavior and providing a print rich environment. Ensure that every teacher/ participant feels valued no matter what their response may be.

Your Role is to familiarise yourself well with the pedagogical processes of Early Literacy. And how you will help your participants/ teachers to use it in early years? In order to facilitate this, appropriate pedagogical processes need to be planned. A few pedagogical processes for promoting early literacy are mentioned below—

- Creating a language area (to encourage early attempts of reading and writing) for handling picture, story books, language games, , drawing, scribbling, painting, signing in the morning on the attendance chart, teachers may create a sign-in or sign-out attendance chart that motivates children to write, or attempt to writes.

- Interacting in a print rich environment in the class (by labeling things, words walls, posters, etc.
- Creating a print rich classroom(at the eye level of children) with bulletin messages, books, labels on open shelves/ toy boxes, notes, children's personal folders, photographs of children reading and writing, name cards, scribble messages, familiar food packets displayed etc.
- Opportunities for story (read aloud, graded stories) and rhymes from picture and storybooks; print rich environment; activities for sound discrimination like identifying the beginning and end sounds; picture talk and picture books; discriminating shapes and symbols through work sheets like what is different?
- Selecting age and developmentally appropriate books that relates to the children's own experiences.
- Reading a book during whole group/ circle time and it should be fun and learning for both the teacher and children.
- Reading at a pace and keeping the finger beneath the print so that the children understand that writing has meaning
- Shared storybook reading and looking at books ; storytelling, story -making
- Language games for developing awareness of sounds segments (sounds, syllables, rhyming words) e.g. phonic games with beginning and ending sounds such as what initial sound you hear in your name? (For example, Babita— initial sound 'buh'/b)
- Keeping variety of paper(both lined and unlined) and writing tools such as thick crayons, thick pencils, thick markers in each activity areaof the classroom to encourage children to depict their play visually. Provide sand tray for writing in the sand, tracing letters etc.
- Keeping props such as puppets, toys to supplement the pictures in the story books/ illustrations. Modifying the story book to meet each child's individual needs and interests. It is appreciated if the teacher uses texture, tactile clues, or anything to enhance the early learning experience and make the material inclusive and accessible to *ALL* the children.
- Using music videos for helping to learn rhymes, music and movement. Looking and matching the letters on the key-board.

You also need to explain to your participants how to observe and assess children's learning? They need to look for the



following suggestive indicators of early literacy development in children, *for example*—Whether children...

- use language to express their ideas.
- describe the size, shape, colour and position.
- control their eye-hand coordination as they stack/build blocks.
- combine letters to make words.
- provide new words to poems/ songs.
- follow the print from left to right.
- follow directions during class activities.
- listen to story and talk about the story.
- notice the letters, words on newspaper, story books, magazines, food wrappers and labels.

MATH READINESS OR EARLY NUMERACY

Young children are natural mathematicians, fascinated by what is “bigger,” wanting “more” of their favorite things. Mathematics skills in early years are developed and based on children’s experiences with their environment, their interactions with adults and other children and their daily observations. When in a pretend play children use play money, note pad as a cash register, balance scale, they begin to engage with counting, and various other pre-mathematical concepts. Similarly, when children play in a sand pit and measure cups/handful of sand as part of a sand play experience, talking to each other, they are actually engaged working with ideas about volume, and quantity; when playing in a building blocks area children are expanding their ideas for construction and using vocabulary such as big/small, long/short. Such experiences at the pre-school builds on children’s natural curiosity and enthusiasm. In addition, children, find patterns, compare quantities, try and balance blocks on top of each other. All these experiences help children develop a solid foundation for future success.

Explain to your participants that the math readiness and early math activities should build on the daily life experiences of children at home and at the pre-school. Support your statements with suitable activities and examples. The following are certain processes for math readiness and early numeracy—

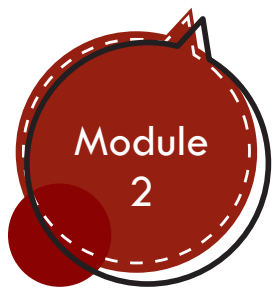
- Matching of objects/ pictures according to a specific criteria
- Sorting, grouping and Classification on the basis of one dimension, progressing to more than one dimensions

- Problem solving- fixing puzzles/ completing picture/ puzzle; completing maze
- Recognising patterns and shapes and extending patterns
- Reasoning activities—What goes with what/Relationship activities; puzzles
- Comparisons and measurements (Pre-number) for example of size (Big-small), weigh (More-less), height (Tall-Short), length (Long-Short), distance (far-near) and volume (more-less), etc.
- Sequential thinking—understanding the order of things-what comes first, lays foundation for understanding ordinal positions.
- Spatial relationships—concepts of top/bottom, up/down, in/out, straight/curved, etc. are important for understanding of basic mathematical concepts.
- One to one correspondence—matching sets of objects with cardinal numbers and using one count term for each object, touch and count.
- Counting beginning from building groupings or sets of objects, progressing to the numbers.
- Number sense—counting and telling how many.

A few pedagogical processes for early numeracy at the pre-school stage are mentioned below—

Pedagogical Processes for Promoting Early Numeracy

- Using story books to encourage numerical reasoning.
- Identify everyday situations and real-life examples to use ordinal numbers.
- Manipulating objects/materials such as blocks, interlocking toys.
- Picture reading, odd man out activities, completing 4-5 piece puzzles, maze, sorting/ grouping activities (two-three attributes at a time).
- Reproducing the patterns in the given sequence and creating on their own.
- Using concrete objects for matching, sorting classification, sequencing, seriating activities.
- Counting objects/numbers in the immediate surroundings in a meaningful way to find out how many objects are there.
- Activities where children need to measure and make estimations using cups and glasses and carry out non-standard measurement such as handful of sugar, a pinch of salt.
- Children where they can actively participate, enjoy experiments with teacher's assistance (e.g., floating of toys ,dissolving sugar while making lemonade, etc.)
- Where they narrate, what happened the day before, or what they did after their favorite field trip, etc.
- Counting down days to an event such as birthday celebration/ festival celebration using concrete materials (e.g. using twigs/ sticks/ picture/ number calendar).



Module 2

You also need to explain to your participants how to observe the children's progress in early numeracy. The following are suggestive indicators:

- Recognise and create patterns using environment materials and objects.
- Identify sequence/ pattern in the stories/poems
- Use vocabulary to describe problem/ pattern
- Do touch and counting, using one-to-one correspondence
- Explain about how things are same and different
- Use comparative vocabulary (e.g. Bigger, Smaller, Taller, Shorter etc.)
- Compare the number in two set of objects.

Examples of some activities for Early Numeracy

Classification

Classification can be done with any concept such as colour, shapes, size, animals, transport, etc. Say for example, ask children to keep all yellow leaves on one side, and green leaves on another side. You can begin with simple classification initially with the real objects and gradually with multiple classification. You need to begin with single criteria and gradually moving to two or more criteria for example, asking a child to classify yellow and green fabric pieces, moving to two or more attributes, for example, big yellow fabric pieces and small green fabric pieces. Once a child is able to classify concrete objects, then the skill can be strengthened further, using pictures and other manipulatives.

Compare and Seriation

Place 5-6 leaves of different sizes in front of the children. Ask the children (one by one) to sort out and name the biggest and smallest leaf. Then give them 3 more different sized leaves and ask them to seriate in order, biggest to smallest and vice a versa. When the children are able to seriate 3 leaves, increase the number of leaves.

Patterning

- Use blocks, beads and other manipulative to build spatial reasoning and patterning skills. For example, "Threading and patterning activities using colour".
- Follow the pattern or copying patterns.
- Completing the pattern.

Sequential thinking

- Sequential thinking cards which the children organise according to the logical sequence of events. Encourage left to right placement of objects or cards.
- Repeating orally a sequence of three numbers between 1 and 10.
- What comes next? – "Monkey, Monkey, butterfly, Monkey, Monkey,..." (the child says, "Butterfly").
- Seriation:- Putting things in order (biggest to smallest, tallest shortest and on)

Problem solving skill

Problem solving activities help pre-schoolers to develop basic problem solving skills and hand-eye coordination. Completing simple jigsaw puzzle initially and gradually a difficult one, for example, starting with two piece puzzle to 5-6 piece puzzle. Puzzle activities can include traditional Inset boards (shapes, animals, transport, birds, fruits).

Reflective Questions

- How do children learn by handling manipulative objects?
- Do you integrate numeracy activities in other subject areas? Think about how you could plan and support children's learning in early numeracy in a joyful manner.
- What kind of opportunities do you provide for language and early literacy and numeracy at your school. For example, does the classroom display is planned in a manner that children can see print? Is it at the eye level? Where can they see number symbols?

Activity for KRPs/Teachers

Activity 1

Divide your participants in four groups and give them materials and objects to conduct and practice the activities. Provide objects of different sizes, shape, colour and pictures of animals/ birds/transport, objects such as twigs/sticks/pencils, etc Give directions for different types of activities to be conducted like classification as per given criteria, comparison,seriation, pattern completion etc. Highlight how environmental objects such as flowers, leaves, seeds, etc. can be used for activities. Share examples of math readiness and early math activities and their significance.

Activity 2

Exploring Math/Numbers in outdoors: Divide your participants into groups of two. Ask one group to make a list of examples of outdoor activities through which they would promote early math, and ask the second group to make a list of objects/ materials/books and other resources that they would use for developing math readiness and early math. Give 15-20 minutes to complete this task. Then ask both the groups to do presentation of their work.

Activity 3

Activities in progression for Math Readiness and Early Math: Demonstrate atleast one activity in progression for Pre-school-1 (3 to 4 years old children) and Pre-school-2 (4 to 5 years old

children). Let your teachers understand how to increase the complexity of the activities/ tasks on any skill or concept. It would help in understanding the progression in children's learning. All this will help in achieving the desired early learning outcomes.

Activity 4

Make a weekly plan based on pre-number concepts/ numbers

Evaluation (Self-check Exercise)

You may use the following checklist for individual reflection, to prompt group discussion, or as a way to track progress as you improve skills as master trainer. After you have gone through the module, put tick mark against items that you have understood from the list given below.

S. No	Items	Space for tick mark
1.	Benefits of Early literacy and Early Numeracy	
2.	Print rich environment for Early Literacy and Math	
3.	Pedagogical Practices for EL and EN	
4.	Different types of Group exercises	
5.	Language skills Activities	
6.	Number Readiness Activities	
7.	Role play	

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PRE-VOCATIONAL EDUCATION IN SCHOOLS

MODULE OBJECTIVES

After going through this unit, the trainee should be able to

- comprehend historical perspectives on work-based education in India.
- describe the key features of skill development in India.
- describe the purpose of work experience and pre-vocational education programme.
- describe the vocationalisation of school education under *Samagra Shiksha*.

MODULE OVERVIEW

The module has been developed to provide a comprehensive overview of the historical perspective of work based education in India, current scenario of skill development and the school vocational education programme. The introductory session begins with the ancient ducation system and describes the views and ideas given by the great thinkers, philosophers and freedom fighters on the importance of work based education. It also builds a foundation on the importance of vocationalisation of education in enhancing individual employability and national productivity, which was emphasized by the various commissions on education constituted by the Government of India from time to time. The second session describes the scenario of skill development in India through its key features, such as coordinated action between different stakeholders, integration of vocational skills in general education, public-private partnerships in implementation of skill development schemes and programmes, and vocationalisation of higher education. The third session deals with he work experience programme, pre-vocational education programme in Classes IX and X and the erstwhile scheme of vocationalisation of secondary education in Classes XI and XII. It will help the trainees to understand the development, progress and issues of vocationalisation of school education. Vocationalisation of education in India begins from Class I, with skill based activities introduced through the Work Experience or Socially Useful Productive Work (SUPW) programme up to Class VIII. Vocational education was introduced from Classes IX to XII to make

provisions for the occupation based vocational skills alongside general academic education. The purpose of vocationalisation of education is to improve the relevance of education to the world of work and make students more employable. The fourth session on vocationalisation of education under *Samagra Shiksha* (integrated scheme of school education) explains the concept of pre-vocational education to be introduced from Classes VI to VIII and vocational education programme from Classes IX to XII. It describes the various components of the school vocational education programme from Classes IX to XII to provide an understanding of the importance of each of the components in effective implementation of vocational education in schools.



MODULE SESSIONS

HISTORICAL PERSPECTIVES ON WORK BASED EDUCATION IN INDIA

SESSION 1

The modern education system in India evolved from the Vedic and Gurukul system. The Gurukul system in which students learnt life skills, vocational skills and knowledge related to the discipline was prevalent during that period. The Teacher (*Guru*) fostered a bond with students (*Shishya*). The students were subjected to a rigid discipline and studied under the guidance of the teacher. The ancient Indian education was not merely theoretical but was related to the realities of life and work (*karma*). Students would not only receive instructions related to domestic life, but would also learn the lesson of dignity of labour through training in vocations and social service. The Indian education system helped in preserving ancient culture and promoting cultural unity and infused a sense of responsibility and social values. Great Indian philosophers and thinkers, like Swami Vivekananda (1863-1902), Rabindra Nath Tagore (1861-1941), Sri Aurobindo Ghosh (1872-1950), Mohandas Karamchand Gandhi (1869-1948), Bhimrao Ramji Ambedkar (1891-1956), and Sarvapalli Radhakrishnan (1888-1975) gave their views on the education system. The ideas and perceptions of various philosophers and thinkers and the recommendations of various committees and commissions not only shaped the national education system, but also highlighted the need and importance of vocationalisation of education in enhancing individual employability and national productivity.

The need for a formal system of vocational education can be traced back to 1854, when Lord Charles Wood prepared a despatch, popularly known as “Woods Despatch”, on the educational system for India which came to be known as the “Magna Carta” of education in the country. The need for introducing vocational education through diversification of general education was advocated by Woods Despatch. It suggested that there is a need for establishing vocational schools, technical Institutes and vocational colleges. The Indian Education Commission, also known as Hunter Commission (1882) examined the problems of education and recommended that at the high school stage, there ought to be two distinctive streams; first for preparing the students for entrance examination to the university courses and the

second for practical occupations. Wood and Abbot Commission (1936) stressed the importance of manual work in education and suggested that (i) vocational education should be organized according to the needs of various vocational areas and no vocational area should be considered less important, (ii) vocational education should be considered at par with literary and science education and its standard should be raised, (iii) vocational education should be considered as complementary to other types of education, (iv) skillful workers engaged in small industries should also be given proper vocational training. (v) there should be two types of schools for vocational education; first should be the junior vocational school and the second senior vocational school. In the junior school after Grade VIII, there should be three years' course for vocational education. In the senior school, there should be two years' vocational education after Grade XI. The junior vocational school should be considered at par with a high school and the senior one should be at par with an intermediate college, (vi) certificate awarded after passing a vocational course, should clearly mention the quality of work done by the candidate during the period of vocational training, (vii) vocational school should be established near vocational centers, (viii) part-time classes should be opened for persons engaged in various vocations, (ix) workers should be given training in vocational schools for 2-1/2 days per week and they should be given full wages for these 2-1/2 days, (x) in part-time schools, provision should be made for training during day time.

Mahatma Gandhi (1937) insisted that manual and productive work should find a place in examination. In 1938, Central Advisory Board of Education set up a Committee under the Chairmanship of Shri B.G. Kher on the Wardha Education scheme (*Nai Taleem* of Mahatma Gandhi). The committee recommended the implementation of *Nai Taleem* by all the provincial governments. The educational ideas of Mahatma Gandhi were given practical shape by the Zakir Hussain Committee and "Basic Education" (*Buniyadi Shiksha*) was accepted as the national pattern of education for the elementary stage in 1938.

After the independence of India in 1947, there had been a debate on the kind of education system that the country should adopt to valorize the cultural and religious ethos but at the same time develop science and technology for the national development. The Government of India also appointed commissions for suggesting educational reforms. The

Secondary Education Commission (1952–53), which focused mainly on secondary and teacher education, recommended the diversification of courses at the secondary stage. This resulted in the establishment of multi-purpose schools. These schools offered one or more practical courses in agriculture, home science, business and commerce, fine arts and humanities. Later, the Education Commission (1964–66) made a comprehensive review of the entire field of education and suggested a national pattern for all stages of education. It also suggested that besides vocational education, work experience programme should also be introduced in schools.

The National Policy on Education (1968) highlighted the need to increase facilities for Technical and Vocational Education (TVE) at this stage. The National Council of Educational Research and Training (NCERT) published a document titled “Higher Secondary Education and its Vocationalisation” in September 1976. The document highlighted the need to bring about flexibility in the choice of vocations, determining the skill needs based on the vocational opportunities and manpower needs in the district or a group of districts through district surveys of economic activities, and provision for guidance and counselling for careers and courses to the students. A Vocational Education Programme (VEP) was introduced at +2 stage in general education institutions in 1976-77 by few States. Under the programme, a variety of vocational courses of 2-years duration were offered in various disciplines.

The National Policy on Education 1986 promulgated “the introduction of systematic, well- planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization”. Highlighting the need for introducing the vocational education in schools, the policy document mentioned that “vocational education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII.....”. A Programme of Action was brought out in 1986 to translate the policy imperatives into concrete programmes. It suggested that a Central Institute of Vocational Education (CIVE), under the National Council of Educational Research and Training (NCERT), should be set up to perform research and development, monitoring and evaluation functions. Tertiary level programmes like Diploma in vocational subjects,

Advance Diploma programmes and Degree programmes should be introduced in selected polytechnics, affiliated colleges and Universities, as well as in special Institutes set up for the purpose.

The Programme of Action (1992) of National Policy on Education (1986) emphasised that vocationalisation of education programme must ensure that at the secondary stage, students are prepared to choose a career. It stressed the development of vocational interests and aptitudes to allow the self-exploration of vocational preferences and to enhance productivity and participation in work.

Activity 1 **Group Discussion**

Objective

To orient the participants on developing an understanding of the importance of work based education.

Procedure

- Form groups with three trainees in each group.
- Ask each group to discuss on the historical perspectives on work based education and vocational education.
- Each group shares their knowledge on the events that followed during pre-independence and post-independence which led to the development of vocational education in India.

Activity 2 **Who am I?**

Objective

To expose the trainees to a variety of occupations in the world of work the tasks performed by people working in these occupations.

Procedure

- Trainees are divided into two or more teams with equal number of members.
- Each team is given some names of the occupations, like mason, carpenter, plumber, technician for home appliances, floriculturist, micro irrigation technician, beauty therapist, gardener, solar power technician, etc.
- The team members will write the tasks performed by the persons in different occupations.



Module 3

- A member from the team shall come forward and state the task(s) performed by a skilled person.
- The other team members shall guess the occupation. Points shall be given for each right guess.
- The other team members shall then come forward and the game shall continue.

Self-assessment

1. What are the two major suggestions given by Wood and Abbot Commission (1936) for elevating the status of vocational education?
2. Why the commissions before and after independence of India suggested the need to give due importance to vocational ducation?

PRESENT SCENARIO OF SKILL DEVELOPMENT

SESSION 2

Vocational Education and Training (VET) in India is being made aspirational by mobilising greater participation of youth, assessing skill gaps for reducing the mismatch between the demand and supply of skilled manpower, mainstreaming vocational education in schools, polytechnic, colleges, and universities, encouraging private participation through public-private partnerships, recognising prior learning of skilled workers through assessment and certification, encouraging participation of workers to opt for skill development courses offered through specialised training Institutes and defining clear career pathways for a variety of skill training programmes offered through institutions under the National Skill Qualification Framework (NSQF).

A comprehensive National Policy for Skill Development and Entrepreneurship was formulated in 2015 and a Skill India Mission was set up by Government of India, with the objective of training 400 million people by 2022. State Skill Development Missions (SDM) has been set up by various states to work out an integrated strategy for skill development and enhancing the employability of youth in the state. Public-Private Partnership (PPP) model, led by National Skill Development Corporation (NSDC), which was established in 2009, is now driving the skill development activities in policy planning, infrastructure development, development of national occupation standards, training, assessment and certification. The NSDC has a mandate to skill 150 million people by 2022 in 20 high growth sectors identified by the Government of India. The key features of skill development scenario in India include the following.

Skill is an ability to perform an activity or job well, especially because you have practised it.

Coordinated Action and Coherence

The Government of India is promoting a coordinated action for skill development with the involvement of key stakeholders – Central Ministries, State Governments, National Skill Development Corporation (NSDC) and Sector Skill Councils (SSCs). A separate Ministry of Skill Development and Entrepreneurship was created in 2014 to streamline the implementation of skill development in the country. A National Policy for Skill Development and Entrepreneurship 2015 was unveiled on July 15, 2015 to meet the challenges of skilling people at scale with speed, standard (quality) and sustainability

and to bring about greater coherence between the various skill development programmes. The policy objective of increasing the opportunities and participation in skills development is being met through greater public funding and enhanced resource allocation mechanisms, articulated pathways, diversification of types of training, more private provisions and quality management.

Integrating Vocational Skills with General Education

A National Vocational Education Qualifications Framework (NVEQF) was launched by the Ministry of Human Resource Development (MHRD)¹ in 2012 to integrate vocational education with general education and to provide seamless pathway to the learners for a smooth transition from school to work or further education. It is organised as a series of levels of “learning outcomes”, arranged in ascending order from level 1 to 10 (table 1). Levels depend on the complexity of learning; 1 is the least complex and 10 the most complex. It is a broad framework beginning from Grade 9 (NSQF level 1) to Diploma (NSQF level 5) Advanced Diploma and Degree, (NSQF levels 6-10) in Colleges and Universities. Each level of NSQF is described as a statement of learning outcomes in the following domains: (i) process required, (ii) professional knowledge, (iii) professional skills, (iv) core skills, and (v) responsibility (Table 1).

Table 1: NSQF Level Descriptors

NSQF Level	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
1.	Prepares a person to carry out process that are repetitive on regular basis and require no previous practice.	Familiar with common trade terminology, instructional words, meanings and under standing.	Routine and repetitive, takes safety and security measures.	Reading and writing; addition, subtraction; personal financing; familiarity with social and religious diversity, hygiene and environment.	No responsibility, always work under continuous instruction and close-supervision.
2.	Prepares a person to carry out processes that are	Material, tools and applications in a limited	Limited service skills used in limited context; select and apply	transmit written and oral messages, basic arithmetic,	No responsibility, works under instruction and close-supervision

¹ With the notification of National Skill Qualifications Framework in 2013, the NVEQF was subsumed in NSQF.

	repetitive, on a regular basis, with little application of understanding and more of practice.	context and understands context of work and quality.	tools; assist in professional works with no variables; differentiate good and bad quality.	Receive and personal financing, understanding of social, political, and religious diversity, hygiene and environment.	
3.	Person may carry out a job which may require limited range of activities routine and predictable.	Basic facts, process and principle applied in trade of employment.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application.	Communication - written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment.	Work under close supervision. Some responsibility for own work within defined limit.
4.	Work in familiar, predictable, routine, situation of clear choice.	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts.	Language to communicate - written or oral, with required clarity and skill. Basic arithmetic and algebraic principles, basic understanding of social political and natural environment.	Responsibility for own work and learning.
5.	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.	Responsibility for own work and learning and some responsibility for other works and learning.

6.	Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity, involving standard and non-standard practices.	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Reasonably good in mathematical calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication.	Responsibility for own work and learning. Responsibility for other's works and learning.
7.	Requires a command of wide-ranging specialised theoretical and practical skills, involving variable routine and non-routine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study.	Good logical and mathematical skill; understanding of social political and natural environment and organising information, communication and presentation skill.	Full responsibility for output of group and development.
8.	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study, demonstrates intellectual independence, analytical rigour and good communication.			Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.	
9.	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities, involving unpredictable work/study situations.	
10.	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	

NATIONAL OCCUPATION STANDARDS

Competency is an observable and measurable knowledge and skills. Skill standards and assessment are critical to the quality of VET. The recognition of qualifications awarded to learners by

the industry or employers across the country depends on the skill standards and delivery of VET. The National Occupation Standards (NOSs)² developed by the SSCs or other agencies are examined and reviewed by the National Skill Qualification Committee (NSQC) and thereafter conferred the status of 'National Occupation Standards'. The Qualification Packs containing the NOSs for the job roles in different sectors are available on the National Qualifications Register (NQR). Many countries, such as Australia, Canada, Chile, Denmark, Japan, Malaysia, the Netherlands, New Zealand, Philippines, United Kingdom, and the United States have taken specific steps to develop occupational and training standards, and some are beginning to develop cross-national approaches and benchmark national standards to international requirements. The qualifications under the NSQF are being aligned to globally recognized qualifications framework for ensuring quality and international workforce mobility.

VOCATIONALISATION OF HIGHER EDUCATION

Making higher education skill oriented is a critical area for improving the employability of higher education graduates, therefore, skilling is being increasingly integrated in higher education with community colleges and degree colleges affiliated to universities offering NSQF- aligned vocational courses and Bachelor of Vocational Education (B.Voc.) degrees. These courses are being aligned to a credit framework i.e. Choice Based Credit System (CBCs) of the University Grant Commission (UGC) to provide horizontal and vertical mobility. The Choice Based Credit System (CBCS) provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).

Activity 1 Debate

Title

Integration of vocational skills with general education is a better option than streaming vocational education in school education system.

² National Occupation Standards (NOS) are statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding.

Objective

To orient the participants on developing an understanding of the integrated model of vocational education.

Procedure

- Form two teams – the affirmative team, which shall support the topic or resolution and the negative team, which shall speak against the topic or resolution.
- One member from the affirmative team shall initiate the debate and the members from the negative team shall take notes for preparing the rebuttal for the statements made by the other team member.
- The other team member shall then present the rebuttal and the debate shall continue.
- The conclusion shall be made by the judge

Activity 2 Presentation

Title

Role of different agencies in skill development

Objective

To orient the participants on understanding the roles and functions of different agencies in implementation of skill development programmes or schemes.

Procedure

- Visit the websites of different ministries and various organisations/agencies/institutions involved in skill development.
- Prepare a presentation on the roles and functions of the different ministries and various organisations/agencies/institutions vis-à-vis the programmes and schemes of skill development being implemented by them.

Self-assessment

1. Write short notes (80-100 words) on the following—
 - (i) Integration of vocational skills in general education
 - (ii) National Occupation Standards
 - (iii) Vocationalisation of higher education

WORK EXPERIENCE AND PRE-VOCATIONAL EDUCATION PROGRAMME

SESSION 3

The vocationalisation of education in schools of India has been introduced with different names. At the primary and middle school levels (Classes I-VIII) it is called 'work experience' or 'socially useful and productive work', 'pre-vocational education' in Classes IX and X.

Work Experience Programme

Kothari Commission Report of the Education Commission (1964–66) conceived work experience programme as "participation in productive work in the school, in the home, in a workshop, on a farm, in a factory or in any other productive situation". It recommended that work experience, which includes purposive and meaningful manual work, should be an essential component at all stages of education. It should inculcate in the learners a respect for manual work, values of self-reliance, cooperativeness, perseverance, helpfulness, work ethics, attitudes and values related to productive work and concern for the community. However, the implementation of Work Experience (WE) or Socially Useful Productive Work (SUPW)/Pre-vocational Education (PVE) programme in schools has been far from satisfactory because of various reasons, such as non-allocation of sufficient time in the school time table, non-examinable nature of the courses, insufficient funds, and non-availability of trained teachers and raw materials.

Centrally Sponsored Scheme of Pre-vocational Education in Classes IX and X

A Centrally Sponsored Scheme of Pre-vocational Education (PVE) at lower secondary stage was introduced in 1993-94. A document titled "Guidelines on Pre-vocational Education" was brought out by the NCERT after the deliberations in a National meet organised in July 1993 to formulate the implementation strategies for pre-vocational education scheme launched by the MHRD. The main features of the scheme of pre-vocational education are as follows: (i) Pre-vocational Education may be offered in lieu of Work Experience. (ii) Minimum six periods per week will be allotted, (iii) It will be introduced only in the schools where vocational courses at +2 stage are being offered and the regular infrastructure facilities are available for the chosen pre-vocational course, (iii) After completion of pre-vocational at lower secondary stage, the pass outs should attain marketable

skills in the course concerned. The scheme of assessment is similar to that of work experience. The evaluation in classes IX and X is done by the schools and the grades awarded by the schools in Grade X are reflected in the board's certificates, with the title of the course.

In pursuance of the provisions in the National Policy of Education 1986 and recommendations of various committees, the Central Board of Secondary Education (CBSE) made provision of pre- vocational education in its scheme of studies with effect from the academic session 1995-96. The objectives of Pre-vocational Education are: (i) To impart training in simple marketable skills to students in classes IX and XI; (ii) To develop vocational interests and aptitudes in enhancing productivity and to allow for self- exploration of vocational preferences, (iii) To facilitate the students in making choice of vocational courses at the higher secondary level, (iv) To prepare students for participation in work-experience as a desired dimension of academic education; and (v) To inculcate healthy values related to work culture.

The NCERT has developed pre-vocational modules in a wide variety of areas, which include Bee-keeping, Biofertilisers, Horticulture, *Jave-urvarak* (Hindi), Mushroom Cultivation, *Mushroom-Ki-Kheti* (Hindi), Vermiculture, Basic Book-keeping, Basic Office Practice, Typewriting, Internet Café, Beginning with Visual Basic, *Gharelu Vidyut Upkarno Ki Marammat Evum Anurakshan* (Hindi), *Gharelu Wiring*, Plumbing, Repair and Maintenance of Power Thresher, Repair and Maintenance of Tillage and Sowing Equipment, Wood Craft, Blood Bank Operation, *Bans Kala* (Hindi), Batik, *Gudiya Nirman*, Preparation of Bread and Other Yeast Leavened Products, Preservation of Fruits and Vegetables by Drying and Dehydration, Preservation of Fruits and Vegetables using Salt, Vinegar and Oil, Production of Cosmetics, Soft Toys, Textile Care and Design, Tie and Dye and *Kastha Kala* (Hindi).

Centrally Sponsored Scheme on Vocationalisation of Secondary Education (1988)

Vocationalisation of education was introduced in India in 1976-77 to make provisions for the development of productive skills alongside general academic education throughout the school system of ten years, and to offer Vocational Education Programme (VEP) of two years as an alternative to general academic education at the higher secondary stage. In 1978, a Committee under the chairmanship of Shri Malcolm

S. Adiseshiah suggested that the curriculum design for vocational stream at +2 stage should comprise (i) Language (15% of the total time), (ii) General Foundation Course (15% of the total time), and (iii) Vocational Elective Subjects (70% of the total time).

A Centrally Sponsored Scheme (CSS) of Vocationalisation of Secondary Education was launched in February 1988. The main objectives of the scheme were to provide diversification of educational opportunities to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education. The scheme provided guidelines for financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation, etc. It also provided financial assistance to NGOs and voluntary organizations towards implementation of specific innovative projects for conducting short-term courses. Under the scheme, which became fully functional in 1992-93, a capacity for enrolment of about 10 lakh students in 9000 schools at + 2 level was created. Facilities for the introduction of vocational courses have been created in the six major areas of agriculture, business and commerce, engineering and technology, health and paramedical, home science and humanities, and science and education. The PSSCIVE was responsible for developing the courses and course materials. Based on the recommendations of various committees/review groups, the scheme was revised and was re-launched as Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in 2012. It took around 25 years for implementing vocational courses in the 6,800 schools and only 5% enrolment could be achieved in vocational courses in schools of the States/UTs. The key obstacles in the implementation of the VEP included negative image and low aspirational value, lack of integration with general education, mismatch between skill demand and supply, lack of industry engagement, lack of coordinated efforts for meeting quality standards and optimal utilisation of resources, lack of employability skills in the curriculum, improper operationalisation of a quality assurance framework and lack of focus on leveraging technology for promoting apprenticeship training to meet current and future skill demands of technology and automated industry.

Activity 1

Think-Pair-Share

Title

Work experience programme and pre-vocational education

Objective

To develop an understanding of the various aspects of work experience programme

Procedure

- The KRP poses a question to all the trainees to think independently about their answer in silence and take notes for themselves. The questions may include (i) Why work experience programme did not work well in schools? (ii) What are the limitations of work based activities in schools? (iii) Why work based education should be promoted in schools? (iv) How activity based learning in schools would be useful? (v) How work experience programme differs from pre-vocational education?
- After 10 minutes, the KRP asks the trainees to pair up with a nearby or assigned trainee and reach a consensus on the convincing response or generate many responses.
- After the trainees have discussed in pairs, the KRP asks pairs to share their responses with the class.

Self-assessment

1. Write short note (80-100 words) on the following
 - (i) Work experience programme in school
 - (ii) Pre-vocational education
 - (iii) Vocationalisation of education

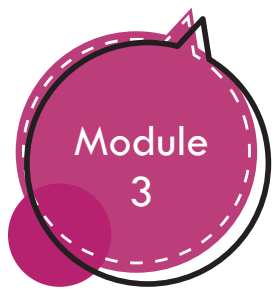
VOCATIONALISATION OF EDUCATION UNDER *SAMAGRA SHIKSHA*

SESSION 4

The National Policy for Skill Development and Entrepreneurship 2015 has set a target of integrating skilling with formal education from Grade IX onwards in 25% schools over the next 5 years and all formal and non-formal skill training programmes will have to align with the NSQF by December 2018. In order to realise the policy imperatives in school education, major interventions and strategies adopted in skill development at the secondary and higher secondary stage include (i) integration of academic and vocational education curricula, (ii) offering courses to match the skill demands of the economic and social sectors, (iii) implementing flexible curriculum design for linking qualifications with competence and employability, (iv) preparing competent teachers and trainers, (v) assessment of competence based learning, and (vi) quality assurance. The intent is to make vocational subjects available to the students, without streaming them into rigidly narrow programme of VET.

Pre-vocational Education from Classes VI to VIII under *Samagra Shiksha*

Pre-vocational education is now being envisaged as vocationalisation of school education from Classes VI to VIII under *Samagra Shiksha* (Integrated Scheme of School Education) to connect skill based activities with general academic subjects, like science, language, social science, etc. It will be useful in providing opportunities to the children to explore the basic skill requirements for the various productive tasks in the world of work. The underlying idea behind such work based activities is to make them as an integral part of the teaching-learning process rather than as an add-on to the existing scheme of studies of education from Classes VI to VIII. It will not only reduce the boundaries between the bookish knowledge and application of knowledge, but will also expose children to the skill requirements in the work areas, thus helping them to decide the future career path. These multi-skill activities, inter alia, would also foster the development of soft skills, such as aesthetic values, cooperation, team-work, judicious use of raw materials, creativity, quality consciousness, etc. Students shall also visit organisations and people engaged in different occupations for insightful knowledge and skills related to potential areas of future employment.



The general education teachers of languages, mathematics, science, social science, art, music, and work experience would be involved in the organisation of the skill-based activities related to the themes that they are teaching. The teaching-learning methodology may be based on observation, manipulation and practice. Design, craft, and technology will become part of general education, which will help attract a greater number and diversity of students to careers in technology. Concerned subject teachers may be trained in the use of teaching techniques that support activity based learning, including hands-on learning, problem solving, cooperative or team based projects, lessons requiring multiple forms of expressions, project work that draws on knowledge and skills from several domains. Students may also visit organisations and people engaged in different occupations for insightful knowledge and skills related to potential areas of future employment.

The vocational modules on soft and hard skills will help children to explore the essential aspects of the world of work and prepare them for choosing a vocational subject or a career options. Through the soft skills, children will develop dispositions, attitude and social competencies to become functional at personal and social level. The soft skills modules will develop communication skills and ICT skills. For vocational skills components, activities based on the themes given in the syllabus for the general education subjects will be organized as part of the syllabus.

Vocational Education from Classes IX to XII

At the secondary level (Classes IX and X), a vocational subject is offered as an additional or compulsory subject along with general education subjects. At the higher secondary level (Classes XI and XII), it is offered as a compulsory (elective) subject. The curriculum of vocational subjects is aligned to the National Occupation Standards (NOSs) for an occupation or a job role in a sector. The schools offer two vocational subjects, with 40 students in each section. There are 8433 schools in 27 States/UTs offering vocational subjects under *Samagra Shiksha*. Currently vocational courses for 55 job roles in 18 sectors have been approved for the vocational

Education programme in schools

Input

- Infrastructure
- Teachers/Trainers

- Students
- Teaching-learning material

Processes

- Enrolment
- Curriculum transaction
- On-the-job training
- Assessment& Evaluation

Output

- Certified skilled manpower

Sectors

The sectors in which vocational subjects are being offered through the school vocational education programme are as follows:

S.No.	Sector
1.	Agriculture
2.	Apparel, Made-ups and Home Furnishing
3.	Automotive
4.	Banking, Financial Services and Insurance
5.	Beauty and Wellness
6.	Building and Construction
7.	Electronics and Hardware
8.	Healthcare
9.	Information Technology-IT enabled Services
10.	Logistics
11.	Media and Entertainment
12.	Organised Retail
12.	Plumbing
14.	Power Sector
15.	Private Security
16.	Telecommunication
17.	Tourism and Hospitality

Introduction of Vocational Courses

Selection of vocational courses	The selection of vocational courses by the States/UTs is based on the assessment of skill needs conducted nationally and locally.
Infrastructure	Infrastructure classroom-cum-lab/workshop are developed in the schools to ensure effective practical training of the students. Lab equipment and resources are based on the requirements of the subject and the financial limits. The list of tools, equipment and materials for setting up the lab/workshop are provided by the PSSCIVE in consultation with the concerned Sector Skill Council.
Enrolment of students	Enrolment drives, provision of special facilities, working in close collaboration with parents and community based organization are being organised to ensure participation of special groups in vocational education. Extensive awareness and publicity campaigns through mass media (newspapers, radio, internet, etc.) and rallies are being taken up for dispelling the negative attitude towards vocational education and attracting young students to the vocational courses
Vocational guidance and counselling	Vocational guidance and counselling drives are being organized in the schools involving experts and counsellors, with special counselling sessions for girls.
Appointment of vocational teachers	Vocational courses are conducted with the help of Vocational Teachers/ Trainers, recruited by the State Government or the NSDC empaneled Vocational Training Providers (VTPs) as well as guest faculty on need basis. The PSSCIVE makes recommendations regarding qualification criteria for engaging vocational teachers and the common rules and standards for recruitment, service conditions, criteria and processes for appraisal, evaluation, recognition and rewards are being implemented across all the States/UTs.

Vocational Curriculum

Learning outcomes based	<p>The vocational curriculum, which is based on learning outcomes comprises (i) employability skills and (ii) vocational skills. The employability skills modules include communication skills, self-management skills, information and communication technology skills, entrepreneurship skills, and green skills.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Communication Skills</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Self Management Skills</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">ICT Skills</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Entrepreneurship Skills</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Green Skills</div> </div>
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Aligned to National development agency	
Occupation Standards	Learning outcomes are based on National Occupation Standards (NOSs) ³ given in the Qualification Packs (QP) of the job roles in various sectors.
National curriculum and courseware development agency	Curriculum and courseware development is being done by the PSS Central Institute of Vocational Education, Bhopal. The teaching-learning materials include student textbook, teacher handbook and e-learning materials.

Capacity building of key functionaries

Orientation programme for Officials of State Education Departments and Boards	Officials of the Department of Education at the State and District level, Principals and Vocational Coordinators are orientated on the effective implementation of Vocationalisation of education in the States/UTs.
Training programme for Vocational Teachers/ Trainers	The PSSCIVE acts as the principal coordinating agency for organizing teacher training programmes. An induction training of 10 days duration for newly recruited vocational teachers are organized by the States/UTs for all the selected teachers/skill trainers. In-service training programmes of 5 days on pedagogy, subject content and other related aspects of vocational education are organized by the PSSCIVE and State Education Departments for all teachers/skill trainers through established training institutes having necessary experiences and expertise. The training programmes are organised by the State Implementing Agency in collaboration with PSSCIVE and Sector Skill Councils. Training programmes on communication skills, self-management skills, ICT skills, entrepreneurship skills, green skills, vocational guidance and counselling, and assessment and evaluation are organised by PSSCIVE and States/UTs. Vocational teachers are being trained in utilizing e- learning materials, instructional video-films and interactive computer aided programmes for supplementing teaching and providing a wide variety of learning experiences to the learners. Training programmes are organised with the help of industry experts and Sector Skill Councils for upgradation of domain- specific competencies. Pre- test and Post-test is conducted in teacher training programmes for training need analysis and to improve the quality of training.

³ The National Occupation Standard (NOS) specifies the standard of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet These are made available on the website of NCERT and PSSCIVE.

Curriculum Transaction

Curriculum is being transacted in classroom, laboratory or workshop and field. Field visits of students are organized in industry and actual work situations to enable them to understand and appreciate the real-time work requirements and make choices accordingly. Special training classes for teachers and students on entrepreneurship are conducted, besides giving necessary guidance to the students for setting up their own ventures. The industry and specialized organisations/institutions support the training in terms of skill training by resource persons or experts, assessors, and engaging vocational passouts for apprenticeship training. A component of internship or on-the-job training is an integral part of the curriculum transaction. Students are required to complete a minimum of 80 hours of workplace learning or on-the-job learning.

Vocational teachers should possess a working knowledge of the communication skills, ICT skills, generic skills, vocational skills and values needed for performing effectively and efficiently in an occupation or business enterprise, so that he/she can provide relevant learning experiences to students for achieving realistic vocational goal or career. Effective communication ability would help a vocational teacher to effectively utilise teaching aids and transact curriculum. Vocational teachers should also utilise instructional video-films and interactive computer aided programmes for supplementing teaching with audio-visual aids and providing a variety of learning experience to the students through effective curriculum transaction.

Roles and functions of Vocational Teacher

- Plan teaching and training sessions.
- Demonstrate competencies including content knowledge, practical skills, communication skills, presentation skills, numeracy skills, social skills, pedagogy skills, evaluation skills, etc.
- Use a variety of teaching and training aids including multimedia.
- Demonstrate values, work ethics and empathy towards students.
- Demonstrate concern for safety, health and environment.
- Maintain all kinds of student's records- (attendance record, student's progress report, on-the-job training record, on-the-job training, assessment report, field visit record, student log book, non-scholastic achievements record, etc.).

- Evaluate the performance of students continuously and provide feedback.
- Motivate students to learn and encourage them to become self-directed learners.
- Assess the competencies of students and evaluate their performance.
- Contribute to the placement of vocational students for on-the-job training and apprenticeship training.
- Conduct action research.
- Participate in training programmes, seminars, conferences, workshops, etc.

Assessment and evaluation of learners

The competencies acquired by the learners are assessed and certified by the awarding bodies i.e. the concerned National and State Examination Boards to which the schools are affiliated along with the concerned Sector Skill Council. External assessment and evaluation is done in Classes X and XII. The examination includes both written assessment of knowledge and practical skills in employability and vocational skills. Students prepare student portfolio from Classes IX to XII. The student portfolio is evaluated as per the scheme of examination. Besides the certificate given by the examination boards, a separate certificate is also given by the NSDC and SSC to the successful candidates.

Vertical mobility of learners

The vertical progression in vocational education has been strengthened through a continued access to vocational courses offered as diploma, advanced diploma and degree courses. B. Voc. Program has been designed by the University Grants Commission (UGC) to provide judicious mix of skills related to a profession and appropriate content of general education with exit points for diploma, advanced diploma and degree. The curriculum is a suitable mix of the general education component and skill education component in a ratio of 40:60. A vocational passout from school can gain entry into vocational courses offered by Polytechnics, Industrial Training Institutes and higher education institutions, including Bachelor of Vocation (B.Voc.) and Masters in Vocation (M.Voc.).

Apprenticeship training

Apprenticeship is an agreement between a person (an apprentice) who wants to learn a skill and an industry/organisation (apprenticeship training provider or potential employer). The

Apprentices are taught the latest applications, processes and methodologies in their respective fields of work. This also acts as a transition phase for a school/college student from classroom to a work environment. The apprentice also learns soft skills, work culture, ethics and organisational behaviour while undergoing training.

The National Apprenticeship Training Scheme (NATS) is a one year programme equipping technically qualified youth with practical knowledge and skills required in their field of work. There are 126 subject fields for graduate/diploma students for which training is provided. The apprentices are imparted training by the organizations at their place of work. During the period of apprenticeship, the apprentices are paid a stipend amount, 50% of which is reimbursable to the employer from Government of India. At the end of the training period the apprentices are issued a Certificate of Proficiency by Government of India which can be registered at all employment exchanges across India as valid employment experience. The apprentices are placed for training at Central, State and Private organisations which have excellent training facilities.

Apprentices Act 1961 amended in 1973, 1986 and 2014	The Apprentices Act 1961 was enacted with the objective of regulating the programme of training of apprentices in the industry (industry means any industry or business in which any trade, occupation or subject field in engineering or non-engineering or technology or any vocational course may be specified as a designated trade or optional trade or both) by utilising the facilities available therein for imparting on-the- job training. The Act was amended in 1973 and 1986 to include training of graduates, technicians and technician (vocational) apprentices, respectively under its purview. Optional trade means any trade or occupation or any subject field in engineering or non-engineering or technology or any vocational course as may be determined by the employer for the purposes of this Act. There are four categories of apprentices namely; trade apprentice, graduate, technician and technician (vocational) apprentices. Qualifications of trade apprentices vary from class VIII pass to XII pass (10+2) system. Period of training varies from 6 months to 4 years.
Implementation of Apprentices Act 1961	The apprenticeship training scheme is being implemented through the four Regional Boards of Apprenticeship Training (BOAT) at Mumbai, Kolkata, Chennai and Kanpur. The State Education Department and District Education Office liaise with the BOATS for apprenticeship training of the students.

Minimum age for Apprenticeship training	The Act sets the minimum age for being engaged as an apprentice at 14 years and that for apprenticeship in designated trades related to hazardous industries is 18 years.
Number of apprentices	The Central Government prescribe the number of apprentices to be engaged by the employer for designated trade and optional trade.
Basic training	The Act states that trade apprentices who have not received prior institutional training shall be imparted basic training before admission in the workshop for practical training. The Bill specifies that such training can be provided in any institute with adequate facilities.

Programme Management Unit

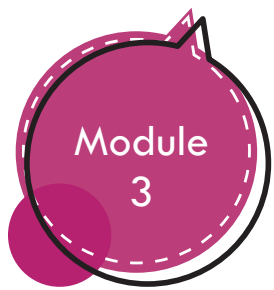
Programme Management Unit (PMU) at the state level has been set up by some states for effective implementation and monitoring of the vocational education programme on the basis of guidelines and norms. A system of Management Information System (MIS) has been created by the MHRD for proper monitoring and evaluation of the scheme of vocationalisation of school education.

Placement of vocational pass-outs

Job fairs are organised by the states in collaboration with Sector Skills Councils for providing a forum to the students to interact with the potential employers or recruiters and to provide information about the government schemes available for education and employment.

Educational loans

Educational loan for vocational training and studies covers expenses including tuition/course fee, examination/library/laboratory fee, purchase of books, equipment and instrument and security deposit if any. The bank provides funds for schools recognized by central or state education boards or colleges affiliated to recognised university leading to a certificate, diploma, degree issued by such organization as per NSQF Industrial Training Institutes (ITIs) courses, Polytechnics, National Skill Development Corporation (NSDC) affiliated training partners, and other training organisations associated with Sector Skill Councils, State Skill Mission, State Skill Corporation. The courses or training should translate into a certificate, diploma or degree from an organisation falling under NSQF. There is no requirement of collateral or third party guarantee. The parent/guardian will execute loan documents along with the student,



Module 3

as joint borrower and spouse will be included as co-applicant wherever applicable, in addition to parent/natural guardian.

Activity 1 Role Play

Theme

Importance of vocational education and training

Situation

A girl wanted to celebrate her birthday. The whole market was closed on that day due to some disturbance. One of her friends had done a vocational course in bakery. He volunteered to prepare a cake for her.

Procedure

- Form groups with three students in each group.
- Identify the characters for the role play
- Act out a conversation between the three people.
- Discuss what you learned from this.

Self-Assessment

1. Describe any three challenges that you think are the most important that vocational teacher.
2. Write any five major roles and functions of a vocational teacher
3. Describe in short (50 words) any three skills that a teacher should possess to impart vocational knowledge and skills to students.

Definitions and Acronyms

Vocational Education is described as “all forms and levels of the educational process involving, in addition to general knowledge, the study of technologies and related sciences, the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life” (UNESCO).

Vocationalisation of Education has two dimensions: (i) provision for development of generic and basic technical skills alongside general education throughout the ten-year of schooling; and (ii) provision for development of generic and specialized technical skills at the higher secondary stage and post secondary stage for enhancing individual’s employability and to prepare him/her for the ‘world of work’ (UNESCO, 1985).

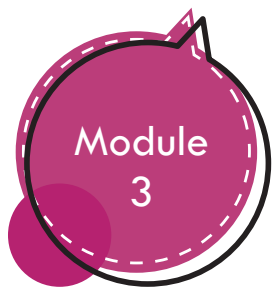
MHRD	Ministry of Human Resource Development
MSDE	Ministry of Skill Development and Entrepreneurship
NCERT	National Council of Educational Research and Training
PSSCIVE	Pandit Sundarlal Sharma Central Institute of Vocational Education
NOS	National Occupation Standards
SSC	Sector Skill Council
AT	Apprenticeship Training
NATS	National Apprenticeship Training Scheme
GOI	Government of India

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- Ministry of Skill Development and Entrepreneurship: <http://www.skilldevelopment.gov.in/>
- National Apprenticeship Training Scheme: <http://mhrdnats.gov.in/>



National Council of Educational Research and Training: <http://ncert.nic.in/>

National Institute of Educational Planning and Administration: <http://www.nuepa.org>

National Qualifications Register: <http://nqr.gov.in/>

National Skill Development Corporation:
<https://www.nsdcindia.org/>

PanditSundarlal Sharma Central Institute of Vocational Education (PSSCIVE):
<http://www.psscive.ac.in/>

RELEVANCE OF GENDER DIMENSIONS IN TEACHING AND LEARNING PROCESSES

RECOGNISING DIVERSITY



DGS, NCERT

We must accept that the social and educational profile of the classroom is multi-class, multi-caste, multi-religious, and gendered with disability as a significant dimension of the profile of children in classrooms. Thus classroom consists of learners who belong to diverse ethnic, racial, cultural, linguistic and socio-economic backgrounds including children with special needs. And gender cuts across all these categories at varied levels.

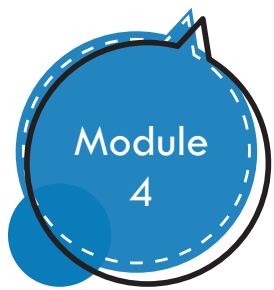
Every child who enters the classroom does not enter without having learned anything within their home or in their community. Students from all ethnic/racial, cultural, linguistic and socio-economic backgrounds come to school with already-constructed knowledge, including their home languages and cultural values, acquired in their home and community environments.

Source: Report on Inclusive Classrooms, Social Inclusion/ Exclusion and Diversity: Perspective, Policies and Practices, Care, Deshkal Society and UNICEF, Deshkal Pub. Delhi, 2010

LEARNING OBJECTIVES

The module will help to:

- Identify existing gender biased attitudes and behaviour among teachers and students.
- Develop gender sensitive pedagogical processes in transaction of various disciplines.
- Use and adopt learning activities that foster gender sensitive classroom environment.



BRIEF INTRODUCTION ABOUT THE THEME

The module builds a perspective about gender and pedagogical processes. It gives an insight into how gender can be perceived and translated across different disciplines. The module will help teachers to sharpen their sensitivity and understanding on issues related to gender and provide them with practical guidelines on developing gender inclusive methodologies. Activities included in the module aim at fostering a gender friendly environment in the classroom. The module redefines the role of teachers as facilitators, who through their positive attitude and pedagogical interventions can help the students in unlearning of gendered and stereotypical attitudes which they acquire through the socialization processes.

LEARNING OUTCOMES

- Understand the role of curriculum and textbooks in enhancing education and empowerment of girls.
- Identify women achievers in different fields and illustrate their contribution with appropriate examples.
- Examine critically and question the existing stereotypical attitudes and biases related to gender.
- Recognises various forms of discrimination and understands the nature and sources of such discrimination.
- Recognises and appreciates the participation and contribution of women in political, social, cultural, and environmental processes.
- Illustrates contribution of women in different fields with appropriate examples.

PEDAGOGIES FOR ACHIEVING LEARNING OUTCOMES

Social construction is a continuous process in which both the individual and the wider social processes play a part. Social processes like socialisation and education also help to make these constructions. Gender is an example of such social construction. Sex refers to the biological difference between men, women and the third sex while gender refers to a socially determined and culturally specific difference between women, men and transgender. Gender relations and functions are dynamic and are shaped through the history of social relations and interactions. They may vary over time and place and between different groups of people. They may

also be impacted by other factors such as race, class, religion, ethnicity and disability.

Our gender identities determine how we are perceived and how we are expected to behave as men, women and transgenders. Whether these gender roles are fair or not, is where the argument begins. Does the fact that we are treated differently based on our sex prevent us from reaching equality or are we treated differently because we are different in nature?

Activity

1. Relate the following characteristics with male or female

Characteristics	Female	Male
Dependant		
Powerful		
Competent		
Emotional		
Decision Makers		
Housekeeper		
Leaders		
Fearful and Brave		
Dominant		
Timid		
Gossip		

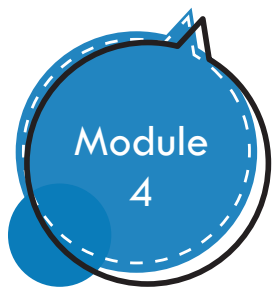
The list is not exhaustive and you can add more examples. This activity helps to recognise stereotypical characteristics associated with men and women.

Activity

Analyse the way men and women are depicted in both print and non print media. Identify the activities women and men carry out in advertisements. Make a list of products men and women are promoting. What jobs men and women are doing in media portrayal? The stereotypical qualities of women and men being stressed upon in the media. There can also be discussion of some of the media portrayal which shows breaking of gender stereotypes.

Role of the Teacher

Teachers inculcate gender biased attitudes as a result of their own socialisation formally and informally. Therefore all teachers themselves must leave their own baggage of prejudices/biases behind when they enter the classroom. Girls, particularly those



from marginalised groups such as SC and ST students often feel alienated in their own learning environment due to inability to identify with content, bias/stereotyping in textbooks, representation of women in passive roles and of men in progressive role; discriminatory attitude of teachers in terms of selective distribution of roles and responsibilities and allocation of activities, use of derogatory language, etc. Such an attitude creates low self-esteem and feeling of alienation which in turn affects their level of participation in classroom activities. It is here that the teacher can play a meaningful role. Along with integration, the teacher needs to make the teaching-learning environment participatory. Learning situations may be drawn from the immediate environment of the learners. It is important to ensure that girls are also actively involved in the learning process. The teacher should first identify the gender differences in all schooling activities and then plan and implement the activities in the classroom and outside classroom accordingly. Such an effort is likely to create an enabling environment in the classroom where all students including girls can share their experiences, question existing prejudices and stereotypes and work out suitable solutions based on discussion and debate.

A curriculum largely includes all the essential and appropriate knowledge taught in the school. However, there are certain aspects that are taught informally in a school system which is called the hidden curriculum. This includes behaviours, perspectives and attitudes that students pick up in the schooling process. It is important for teachers to realise that a hidden curriculum is what students absorb in school which may or may not be a part of the formal course of study. For example the interaction of students with peers, teachers or other adults, how they perceive different people on the basis of class, race, religion or gender are important. It includes learning that takes place within and outside classroom in an unintended manner. It also includes ideas and behaviours students feel as acceptable or unacceptable. Such ideas and behaviours are usually unacknowledged in formal settings and it is assumed that they do not need to change.

Gender inevitably becomes an element of this hidden curriculum. It gets transacted through the organisational arrangements, including the division of physical spaces within the classroom and the school on the basis of gender, assignment of different tasks to boys and girls, routines, rituals and practices in everyday school activities, systems of rewards and punishments, disciplining of boys and girls through different

strategies, teacher's labeling patterns, teacher-student and student-student interactions. Even the play space boundaries used by boys and girls in the school and the formal games offered to them are different.

Have you ever wondered why only girls/women are made to give bouquets to the chief guest in a school function?

Integrating Gender Concerns in Transaction of Disciplines

It is a well-known fact that gender is a cross cutting concern across all disciplines and is basic to the construction of knowledge. The invisibilities and under-representation of girls and women across disciplines need to be addressed. The knowledge which has been given in every discipline and the medium of language used makes the inequalities of gender seem natural. It is important to critically challenge this and deconstruct this knowledge for redressing the inequities.

Integrating Gender through Teaching of Languages

Language cuts across all disciplines and is basic to the construction of knowledge; as a result it has wide ranging implications for gender relations. Therefore, it is important to sensitise students to the way language functions and how it naturalises power difference. It does not merely project those which already exist but also shapes our attitudes towards it. Thus using language differently can actually change conditions and situations.

Language including illustrations and other visual aids, play a central role in the formation of such knowledge and we need to pay immediate attention to this aspect of knowledge. Therefore teachers play a critical role in promoting *gender-fair* language. If we analyse language carefully we find that a large number of elements such as words and expressions perpetuate gender stereotypes. Therefore, a gender neutral language needs to be used in the classroom. Let us take as an example of the word 'man'. 'Man' is not a generic word. We need to think about alternatives to words such as 'man'. Some of the alternatives are – 'human beings', 'humans' or 'humanity'.

Our language should be both *gender inclusive* and *gender neutral*. A common manifestation of sexism in language is the 'generic' use of the masculine nouns (e.g. *man*, *policeman*) and masculine pronouns (e.g. *him*, *he*) when they refer to people in general or when the sex of the referent is unknown. In addition to pronoun choice, we should also be sensitive to the use of gender-neutral lexical terms. Thus we can achieve gender neutralisation; that is, the avoidance of pseudo-generics such

as *-man* compounds (e.g. *chairman*, *spokesman*, *salesman*, *foreman*) and of marked forms (e.g. *female doctor*, *female teacher*), and the use of symmetric phrases such as *female and male journalists*, and *cameraman/camerawoman*, and so on. Similarly, honorifics like *Mr.*, *Mrs.*, and *Miss*, have changed to *Mr.* and *Ms.* so that attention is not drawn to gender roles.

Activity

A few words have been given below. Write their gender neutral forms in the space provided below.

- Stewardess _____
- Policeman _____
- Mailman _____
- Chairman _____
- Spokesman _____
- Anchor man _____
- Poetess _____
- Actress _____
- Man, Mankind _____
- Manpower _____
- Wife or Husband _____
- Mothering _____
- Foreman _____
- Salesmanship _____
- Housewife _____

चर्चा —

अनेक स्थितियों में शिक्षक/शिक्षिकाओं की भाषा-शैली 'पुरुषत्व' और 'नारीत्व' की पारंपरिक मान्यताओं को पुनर्स्थापित ही करती है। भाषा का विचारों और व्यक्तिगत पहचान से गहरा संबंध है। शिक्षक/शिक्षिकाओं द्वारा बोली जा रही भाषा कुछ इस प्रकार की सीमाएँ तय कर देती है कि लड़कियों और लड़कों में जेंडर-भेद स्वयं आकार ले लेता है। नीचे दी गई स्थिति आम भारतीय समाज से ली गई है। जेंडर संवेदनशीलता के परिप्रेक्ष्य में ये किस प्रकार से और क्यों असामान्य और अटपटी है, इस पर चर्चा करें।

स्थिति —

एक परिवार के जुड़वां भाई-बहन दसवीं कक्षा की बोर्ड की परीक्षा में एक समान विशेष योग्यता वाले अंक लाये हैं। वे इस समय ग्यारहवीं कक्षा की भौतिकी की अध्यापिका के पास बैठे ग्यारहवीं कक्षा में विषयों के चयन पर बातचीत कर रहे हैं —

बहन – मैम आपको पता है न, मुझे भौतिकी कितनी पसंद है।

भाई – हाँ मैम, कादम्बरी तो घर में छोटे-मोटे प्रयोग करती रहती है। बल्ब फ्यूज हो तो यही ठीक करेगी। इसे फिजिक्स ही दीजिए।

अध्यापिका – कौस्तुभ ये क्या कह रहे हो। मेरिट में आकर वोक्ेशनल स्ट्रीम और वो भी ड्रेस डिजाइनिंग। तुम फिजिक्स में आओ और कादम्बरी को बायो लेने दो। उसमें रटकर काम चल जाता है। लड़कियाँ अच्छे से रट लेती हैं।

भाई-बहन – मैम, आप तो खुद महिला हैं और फिजिक्स की टीचर भी, आपने

अध्यापिका – बस जैसे-तैसे कर ली। मैडम क्यूरी तो नहीं बन गई ना।

Examples from NCERT textbook Marigold (class 5)

Example-1

The chapter *Who Will Be Ningthou* is a story about a king and queen of Manipur who have three sons and one daughter. Despite having three sons they choose their daughter to be the next heir, thus defying the age old custom of declaring the eldest son as the next king.

Discussion Points

- What are the other patriarchal norms prevalent in the society which affect the status of girls?
- Are physical attributes enough to be a good ruler?
- Are girls/women less capable than men in assuming positions of power and authority. Introduce local examples of women in powerful and decision making roles.

Example-2

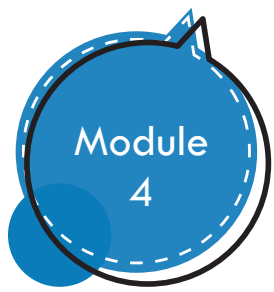
- *Marigold* (class 5 page 165) “Let’s Talk”

Read the following passage carefully

One day Meena plucks a mango and brings it home. Her grandmother gives the larger piece to Raju because he is a boy. Meena protests. After all, she brought the mango and she is the elder of the two. She insists she has a greater right over her share. Her father comes to her help and divides the mango equally. Now answer the questions. (i) Who brought the mango home? (ii) Why did Meena’s grandmother give a larger piece to Raju? (iii) Who do you think should have got the larger piece?

Discussion Points

- Have you observed any discrimination in your family against boys and girls in terms of sharing resources and spaces (physical mobility, restrictions on time or any other)?



- Is it important for the male members of the society to be actively involved in breaking stereotypes?

Integrating Gender through Teaching of Social Sciences

Social Sciences is an integral part of the school curriculum in all stages of school education beginning from the elementary stage. It seeks to explore individual and collective human behaviour which influence families, communities, cultures, institutions, environment, societies; and ideas, norms, and values. The primary aim of social sciences is to provide a critical lens to enable students to (a) acknowledge and respect diversity in terms of gender, religion, region, class and disability and look at all persons as equal (b) deliberate upon issues such as democracy and autocracy, power and governance, caste, race and tribe, gender and patriarchy, stereotypes and prejudice, etc. (c) critically examine social, political, economic institutions/issues and various dimensions of inequality that affect the status of women (d) question and examine received ideas, institutions, and practices.

The 'add and stir approach' of including a few prominent women who wielded power or worked on the lands or mere enumeration of some women who took part in the national movement only serves to consolidate the position that women did /do very little. This is partly because the textual narrative has given prominence to the role of men and largely excluded the participation of women in social, economic and political processes. The social science textbooks have taken care to make participation of women as integral to the discussion of varied themes across disciplines.

An important aspect of social sciences is integration of relevant and appropriate local content in learning processes, ideally transacted through activities. Unfamiliar educational pedagogies and curriculum content may create feelings of alienation among students which may result in lack of engagement in classroom activities and discussions. Therefore appropriate instructional strategies along with contextualisation of content and innovative teaching-learning material will enable students to relate to their textbooks, share their experiences, and identify situation where conflict can be constructively questioned. In particular, for girls and learners from marginalised groups classrooms should be democratic spaces for discussing processes of decision making, for questioning stereotypes and for making informed choices.

Questioning and Examining Received Ideas, Institutions and Practices

Learning to question socially constructed norms and prejudices is an important aspect of studying social sciences. It will enable students to learn to confront their own lived experiences, thus laying the foundations for an analytical and creative mindset. It therefore becomes important for the teacher to navigate discussion of themes in such a way that students begin to deliberate and question existing institutions, ideas and practices and their linkages with the past. We are aware of how discrimination on the basis of caste, class and gender has operated at various levels in Indian society since historical times, and women have not shied away from questioning the prevalence of such norms.



Begum Rokeya Sakhawat Hossein, a noted educationist and literary figure started schools for Muslim girls in Patna and Calcutta. She was a fearless critic of conservative ideas, arguing that religious leaders of every faith accorded an inferior place to women. She wrote a remarkable story titled *Sultana's Dream* in 1905 in which Sultana who reaches a place called *Ladyland*. *Ladyland* is a

place where women had the freedom to study, work, and create inventions like controlling rain from the clouds and flying air cars.

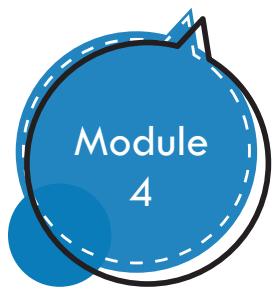
Social and Political life- Class VII



Laxmi Lakra is the first woman engine driver for Northern Railways. Hailing from a poor family Laxmi studied hard and then went on to complete her diploma in electronics. She then took the railway board exam and passed it in her first attempt. Laxmi says, "I love

challenges and the moment somebody says it is not for girls, I make sure I go ahead and do it."

Social and Political life- Class VII



Activity

1. Write the following on the board and ask students to read each statement
 - Early Marriage of Girls
 - Sons are legal heirs of family property
 - Men are caregivers/nurturers
 - Practice of untouchability
 - Practice of Dowry
 - Preference of sons over daughters
 - Menstrual Taboos
 - Restrictions on Physical Mobility of Girls
 - Seclusion of widow
 - Girls are non- permanent members of the family
2. Ask students to pick a statement from above and place in a relevant box:

Practices/
Traditions /
Norms that are
still Prevalent

Practices/
Traditions/
Norms that I
would like to
change

Practices /
traditions/
Norms that are
not prevalent

This activity will help teachers to ascertain the level of awareness amongst students regarding certain socio-cultural practices/traditions and norms that they face in their lived realities. It is likely to also generate a discussion amongst both boys and girls on why certain institutions/ideas and practices require change.

Participation of Women in Economic Processes

NCERT history textbook *Our Past III*, Chapter 4 – *Tribals, Dikus and Vision of a Golden Age*

Role of Tribal Women in Economic Activities: Integrating Learning Situations from the Learners' Environment

The chapter *Tribals, Dikus and Vision of a Golden Age* focuses on tribal societies and how their lives were affected by colonial rule. The narrative along with source boxes, visuals/images clearly indicate the important role of tribal women in subsistence activities. Sometimes it becomes difficult for young learners to relate to developments/ events that occurred hundreds of years ago. It is therefore important to link the past with the present. The participation of women in economic activities from the pre-

historic period to the present day is a dimension that has often been ignored in our textbook narrative. By using resources other than the textbook, access to internet and other resource material in the form of newspapers, journals and audio-visual material may help the teacher to integrate such perspectives during transaction of themes.



Women of the Dongria Kandha tribe in Orissa carrying out different economic activities



At : Tribal Women Are Leading the Conversion to Organic Agriculture



Kalyani Minz's vegetable farm in Budajharan village, Sundargarh

Tribal women of the Sundargarh district of Odisha have chosen to produce safe and nutritious food, achieving food security and a better livelihood through organic farming. Thousands of hectares of farmland in the district have never consumed any fertiliser that is either synthetic or inorganic in nature. "All we use is organic. Even the seeds are of indigenous varieties produced in our own farms," says Nirmala Barla, a passionate farmer from Brahmanmara village. They use organic pesticides using the leaves of neem, molasses of rich mahua, garlic, cow dung and cow urine in different compositions.

Image Source: <https://www.lifegate.com/people/lifestyle/tribal-women-organic-agriculture-india>

Activity: Group of Six Students

Poster Gallery on Role of Tribal Women in Economic Activities of Tribal Communities

Through this activity students can demonstrate their understanding of role of tribal women in economic activities and how it has evolved over the years. The teacher can guide students through the following steps.

Step I:

A group of six students may be assigned a tribal community inhabiting a particular region. For example, Bhils of western region, Khasis of north-east, Gonds of central India, Gaddis of northern region, etc.

Step II

Collection of materials by students. These materials could be (a) photographs (b) illustrations (d) posters, (e) pamphlets, (f) news clippings and (g) folk songs on agricultural and other economic activities.

NDTV

Latest News Live TV India हिंदी

in question is underpaid.

2nd) What she earns in 15 months $\Rightarrow ₹ 18,000$
 What she earns in 1 month $\Rightarrow ₹ 18,000 \div 15$
 $\Rightarrow ₹ 1,200$
 3rd) What she earns in 7 months $\Rightarrow ₹ 1,200 \times 7$
 $\Rightarrow ₹ 8,400$
 4th) Total amt she must earn $\Rightarrow ₹ 30,000$
 Amt she earns in a month $\Rightarrow ₹ 1,200$
 No. of months it will take for her to earn that much $\Rightarrow ₹ 30,000 \div ₹ 1,200$
 $\Rightarrow 25 \text{ months or } 2 \text{ years } 1 \text{ month}$
 The woman worker is underpaid.

Step III

Creating a poster. (a) Location of tribal group through a map (b) The poster should be able to convey through visuals and text the significant role of tribal women in tribal economy (c) Continuity and change in economic activities of the tribal community.

Step IV

Discussion After completion, posters may be displayed in the class followed by discussion which will be led by the teacher.

Discussion points

- Are there any similarities in the activities carried out by women across tribal groups in the country?
- Is there gender segregation in economic activities carried out by members of the tribal group?
- How has the participation of tribal women in economic activities evolved over the years?
- How has development impacted the lives of tribal women in economic processes?

Integrating Gender Through Teaching of Mathematics

Everyone does mathematics but for many students particularly girls it still remains an inaccessible area of knowledge. We need to think of a less masculine mathematics. It is a common myth that Mathematics subject is not for girls and its teaching does not have scope of gender discrimination and stereotyping. It is important to break this myth through our curriculum and its transaction by the teachers. It is important to highlight through mathematics that work at home is equally important and productive and should be projected (through mathematical problems) as a responsibility to be shared by all members of the family. Dignity of work in all walks of life should be reflected through exercises projecting computation of time, labor, and energy consumed at each job. Reinforce growing participatory role of women/girls in all walk of life such as women as managers, traders, entrepreneurs, pilots, scientists, mathematician, etc. Both sexes have equal right in the family property which can be shown through mathematical illustrations.

Activity - 1

Provide the data on population of the State and of India from the Census 2011. Ask students to study and then compare the data. Now analyze why the female population is less than male population in the states and in India. The idea behind carrying out this activity is to create awareness on the issue of declining sex ratio.

Activity - 2

As can be seen from the news item the student has gone beyond rigid mathematical calculations and he has given his concluding statement on low wages being paid to women. Such kind of responses should be encouraged by the teacher.

NCERT textbook *Math-Magic* at the primary level has a number of examples in which women have been portrayed in productive and decision making roles such as entrepreneurs, farmers, property owners etc. Male characters have been shown as engaged in household chores such as cooking. Women have been portrayed as standing for their rights, thus challenging power relations.

Integrating Gender through Teaching of Science

Women have historically had limited access to science and technology and almost excluded from intellectual, scientific and technological communities. They have always been associated with nurturance, child rearing and house-keeping. Further,

the contribution of women in science and technology also remains “hidden from history” due to lack of documentation. With respect to technology it is generally perceived that what women do is non-technological, despite their involvement in survival technologies since early times. Further, the image of science is perceived as masculine and due to various socio-cultural factors girls and women hesitate to enter fields that are essentially related to technology.

Science inculcates rational thinking thereby, helping to reduce prejudices based on class, caste gender, and religion. It is through science students can be taught that physical attributes and difference does not reflect superiority or inferiority. There should be no discrimination between boys, girls and transgender on being different in terms of physical attributes. Basic body structure, functions and requirements are also similar for boys, girls and transgender. The differential abilities of all sexes should be recognised, rather than categorise one as stronger than other. Therefore, no discrimination should be made in providing food, health care and learning experiences. Women’s role in preserving the environment and its impact on their life should also be highlighted.

Activity

Discuss with students any two success stories of women in the area of science and technology from your area or state. Ask them to share any such success stories which they have come across in their life. What are the kind(s) of discrimination experienced by women pursuing the field of science and technology?

NCERT textbooks on Environmental Studies titled Looking Around Class V have included examples of women like Darki Mai from Alwar, who helped in solving the water problem in her village, by building a lake with the help of organizations like Tarun Bharat Sangh. Another example is including the effort of Suryamani a woman from the tribal community of Jharkhand involved in preserving the forests of her state.

CONCLUSION

Suryamani’s Journey

Thus this module will help in understanding the idea of addressing gender concerns through text books and pedagogy. It will enable teachers to recognize the factors of gender bias in textual material and curriculum transaction; identify the biases



with regard to the content or role allocation to male and female characters; explore linguistic bias, recognise the participation of women in political, social and economic processes; examine the portrayal of women in textual and non-textual material, etc. Thus gender sensitivity is an important pedagogical concern which teachers should integrate in their teaching learning processes. Therefore the module suggests the focus of gender sensitive education which will help to promote respect for the roles that all genders play in their families, communities and the nation at large.

EVALUATION

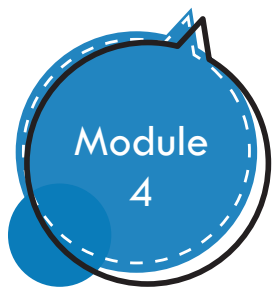
What are gender stereotypes?

Now that you know about gender issues, what steps will you take to address these concerns in the classroom?

1. What kind of teaching approaches will you use which will encourage equal participation of boys and girls?
2. How gender-responsive are the textbooks used by you?
3. Can you identify gender bias/ stereotypes in the usage of language?
4. What activities will you suggest to promote science learning for both boys and girls?
5. Identify mathematical problems and exercises that reflect the reality of women's lives and experiences and also highlight their contribution.

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Web links

<https://www.youtube.com/watch?v=aOLYIzJnKT4>
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<https://www.youtube.com/watch?v=wjReU80Nx9U>
<https://www.youtube.com/watch?v=jV3wH0hPVRk&t=558s>
<https://www.youtube.com/watch?v=daaSnsV7WP4>
<https://www.youtube.com/watch?v=VC9YN3O0mGc>

INITIATIVES IN SCHOOL EDUCATION

OVERVIEW

The core of Human Resource Development is education, which plays a significant and supportive role in balancing the socio-economic fabric of the country. For achieving better quality of life, an all-round development of our children to become good citizens is required. This can be achieved by building strong foundations in education. In pursuance of this mission, the Ministry of Human Resource Development (MHRD) works through two departments:

- Department of School Education and Literacy (DoSE&L)
- Department of Higher Education

While the Department of School Education and Literacy is responsible for the development of school education in the country, the Department of Higher Education takes care of one of the largest higher education systems of the world, just after the United States and China. MHRD has been working in collaboration with its organisations such as National Council of Educational Research and Training (NCERT), National Institute of Educational Planning & Administration (NIEPA), National Institute of Open Schooling (NIOS), National Council for Teacher Education (NCTE), etc. Though the scope of MHRD is very broad, this module focuses on only recent initiatives taken by the Department of SE & L towards universalising education and improving its quality.

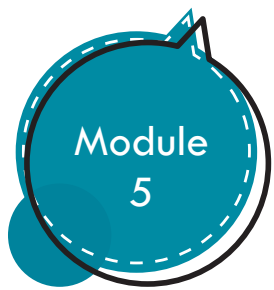
LEARNING OBJECTIVES

After going through this module, the learner will be able to

- get awareness about the recent initiatives of the DoSE&L for school education such as PGI, UDISE+, etc. for implementation in the schools.
- understand the objectives and provisions under *Samagra Shiksha* for improving quality of school education.
- take initiatives in schools with regard to promoting reading habits using library books and undertake activities related to sports, kitchen gardens, youth and eco clubs, etc., for providing children experiential learning opportunities and joyful learning.

INTRODUCTION

Before 1976, education was the exclusive responsibility of the states. The Constitutional Amendment of 1976, which included



Module 5

education in the Concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the states. While the role and responsibility of the states in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country. In order to achieve UEE (Universalisation of Elementary Education) as well as to promote secondary education, the Government of India had initiated a number of programs and projects commonly termed as Centrally Sponsored Scheme (CSS). CSSs are schemes that are implemented by State/Union Territory (UT) governments but are largely funded by the Central Government with a defined State Government share.

The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policies on Education, to ensure education of equitable quality for all in order to fully harness the nation's human resource potential. The common objectives are: to enhance access along with quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections; and to improve the quality of education.

Recently MHRD has undertaken various new initiatives such as Performance Grade Index (PGI), UDISE+, School Audit (*Shagunotsav*) and National Achievement Survey (NAS) to improve the overall quality of School Education covering administrative/governance issues and academic programmes for bringing improvement in learning outcomes under *Samagra Shiksha*. The success of these initiatives depends on their effective implementation, coordination at all levels, and strong linkages between the institutions right from the national level to the school level.

SAMAGRA SHIKSHA — INTEGRATED SCHEME FOR SCHOOL EDUCATION

Ministry of Human Resource Development launched *Samagra Shiksha* in 2018-19. It is an overarching programme for the school education sector extending from pre-school to class 12 with the broader goal of improving school effectiveness

A flagship programme aimed at all-round development of school children

Samagra Shiksha

Department of School Education & Literacy
Ministry of Human Resource Development
Government of India



measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three erstwhile Schemes of *Sarva Shiksha Abhiyan* (SSA), *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) and Teacher Education (TE). This scheme marks the shift in focus from project objectives to improving systems level performance and schooling outcomes incentivising States towards improving quality of education.

The scheme envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. The vision of the scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

The Goal SDG-4.1 states that "By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes." Further the SDG 4.5 states that "By 2030, eliminate gender disparities in education and ensure equal access to all levels of Education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations."

Let us reflect

- How eliminating gender disparities in education will help in attaining Sustainable Development Goals?
- Share any initiative of your school/institution with your colleague, wherein a Learner with Special Needs has successfully completed his/her education?

Objectives of the Scheme

- Provision of quality education and enhancing learning outcomes of students;
- Bridging Social and Gender Gaps in School Education;
- Ensuring equity and inclusion at all levels of school education;
- Ensuring minimum standards in schooling provisions;
- Promoting Vocationalisation of education
- Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and
- Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as nodal agencies for teacher training.

Features of the Scheme

- Universalising access to quality school education by expansion of schooling facilities in the uncovered areas through up-gradation of schools up-to senior secondary level.
- Ensuring availability of adequate infrastructure to ensure that schools conform to the prescribed norms.
- Annual Grant of Rs. 5000 to Rs. 20,000/- per school for strengthening of libraries.
- Composite schools grant of Rs. 25,000 – Rs. 1 lakh to be allocated on the basis of school enrolment, out of which at least 10% is to be spent on Swachhta Action Plan.
- Annual Grant for sports equipments at the cost of Rs. 5000 for Primary Schools, Rs. 10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools.
- Allocation for Children with Special Needs (CWSN) of Rs. 3,500 per child per annum including a stipend of Rs. 200 per month for CWSN girls to be provided from Classes I to XII.
- Allocation for uniforms at the rate of Rs. 600 per child per annum.
- Allocation for textbooks at the rate of Rs. 250/400 per child per annum.
- Upgradation of Kasturba Gandhi Balika Vidyalayas (KGBVs) from Class - 8 to Classes 6-12.

- Strengthening of Teacher Education Institutions like SCERTs and DIETs to improve the quality of teachers.
- Enhanced use of digital technology in education through smart classrooms, digital boards and DTH channels.
- Support States and UTs for implementation of provisions of RTE Act, including reimbursement under Section 12(1) (c) of the Act.
- Setting up of residential schools and hostels for difficult areas and for children in difficult circumstances.
- In view of promoting balanced educational development, preference to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas and the 117 aspirational districts identified by NITI Aayog.

Let us reflect

How will you justify the title '*Samagra Shiksha*' in the light of its features?

The main emphasis of the Scheme is on improving quality of school education by focusing on the two T's – Teacher and Technology. The strategy for all interventions under the Scheme would be to enhance the Learning Outcomes at all levels of schooling. The scheme proposes to give flexibility to the States and UTs to plan and prioritise their interventions within the scheme norms and the overall resource envelope available to them. Funds are proposed to be allocated based on an objective criteria based on enrolment of students, committed liabilities, learning outcomes and various performance indicators.

The scheme will help to improve the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. The integration of teacher education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring and monitoring, etc. This single scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focused and dynamic. It would also enable reaping the benefits of technology and widening the access of good quality education across all states and UTs and across all sections of the Society.

Implementation of the Scheme

The Scheme is implemented as a Centrally Sponsored Scheme by the department through a single State Implementation Initiatives in School Education

Society (SIS) at the State/UT level. At the National level, there is a Governing Council headed by Minister of Human Resource Development and a Project Approval Board (PAB) headed by the Secretary, Department of School Education and Literacy. The governing council is empowered to modify financial and programmatic norms and approve the detailed guidelines for implementation within the overall Framework of the scheme. Such modifications will include innovations and interventions to improve the quality of school education. The department is assisted by a Technical Support Group (TSG) at Educational Consultants of India Limited (Ed.CIL) to provide technical support in functional areas pertaining to access, equity and quality of education by merging the TSGs of the erstwhile Schemes of SSA, RMSA and TE. States are expected to bring a single plan for the entire school education sector. The fund sharing pattern for the scheme between Centre and States is at present in the ratio of 90:10 for the 8 North-Eastern States—Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and three Himalayan States viz. Jammu and Kashmir, Himachal Pradesh, and Uttarakhand and 60:40 for all other States and union territories with Legislature. It is 100% centrally sponsored for union territories without legislature. This is in accordance with the recommendations of the Sub-Group of Chief Ministers on Rationalisation of Centrally Sponsored Schemes received in October, 2015.

Components of the Scheme

Pre-school Education

The Framework for Implementation of *Samagra Shiksha* recognises the need and importance of pre-school education as pointed out in multiple research studies. Quality pre-school education not only increases the progress and achievement of children in schools, it also lays the foundation for future growth, learning and development, and develops positive attitudes and the desire to learn. Therefore, it becomes imperative to provide quality pre-school experiences to children. Under *Samagra Shiksha*, the pre-school program is recognised as a critical component of the existing *Padhe Bharat Badhe Bharat* programme that focuses on foundational learning of early language and literacy and early numeracy in early grades of primary school, thereby recognising the continuum from pre-school to early grades (classes I to III).

Samagra Shiksha will support the efforts of state governments in providing pre-school education in schools. For

Why pre-school education is becoming very important for improving overall quality of school education? What are the challenges of implementing pre-school education in your state and UT?

this, support for co-location of *anganwadis* in primary schools wherever feasible and curriculum development in convergence with Ministry/Department of Women and Child Development will be provided. Pre-school program will be up to 2 years' duration that is for children of the age group 4-6 years. As per UDISE 2015-16, there are 41.3 per cent of government primary schools that have a co-located *anganwadi* centre. In case of co-located *anganwadis* where the children in the age group of 3-6 years are accommodated, the children of 4-6 years age group will be considered as pre-school children. As per UDISE 2016-17, out of 12.36 lakh schools with primary sections, 2.94 lakh schools, accounting for 24%, have pre-primary sections. 1.36 crore children are enrolled in pre-primary sections (both the sections) of which only 0.36 crore are in government schools. Wherever the state government is desirous of providing pre-school education in the formal primary school, the scheme will provide support.

The scheme lays down guidelines for safe and secure infrastructure including sanitation facilities; development of appropriate curriculum, learning activities, pedagogical practices and assessment; professional development of teachers and community participation and engagement. The scheme lays emphasis on ensuring coordination and convergence with Ministry of Women and Child Development for curriculum development, capacity building of *anganwadi* workers, mentoring and support by school teachers and headmasters, augmenting learning materials. An amount of up to Rs. 3 lakh per school is provided to States and UTs for strengthening the pre-schools.

Inculcating Reading Habits among Students:

Library Grant under Samagra Shiksha (Padhe Bharat Badhe Bharat)

In order to complement the activities under *Padhe Bharat Badhe Bharat* and inculcate the reading habits among students of all ages, strengthening of school libraries is being undertaken including provision of books by providing library grant for government schools, under the newly launched centrally sponsored scheme of *Samagra Shiksha* from 2018-19. Findings of National Achievement Survey 2017 have revealed that reading books improve achievement of children. For the first time the provision for separate annual library grant has been made covering schools from primary to senior secondary. Library Grant of Rs.5,000 to Rs.20,000 has been provisioned from Primary to Senior Secondary Schools as detailed below:

Activity

Ask each individual to make

- a list of books, he/she has read in last five years.
- a list of books he/she thinks children would like to read.

Paste this list on chart papers on the walls and ask everybody to take a round and collect titles of books for children for their school libraries.

1. Up to Rs. 5,000 /- for primary school and Rs. 10,000/- for upper primary school
2. Up to Rs. 13,000/- for composite elementary schools (Classes I to VIII)
3. Up to Rs. 10,000/- for secondary schools (Classes 9 and 10)
4. Up to Rs. 15,000/- for Classes 6 to 12
5. Up to Rs. 15,000/- for composite secondary schools (Classes 1 to 10)
6. Up to Rs. 15,000/- for composite secondary schools (Classes 9 to 12)
7. Up to Rs. 10,000/- for senior secondary schools only (Classes 11 and 12)
8. Up to Rs. 20,000/- for composite senior secondary school (Classes 1 to 12)
9. These grants will be available on an annual basis.

The library resources have been utilised for facilitating the process of reading with comprehension in the light of *Padhe Bharat Badhe Bharat* (PBBB). Process of reading from early grade to higher secondary levels, requires continuous practice, development and refinement for which library is required to be updated with addition of books, journals, magazines, and other reading material from time to time.



Sports Grant under Samagra Shiksha (Khele India Khile India)

Sports in schools have immense benefits for both children and for educational systems. Sports help in the development of aspects such as physical, affective, social, and cognitive. Sports also contribute immensely in sharpening social skills, social behaviours, lifestyle, self-esteem, and pro-school attitudes.

A sport has numerous benefits. Physical activities and exercises under sports contribute towards the integrated development of mind and body, develop an understanding of the role of aerobic and anaerobic physical exercises for health and enhance self-confidence.



It provides opportunities to meet and communicate with other people, to take different social roles, to learn social skills (such as tolerance and respect for others), and to adjust to team/collective objectives (such as cooperation and cohesion). It also makes one emotionally and mentally strong.

In view of holistic development of children giving them opportunities for participating in games and sports, under the *Samagra Shiksha* for the first time provision of grant for sports equipment has been made. Every government school will receive sports grant of Rs. 5000 for Primary Schools, Rs. 10,000 for upper primary schools and up to Rs. 25,000 for secondary and senior secondary schools for meeting expenses on procuring sports equipment for indoor and outdoor games.

Composite School Grant

The Scheme provides annual recurring school grant for all Government Schools for the replacement of non-functional school equipment and for incurring other recurring costs such as consumables for play materials, sports equipment, laboratories, electricity charges, internet, water, teaching aids etc. The amount of annual composite school grant varies from Rs. 25,000 to Rs. 1,00,000 per annum depending upon the number of students in the school as detailed in the table below:

Number of students in school	School Grant
≤ 100	Rs. 25,000/- (including at least Rs. 2,500 for <i>Swachhta</i> action plan)
> 100 to ≤ 250	Rs. 50,000/- (including at least Rs. 5,000 for <i>Swachhta</i> action plan)
> 250 to ≤ 1000	Rs. 75,000/- (including at least Rs. 7,500 for <i>Swachhta</i> action plan)
> 1000	Rs. 1,00,000/- (including at least Rs. 10,000 for <i>Swachhta</i> action plan)

Promoting Inclusive Education

Inclusive education for Children with Special Needs (CWSN) has been one of the major interventions of the erstwhile SSA-RTE and RMSA schemes. From the year 2018-19, *Samagra Shiksha* lays emphasis on improving quality of education for all students, including CWSN. Thus, this intervention is an essential component under *Samagra Shiksha*. The component provides support for various student oriented activities which include identification and assessment of CWSN, provision of aids, appliances, corrective surgeries, Braille books, large print books and uniforms, therapeutic services, development of teaching-learning material (TLM), assistive devices and equipment, environment building and orientation program to create positive attitude and awareness about nature and needs of CWSN, purchase/development of instructional materials, in-service training of special educators and general teachers on curriculum adaptation, stipend for girls with special needs



etc. The component also emphasises the implementation of the Right to Free and Compulsory Education (RTE) Act, 2009, for children with special needs (within the age group of 6-14 years).

Presently, *Samagra Shiksha* aims to cover all children with special needs (CWSN) in a continuum from classes I to XII. Stipend of Rs. 200 per month for CWSN girls will be provided from Classes I to XII through Direct Benefit Transfer (DBT). Earlier it was only for Classes IX to XII. Allocation for Children with Special Needs (CWSN) has been increased from Rs. 3000 to Rs. 3500 per child per annum. In addition separate resource support (financial assistance towards salary of special educator resource persons) is also made available in order to appropriately address the needs of CWSN within the school.

Kasturba Gandhi Balika Vidyalaya (KGBV)

Bridging gender and social category gaps at all levels of school education is one of the major objectives of the *Samagra Shiksha*. Consequently, to encourage the participation of girls in education, the existing Kasturba Gandhi Balika Vidyalayas (KGBVs) at upper primary level and girls' hostels at secondary level have been extended/converged to provide residential and schooling facilities upto Class-XII under the Scheme.

The scheme provides for access and quality education to girls from disadvantaged groups of girls in the age group of 10-18 years aspiring to study in classes VI to XII; belonging to SC, ST, OBC, minority communities and BPL families to ensure smooth transition of girls from elementary to secondary and up to class XII wherever possible.

The scheme of *Samagra Shiksha* has provision for upgradation of existing KGBVs at upper primary level up to Class-XII. This would provide the facility of at-least one residential school for girls from Classes VI-XII in every educationally backward block which does not have residential schools under any other scheme.

The girls in the age group 10-18 aspiring to study in Classes VI to XII and belonging to SC, ST, OBC, minority communities and BPL families form the target group of the scheme. In addition to non-recurring grants for building, the *Samagra Shiksha* provides for recurring grants as below to account for all expenses including manpower cost—

1. For KGBVs for Classes VI to VIII - upto Rs. 60 lakh per annum
2. For KGBVs for Classes VI to X - upto Rs. 80 lakh per annum
3. For KGBVs for Classes VI to XII - upto Rs. 1 crore per annum
4. For Stand-alone Girls' Hostels for Classes IX to XII - upto Rs. 25 lakh per annum

Presently, out of the total 5970 sanctioned KGBVs up to 2018-19, 4841 KGBVs are functional and 5.91 lakh girls are presently enrolled in the KGBVs. 35 new KGBVs have been sanctioned during the year 2018-19 and 1232 KGBVs have been upgraded from Class VIII to X/XII during the year 2018-19.

Self Defense Training (RAKSHA)

Gender-based violence is a serious problem threatening the growth, development, education and health of adolescent girls in the country.



According to the Crime in India Report by National Crime Records Bureau (NCRB), there has been a substantial increase in gender based crimes during the last few years. Unfortunately, the data about the ones that go unreported, is not available.

Keeping in view, the rising number of crimes against girls in the country, it is important to provide self-defence training to them in the schools to ensure their safety and security. Self-defence training is a life skill that helps girls to be more aware of their surroundings and be prepared for the unexpected at any time. Through the self-defense training, the girls are taught to become psychologically, intellectually and physically strong enough to protect themselves in times of distress. Self-defense training techniques instills self confidence amongst girls and helps to promote girl's education particularly their transition to secondary and higher-secondary level and to reduce the drop-out rate in schools.

Through self-defense techniques, the girls are taught to increase their core strength. In dire situations, one is not required to have martial art training to save oneself instead a strategic nudge, a sharp flick, a kick or a punch are enough to deter the attacker. The girls are trained to use every day articles such as, key chain, dupatta, stole, mufflers, bags, pen/pencil, notebook, etc. as weapons of opportunity/improvised self-defense weapons to their advantage.

Under *Samagra Shiksha*, self-defense training is provided for three months per government schools having girls' enrollment at Rs. 3000/- per month. The training is meant for girls' student from class VI to XII. The training is also given to girls residing in Kasturba Gandhi Balika Vidhalaya (KGBVs). The States and UTs may also look for convergence for availing funding for self-defence training under the Nirbhaya Fund under Ministry of Women and Child Development, Government of India, Police Department, Home Guards, NCC, or with other state government schemes.

School Safety

Children have right to live with dignity and have access to education in an environment that is safe, protective and conducive to growth and development. School safety and security has to be seen from a broader perspective and not confined merely to infrastructural and physical safety. The issue of school safety has become more complex moving beyond corporal punishment to bullying, physical violence, sexual psychological and emotional violence, even leading to death in extreme cases. In the recent past, there have been

reports of violence and tragic incidents in schools including murder, assault and rape. Children are increasingly having easy access to internet and videos showing violence, crime, pornography and substance abuse. There is also rise in easy availability of drugs, alcohol and cigarettes. At the same time children are also facing tremendous exam stress and pressure from parents, teachers and peers leading to frustration and aggression or depression and in some cases suicide. The outlook of school management, principal, teachers and staff in the school tends to be indifferent in general. This is a key cause of worry, demanding a school safety and security framework and plan of action. A comprehensive guideline with accountability framework is being developed in consultation with various stakeholders including school managements, teachers, students, parents and counselors for making schools safe and secure.

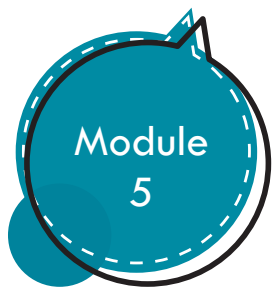
Jaago Badlo Bolo

The State Education Department of Telangana has conducted the year-long campaign of '*jaago badlo bolo*' against child sexual abuse in collaboration with the Police Department on the POCSO Act. Under this, training of Headmasters and teachers has been conducted.

While in an ideal situation, counsellors could be provided in every school, however as this is not possible at present due to dearth of trained counsellors in the country, teachers can be sensitised to function as a first step counsellor within the school. They can be oriented to identify any disturbing sign or behavior on the part of their students and engage with them. Under this integrated teacher training program, teachers are being given orientation on counselling, provisions of POCSO Act, JJ Act, School Safety guidelines, helpline and emergency numbers, drop-box for complaints etc. An amount of Rs. 1000 per teacher is being provided to all schools for classes I to XII for this purpose. Also, every school is to display a board on safety with helpline/emergency numbers and contact persons, for which Rs. 500 per school has been provided.

Rangotsav

It is an initiative of Ministry of Human Resource Development (MHRD) designed to cultivate awareness of cultural diversity among the young learners of the nation. The program had collection of cultural activities/events under it and schools all over the country participated in it while organising it



Module 5

enthusiastically so that each and every child gets to experience the vibrant beauty of different cultures. Rangotsav the cultural fortnight was conducted from 7th to 21st December, 2018 with an idea to prepare a non-judgmental platform for students, teachers and all other stake holders to encourage their participation. The main objectives of *Rangotsav* were—

- Transform the school environment into a vibrant and a joyful place of learning through various activities of art and culture and to provide a suitable platform to celebrate the artistic talent and creativity of every member of the school community, including students, teachers and other staff members.
- Showcase and celebrate the rich cultural heritage of India with all its diversity and provide age appropriate exposure to all children thus enabling them to understand and appreciate the variety of cultures, geographies, languages, food, and customs of the country.
- Promote spirit of national integration through well-planned activities to achieve the goals of *Ek Bharat Shreshtha Bharat*.
- Regular practice of integrating arts (even after *Rangotsav*) in the day-to-day school routine, throughout the session to promote joyful learning environment in the schools.
- The response to *Rangotsav* was immense and purely welcoming. Schools across the country took efforts to open up the cultural gates for students as well as teachers, which resulted in celebration of artistic talent nationwide.
- Apart from activities at school level like *Bhasha Sangam* and others, there were number of regional, state, zonal and national level events conducted as part of *Rangotsav*, such as National Children Assembly and Integration Camp, national level folk dance, national level role play, *Kala Utsav*, *Sangeet Kala Sangam* and Inter School Band Competition.

School based Assessment (Annual Achievement Survey)

In order to objectively assess the learning outcomes, this department has already initiated the process of conducting the National Achievement Survey (NAS), which is an external evaluation, at regular intervals. The process has been developed after detailed and nuanced interactions with all the stakeholders. The results of the NAS held in 2017-18 are already available in the public domain.

Further, based on the evidence gathered from the survey of 2.2 million students during the NAS conducted in 2017, and the subsequent targeted interventions by NCERT in a pilot

survey for creating a framework to improve learning outcomes, it has been decided to conduct a School Based Assessment (SBA) in 2019 to assess the Learning Outcomes of all the children at the Elementary level, which would be a qualitative and non-threatening evaluation process of the students by the respective schools.

These quantitative and qualitative evaluation techniques, in tandem with the external evaluation, are crucial to ensure that the desired learning outcomes are reached. Both these evaluations are therefore essential and form a logical continuum.

Constitution of Youth Club and Eco Club

Youth clubs in schools are an instrument to develop life skills, build self-esteem, develop self-confidence and resilience and counter negative emotions of stress, shame and fear.

Eco clubs in schools will empower students to participate and take up meaningful environmental activities and projects. It is a forum through which students can reach out to influence, engage their parents and neighborhood communities to promote sound environmental behavior. It will empower students to explore environmental concepts and actions beyond the confines of a syllabus or curriculum.

In view of the above, all schools will constitute Youth and Eco clubs for students where they can participate in activities such as debates, music, arts, sports, reading, physical activities after school hours and during vacation. These would help in utilising the ideal school infrastructure particularly playing fields, sports equipment and libraries which will help the students to develop hobbies, skills and interests they might not otherwise be able to explore.

For youth and eco club, the financial provision of Rs. 15,000/- per school per year is being provided at the elementary level while a provision of Rs. 25,000/- per school per year is being provided at the secondary level.

Transport and Escort Facility

The scheme provides children's access to elementary schools through transport and escort facility to children in Classes I-VIII and for Children with Special Needs (CWSN). Children in remote habitations with sparse populations or in urban areas where availability of land is a problem or children belonging to extremely deprived groups or CWSN may not find access to schools. Such children have been provided support for transportation or escort facilities to children in sparsely populated, hilly/densely forested/desert terrains, as well as

urban areas where non-availability of land makes it unviable to set up schools as per the ‘neighbourhood’ norms of the state. Addressing needs of children living in very small hamlets (in remote, desert/ tribal areas) where opening of schools is not viable and ensuring access by providing free transportation to and from school and or through residential facility to ensure access for such children.

Transport facility to children in classes I-VIII from sparsely populated areas and urban areas where schools is not available or Urban Deprived Children has been provided. The financial provision of Rs. 3,000/ per child per annum under the erstwhile SSA has been enhanced to an average cost of Rs. 6,000/ per child per annum based on actual cost to be incurred as per the distance, the terrain and the type of transport facility to be provided.

Free Uniforms and Textbooks

Allocation for two sets of uniforms for all girls and children belonging to SC/ST/BPL families’ in Government schools up to class VIII has been enhanced from Rs. 400 to Rs. 600 per child per annum under *Samagra Shiksha*. The purpose of school uniforms is to inspire a sense of belonging and ownership of the school for the children using its services.

Appropriate use of text books is a major indicator of quality education imparted in schools. Therefore, textbook production reform, including the layout and design, text and cover paper size and specifications, ink, printing and binding, etc., have significant implications. Allocation for textbooks to all children in Government/Local Body and Government Aided schools including *Madrasas* desirous of introducing the State curriculum, has been enhanced from Rs.150 to Rs. 250/- per child per annum at the primary level and from Rs. 250 to Rs. 400 per child per annum at the upper primary level. Primers/ textbooks developed for tribal languages with bridging materials to facilitate the transition to the State language of instruction and English, would be eligible for textbooks for classes I and II within the ceiling of Rs. 200/- per child.

Strengthening of CRCs— Mobility support to CRCs

The Cluster Resource Centers (CRCs) are the most critical units for training and on-site support to schools and teachers. The CRCs need to undertake regular visits and organise monthly meetings to discuss academic issues and design strategies for better school performance. Periodic inspection and supervision of schools to observe the infrastructure and facilities and the

administrative aspects is critical. In addition, a proper system of academic and curricular support has to be developed to serve the purpose of continuous professional up gradation of teachers. In this context, each Cluster Resource Coordinator should visit the schools and provide onsite academic support under his/her jurisdiction at least once in two months and send reports on a common platform to be shared by MHRD.

Reporting by the BRCs

The potential of Block Resource Centers (BRCs) as academic resource centers is yet to be realised and their role and functions are to be academically channelized. BRCs/URCs need to function as resource centres to study the problems and to design strategies to address the academic issues in schools.

The Block Resource persons (BRP) will be adequately trained and utilised more effectively. Under the Integrated Teacher Training Programme all the target groups, namely, teachers, principals, block and cluster resource persons, etc., will be brought on the same platform and oriented on similar content focusing on their specific roles and responsibility. There will be regular visits by the BRPs to schools for continuous monitoring, follow-ups and to ensure that learning from trainings are translated in classroom transactions. The reporting will be done through the mobile app which will be compiled at a central server where the software will generate discrepancy reports which will then be followed up for necessary action.

School Management Committee (SMC) Training

Training of SMC members is required to be conducted by the Cluster Resource Coordinator (CRC). Four Quarterly meetings of SMC would be held in a year on dates to be notified by the State government for all the schools. Support for holding the meetings and uploading quarterly reports on a mobile app on the meeting held as well as on the status/activities of the schools will be provided.

Financial provision of up to Rs. 3,000 per school per annum for Government schools is being provided at both the elementary and secondary level, subject to a specific plan.

Display of logo of Samagra Shiksha

A logo is the symbol of the vision and spirit of the Scheme. A logo also helps in fostering the spirit and building a bond between the school, the student and the community at large. Earlier, SSA logo was painted on school walls which was very

well received by the community and helped in identifying the schools.

Thus, it becomes important for all schools to display the logo prominently on the premises. All schools will be required to display the logo of *Samagra Shiksha* along with facilities under the scheme such as free text books, free uniforms, etc., at prominent place through wall paintings or display board. The design of the logo will be shared by MHRD.

Credible Data, Accountability, and Awards

UDISE+

The Unified District Information on School Education (UDISE) collects data on all schools in the country. From 2018-19, it has been decided to update the UDISE and introduce new features. The UDISE+ (i.e., UDISE Plus) application will be online and will gradually move towards collecting real-time data. UDISE+ application, in addition to data collection, will have the following features—

1. A dashboard with data analytics and data visualisation will be developed. It will include time series data to study the trend over years and monitor growth. Progress in key performance indicators will be tracked.
2. The system will be linked to GIS mapping and school report cards will be generated.
3. To ensure data quality, a separate module for third party verification will be developed including a mobile app.

UDISE+

Department of School Education & Literacy
Ministry of Human Resource Development
Government of India



UDISE+

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Performance Grading Index (PGI)

The PGI is for the purpose of grading States and UTs on their performance across 70 indicators on school education.

1. The Index will grade States and UTs thus allowing for more than one State/UT to occupy the same grade, and therefore all 36 States and UTs to ultimately reach the highest level. The PGI has been conceptualised as a tool to encourage States and UTs to adopt certain practices like online recruitment and transfer of teachers, electronic attendance of Students and Teachers, etc.
2. The PGI has seventy (70) indicators divided into two categories—Outcomes and Governance processes. The first category is divided into four domains which are - learning outcomes, access outcomes, infrastructure and facilities and equity outcomes. The second category is about Governance processes which covers attendance, teacher adequacy, administrative adequacy, training, accountability and transparency.
3. The total marking under PGI is 1000 points. Each indicator has been given either 20 or 10 points.

Shagun Portal

On 18th January 2017, the Honourable Minister for Human Resource Development launched the *Shagun* portal – www.seshagun.nic.in. It has two modules – (1) Repository of innovation and (2) Online monitoring.

Digital Repository

The digital Repository has been designed to change the narrative on school education by showcasing the multitude of innovative and successful models being implemented by all States and UTs in diverse circumstances. It enables these successful initiatives to be replicated and taken to scale.

This repository of good practices focuses on positive stories and developments that are driving performance improvements in school education. These innovative practices are documented in the form of case studies, videos, testimonials and images.

This digital platform is for public, media, stakeholders, influencers and global academia to witness the innovative ideas and success stories being registered in the field of elementary education. Innovations that have benefited State Governments, public schools, teachers and students are documented and disseminated through this repository. In the *Shagun* Repository, there are 296 videos on best practices, 269 case studies, 151 testimonials, and 4586 photographs.



In the year 2018-19, the department decided to expand the repository by covering all the schemes of the department and activities of various autonomous bodies such as NCERT, NIEPA, CBSE, NCTE, NIOS, KVS, NVS and National Bal Bhawan (NBB).

Monitoring

The online monitoring module of *Shagun* measures state-level performance and progress against key educational indicators which enables DSEL and education departments of State and UTs to conduct real-time assessments. The main functions are fund utilisation tracking, performance measurement on key educational indicators, online planning and goal setting, physical targets, and outcomes monitoring.

The portal offers data analytics and generates graphics which represent the progress of States and UTs against key identified parameters such as

exact number of out of school children mainstreamed, the increase or decrease in enrolment in government schools vis-à-vis private schools, expenditure on increasing the learning outcomes, and teachers' salaries.

Shagunotsav

In a major initiative, all Government schools throughout the country will be visited and checked during August-September, 2019. This is a Census based audit to be carried out in September, 2019 of all 11.85 lakh government and government aided schools in all States and UTs including nearly 7 lakh standalone primary schools. Data on various school based parameters is presently collected through the tools of Unified District Information System for Education (UDISE), SHAGUN, Project Monitoring System (PMS) and Performance Grading Index (PGI) to assess the quality and infrastructure at school

level. However, the same is not corroborated through field visits. Feedback received from Central *Prabhari* Officers of aspirational districts has shown that many schools are not visited at all or the frequency of visit is very less. Therefore, a need was felt to take up the exercise of school based census to cover each and every school to ascertain the adequacy of infrastructure facilities, teachers, students, school management and community participation.

The parameters for the school census are to be based on the indicators monitored through UDISE+, PGI and *Shagun*. Assessment of Learning Outcome will not be part of this evaluation as it will be conducted through the next round of NAS/School Based Assessments. The feedback will help in facilitating the system to be responsive to school specific needs and initiate appropriate policy interventions. The guidelines for the programme have been issued on 25th April, 2019.

Recognising Good Performance

National Awards to Teachers

These Awards were instituted in 1958. From the mid-1960s, 5th September came to be the fixed date for the function on account of birthday of Dr. Sarvapalli Radhakrishnan, former President of India. Over the years, the number of awards increased to 378 awards, but it was felt that the awards were losing their stature.

The guidelines of the scheme were revised in the year 2018 along the pattern of the changes made in major national awards. The new scheme is transparent, fair, and rewards demonstrated excellence and performance.

The features of the new scheme are

1. Online self-nominations from teachers were invited on www.mhrd.gov.in. The web portal was developed by the Administrative Staff College of India (ASCI) and the entire software ran smoothly without any glitches or complaints.
2. About 6000 applications were received from teachers from all over the country clearly indicating that the initiative was successful.
3. All regular teachers were eligible and no minimum years of service was required. This enabled meritorious young teachers to apply.
4. The number of awards was rationalised to 45, thereby restoring the prestige of the awards.

5. No State, UT or organisation had a quota in the final selection. This encouraged them to compete for the awards.
6. An independent jury at the national level made the final selection. The jury reviewed the list of 152 candidates forwarded by all States, UTs and organisations. Each nominee made a presentation before the jury, which made a final assessment and recommended 45 names for the Teachers Awards.

Honourable Prime Minister interacted with and felicitated the awardees at his residence on 4th September 2018. He also tweeted about his interaction with the awardees.

While awardees like Arvind Jajware from Jharkhand and Vikram Adsul from Maharashtra practiced joyful learning to reduce drop outs and increase enrolment, teachers like Rakesh Patel from Gujarat, Imran Khan from Rajasthan deployed ICT and child friendly activity based learning to transform their schools into abodes of learning. Teachers like Shaila R.N. from Karnataka mobilised community support to improve school infrastructure for the benefit of students while Karma Chomu Bhutia from Sikkim strived hard for increasing enrolment.



Honourable Vice President of India gave away the Awards at Vigyan Bhawan on 5th September 2018. Films on the achievements of each awardee were also shown during the ceremony.

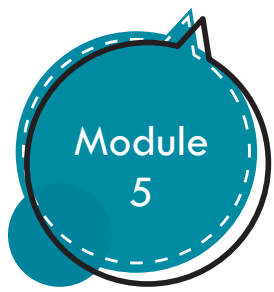


Awarding cleanest schools under Swachh Vidyalaya Puraskar

The Department of School Education and Literacy instituted Swachh Vidyalaya Puraskar (SVP) in 2016-17 at District, State and National level as a next step to Swachh Vidyalaya Initiative. These awards are given to ensure long term sustainability and behavior change towards cleanliness in schools. *Swachh Vidyalaya Puraskar* is an initiative to recognise, inspire and celebrate excellence in water, sanitation and hygiene practices in schools. The schools voluntarily applied online through a website and mobile App for the awards. *Swachh Vidyalaya Puraskar* 2017-18 was open to private schools besides government and government aided schools.

Swachh Vidyalaya Puraskar 2017-18

SVP 2017-18 received overwhelming response from schools. 6,15,152 schools registered online for the *Swachh Vidyalaya Puraskar* 2017-18, which is more than double the number of schools which participated in the previous year. States and UTs shortlisted 727 schools for consideration of the National level awards. After cross validation and thorough screening top 52 schools were conferred the National Awards for SVP 2017-18. The top four States viz. Puducherry, Tamil Nadu, Gujarat and Andhra Pradesh and the best 9 districts viz. Pondicherry, Srikakulam, Chandigarh, Hisar, Karaikal, Latur, Nellore, South Goa and Vadodara, were given the certificates of recognition during the function held on 18.9.2018.



Module 5

Methodology for the awards

Selection of schools for the awards is made on the basis of scores obtained by them in five sub-categories, namely (i) Water, (ii) Toilet, (iii) Hand washing with Soap, (iv) Operations and Maintenance, (v) Behavior Change and Capacity Building. The best schools selected for the National award are given a cash prize of Rs. 50,000/- as an additional school grant for sustaining and improving sanitation and hygiene conditions in the school, along with a Certificate of Recognition. The best states and top districts which participated in the *Swachh Vidyalaya Puraskar* were also recognised.

BEST PRACTICES IN STATES AND UTs

‘Nali Kali’, Karnataka

Nali Kali is meant for children in multi-grade classrooms where learning to read, write and unleash their creativity in a joyful and exciting environment. In 2009-10, *Nali Kali* was introduced in all government-run Kannada medium schools of Karnataka, for classes I and II. Pupils participate actively throughout learning process; lessens the burden of the teacher; class room interaction is maximum; no examination trauma/anxiety. Child's natural instincts such as curiosity, dynamism, and exploration find a place for channelization. The *Nali-Kali* method of classroom transaction not only gives a greater autonomy to the teacher but also creates the right atmosphere for the child to learn in a friendly and joyful way. Learning takes place systematically in groups organized according to age wise competencies in an interactive manner. When children master the competency of one group, they move on to another group to learn the next competency. The teaching takes place through songs, games, surveys, storytelling, use of educational toys and improvised teaching-learning materials, all made by the teachers themselves. When students are grouped and learning happens in a non-formal mode, they're likely to remember it longer. The concept believes in reduced learning loads and total mastery at the minimum level of learning.

‘Ganitha Kalika Andolana’ (GKA), Karnataka

The State has initiated *Ganitha Kalika Andolana* (GKA)—a mathematics learning movement program to improve numeracy skills and facilitate classroom teaching of Mathematics among students in Government primary schools. Mathematics is widely believed to be a foundational discipline upon which a lot of future learning in school depends. This is a model support

programme aimed at bridging learning gaps in mathematics among children by using an activity based creative approach, understanding by doing and peer learning rather than rote application of mathematical concepts. It seeks to encourage clarity of thought and the ability to address mathematical problems in day-to-day life. The programme is implemented by provisioning Math Teaching Learning Materials (TLMs) to schools, and by providing training and support to teachers in government primary schools. These TLMs are designed to facilitate learning of competencies prescribed in the Karnataka State curriculum. To measure the learning outcomes, assessment of children is being done using an Android-based application on a tablet. This initiative supplements governmental efforts in enhancing the quality of math learning outcomes.

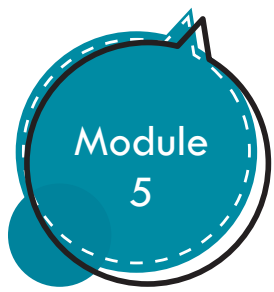
Activity Based Learning (ABL), Tamil Nadu

The ABL has been designed essentially with a focus on classroom reform which enables individualised, self-learning in an interesting and interactive manner, and is based on the model of the NGO Rishi Valley Rural Education Centre, well known for their experiments with joyful learning programs and intensive teacher training. The ABL teacher in the classroom has transformed to a facilitator of learning; does not lecture to the class or direct the learning of the whole class in a uniform pattern. In ABL classrooms, the children sit together according to their learning levels, irrespective of their age-appropriate grade.

The ABL classroom has a wide variety of cards and materials which enable a structured learning process amongst children at different levels of competencies. Children learn to make independent decisions at a young age, from choosing their activity card for the day, to marking their own attendance.

Sapno ki Udaan Programme: an initiative to educate out of school children through mobile School (Uttarakhand)

To extend the reach of better quality education under the preview of Right to Education, the Mobile Schools-Multi Purpose Vehicles have been used to provide Mobile Schooling facilities by extending awareness and motivational campaigns among the masses. These vehicles are being provided with various learning equipment's, multimedia system and qualified Resource Persons to fulfill the objectives of counselling and awareness. The major aim of this initiative is to identify and main-stream Out of School children, by conducting special drives for identification of such children and arrangement of appropriate age specific special training to mainstream them



Module 5

in the neighboring schools. This has helped in addressing the need of floating child population by attracting them towards schools and simultaneously motivating their parents.

Multilingual Education (MLE), ODISHA

Multilingual education is a structured programme to develop appropriate cognitive and reasoning skills enabling children to operate equally in their native, State and national languages, starting in mother tongue with transition to second (Odia) and third language (English). In Odisha, children are taught in Odia language, which is challenging for many of the tribal children whose mother tongue is not Odia. The context of textbooks is also unfamiliar to tribal children, leaving them unable to fully comprehend the classroom teaching and learning activities which had an adverse effect on retention and learning outcomes.

In Mother Tongue based Multilingual Education (MLE) programme, the schooling begins in mother tongue and transits to additional languages gradually. The use of mother tongue as medium of imparting education in early grades enable children to develop a strong education foundation through beginning in the language the learners know best, building on the knowledge and experience they bring to the classroom, and enhance confidence and self-esteem. The MLE programme is operational in various schools of 21 tribal languages in 17 tribal dominated districts.

‘Pragna’: An activity based learning model of Gujarat

The Activity based joyful learning as a concept has been very rooted in the state because of work done by late Shri Gijubhai Badheka in Daxinamoorti School of Bhavnagar. Even the textbooks of primary classes were developed with the same pedagogy. However, it was observed in *Gunotsav* 1 (year 2009) that many of the children were lacking in very basic skills of reading, writing and numeracy even after Class V. While analysing the problem, it was realised that the state need the pedagogy which guarantee learning. The state level pedagogy workshop was organised in which different types of pedagogy models were discussed and it was decided to have more strengthened ABL methodology. Accordingly, inspired from *Rushi Velly* model (MGML) was adapted. The state had done modification in the MGML methodology and came up with ABL-Pragna (*Pravrutti dwara Gnan*) methodology. The state level core team was formed and was given exposure to schools implementing MGML kinds of methodologies in other states. Then the same core team developed new material for

ABL-*Pragna* methodology in collaboration with UNICEF. The learning cycle (Introduction-Practice-Evaluation) for each concept is ensured in the ABL-*Pragna* methodology.

Details of the initiative

- The content is divided in small activities and there is specific card for each activity.
- The content is organised in sequential ladder through which children themselves progress, by completing one by one activity.
- The children are arranged in four different types of groups. The child keeps changing the group individually as per his/her progress.
- Three types of interactions (Teacher-Child, Child-Child, Child-Material) are ensured.
- The basic steps of learning cycle completion (introduction of concept, practice, evaluation) are maintained for all concepts by each child.
- Continuous evaluation is an inbuilt part of the *Pragna* as each child is assessed throughout the ladder.

Impact

Children's scholastic achievement has been improved. Three major studies conducted have revealed that students of *Pragna* schools performed better than non-*Pragna* schools. The first research was conducted by *Pratham*, another research was conducted by UNICEF and Education Initiative and the third research was conducted by Evaluation department of Government of Gujarat. Another major benefit observed is that the *Pragna* classroom is an inclusive classroom because the dynamic group rotation system provides opportunity to each child to work with all other children.

Apart from learning achievement as a major benefit, following benefits also have been observed.

- Private schools are inspired by this learning approach and implement in their schools.
- Interactive and innovative teaching provides ample practice in speaking and listening and creative thinking and develops confidence and fluency in the use of language.
- It gives children an opportunity to learn through experience and learning without burden.
- Child gets an exposure to various project work and field work.

- Child gets ample opportunities to create something and display the same.

The programme was started in 256 schools in year 2010. Gradually the programme scaled in up to around 22000 schools till year 2017-18. Then with few modifications, the *Pragna* scaled up in all schools across the state in year 2018-19.

MID-DAY MEAL: NEW APPROACHES

With a view to enhance enrolment, attendance and retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme 'National Programme of Nutritional Support to Primary Education (NP-NSPE)' was launched on the 15th August 1995. The scheme was extended in 2008-09, to cover children of upper primary classes and the Scheme was renamed as 'National Programme of Mid-Day Meal in Schools' popularly known as Mid-Day Meal Scheme (MDMS). The MDMS covers all school children studying in I-VIII classes in Government and Government-aided schools, Special Training Centers (STCs) and *Madrastas* and *Maqtabas* supported under *Samagra Shiksha*.

One of the objectives of Mid-Day Meal Scheme is to improve the nutritional status of children and to fulfil the objective and also to address the pressing problem of majority of children in India, viz. hunger, the MDM Guidelines envisages that children should receive 450 and 700 calories in primary and upper primary stages respectively.

During the year 2018-19, 9.17 crore children studying in classes I-VIII in 11.34 lakh eligible schools were covered under the scheme.

Setting up of School Nutrition Garden

School Nutrition Garden (SNG) is a place where herbs, fruits and vegetables are grown in the school premises for use in preparation of mid-day meal. The objectives of developing School Nutrition Gardens are to help address malnutrition and micro nutrient deficiencies and also to give children first-hand experience with nature and gardening. Large piece of land is not required for setting up of school nutrition gardens and even roof tops can be used for growing vegetable/fruits in containers. Plants may also be grown in small containers, cans, jars, discarded earthen pots, wooden *peti*, ceramic sinks, food tins, and *atta* bags etc, where land is not available.

The grown whole vegetables, fruits from school nutrition gardens may be consumed under mid-day meal including parts

like stem (banana, bottle gourd, pumpkin), leaves (coriander, mint, spinach), flower (pumpkin flower, morringa), peels of vegetable (bottle gourd, pumpkin, ridge gourd). State may have convergence with the line department viz. *Krishi Vigyan Kendra*, Department of Agriculture/Horticulture, Food and Nutrition Board, State Agriculture Universities, etc., for setting up of School Nutrition Gardens.

Under the 'flexi fund component for innovative interventions' in Mid-Day Meal Scheme, an amount of Rs. 5000/- per School Nutrition Garden may be utilised for purchase of seeds, equipment, compost etc. on sharing basis between Centre and States and UTs. However, as the power for implementing scheme with minor modifications from the existing guidelines has been delegated to District Level Committee chaired by the District Magistrate, the committee may rationalize and allot funds on the basis of school specific requirement, within the overall average of Rs. 5000/- per School Nutrition Garden. Seeds/saplings may be obtained from Agriculture/horticulture department. The state may have convergence with Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGS) of Ministry of Rural Development for constructing compound walls in the schools, leveling off the ground, etc. as per the Master Circular — A guide for Programme Implementation Financial Year 2018-19, issued by the Ministry of Rural Development relating to the items admissible for assistance through MNREGS. Photos of the school nutrition garden (high definition) supported by small write-ups may be uploaded quarterly on the MDM - MIS portal.

Tithi Bhojan

Tithi Bhojan is an initiative started by the States and UTs with an aim to provide additional nutrition to children studying in schools. Under this program community provides full meal or additional items on special occasions such as festivals, anniversaries, birthdays, marriages, and days of national importance etc. It has been emphasised that *Tithi Bhojan* is not a substitute to Mid-Day Meal and this only supplements or complements Mid - Day Meal. Guidelines on *Tithi Bhojan* have already been issued by MHRD. The concept of *Tithi Bhojan* has been adopted by the States and UTs of Assam (*Sampriti Bhojan*), Andhra Pradesh (*Vindu Bhojanam*), Dadra and Nagar Haveli (*Tithi Bhojan*), Daman and Diu (*Tithi Bhojan*), Gujarat (*Tithi Bhojan*), Haryana (*Beti ka Janamdin*), Karnataka (*Shalegagi Naavu Neevu*), Madhya Pradesh, Maharashtra (*Sneh Bhojan*), Chandigarh (*Tithi Bhojan*), Puducherry (*Anna Dhanam*), Punjab

(*Priti bhojan*), Rajasthan (*Utsav Bhoj*), Tamil Nadu (*Nal Virundhu*) and Uttarakhand (*Vishesh Bhoj*).

Convergence with Ministry of Health and Family Welfare

There is a convergence of this Ministry with M/o Health and Family Welfare for the health and nutrition component of MDM.

1. Health check-up of children studying in elementary classes (I-VIII) and in the age group of 6-14 years are being carried out under *Rashtriya Bal Swasthaya Karyakaram* (RBSK). States and UTs have been advised to ensure the health check-ups.
2. Micronutrients are provided in convergence with M/o Health and Family Welfare. Iron and Folic Acid (IFA) tablets are also provided to children under Weekly Iron and Folic acid Supplementation Programme (WIFS).
3. Deworming medicine is provided to children on National Deworming Day (NDD) biannually (Albendazole-400).

Cooking Competition

Organising cooking competition for mid-day meal is one of the focus areas during 2019-20. Main objectives of organising cooking competition are to motivate cook-cum-helpers by incentivising the best recipes using the whole vegetables i.e. stems, leaves, peels, etc.; to give emphasis on preparation of mid-day meal with locally available food articles as per the culturally accepted food habits; to promote community participation in the preparation of mid-day meal; to associate the school children (one from primary classes and one from upper primary classes) as judges for the competition because they are the ultimate beneficiaries of Mid-Day Meal. In addition, nutrition experts may also be associated with the cooking competition. The winners may be suitably given prizes and formally felicitated.

Activity

Make small groups of 6 participants in each group and ask them to discuss and present the key challenges of the implementation of these initiatives and solutions to overcome these challenges.

IMPLEMENTATION OF SAMAGRA SHIKSHA, MDM AND SOME BEST PRACTICES

The heads and teachers of each school need to make school level plans for the maximum utilisation of the provisions like *Samagra Shiksha*, MDM and some of the best practices for improving quality of school education for the benefits of the students. They need to revisit their school activities to incorporate these provisions, they also need to make plan how well some of these provisions can be integrated into the classroom process or how these will provide support to strengthen classroom processes- such as eco club, youth club, library, etc.

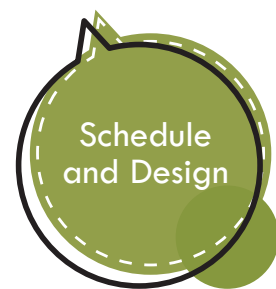
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Section — II

Workshop Schedule and Session Design

*True education must correspond to the
surrounding circumstances or it is not a healthy
growth. What is really needed to make
democracy function is not knowledge of facts, but
right education.*

— Mahatma Gandhi



WORKSHOP SCHEDULE AND SESSION DESIGN

WORKSHOP SCHEDULE FOR CAPACITY BUILDING OF SCHOOL HEADS AND SYSTEM LEVEL FUNCTIONARIES

Day 5

Time Slot	Themes	Duration
Module 1: School Leadership: Concepts and Applications		
1000-1100hrs	Leadership: The Concept	60 min
1100-1115hrs	Energizer	15 min
1115-1300hrs	Academic Leadership for Improving Student Learning	115 min
1300-1400hrs	Lunch Break	
1400-1515hrs	Creating a Learning Culture in School	75 min
1515-1530hrs	Energizer	15 min
Module 2: Pre-School education		
1530-1730hrs	Pre-school education	120 min
1730-1800hrs	Feedback of the Day	30 min

Day 6

Time Slot	Themes	Duration
Module 3: Pre-Vocational Education in Schools		
0930-1100hrs	Pre-vocational education	90 min
1100-1115hrs	Energizer	15 min
Module 4: Relevance of Gender Dimensions in Teaching and Learning Process		
1115-1315hrs	Gender in Teaching and Learning Process	90 min
1315-1400hrs	Lunch Break	
Module 5: Initiatives in School Education		
1400-1500hrs	Initiatives in School Education	60 min
1500-1515hrs	Energizer	15 min
Consolidation- Leadership for School Based Assessment (SBA) and Quality Improvement in Schools		
1515-1645hrs	Leadership for SBA and Quality Improvement	90 min
1645-1715hrs	Closing of the Workshop	30 min

DAY 5

Day 5 begins with understanding the concept of school leadership that includes the attributes needed to become a 'Leader in Action' and develop a perspective on important roles and responsibilities of a school head at the elementary level. The multiple roles and responsibilities of a school head are understood in the backdrop of the National Curriculum Framework on School Leadership Development (NIEPA 2015) in alignment with the actual roles practiced at the ground level. It is established that one of the most significant roles of a school head is of an 'academic leader' in the context of quality improvement in schools. Within this framework, the sessions aim at building leadership capacities of school heads on providing academic support and supervision that strengthen school based assessment. Lastly, the session gives a broad framework of how a school head can create a learning culture in school where aspects such as reflective practice and team learning for improving student learning are emphasised. The next set of sessions are designed on pre-school education, which has emerged as a critical component of *Samagra Shiksha* emphasising on the role of school heads in coaching teachers of pre-school classes on pedagogical processes of age group of 4-6 years. The school heads' role is to lead the integration of pre-school with primary classes. The sessions also focus on how the school heads can coach teachers on developing perspective, knowledge and skills for enhancing early literacy and early numeracy skills among pre-school children. Day 5 ends with feedback and major takeaways from the day.

Session No.	Module Name	Session Name	Time (Mins.)
1.	School Leadership: Concepts and Applications	Leadership: The Concept	60
2.		Academic Leadership for Improving Student Learning	115
3.		Creating a Learning Culture in School	75
4.	Pre-School Education	Pre-School Education	120
5.		Feedback of the Day	30

MODULE 1: SCHOOL LEADERSHIP: CONCEPTS AND APPLICATIONS

Leadership: The Concept

Session 1		
	Activities	Time (Mins.)
1.	Leaders in Action: My School My Initiative	45
2.	School Leaders: Multiple Roles and Responsibilities	15

Activity 1: Leaders in Action: My School My Initiative

Method

Large group discussion—individual reflection- large group discussion

Suggested Steps

- Introduce the session by sharing examples of individuals who have been leaders even when they had no leadership position (these examples should include cases from schools in your state or neighbourhood which participants can identify with).
- Share case studies (given in Module 1 on School Leadership) of head teachers such as Mr. Chhewang Urigol, Headmaster, Government Primary School, Himachal Pradesh and Ms. Ragini Surve, Headmistress, Zila Parishad Government Primary School, Ratnagiri, Maharashtra.
(Both the head teachers have shown exemplary leadership practices, initiating transformation of their schools through infrastructure development, creating learning opportunities for children, strengthening teaching-learning processes and excelling in all round development of children.)
- Distribute a template to the participants and ask them to write at least four bullet points in each column

Key Challenges in Your School	Your Initiatives for Change
Things that worked for your school and what you learnt from it	Things that did not work for your school and what you learnt from it

- Every participant should do this exercise individually.
- The facilitator can distribute A4 size plain sheets and insist on participants writing their name, school name, and complete address on the sheet.

- After making quick notes, the facilitators can ask the participants to share in the large group.
- The facilitator collects the write-ups from all the participants.

Reflective Questions for Head Teachers

1. What are the characteristics of an effective leader?
2. How can you develop yourself as a 'Leader in Action'?
3. How can a leader's role be understood as beyond the role of an administrator and a manager?
4. Why is leadership regarded as a process of influence than merely exercising power and/or authority?

Reflective Questions for System level functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO

How do you see yourself as a 'leader' of the cluster/block/district of schools?

What leadership qualities you think you must have as a CRC/BRC/ABRC/BEO/ABEO/DEO?

Notes for the facilitator

The facilitator debriefs while sharing important learning and some of the best practices that had emerged out of the discussion. The facilitator at a later stage is expected to read through each sheet and collate some of the best practices ideally as a power-point presentation to be shared with all participants for exchange of learning before they leave. Good initiatives shared by the participants should be recognised and those who have not been able to share anything significant should be encouraged to learn and try with the aim of improving their schools.

Key Messages

- Leadership is in action not merely by position
- True Leadership is about converting your challenges into opportunities and carving a new story of change
- Leadership is taking everyone along towards a well designed goal or a larger vision

Activity 2: School Leader: Multiple Roles and Responsibilities

Method

Large group discussion

Suggested Steps

- The facilitator will link the initiatives of the school heads in different domains with current roles and responsibilities of school heads.
- Highlighting on each of the domains the facilitator must connect this with the expected roles of school heads in alignment with the National Curriculum Framework on School Leadership Development and its seven key areas.
- The facilitator can elaborate on the significance of each key area/role for change and overall school development.
- Emphasis of the facilitator should be on School leader as an Academic Leader thereby reiterating the role of school head in improving teaching-learning process.

Expected Roles and Responsibilities of School Heads



Reflective Questions for Head Teachers

- How do you spend most of your day? Leading? Supervising? Administering? Or in any other way?
- Which of the given roles do you think impacts student learning the most?
- Do you think efficient management of time doing different roles would help you lead your school better?
- What is your role as a school leader for improving student learning and learning outcomes?

Reflective Questions for System level Functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO
As an academic support/administrative officer in the educational context of elementary schools, which of your role is most significant?
As an 'academic leader', what top three strategies will you incorporate in your role execution to improve student learning and learning outcomes?

Key Messages
<ul style="list-style-type: none"> • School development is beyond utilisation of funds and infrastructural development. • Leadership is about prioritising from amongst different roles and responsibilities. • Leading schools is about leading teaching-learning processes through academic supervision and through development of a learning culture to improve quality in schools.

Academic Leadership For Improving Student Learning

Session 2		
	Activities	Time (Mins.)
1.	Developing a perspective on active learning principles	30
2.	Understanding of pedagogical-content knowledge as a school head	30
3.	Academic supervision in schools	50

Activity 1: Developing a perspective on active learning principles

Method

Video-based large group discussion

Suggested Steps

- The facilitator shows the video on 'Young Historians' to large group. The video source is provided in the module.
- The facilitator begins a discussion on various aspects of teaching-learning process as shown in the video. He/she asks the participants a few reflective questions.
- The role of the facilitator is to derive principles of active learning emerging from the video.
- After the characteristics of active learning are collated and listed on the white board, the facilitator can show the table as given in Section 5.1 (Module 1). The table shows a shift from passive learning to active learning from the perspective of child-centred pedagogy.

Reflective Questions for Head Teachers

1. What do you understand from the video?
2. What role of the teacher is reflected in this method of teaching?
3. How was the teaching-learning process designed by the teacher to transact the method of constructing history?
4. How much of teacher talk was noticed in comparison to student talk?
5. What skills and attitudes were acquired by the children during the teaching-learning process as shown in the video?
6. What cognitive needs of children are being met through this particular teaching method?
7. As a head teacher, have you ever demonstrated child-centred pedagogical techniques to your teachers?
8. In what ways do you inspire your teachers to try innovative methods of teaching learning processes in your school?

Reflective Questions for System Level Functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO

How will you communicate to head teachers/teachers the significance of using active learning principles in classroom processes?

Key Messages

- Using active learning principles in teaching learning process contributes to joyful learning
- It has a positive influence on development of knowledge, skills and personal-social qualities of children
- Active learning principles integrated in teaching-learning process enhance student learning and can be used as an effective tool for assessment

Activity 2: Understanding of pedagogical-content knowledge as a school head

Method

Large group discussion —group activity- large group discussion

Suggested Steps

- The facilitator sets the context of the session by referring to the role of the head teacher as a facilitator for transforming teaching-learning process to improve student learning.
- The facilitator asks the participants to share their understanding of how students learn, what is meant by learning outcomes and school based assessment. The responses are then concretised by the facilitator who provides conceptual clarity on these concepts (refer to Section 5.2 in Module 1).
- Next, the facilitator links the concept of learning outcomes and assessment strategies with the understanding that these can be actualised only when teaching-learning processes are based on active learning principles along with a deep understanding of PCK (pedagogical-content knowledge) in the teachers and the head teacher (as the head teacher is also involved in subject teaching).
- The facilitator gives a brief understanding of the concept of PCK (pedagogical-content knowledge) which is a combination of conceptual mapping on how to teach a particular subject, knowledge of instructional strategies and illustrations to be used for that particular subject as well as a deep understanding of students' prior knowledge and differential learning needs.

- The head teachers need to be oriented on the need for them to have a basic knowledge of subject specific PCK, as it would help them to become better academic supervisors.
- The group activity begins with making small groups of teachers, head teachers, and system level functionaries. There can be 7 groups – Group 1: Discussion on School Based Assessment, Group 2: Learning Outcomes, Group 3: Pedagogy of Science, Group 4: Pedagogy of Languages, Group 5: Pedagogy of Mathematics, Group 6: Pedagogy of Social Science and Group 7: Pedagogy of Environmental Studies. In the groups, subject specific teachers can sit along with head teachers and system level functionaries.
- As a next step, the teachers brief the school heads on learning derived from the module/theme assigned to their particular group. It can be noted that the capacities of teachers have already been built on the modules assigned to the groups above.
- During large group sharing, the head teacher representatives from each group share with all:
 - How the head teacher(s) would use this new acquired knowledge from small group discussion for academic supervision of teachers in that particular subject or
 - How an understanding of learning outcomes and school based assessment would help the head teacher(s) to supervise teaching-learning processes in their schools for improving student learning (groups that were assigned to discuss on learning outcomes and school based assessment).

Reflective Questions for System Level Functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO

How aware are you with respect to pedagogical-content knowledge as used in elementary classes? (You would require it during school/classroom observation in your cluster/block/district)

How will you access and expand your knowledge on various issues/concepts related to curriculum, learner-centred pedagogy, inclusion, school based assessment, assessment in learning/for learning?

Notes for the Facilitator

- The facilitator can refer to the capacity building of teachers on various modules (pedagogy of different subjects) during the Integrated Teacher Training Programme–NISHTHA. Both generic and specific modules can be accessed through web link: <https://itpd.ncert.gov.in/>.
- This process has been conducted to bring the school heads and teachers on the same platform with respect to teaching-learning process specific to subjects as well as their understanding of learning outcomes and school based assessment.
- Read section 5.2 (Module 1) on understanding of pedagogical-content knowledge.

Key Messages

- As a head teacher, it is important for you to understand the basics of pedagogical-content knowledge related to different subject domains of Classes I to VIII (Classes I to V, if you are a primary head teacher).
- For becoming an academic leader/ supervisor, the school head needs to have an understanding of pedagogical-content knowledge related to different subject domains.

Activity 3: Academic Supervision in Schools

Method

Group activity—large group sharing and discussion

Suggested Steps

- The facilitator sets the context of the session by giving a brief introduction to the concept of academic supervision, functions of an academic supervisor and also the techniques of academic supervision (refer to Section 5.3 in Module 1).
- Group activity - the facilitator can continue with the same groups as the session before.
- This time, the head teachers lead the group process.
- The head teacher(s) and teachers in a group have to design a weekly schedule titled ‘Academic Supervision of a Head Teacher’ for a school with primary/upper primary classes or having classes 1 to 8. An example is given below as a table.

- In the weekly schedule, the participants have to mention the when, what and how of academic supervision.
 - When – when would the head teacher visit a particular class for observation,
 - What – what would the head teacher observe in terms of teaching-learning process and
 - How – how the head teacher would interact with students to gauge their understanding during or after the class or how the head teacher would provide feedback to teacher (s) on the teaching-learning processes after the class.
- The school heads would then share their action plans in the large group.
- In the weekly schedule, the school heads can also allocate one or two days for peer learning among teachers.

Week day	Frequency	What will I observe? (generic observation as well as subject specific)	How will I assess the learning of students?	How will I provide feedback to teachers? (different strategies)

Reflective Questions for Head Teachers

1. How would you observe the classrooms for examining the teaching-learning processes?
2. How would you observe the teacher in the classroom in terms of his/her pedagogical-content knowledge? Are the teachers applying the lessons learnt from this training in the classrooms?
3. To what extent are the teachers employing active learning principles during classroom processes?
4. What are the methods of student assessment designed by the teacher for learner assessment during and after classroom processes?

Reflective Questions for System level Functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO
What is your role as an academic supervisor in your cluster/block/district?
How will you motivate the head teachers and teachers in your cluster/block/district to use school based assessment for improving student learning?

Notes for the Facilitator

The facilitator must also link this session with multiple roles and responsibilities of a school head to emphasise on the fact that a school head needs to equally work on other roles such as developing self/others, leading professional development of teachers, team building, creating a culture of innovations and building partnerships with parents and the community to achieve a holistic transformation in teaching-learning process. Only focusing on classroom process may not yield results unless development of teachers and students is designed holistically. For example, an effective school team (teachers, non-teaching staff, head teachers, and members of school management committee) that works with a focused vision on inculcating personal-social qualities or improving student learning can have huge impact on overall development of children. Strategies such as integrating community resources in to teaching-learning processes can provide better learning experiences for children. Similarly, collaboration of school with parents can significantly improve student learning. Encouraging a culture of innovations in the school can motivate teachers and students to think of new and creative ideas for enhancement of learning, experimentation or exploration.

Creating a Learning Culture in Schools

Session 3		
	Activities	Time (Mins.)
1.	Teachers and head teachers as reflective practitioners	30
2.	Team learning for improving student learning outcomes	45

Activity 1: Teachers and Head Teachers as Reflective Practitioners

Method

Large group discussion followed by individual activity

Suggested Steps

- The facilitator shows the graphic given in the Module (refer Section 6.1 in Module 1) showing two sides of how a teacher approaches her professional practice.
- The facilitator asks the participants to reflect in the larger group on what they understand from the graphic. The participants share their observations and attempt to understand the difference between two schools of thought: one which believes that 'knowledge' is given and needs to be merely transacted from the teacher to the student and the second, which believes in providing opportunities in classroom to facilitate children in generating their own understanding based on experience, which can then be supported or modified by the teacher.
- Keeping this graphic in mind, the facilitator asks the teachers and head teachers to reflect on their teaching practice.
- At this point, the facilitator shares the importance of 'reflection' as a strategy or tool through which participants can critically examine their own practice, be it engaging in reflection on a class taught by a teacher (refer to Section 6.1 in Module 1).
- As an individual activity, the participants have to critically examine their teaching practice during the last class they taught.
- Head teachers can also reflect on their teaching practice, since they take classes in primary/upper primary classes. Or else, head teachers can reflect on any event related to their school: for example, a head teacher is dealing with a particular challenge of dealing with community members who create roadblocks in smooth functioning of the school. The head teacher can reflect on the strategies that did not work in bringing in co-operation of the community or which new strategies can be devised as an alternative to effectively influence the community.
- The facilitator has to emphasise that engaging in continuous reflection can help one improve one's teaching or leadership practice as the process of self-examination opens doors for

new insights and creative solutions for approaching old problems, challenges or traditional ways of doing things. Reflection can be an important tool for critically examining one's belief systems and mental attitudes.

Reflective Questions for Head Teachers

- What do you understand by reflection?
- Have you ever engaged in reflection? How did it help you in the school context?
- How will you make reflective practice central to teaching-learning processes in your schools?
- As a head teacher, how would you motivate your teachers in engaging in reflective practice?
- As a head teacher, how will you integrate reflection in improving your leadership practices?

Reflective Questions for System Level Functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO
How often do you reflect on the purpose of your role?
How will you use reflection as a tool for improving your professional practice as a CRC/BRC/ABRC/BEO/ABEO/DEO?

Notes for the Facilitator

Emphasise the fact that reflective practice is an integral component of creating a vibrant culture in school.

Key Messages
<ul style="list-style-type: none"> • Reflection is an important tool for examining one's own belief systems, attitudes, levels of knowledge and skills with a view to modify or upgrade. • School heads and teachers engaging in reflective practice can significantly improve the learning culture of schools.

Activity 2: Team Learning for Improving Student Learning Outcomes

Method

Role play led by the facilitator– large group discussion

Suggested Steps

- The facilitator plans to conduct a mock staff meeting based on the theme of academic transformation of the school. 10-12 participants are asked to volunteer for a role play on

conducting a staff meeting. The facilitator role plays as the head teacher of an elementary school and the participants play the role of class teachers of different primary/upper primary classes.

- As a pre-role play exercise, the facilitator asks the participants (who have volunteered to role play as the class teachers) to create hypothetical data on 1) new/innovative teaching-learning practice employed by them in classroom, 2) assessment strategies used for student learning (both assessment in learning and for learning) and 3) learning outcomes of 5 students (from diverse socio-economic background) at two intervals of recording.
- The facilitator may give 15 minutes for preparation. The remaining participants can help the participants of role play in preparation.
- After 15 minutes, the facilitator can conduct a mock staff meeting.
- The meeting begins with the facilitator (who role plays as the head teacher) sharing the shared vision of the school which is to improve student learning and asks the staff to share their views regarding the vision.
- Next, the facilitator asks the staff to share one by one their innovations in teaching-learning process, assessment strategies used and also show tabular data on how learning outcomes of students have progressed in two intervals. It is possible that a few staff express challenges in improving student learning which can be shared with the entire group and collective problem solving can be attempted.
- The facilitator has to make the staff meeting creative and focused on peer sharing on teaching practices, different methods of student assessment and strategies for improving student learning or specifically learning outcomes.
- The facilitator has to emphasise that staff meeting is a learning ground for all staff – to share with each other challenges related to teaching practice, diverse issues of students, discussing learning needs of different children and also sharing new practices that focuses on enhancing student learning. Staff meeting can also be used as a space for creating reflective dialogue among staff.
- This is a great opportunity where the facilitator, in the capacity of a head teacher, can also demonstrate any new teaching-learning method or show a video of innovations focused on improving learning experiences of children, etc.

- The meeting ends with a follow-up plan where it is mutually decided to meet after 15-20 days to assess the follow up plans with regard to improvements in teaching practice, assessment strategies, and enhanced student learning. Follow-up plans need to be articulated for each class teacher individually as well for review in the next meeting.

Reflective Questions for Head Teachers

1. As a head teacher what is your plan to improve student learning and learning outcomes in your school?
2. How will you collaborate with teachers of your school to improve upon teaching learning processes and strategies for assessment that enhance student learning?
3. How will you track students' progress on learning outcomes?
4. What other methods you can employ in improving student learning in your school? (Hint: professional development of teachers, strengthening school-community relations, learning from neighbourhood schools, taking students for exposure/nature visits, providing learning opportunities to children for experimentation, inter-school visits, encouraging creativity and innovation among teachers and students, etc.)

Reflective Questions for System level functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO
What is your role as a CRC/BRC/ABRC/BEO/ABEO/DEO to ensure that teachers and head teachers of your cluster/block/district are working towards improving student learning?
How can you use available platforms/forums/meetings at cluster/block/district level to communicate a strong vision for improving student learning?
What will be your strategy to facilitate sharing of best practices among teachers and head teachers at your cluster/block/district level?

Notes for the Facilitator

Emphasise the fact that building a shared vision and providing opportunities for team learning creates a vibrant learning culture in school. The Module 1 (refer to Section 6.2) has also spelt out guiding steps for conducting effective staff meetings.

Key Messages

- A head teacher has to facilitate a conducive learning culture in school.
- Staff meeting can act as a learning space for both the head teacher and teachers to plan for academic supervision and improving student learning .

MODULE 2: PRE-SCHOOL EDUCATION**Session 4**

	Activities	Time (Mins.)
1.	Leading pre-school education as prime responsibility of head teacher of primary/elementary school	60
2.	Leading planning and conduct of early literacy and numeracy activities for Pre-School education	60

Activity 1 Leading Pre-School Education as Prime Responsibility of Head Teacher of Primary/Elementary School

Method

Large group discussion- group activity-large group discussion followed by sample reading

Suggested Steps

- The facilitator asks the head teachers and teachers to reflect on Reflective Questions 1-3.
- While receiving responses, the facilitator skillfully integrates content on what is pre-school education and why it is important.
- Next, the facilitator asks the participants to sit in groups of 6 and poses the question on how do young children learn?
- The groups discuss possible activities and pedagogical practices for physical and motor development, socio-emotional development, creative art and expression, language development and early literacy, environmental awareness, and mathematical reasoning.
- While the groups share their activities on different domains in the large group, the facilitator, lists on the board 'factors



that must be kept in mind for designing activities for holistic development of pre-school children’.

- The facilitator also delivers brief content on the importance and method of assessment for pre-school children.
- Next, the facilitator asks the head teachers Reflective Questions 4-6. While the participants share key strategies for building linkages between pre-school and primary, the facilitator notes them on the blackboard and links the responses with the figure given on page 8 in the module. The facilitator projects the figure for everyone to see and consolidate.
- The facilitator shares a ‘Sample of Day’s Schedule in Pre-school’ as provided in the Module.
- The head teachers/teachers and system level functionaries read through the sample. In case hard copies are unavailable, the facilitator can project the sample on the monitor.
- If time permits, the facilitator can divide the participants in groups and ask them to develop a brief sample of a day’s schedule in pre-school based on other themes.

Reflective Questions for Head Teachers

1. What is pre-school education?
2. Why do you think pre-school is smart investment?
3. What relevance does pre-school have in the new scheme of *Samagra Shiksha*?
4. As a head teacher/system level functionary, why do you think linkage between pre-school and primary education is important?
5. What would you do as a leader of the school to bring teachers of pre-school and primary on a common platform for peer sharing and learning?
6. What can be the key strategies (5-6) for building strong linkages between pre-school and primary classes?

Reflective Questions for System level functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO

How will you ensure that strong linkages are developed between pre-school and primary education in your cluster/block/district?

Notes for the Facilitator

The facilitator needs to read the Module on Pre-school Education thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the module are covered

exhaustively. You can pick additional activities from the module to reinforce the intent of the module.

Key Messages

- School Leaders need to orient teachers of pre-school on developmentally appropriate practices for holistic development and building strong foundations for lifelong learning of children
- System Level functionaries need to support the head teacher and teachers in this endeavour and see to it that pre-school is effectively linked with primary education in their cluster/block/district

Activity 2 Leading Planning and Conduct of Early Literacy and Numeracy Activities for Pre-school Education

Method

Large group discussion–group activity–large group discussion

Suggested Steps

- The facilitator first sets the context of this activity by summarising the key points of the earlier section and then initiates a discussion on Reflective Questions 1-3.
- The participants respond to questions and taking cue from the Module, the facilitator leads the large group discussion on understanding pedagogical processes of pre-school, beginning with early literacy. The facilitator elaborates on development of oral language, print awareness for early literacy and writing, phonological awareness, and bonding with books as the key processes for developing early literacy among children. For each of the above processes, the facilitator needs to cover all points as mentioned in the module. Next, the facilitator asks the participants Reflective Questions 4-5.
- Group activity–the facilitator divides the participants in two groups, one group (mix of head teachers, teachers, and System Level functionaries) works on creating a list of different pedagogical strategies/opportunities for enhancing early literacy and the second group (mix of head teachers/teachers/System Level functionaries) works on the same for enhancing early numeracy.
- After the groups have brainstormed, the facilitator asks the first group to present and can add on the list of strategies/opportunities for enhancing early literacy from the module (pg 15). While the second group presents, the facilitator

adds to the list of strategies/opportunities for enhancing early literacy from the module (pg 17).

- The facilitator, in particular, explains examples of some activities for early numeracy (pg 17-18) in detail. These are classification, compare and seriation, patterning, sequential thinking, and problem solving skills.
- At the end, the facilitator discusses how to assess children's progress in early literacy and early numeracy (pg 15-16 and pg 17).

Reflective Questions for Head Teachers

- What do you understand by pedagogy of pre-school education?
- What are the two ways in which learning can be enhanced for pre-school children? (hint: early literacy and early numeracy)
- What are the specific activities that can be organised for developing early literacy skills for pre-school children?
- How is development of early numeracy linked with daily life among children of pre-school?
- What kind of learning opportunities we can provide to build on early numeracy skills for pre-school children?

Reflective Questions for System Level Functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO

During supervision visits in your cluster/block/district, what will you observe in terms of learning opportunities being provided to pre-school children for enhancement of early literacy and early numeracy? How will you support teachers?

Notes for the Facilitator

The facilitator needs to read the Module on Pre-School Education thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the module are covered exhaustively. You can pick additional activities from the module to reinforce the intent of the module.

Key Messages

- Appropriate learning opportunities relevant to pedagogical processes of pre-school need to be provided to children at preschool stage

- The head teachers and teachers need to collaboratively develop strategies for enhancing early literacy and early numeracy skills for pre-school children that would help in smooth transition and linkages with primary schools.

Feedback of The Day

Session 5		
	Activity	Time (Mins.)
1.	Feedback of the Day	30

Activity: Feedback of the Day

Method

Large group discussion

Suggested Steps

- The facilitator arranges the participants in a circle or a semi-circle seating format.
- The facilitator asks the participants to sit comfortably and relax for a few seconds
- The facilitator asks the following questions
 - How do you feel at the end of the day? (stress on feeling)
 - What did you learn from today's workshop?
 - What are the top three aspects that you would begin to work with on return to school/unit (cluster/block/district)?
 - What will you do tomorrow to make this workshop a better experience for yourself and others?

Notes for the Facilitator

The first question is very important. Usually participants' answer to this question is in terms of what they learnt. Ask them instead, how they are 'feeling' at the end of the day—let responses come – tired, encouraged, motivated, sad, refreshed, etc. The facilitator must ensure that maximum numbers of participants respond. Sharing of feelings will help the participants relax; would be a feedback on the day long workshop and will also help them feel connected with the programme.

The facilitator can seek answers for the remaining questions and close the day.

DAY 6

Day 6 begins with capacity building of school heads and System Level key functionaries on pre-vocational in schools. The sessions are designed to orient the school heads and system level functionaries on implementing pre-vocational education in upper primary classes. Pre-vocational education has been conceptualized in *Samagra Shiksha* as the integration of work based activities with teaching-learning processes rather than a separate add on to the existing scheme of studies of education from Class VI-VIII. Other than this, the module gives a comprehensive understanding on vocational education and skill based development in the Indian context. The next session is focused on identifying and questioning gender stereotyping in classroom and school processes. This and the following session orients the school heads and system level functionaries on supporting teachers in promoting gender sensitivity through teaching of different subjects. The next session is important for school heads and system level functionaries to orient themselves with the objectives and norms of various initiatives by the Department of School Education and Literacy (DoSE&L), Ministry of Human Resource and Development (MHRD) in school education. The last session helps school heads to consolidate the learning of the two days workshop under the initiative NISHTHA. The learning drawn from two days become the base for school-based planning to improve quality and student learning.

Session	Session Name	Time (Mins.)
1.	Pre-Vocational Education in Schools	90
2.	Gender Dimensions in Teaching and Learning Process	90
3.	Initiatives in School Education	60
4.	Consolidation: Leadership for School Based Assessment and Quality Improvement in Schools	90
5.	Closing of the Workshop	30

MODULE 3: PRE-VOCATIONAL EDUCATION IN SCHOOLS

Session 1		
	Activities	Time (Mins.)
1.	Developing an understanding of work experience programme and pre-vocational education	60
2.	Implementing pre-vocational education in upper primary/ elementary schools	30

Activity 1 Developing an Understanding of Work Experience Programme and Pre-vocational Education

Method

Think-pair-share

Suggested Steps

- The facilitator poses a few reflective questions given below to participants (head teachers, teachers and System Level functionaries).
- The participants take note of their answers to the questions posed.
- After 15 minutes, the facilitator asks the participant(s) to pair with other participant(s) and reach a consensus on a convincing response or generate many responses.
- Pair sharing leads to sharing of ideas in the larger group.
- The facilitator while taking responses in large group leads them to understand the context of pre-vocational and vocational education, through topics covered in the module – historical perspectives on work based education in India, skill development, integrating vocational skills with general education, pre-vocational education from Classes VI–VIII under *Samagra Shiksha*, and other related topics.

Reflective Questions for Head Teachers

1. What are the major recommendations on work based education made by the various education commissions in India?
2. What do you understand by work experience programme in schools?
3. Give your responses for or against what is the need for work experience programmes in schools?

4. What have been the limitations of work-based experience in schools?
5. How work experience programme is different from pre-vocational education?

Notes for the Facilitator

The facilitator needs to read the Module on Pre-Vocational Education in Schools thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the module are covered exhaustively. You can pick additional activities from the module to reinforce the intent of the module.

Activity 2 Leading Pre-vocational Education in Upper Primary/Elementary Schools

Method

Group activity – large group sharing

Suggested Steps

- The facilitator sets the context of pre-vocational education in Classes VI-VIII under *Samagra Shiksha* to connect skill based activities with the general academic subjects, like science, language, social science, etc.
- The participants (head teachers, teachers, and system level functionaries) are divided into groups. Each group is asked to design work-based activities for children in each of the subject. These activities should lead to the exploration of the basic skill requirement for productive work.
- The facilitator can suggest the groups to use various techniques while designing work-based activities relevant to the subject they have undertaken, such as hands-on learning, problem solving, team based projects, projects requiring multiple forms of expression and requiring cross-domain knowledge and skills.
- After the groups have designed work-based activities, the facilitator asks each of the groups to present in a large group.
- Towards the end, the facilitator gives broader knowledge of themes such as vocational education, vocational courses/ curriculum, roles and functions of a vocational teacher and opportunities for children if they choose vocational education in future from the module.

Reflective Questions for System Level Functionaries**CRC/BRC/ABRC/BEO/ABEO/DEO**

What is your role as a CRC/BRC/ABRC/BEO/ABEO/DEO to ensure that pre-vocational opportunities are integrated in school processes of your cluster/block/district?

What support will you provide to head teacher and teachers of your cluster/block/district?

Notes for the Facilitator

The facilitator needs to read the Module on Pre-Vocational Education in Schools thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the Module are covered exhaustively. You can pick additional activities from the module to reinforce the intent of the module.

Key Messages

- The idea behind pre-vocational education is to integrate work based activities with teaching-learning process rather than a separate add on to the existing scheme of studies of education from Classes VI-VIII
- Leading pre-vocational education in primary and upper primary classes is a must for all head teachers and for system level functionaries to ensure in their unit

MODULE 4: GENDER DIMENSIONS IN TEACHING AND LEARNING PROCESS**Session 2**

	Activities	Time (Mins.)
1.	Leading discussion on gender stereotypes for enabling equality in treatment and learning processes	60
2.	Leading gender sensitivity in teaching-learning processes in school	30

Activity 1 Leading Discussion on Gender Stereotypes for Enabling Equality in Treatment and Learning Processes**Method**

Large group reflection

Suggested Steps

- The facilitator introduces the theme of the Module on Relevance of Gender Dimensions in Teaching and Learning Process and asks the participants Reflective Questions 1-3.
- Building on responses of the participants, the facilitator asks them to do an activity by showing them the following table and asking the participants to classify characteristics with either male or female

Characteristics	Male	Female
Dependant		
Powerful		
Competent		
Emotional		
Decision Makers		
Housekeeper		
Leaders		
Fearful		
Brave		
Dominant		
Timid		
Gossip		

- This list is not exhaustive and you can add more examples. This activity helps to recognise stereotypical characteristics associated with men and women.
- The facilitator addresses the issue of ‘stereotypical gender association with characteristics’ as given in the table based on responses from the participants, with questions such as, eg: Why do you think characteristic X is found more in females and not in males? He/she reasons out with participants.
- Towards the end, the facilitator brings in the role of the head teacher and teacher in identifying gender stereotypes prevalent in classroom and school processes. He/she asks the head teachers and system level functionaries Reflective Question 4 and consolidates the activity based on responses.

Reflective Questions for Head Teachers

1. What is the difference between sex and gender?
2. What do you understand by gender stereotypes?

3. To what extent, treatment meted out to different genders based on 'sex' or based on differences in attitudes and dispositions?
4. As a head teacher, reflect on behaviours and actions of your 'self' and teachers—have you ever identified behaviours and actions of self and others that are gender biased? What did you do?

Notes for the Facilitator

The facilitator needs to read the Module on Gender Dimensions in Teaching and Learning Processes thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the Module are covered exhaustively. You can pick additional activities from the Module to reinforce the intent of the Module.

Key Messages

- It is important to identify and critically examine gender stereotypes in behaviours and actions of all stakeholders including self.
- Role of the school head is to challenge gender stereotyping in classroom and school processes and model effective behaviours for bringing gender equality.

Activity 2 Leading Gender Sensitivity in Teaching-learning Processes in School

Method

Large group reflection

Suggested Steps

- The facilitator builds on the previous discussion. In this section, the facilitator has to lead an activity where participants (head teachers, teachers and system level functionaries) work in groups on gender sensitivity through teaching of language, teaching of mathematics, teaching of science and teaching of social science.
- The facilitator makes four groups of participants (head teachers, teachers and System Level functionaries). In the module, activities have been given under each of the subject areas. The facilitator can adapt these activities for adult participants (head teachers/teachers and system level functionaries) and give each group a task to examine current practices in teaching of the subject from the lens of gender equality and come up with 3-4 strategies of how teaching in these subjects can be made more gender

sensitive. The school heads can present these strategies which they collaboratively design with teachers and system level functionaries.

- The facilitator can take help of the reflective questions given below for progression of this section.

Reflective Questions for Head Teachers

1. How can one identify that a particular gender is being disfavoured or discriminated against in both oral conversations and transaction of the written text (subjects)?
2. How will you address such concerns in classroom and school processes?
3. How gender-responsive are the textbooks used by you?
4. How will you and your teachers design classroom processes/ activities that are gender inclusive?

Reflective Questions for System level functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO

Reflect on your own professional practice as a 'gender sensitive' functionary. How can you become more gender sensitive in your role as a CRC/BRC/ABRC/BEO/ABEO/DEO?

What aspects related to 'gender equality' would you observe and supervise in your next visit to the school/classroom of your cluster/block/district?

Notes for the Facilitator

The facilitator needs to read the Module on Gender Dimensions in Teaching and Learning Processes thoroughly for developing a deep understanding on the subject and to see that all points mentioned in the Module are covered exhaustively. You can pick additional activities from the Module to reinforce the intent of the Module.

Key Messages

- School heads and System Level functionaries need to support teachers to make classroom teaching-learning processes more gender sensitive and use relevant examples during transaction of subjects.
- It is important to realise that gender is a socially and culturally constructed concept, separate from 'sex' of a person.
- Gender sensitivity refers to being aware for concerns of all three – women, men and transgender and to see that none of the categories of gender are discriminated against.

MODULE 5: INITIATIVES IN SCHOOL EDUCATION

Session 3		
	Activity	Time (Mins.)
1.	Capacity building of head teachers and System Level functionaries on initiatives in school education by Ministry of Human Resource and Development (MHRD).	60

Activity 1 Capacity Building of Head Teachers and System Level Functionaries on Initiatives in School Education by Ministry of Human Resource Development (MHRD)

Method

Sharing in large group– individual noting–developing action plan for implementation

Suggested Steps

- The facilitator begins the discussion in large group by asking the participants (head teachers, teachers and system level functionaries) to briefly reflect on what they already know about schemes and initiatives of MHRD in the field of school education for quality improvement.
- Building on the responses, the facilitator introduces broad initiatives of Department of School Education and Literacy, MHRD, such as *Samagra Shiksha*, Performance Grading Index (PGI), UDISE+, *Shagunotsav*, National Achievement Survey (NAS). This may be completed in 10-15 minutes.
- Next, the facilitator asks the participants to do individual noting on each of the different components of schemes/ initiatives as each point is discussed in detail.
- The facilitator can distribute white A4 sheets to participants and ask them to make a draft template, for example, the table given below. The participants are free to add more rows/columns as per information shared.
- The facilitator details the objectives, processes, norms, grants, etc., for each of the initiative and initiative-wise components as given in the module. The participants note in the table that they can take it with them to schools/ units (cluster/block/district) and place it in their office for implementation.

Initiative	Components	Objectives of the Component/ Initiative	Norms/Grant
<i>Samagra Shiksha</i>	Pre-School		
	Library Grant		
	Sports Grant		
	Inclusive education		
	KGBVs		
	Self-Defense Training		
	School Safety		
	<i>Rangotsav</i>		
	Operation Digital Board		
	School based Assessment		
	Youth Clubs		
	Eco Clubs		
	Transport and escort facility		
	Free uniforms and textbooks		
	Strengthening of Block and Cluster Resource Centres		
	SMCs		
	Logo of <i>Samagra Shiksha</i>		
UDISE+			
Performance Grading Index			
<i>Shagunotsav</i>			
National Award to Teachers			
<i>Swachch Vidyalaya Puraskar</i>			
Mid-day Meal: New Approaches			
Best Practices in States/UTs: <i>Samagra Shiksha</i>			

Next, the facilitator, asks the participants to make an individual action plan as to how each will implement the initiatives/component in their school/unit (cluster/block/district). After the participants have written a brief action

plan, the facilitator can ask few participants to share in the large group.

Reflective Questions for System Level Functionaries

CRC/BRC/ABRC/BEO/ABEO/DEO

How would you ensure that Initiatives in School Education are implemented successfully in your cluster/block/district?

Notes for the Facilitator

The facilitator needs to read the Module on Initiatives in School Education thoroughly and prepares detailed notes on each component before taking the session.

Key Messages

- A comprehensive knowledge of key initiatives of the Department of School Education and Literacy (DoSE&L), Ministry of Human Resource and Development (MHRD) is critical for both school heads and system level functionaries to understand the scope and coverage of quality issues in school education.
- School Heads and system level functionaries need to create action plans based on initiatives in school education and ensure its effective implementation in schools/units (cluster/block/district).

CONSOLIDATION: LEADERSHIP FOR SCHOOL BASED ASSESSMENT AND QUALITY IMPROVEMENT IN SCHOOLS

Session 4

	Activities	Time (Mins.)
1.	Consolidation: Leadership for School Based Assessment and Quality Improvement – Creating an Action Plan	90

Activity 1 Consolidation: Leadership for School Based Assessment and Quality Improvement – Creating an Action Plan

Method

Group activity – large group sharing

Suggested Steps

- The facilitator asks the participants to sit in five groups.
- Each group is asked to discuss the key learning from the five modules: school leadership, pre-school education,

pre-vocational education, gender dimensions in teaching and learning process and initiatives in school education.

- After brief discussion in small groups, group representatives (head teachers) share in the larger group. The head teachers who share in the larger group have to present the key learning from the perspective of a school leader – how a school leader will lead the school towards academic improvement, integration of pre-school into primary, provision of pre-vocational opportunities to children, becoming gender sensitive and implementing various initiatives of school education.
- The facilitator also asks representatives of system level functionaries to share their learning with the large group focussing on how they would act as support to head teachers and teachers in realising this vision of quality improvement.
- The facilitator creates separate groups of head teachers and System Level functionaries. There can be four to five groups of head teachers and groups of System Level functionaries according to their area of operation (separate group for cluster level, block level, and district level functionaries).
- The groups discuss and create an action plan for school development with a view to integrate interventions for school based assessment and different components of quality improvement. Groups of system level functionaries make cluster development plan, block development plan and district development plan respectively.
- While creating the school/cluster/block/district development plans, the focus must be on creating a vision, developing goals and strategies for achieving quality improvement in respective schools/educational units.
- Towards the end, the facilitator can take a copy of the plans created by head teachers and System Level functionaries for record and sharing with NISHTHA.

Notes for the Facilitator

A brief note on school development plan is given in Module 1 (refer Section 7). The facilitator needs to read the section before attempting this session.

Closing of the Workshop

Session 5		
	Activity	Time (Mins.)
1.	Closing	30

Activity: Closing of the Workshop

Method

Individual feedback and closing

Suggested Steps

- The facilitator arranges the participants in a circle or a semi-circle seating format.
- The facilitator asks the participants to sit comfortably and relax for a few seconds.
- The facilitator can ask the participants to provide feedback on the workshop and give suggestions for further improvement.
- The organising authority leads the closing ceremony.

Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

1. Not blame yourself
2. Tell someone whom you trust
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

**When you get an unsafe touch, you may feel bad, confused and helpless
You need not feel "bad" because it's not your fault**



POCSO e-box available at NCPDR@gov.in



If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...

*Call **1098**...because some numbers are good!
They change lives!!!*



CHILDLINE 1098 - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development



Ek Kadam Swachchhta ki or

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NCERT

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