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Maharashtra Report on National New Education Policy

Theme I : Ensuring Learning Outcomes in Elementary Education

- Introduction of “Pragat Shaikshanik Maharashtra” programme
- Replication of “Kumathe Beat” model (Constructivist approach to learning)
- Engaging the Parents as a Partner in education
- Empowering SMC & PTA
- Proactive involvement of Bal-panchayat
- No detention policy needs to be linked with well-defined learning outcomes and remedial teaching
- Introduction of Biometric Attendance System / Remote Monitoring Devices for teachers
- **Student Learning hours:** - Although RTE mandates the minimum number of teaching hours from the teachers, there is no emphasis on mandating the learning time of students. Lots of research shows that a 8-hour school time is more effective in improving learning outcomes than others. State should mandate 6 hours of minimum student (instructional) learning time in schools. The school systems should revamp their existing administrative/infrastructure hurdles to comply to this norm. Tagline should read: 100% students in schools learning for 8 hours a day!

- **Student Evaluation and Assessment change** will be very important where the child competes with self rather than peers and the important qualities of realistic goal setting and self awareness will help the student.
- *Use of Shala Darpan.*
- *Social Audit.*
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• Balance in Quality and Equity.
• Synergy and Convergence with other Department and Educational Institutions.
• Integration of Pre-Primary with Primary.

Q1. Why do our school children not seem to acquire age appropriate skills in reading, writing and numeracy? Assess the reasons in detail
1. The Teachers have a lack of command over language.
2. Reading Models are not introduced before the students.
3. Students being absent harms learning.
4. Teaching Method is traditional and not adapting to new age requirements.
5. Reading is not introduced properly especially.
6. Student's level of Learning is not considered.
7. Trained Teachers are not available especially for Semi-English.
8. Loud Reading by the teacher is not Effective.
10. Supplementary reading material is not provided.
11. Create a strong pre-primary curriculum with age-relevant skills development delivered by well-trained and experienced Early Childhood Education cadre
12. Focus on creating strong cadre of teachers to teach early childhood education in anaganwadis, balwadis and primary schools
13. Basic writing skills, imitations, dictation, formal writing, creative writing such Steps are not Considered.
14. Writing is a Controlled Activity’ is not Considered while Introducing Writing

REMEDIES
1. Encyclopaedias of dialectical words are to be made.
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2. Teachers are to Learn Regional dialects and use the words from that dialect to clear the Concept.
3. Listening and Reading material is to be provided.
4. Model reading pieces are to be done with proper stress and intonation pattern.
5. Language Labs are to be Established and used.
6. A teacher named Shivaji Ambulge, Vidyaniketan, Tq Mukhed Dist Nanded has Taught the regional dialect called 'Laman' to the specific community children. He learned it first and then Taught it. He taught a Poem from Standard Language into the Regional dialect. Mother-tongue accelerates the process of learning.
7. Teachers are to learn regional dialects to clear concepts of the Students.
8. Efficiency Bar Test Regarding Content and Knowledge methodology is to be taken after every three Years for all the Stake Holders in the Education.
9. Teachers Having Knowledge of Child psychology are to be appointed with priority in Elementary Education.

Maths :-
1. Numerical skills are to be practiced a lot.
2. Osmanabad, Ambajogai are the places where students are taken to the weekly Bazar.
3. Teaching Aids that are available easily are to be used to clear concepts.

Q2 - How has abolition of exams impacted the performance of our students?
1. CCE does the comprehensive evaluation of the gradual development of the students.
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2. 'No exams' is nothing but a misconception spread all over among the parents. In fact evaluation is made formative and summative as per CCE students are promoted with their performance in CCE.
3. Result of this misconception, parents and students are neglecting the studies. They are not serious about.
4. CCE is to be implemented effectively to aim at adequate results in the performance of the students.
5. Students performance is affected due to the negligence of the studies and not because of CCE.
6. Parents orientation regarding CCE is required.
7. CCE is advocated

Q3. How can parents be educated towards expected learning outcomes? How can they be engaged to improve student performance?

1) Parent Teacher Associations are to be strengthened
2) 'Class-wise parents' meeting are to be held
3) House - visits by the teachers are necessary.
4) Using Social Media like WhatsApp, MSS, SMS, Parents are to be communicated for students performance
5) Reports cards of the students are to be discussed with the parents
6) 'Open House' concepts is to be implemented.
7) Schools must get involved in the social Festivals actively.
8) 'Public Reading' (Chawadi Wachan) is to be done to uplift the image of the school and the Students.

Q4. How can parents be made aware to send children to school regularly?
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1) Felicitation of parents of the regular students is to be done.
2) Alumni-meet is to be made every year.
3) Schools must demonstrates its activities before the parents.
4) Parents are to be engaged as partners in education.
5) Parents appointed on SMC are to be oriented to attend the meetings.

Q5. Do teachers attend to schools regularly? If not, what should be done?
1) Effective controlling and supervision is needed.
2) Teachers are to be oriented to develop self discipline among them.
3) SMC control is also required.
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**Theme II : Extending Outreach of Secondary & Higher Secondary Education**

- Promotion of secondary & higher secondary schooling by distance education & open schooling
- Skill-based education – giving the choice of subjects & the curriculum relevant to employment
- Mapping of requirement of secondary & higher secondary schools based on the population of students instead of only distance using SARAL
- Science, Maths, Language & Computer labs to be strengthened
- Review & upgradation along with sufficient AMC for these labs
- Promotion of PPP model & CSR support for increasing number of schools and strengthening school infrastructure
- Access to Secondary Education Face to Face, Distance Education, ICT based Education.
- One Nation One Curriculum.
- Free and Compulsory Education till Secondary.
- Flexibility in Syllabus.

**Q1. Are there adequate numbers of secondary and senior secondary schools? If not what steps are underway to increase access to secondary schooling in the district**

- The drop out rate from primary to Secondary is 30%. Secondary education is a gateway to higher education and leads becoming a responsible citizen and finding meaningful purpose of life.
- Secondary education should enable each student find their strengths, equip them with life skills and suitable higher education that leads to livelihood opportunities.
The number of secondary schools is adequate except in certain tribal belts, multilingual schools of urdu, kannad, Gujarati etc need to be mapped as per demand.

A detailed master planning of Marathi medium schools is complete and Urdu medium mapping is under way.

Every secondary school should have higher secondary schools attached in vocational/mainstream depending on the need. This will help to avoid dropout of girl students especially in tribal rural and remote areas.

Q2. Do the secondary and senior secondary schools have all the necessary amenities such as labs, girl’s toilets?

Laboratories: Science labs and their effective usage are very important to develop a scientific approach in student. The no of science labs are not adequate and even where in present it is not in proper

Apparatus is not available for handling by students and it is a barrier to giving the student adequate hands on experimentation opportunities. Separate laboratories for physics, Chemistry and Biology should be designed and implemented.

A group D employee should begin additional responsibility for maintenance. Special separate grant should be available for upgrading and maintaining such science labs.
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- Girl’s toilets are adequate and cleanliness has to be regular as not using toilets cause health problems in adolescent girls. There needs to be a ladies room attached. The toilets should be in ratio of the students in the schools
- Playgrounds, library, electric fitting, drinking water and other essential amenities are adequate Separate funds should be allotted for maintenance of the amenities.

Q3. Are there enough subject teachers in secondary/senior secondary schools? Do all teachers attend schools regularly? If not what should be done?

Q4. How can Parents be made aware of school syllabus/curriculum be children?

Q5. How can parents be persuaded to send girls to secondary and senior secondary level schools regularly?

Q6. What is the state of science labs and computer labs in schools? What steps can be taken to improve these?

- Science Labs: Every school has labs but not in use - because more focus is on the journal completion and marks allotment. Science has to be taught through experimentation only. Marks oriented approach keeps students away from experimentation. This practice needs to be changed - science should also be taught through environment and practical exposure to real life
- Computer Labs: Computer labs are not available in all schools. Only 40% schools have ICT labs. There is no internet, wifi connectivity and continuous electricity supply. AMC is not in place. Possible solutions is having solar energy and wifi connectivity. Funds for AMC have to be provided and existing teachers should be trained to teach computers as a subject to students.
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Q7. Is the required number of regular teachers there in these schools or are there contract teachers? What about teachers for Maths, Science and English language?
   ➢ There are adequate numbers of regular teachers in secondary and senior secondary schools.
   ➢ However in secondary Maths Science and English teachers are not adequate because of recruitment policy of availability of trained teachers.

Q8. How can we increase access to post elementary education across the country in a manner so as to ensure that no child is denied the opportunity of completing his/her school education?
   ➢ There is a need to provide free and compulsory education to all students in secondary and higher secondary schools. All provisions of RMSA should be extended to all schools irrespective of management.
   ➢ An integrated master plan for secondary and senior secondary schools should be implemented. Free travelling facility should be given to all students for access.

Q9. How can we address the geographical and social disparities in secondary education?
   ➢ It is important to have senior secondary attached to all secondary schools. Geographical distance deter access to higher education. Syllabus for all subject should be the same across the country. One nation one curriculum should be implemented ,this will address the geographical and social disparities.
   ➢ All schools(tribal, Sc, ST, Social welfare schools etc) should come under one education department.
Co-education should be promoted for all schools. Student benefits to be given to all caste, category students.

All schools should follow the admissions reservation rules as per the institution.

The PTR should be flexible in rural and tribal area.

Q10. Do secondary/ senior secondary and school have and use computers? What are the challenges if any?

- It is important to have senior secondary attached to all secondary schools. Geographical distance deter access to higher education. Syllabus for all subject should be the same across the country. One nation one curriculum should be implemented, this will address the geographical and social disparities.

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- The PTR should be flexible in rural and tribal area.

Q11. What are different funding models to finance universal secondary education? How can PPP models be leveraged? Can CSR budgets be used for such iterative?

- In Maharashtra there are two models of PPP in secondary schools that exists and are successful.

- Private aided schools where Govt. funds is only teacher salaries and private institute provide infrastructure and other facilities. This has helped to create a large number of infrastructure in Maharashtra.
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- Through CSR the other model is where Govt provides infrastructure and corporate funds for teacher salaries. In both of these models there is very good quality of education provided to students.
- A state fund like crowd funding for education should be started on PPP model.

Q12. What is the role of residential schools in ensuring universal secondary education?
- Will Support in teaching drop-out after primary education
- Access to secondary education for underserved communities /migratory and remote/tribal communities
- Will support in developing their life and interpersonal skills

Q13. Are there enough subject teachers in secondary/senior secondary schools? Do all teachers attend schools regularly? If not what should be done?
- No, there are not enough subject teachers for English, math and science
- Yes, the teachers attend the schools regularly, with some exceptions in some areas in the state
- Supervisory system should be strengthened

Q14. How can Parents be made aware of school syllabus/ curriculum by their children?
- Parent teacher conferences should be used to effectively by the students to share and present their learning through activities - projects, dance, music, drama, street plays, debates, symposiums etc.

Q15. How can parents be persuaded to send girls to secondary and senior secondary level schools regularly?
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- Barrier free access to higher secondary schools - increase the 10th grade schools upto 12th grade - atleast in the minimum populated areas across state
- Giving options to pursue vocational courses for 9th grade girl students
- Minimum female teachers in secondary and higher secondary schools - atleast one per school
- Start an awareness campaign for girl education for secondary across Maharashtra using print and social media

Theme III: Strengthening of Vocational Education

• Promotion of Skill development initiatives at the block-level
• All vocational courses need to be aligned with NSQF
• Introduction of PPP model & CSR support across skill development ecosystem
• Introduction of Skill development centers at Secondary & Higher Secondary School-level, in which Modular Employable Scheme (MES) courses can also be offered after the school-hours.
• A Career Lab to be established in each school in grade 9 and 10.
• It will mainly be for self-awareness, life skills, goal setting and rational, sustainable and informed career choices. This will truly help the child to understand their unique potential and reach it.
• Job Specific Vocational Education.
• Vocational Education should be part of General Education.
• Placement linked Vocational Courses.
• Linkages of School with Industry.
• Evaluation by school with Sector Skill Council.
Q1. Is there a demand for skill-based and vocational courses among the students in the region?
Yes there is a need and demand for vocational education. Current need is of universalization of vocational education. Vocational Education Customization with local need and flexibility. Students should have multiple options. VE should be from upper primary level (std. 6th) in the form of introduction.

Q2. What facilities are available for vocational courses and skill development programmes in schools in the Block.

Available Options
- Pre-vocational course (Grade IX and X) and MCVC and Bi-focal courses (Grade XI and XII)
- Technical schools as hub and spoke model

For many courses, only theory classes are conducted as facilities for practicals are not available.

Current scheme by RMSA for government schools should be available for all schools.

This system provides flexibility. Hindi can be taken as an isolated subject - the practice should be continued.

Q3. What kind of vocational courses will be useful to students in your State?
- Lists prepared by districts is inclusive and reflects the district specific trades. Motor rewinding, plumber, candle making, soap making should be
- The courses which inculcate Dignity of Labour amongst the children with the values of the gender justice and equality.
The courses should be decided with global-market linkages, local resources and aspirations of parents & students.

- Trades should be decided using community resources and ‘work benches’.
- Practical based agriculture should be integral part of curriculum linked with other subjects like science and environment and should be continued with VE. Student exchange programme between urban and students should be organized.

Q4. **What are the indigenous arts and crafts and traditional skills available in the State?**

- District consultations prepared an exhaustive list for indigenous arts and crafts which include-
  - Linking advance tools and technologies with the traditional art & craft to improve quality and efficiency and to indulge entrepreneurship amongst the students.

Q5. **What kind of skills are required to meet the needs of the economy in your State?**

Skills which develops entrepreneurship ability among our students so that they can develop industries using local resources and local needs & global market needs.

Q6. **How can we engage with industry to offer more relevant skills based training?**

- Mapping the industry in the area, students should have exposure to industry and visiting faculty from different industries.
- Vocational Education should include one month mandatory internship with related industry and earn through entrepreneurship/artisanship before passing 12th standard in the line of *Khari Kamai*.

Q7. **Should there be counselling level factored in at school level which helps the child identify the craft/industry/service he/she is inclined towards and the skill sets**
they need to develop? Can a skill roadmap be developed for each student? If so at what level?

- To help students and teachers to know the aptitude and interest of the students there should be, Upper Primary with basic foundation course 9th 10th introduction to world of work with generic skills 11th 12th – more specific sessions.
- Counselling- Continuous process for exposure of varied skill requirements which can lead to self-realization by the student and analysis by the teacher/counsellor and aptitude tests. This can be coupled with awarding skill certificate by the education system.
- Parent teacher association meetings for creating awareness about various career options.

Q8. Should there be an aptitude test for children?

There should be a career lab set-up in schools to help in self awareness, life-skills, exposure and access to different vocations and skills & goal-setting. This will create a base for rational & informed choices.

**Theme IV : Reforming School Examination Systems**

- Changes been initiated with “Pragat Shaikshanik Maharashtra”
- Diagnostic test coupled with learning gap addressal, multiple skill test, Constructivist test needs to be introduced
- Appraisalal needs to be based on holistic education, conceptual understanding & application
- More emphasis of CCE needs to be on Learning Outcomes
- Evaluation method should based on constructivist approach
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- Student Assessments and Evaluation: The essence of CCE should become completely student centric. For the students in upper primary and secondary (6-12), it should be mandated for students to set learning outcome goals for their own selves. Teachers should be facilitators in guiding students in setting those goals. Every student is unique and in the quest to standardize learning outcomes, each student should learn at his/her individual pace aligned to individual ability.
- Online Exam
- On Demand Exam
- Open Book System
- Extension of CCE till Secondary Education.
- To make teaching learning process effective and develop skill amongst student before assessment.

Q1. Are you in favour of Continuous and Comprehensive Evaluation (CCE)? If not why and what are the suggestions for an alternate to CCE.

1) We are in favour of CCE because this system does not emphasize on memorization. Evaluate all work and it is effective.
2) Learner takes active part in learning because of CCE.
3) Implementation of CCE is a problem as Teachers and Administrator required more qualitative inputs of CCE.
4) For improvement of CCE, question design must be based on problem solving, creative and logical thinking and application.
5) This process must be carried out effectively.
6) Evaluation should be skill based, remedial teaching should be taken care of and learning indicators should be defined and Included in Evaluation.
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Q2. Has the no detention policy improved learning outcomes of students? If not what are reasons and what changes can be suggested?

1) Keeping child Psychology in view, no distension is the best policy. It has reduced school dropout rates because fear of failure is one of the cause of school dropout, which is taken care of. It helps in building self esteem.
2) No detention policy is not ensuring learning outcomes. Parents negligence is increased towards activities and examination.
3) No detention policy must be substantiated with remedial teaching which is not practiced much, so we recommend this policy must be strengthened with the help of teachers strengthening and awareness of parents through

Q3. How can the examination system be strengthened so that the students are assessed on an ongoing basis for their holistic development?

1) Proper feedback of CCE system for effective implementation.
2) Student teacher ratio should be as per guideline.
3) All basic learning skills should be included in examination system and should be evaluated by different means (Not only by paper – pencil test ).
4) Three party evaluations (NGO/expert, Govt. Official & Teachers) should be conducted twice in a year. Govt. of Maharashtra is conducting the same in some selected schools.
5) Proper communication with parents regarding evaluation is necessary, so schools must make efforts to bring parents to school.
6) Must be empowered on different techniques of evaluation.

Q4. Has the system of grading in place of marks reduced stress and helped in better assessment?
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1) Grade system has reduced unnecessary burden of marks on students but grade system should be delink of marks.

2) To measure the achievement level of student learning outcome should be defined and indicators should be changed.

Q5. **What reforms can be suggested which would help better assessment of students?**

1) To help better assessment of student, teacher’s ability of evaluation should be improved.

2) All tools used in CCE should be developed as per multiple intelligence.

3) Teachers should apply their knowledge more effectively in teaching-learning process as well as evaluation.

Q6. **Should the school examination systems shift from one assessment of knowledge alone to application of knowledge and problem solving type of questions?**

1) Examination should be based on understanding, knowledge, application, skill and problem solving.

2) Feedback mechanism and supervision process should be strengthened.

**Theme V : Revamping Teacher Education for Quality Teachers**

- Need based quality training for teachers based on their demand considering continuous professional development
- Creating situation so that teachers demand training
- Soft skill, life skill & value-based education trainings can be given to the teachers
- Awareness programme on inclusive education & handling of children with special needs should be a part of regular training
- Change Management / leadership programme focusing on teacher & headmasters
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- Collaborative teacher ecosystem to create enthusiastic knowledge partners
- Appreciation of the Teachers by the Community at the base-level, aim for 100% teachers appreciated
- Recruitment system to be made so much transparent that only high performers take admission in teacher training process
- Coordination & collaboration between Teacher Education Institutions (TEI) & School Education Dept.
- **School Leadership:** A State School Leadership Development Institute (MSLDI) should be constituted in lines with national school leadership institute housed under SCERT. All in-charges who will have been identified to take on becoming HM's/Principals (government and private) should undergo a rigorous 1-year development program before becoming a School Leader. This certification should be issued by the State Government, after which only can someone become a HM/Principal of a School. Existing School Leaders can complete this course in the 3-years time span - failure to which they should not lead school systems.
- **Pre-service Teacher Education:**
  - Rationalize the existing D.Ed Colleges by using rigorous performance rubrics to measure the quality of D.Ed Colleges. In a phased manner (next 3 years) bring down the number of colleges to 200 - high quality. The mission to reach the number of teachers as per SSA's target has been reached - now we need quality teachers and not quantity. This is phase-1.
  - In phase-2 of developing pre-service, introduce a graduate degree - some study has been done regarding B.A (Education) a 3 year course mandated for any teacher getting into the system. The new proficiency will look like -
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12th grade + 3 yrs of graduate course for Primary teachers

12th grade + 3 yrs graduate course + 2 yrs B.Ed for Secondary teachers

• In-service Teacher Education:
  - Start a new cadre of Teacher coach/mentor ship model at a school/block level for the teachers in the system, from the system (similar to Shikshak Sahyogi project in PMC schools). This should account using the existing resources for CRC's/BRC's & DIET's. Develop capacity of teacher mentors for consistent classroom observation, feedback and need based training.
  - Use of effective technology for in-service development of existing teachers. State should create an online portal for teachers in the system where credits are given for teachers to finish courses online (with support from teacher mentors). For in-service teacher development, we should link LEARNING to PAY. The more teachers learn the more they will be rewarded!

• Strengthening of Continuous professional development.
• Talented students to be attracted for the position of teacher
• Teacher Service Condition needs to be revised.
• Avoid cascade mode in service training.
• Need and demand based training.
• Analysis of training need.
• Online training.
• Autonomy to Educational Institutions.

Q1. What steps are being taken for addressing teacher shortages, at all levels in your state?
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- Provision for reserve teachers at block level in case teachers are on long Leave / medical or maternity leave.
- Rationalisation of excess teachers should be completed within a short, specific time frame.

Q2. Are there adequate number of secondary school teachers, particularly in mathematics, science and languages and what action is being taken to address the shortages if any?
- No. There is shortage of teachers for Maths, Science and languages
- There should be an estimation of the number of teachers required at secondary level for next three years.
- Special courses or bridge courses for language, Maths and Science teaching should be introduced.
- In schools where there is shortage of teachers, ICT medium (through virtual, cable TV, SAT) should be used.
- To encourage teachers to take up bridge courses, incentives should be given.

Q3. What suggestions can be given for improving the quality of pre-service teachers and also for in-service teachers’ professional development?
- There should be rationalisation of DEd colleges. There should be limited number of D.Ed and B.Ed colleges
- The internship component of the course should have maximum classroom practice (at least 6 -10 hours a week). Each D.Ed college should tie up with about 5 schools in their area to this effect
- Phase out D.Ed colleges and make the course a B.Ed course
- There should be mentor model initiated in the ratio of 1 mentor:20 teachers
The mentors decide the in-service training needs of their mentees.
- Create an online e-learning portal for the State (videos, podcasts, etc)

Q4. **How can we enhance the status of teaching as a profession, improve teachers’ motivation and their accountability for ensuring learning outcomes?**
- Teachers should undertake home visits of their students and increase parent interaction
- Incentives should be provided for teachers doing extra ordinary work. A student and parent feedback system should be created at school level for this.
- Increase the number of teacher awards and also introduce awards at different levels.

Q5. **How can the quality of teacher educators be improved?**
- Teacher education should be provided 2 months training (in-service) on an annual basis which will focus on changes/innovations
- Disseminate information about the success stories and best practices of teacher educators

Q6. **Are there sufficient number of DIETs, SCERTs and other teacher Training institutions?**
- There are sufficient institute. However they require teaching training. With the aim of using technology for teaching and learning, establish institutes to provide IT training to teachers at every divisional level.

Q7. **Can we encourage SC, ST and Minority persons for joining the teaching Profession?**
- Regardless of the background, local teachers should be recruited.
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Q8. What are the challenges in coordination and management of Teacher Education institutions throughout the State?
- There is no controlling system at the B.Ed college level. This should be introduced.
- An additional theme of Early Childhood education should be added.

Theme VI: Accelerating Rural Literacy with special emphasis on Women, SCs, STs & Minorities through Adult Education & National Open Schooling Systems

- Adult literacy programme needs to be linked with the well-defined achievable standards
- Need more focus with some programmatic changes
- Use of technology innovatively, ex. WhatsApp or any other social media tools
- Involvement of NGOs in community development programme
- Development of learning resources
- Learning about successful literacy programme on ground
- Initiatives taken up by Schools as an outreach programme for promotion of Adult education
- Contextual planning and implementation.
- Inclusive school environment.
- Multi lingual teacher.
- ICT enabled Learning for CWSN.
- Preventive measure – Discrimination and abuse.
- Home Based Education to mainstream and lead towards regular school.
- Sensible classroom practices.

Q1. What is the level of adult literacy in the State? Have any efforts been made to
Impart functional literacy to illiterates.

- 83% total Literacy.
- 90% Male Literacy and 76% Female Literacy.
- Yes. Efforts are being made for Adult Literacy i.e. Total Literacy Campaign, Continue Education, Sakshar Bharat

Q2. **What changes need to be made in adult literacy programmes?**

The scheme of Sakshar Bharat is implemented in 10 districts of Maharashtra State. The objective of scheme is to provide functional literacy, basic education and vocational education. Following changes are suggested:

1) To prevent future illiteracy proper implementation of RTE Act, 2009.
2) A time limit programme should be set up to achieve the goal of 100% adult literacy.
3) Participation of Senior Citizens and youths as volunteer in this programme.
4) High School / College Students should be encouraged to teach their illiterate parents (if any) and others.
5) Students from B.Ed. / D. Ed. Colleges as well as Scout guide, NCC and NSS should be involved in the programme by including this as part of their curriculum and practical.
6) The present programme should be linked with the Skill development programme to improve the living standard through income generation.
7) To establish Community Communication Centre (CCC) with Library and Computer Lab facility and also work as information centre for various Government schemes and facilities.
8) Emphasis should be given to Women, SC, ST and minority literacy.
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9) Beside, basic education the training should include Literacy in -
   - Health Care    - Financial    - Legal
   - Environmental  - Constitutional - Scientific Temper
   - Cultural Heritage and tolerance for empowerment of good citizenship

Q3. Are girls of 15+ age group of the village registered with NIOS? What are the constraints in attending regular schools?

Adequate numbers of girls are not registered with NIOS due to following constraints-
   • Being a girl child gender discrimination at home, institutions and society.
   • Early marriages.
   • Caring siblings.
   • Lack of awareness and interest towards education of girl child.
   • Lack of access and non availability of educational institutions of their interest.
   • Migration.
   • Lack of sanitation facility.
   • Safety.
   • Feeling of insecurity among parents toward young girls.

Q4. What measures are being taken to increase the literacy levels of Women, SC’s, ST’s and Minorities?

• Efforts are made to increase the literacy level of Women, SC, ST and Minorities through special scholarship, attendance allowance, free Bus passes and similar incentives, Free Education upto to Graduation are given by State Government.
• State Government through its other departments like Social Justice, Health, Women and Child Development, Minority, etc. also provide support to Women and SC, ST and Minorities to increase the literacy level.
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Q5. Are these sections taking benefit of Adult literacy programmes Open Schooling systems?
   • To some extent Women, SC, ST and Minorities are benefitted but there is need to create awareness and provide facilities in Rural and Tribal areas.

Q6. Explain the steps taken by the State administration to ensure regular attendance of both children and teachers in school?
   • Child Tracking System
   • Online Attendance Reporting
   • Free Text Books and Uniforms
   • Mid Day Meal
   • Attendance Allowance
   • CCE
   • SAAC
   • Infrastructure facilities
   • Activity Based Learning
   • Free Bus Pass
   • KGBV
   • Girls Hostels
   • Schools and Hostels run by SSA, Social Justice and Tribal Department
   • Access of School facility within one K.M., 3 k.m., 5 k.m, 7 k.m., 10 k.m.
   • 25% reservation for Children of Disadvantage group and Weaker section
   • Appointment of teacher as per PTR
   • Scheme for SPQEM and IDMI for Minority Institutions.
   • Pre Metric and Post Metric scholarship
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- NTS, NMMS, etc.
- Teacher awards

Q7. Any other measures that are taken by NGOs or any other independent organisation for the improvement of the education and their impact so far?
- Pratham (Out of School Children)
- Apeksha Foundation (Out of School Children)
- Mckinzy (Virtual Learning)
- Yashwantroa Chavan Pratishthan (Academic support and teacher training)
- British Council (Teacher Training)
- Marathi Vidyan Parishad (Promote Science Education)
- UNICEF (Teacher training, SMC)
- QUEST (Quality Education support)
- Dr. Homi Bhabha Centre for Science Education (Science Education)
- MTS (Scholarship Exam)
- Nehru Science Centre (Science Education)

Q8. What are the challenges faced by the administration in implementation of such measures?
- Lack of Human and Infrastructural Resource
- Inadequate motivation and training
- Commitment and accountability
- Lack of freedom to think out of box and implementation of innovative activities.
- Personalization of administration and implementation of schemes.
- Sustains of good practices.

Q9. Are the Adult Education programs linked to livelihood/ employment initiatives?
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- There is a provision of Vocational Education under Sakshar Bharat scheme. But this phase is under consideration for contextual vocational education.
- The concept of Digital India and National Skill Development linked with Adult Education. The schemes declared by Hon'ble Prime Minster, are linked with Adult Education Programme.

Q10. What special skill sets and financial and legal literacy components can be imbibed into girl education?

Without making any discrimination in gender all special skills should be acquired by girls. Legal components such as -

- Law against domestic violence
- Equal right in property
- Dowry Prevention Act
- RTE Act, 2009
- Sex Determination and Pre-Natal Diagnostic Technique Act of 1994
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**Theme VII: Promotion of Information & Communication Technology Systems in School & Adult Education**

- Capacity Building & Change Management initiatives for School HMs, teachers and students
- Promotion of use of social media tools such as WhatsApp
- GR released on “Mobile as a teaching aid”
- Use of technology to simplify routine work, Ex: WhatsApp, SARAL, Online Examination, Shaala Darpan & Integrated School Portal

**Best Practices:**
- Digital School
- E-Learning (integration of teaching with technology) - “Pashte Pada” Model by ZP teacher Mr. Sandeep Gund
- SMC using WhatsApp group

**Administration & Technology:** - Effectively use technology to free teachers, teacher supervisors and other administrative/education officers at block/municipality level from paper work regarding students or schools. Tablets integrated into school/system needs with efficient software reduce administrative time by almost 50%-75% and will save human resources. An increase in instructional time will benefit student learning.

- Student centric pedagogy possible with the help of ICT.
- Use of open source software.
- Develop ICT related standards.
- Infrastructure trained teacher.
- CSR Support.
- Encourage and motivation to Technosavvy Teacher.
**Q1. How many elementary and secondary schools are implementing ICT?**

Approx 8000 schools are implementing ICT in Maharashtra.

**Q2. What are the problems usually faced in implementing ICT in schools. What kind of solutions are possible to overcome them?**

1) Lack of computer infrastructure
   - Lack of space
   - Electricity is an issue in rural areas with intermittent power outages. In some cases provision for paying bills etc is not in place
   - No internet connectivity. If internet connectivity exists it does so only for some time.
   - Lack of funds or problems of sufficient financial fund

2) Lack of Trained Teachers
   - Teachers are not well qualified
   - They are employed by schools or private agencies
   - They are hired on a temp basis so not very reliable

3) Problem of Administrators
   - School admin is reluctant or don’t prioritize ICT
   - School admin is not tech savvy/ ICT literate

Maintenance:
   - No funds for maintenance
   - No provision for continuous maintenance
   - No experts/ resources to support upkeep
   - Private agencies don’t pay fees

Solutions:
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- Short training/ refresher courses for teachers in ICT
- Maintain a healthy PTR ratio in ICT classrooms
- Govt. should create provision for fulltime instructors

Q3. Where schools teach with the help of ICT, are the students performing well?

Are students keen on using ICT in classroom teaching? Are teachers motivated to teach with the help of computers?

Yes. Most students are keen on learning. However motivation is low amongst teachers due to a mindset of fear or using technology or just not being familiar with the basics. New teachers are generally more motivated but teachers closer to retirement are not so interested.

Solutions: Integrate the use of technology in the school curriculum. Have tablets introduced into the class to increase students and teachers interaction with technology. Use instant feedback features of tablets to motivate students. Teachers can benefit from the real time feedback they would get. It could make their workload less and make them more interested and motivated in teaching.

Q4. What are the different ways in which ICT is being implemented for promoting adult education? What are the implementation issues and how can they be resolved?

E-learning classes, Training them on the use of app for utilities, E-banking, e-payment, e-bills etc. Access to online healthcare. Each school can adopt 20 adults to train on ICT.

Q5. Is there any data on improved learning outcomes resulting from the use of ICT?

While there is anecdotal information about the value of using ICT we do not have data on correlations between the use of ICT and improved learning outcomes.
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**Q6. How can we optimally use and leverage technology to achieve quality and efficiency in school education.**

By integrating technology / ICT into classroom instruction. Technology allows for different students to learn at their own pace. Teachers can assign different videos/exercises/worksheets to students based on their learning levels. Teachers can monitor the progress that the students make through digital progress reports. This reduces the burden on the teachers to evaluate large number of questions which save time and allows for teachers to focus their attention on delivering better in classroom instruction.

**Q7. What are the different ways in which ICT is being implemented in Schools?**

- Smart Board, LCD projector, LCD TV, Computers, tablets, Smart phones

**Q8. Share best practices on the use of ICT in schools.**

Secondary students are using Power point to make PPTs, 5th-8th Students are giving the MSc-IT exams successfully. Some students are using tablets in the schools for math and educational videos. Teachers are using WhatsApp groups to share best practices. Pilot workshop has been conducted for tech savvy teachers from 15 districts who then went on to train teachers in their respective districts on ICT. Students are using Google website etc for their project work. Students have started creating blogs.
Theme VIII: New Knowledge, pedagogies and approaches for teaching of Science, Maths & Technology in School Education to improve learning outcomes of Students

- Encourage spirit of enquiry (Ask lot of “whys”), reasoning & wonder from kindergarten
- Encourage research on simple science themes in secondary & higher secondary schools
- Project & activity based learning
- Allow schools to experiment innovative curriculum & pedagogies at least 20%
- Preparing the teachers not only for technology but also for innovative pedagogy, child psychology & curriculum (B.Ed & D.Ed)

Q1. Poor science and maths education accounts for 80 per cent of total students who fail in Tenth Board Examination. The low enrolment in science stream at higher secondary level and poor-quality education is a constraint in development of scientific manpower in the country. Science and Maths education needs special attention. How can we address this issue?

- There should be a separate fully operational and specific Academic Wing at all the levels of administration (At State, District and Block Level)
- This wing will exclusively look after the resources, quality, experts, resource material mobilization, harnessing the resources etc.
- The wing can identify talents among teachers, masses etc. This work can be delegated to DIET by establishing Academic wing of the education department
- Teaching quality get hampered due to two things - Poor knowledge about the concepts in science and teaching methodology i.e. pedagogy.
- Also communication skills of teachers play a important role.
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- Therefore, capacity building and resourcefulness of the teacher is important.
- In the view of this modules of teachers' training should be framed. Communication skill enhancement programme should be designed.
- Minimum eligibility for the teacher in primary / Elementary education should be at least graduation.
- Class to Student ratio should be 1:30
- Innovative ways such as Science/Maths corners, Science club activities should be promoted in schools.

Q2. What workable strategies can be suggested for strengthening the quality of teaching–learning processes for better outcomes?

- **Assessment and Evaluation**: Tests or assessment of understanding of the student about what is taught. This can be carried out through activities also.
- Thus, instead of exams in conventional format, innovative format should be used
- Complete Emphasis should be given on Activity Based Learning in classroom to promote constructive approach of knowledge. An academic wing should monitor the learning process.
- **Learning Circles**: Peer learning should be promoted. Learning circles can be started in schools so that senior students will teach the juniors.

Q3. How can innovations and diversity of approaches in matters of curricula, Pedagogies are promoted in schools?

- There should be an access to the Interactive e- book with animations and live demo.
- Curriculum: Examples and activities mentioned in the text books should cater urban, rural and tribal students. Teacher should be oriented accordingly. A bank of examples and activities should be generated by considering local situations.
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- Participation of students or feedback from them should be considered while preparing curricula and text books.
- CCE Matrix: A Matrix can be created for the CCE where the parameters like Health, Education of Parents, Background should be in vertical and the parameters of understanding will be in horizontal columns and a teacher can go on keeping his observations about the students in that matrix and then will be able to analyze the parameter: outcome index

Q4. What specific steps are needed to effectively use of technology to improve the learning levels.

- **Judicious use of technology and Audio Visual aids:** There are lot of information and resources available to students now and they are flooded with it.
- There should be a orientation of teachers as well as students about judicious and right use of technologies.
- Too much use of Audio Visual aids should be controlled as it hampers the learning process. There should be scope for the feedback/question/query of the students also in any technology based teaching material.
- Some program should be undertaken where teachers will interact with each other through WhatsApp or e mails. A teacher forum should be formed where BEO will be one of the members.
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Theme IX : Schools Standards, School Assessment and School Management Systems
- Proposal of establishing SAAC is in process, and manual for the assessor is ready
- Management should be categorized through the School Assessment & Accreditation System
- Creation of a culture of excellence in education
- Monitoring the schools, which have achieved 100x100
- Involvement of the community (by introducing concepts such as School Gratitude Fund)

Q1. What are your views on having a School Quality Assessment and Accreditation System?

1) School quality assessment and accreditation system should be designed and implemented in the state.

2) It should have common norms as given in the following manner
   - 50% common norms at national level.
   - 25% common norms at state level.
   - 25% common norms at regional / local level.

3) An accreditation body should be developed by every state. It will be responsible for preparing norms and tools communicate the same to all concerned stakeholders. The body should train and accredit NGOs / Private agencies to carry out the accreditation and assessment, independently.

4) 20% of the educational institution should be personally assessed by the state Government. Out of it 5% should be re-assessed at national level. Remaining 80% out of total should be handed over to NGOs / Private Agencies for the said purpose.
5) Every institution should be given a duration of maximum 5 years to get accredited. It should refresh its accreditation at every five years.

6) Area-wise accreditation should be given a consideration. A school could be good in one area but may not be up to the mark in others. It should be given time to improve in such area. “Quality” cannot be an aggregate term. Overall gradation is possible but it does not throw light upon weak / strong areas of an institution.

7) Community gradation should be encouraged. It could be institution/ region/ district wise.

Q2. What changes are recommended in the existing School management system?

Following changes are recommended in exhausting school Management System

The constitution of SMC should be as given below:

President - Head Master
Vice President - Parent’s representative (Selected by parents)
Members - 1) One parent per division (50% Female & SC/ST)
            2) One teacher per division.
            3) Representative of student
            4) Representative of local body.
            5) Representative of Management.

Responsibilities - Same as before

Q3. How can we have a better monitoring of school performance?

1) 80 G certificate should be available to a person who is helping recognized schools financially.
2) 1% amount out of income of a company (or out of 2% of social corporate responsibility) should be utilized compulsorily for any recognized school in the district.

3) One of the accreditation and assessment norms should be “community involvement”.

4) National Education Service (NES) should be introduced in colleges.

5) Students above 18 years could choose to teach in schools for a certain period and get credit points against the same. It should be made voluntary.

Q4. **How can we mobilise community resources and efforts to improve school performance?**

- School standards and their norms should be finalized.
- All factors involved plus operating procedures followed should remain consistent. The Government and the school should work together to maintain the standard.
- For improvement of school standards, current status of pre-decided norms is to be observed. The measureable target standards should be set. The operating practices to fill in the gap should be designed and implemented to better the performances.
- Accreditation and assessment systems should be utilized frequently to measure the improved performance.
- Incentives should be interlinked with performance.

Q5. **What are the current experiences in maintaining and improving school standards and how can they is bettered to achieve tangible results?**

1. Minimum level of learning (Baseline) tests / Diagnostic tests.
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2. School assessment & accreditation systems are to be used effectively.
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**Theme X: Enabling Inclusive Education – Education of SCs, STs, Minorities & Children with Special Needs**

- Special interventions such as SARAL with Child Tracking System for Retention
- Planned effort for Zero Migration for children along with the families migrating for livelihood
- Change in Exam pattern even at the board-level (inclusion of project marks)
- Flexibility in school-pattern
- Community-aided intervention
- CWSN must have a choice of subjects / skills
- *Introduction of Common School.*

**Q1.** What measures are being taken to increase the educational levels of SC’s, ST’s, Minorities and children with special needs?

- Central government and state government have given scholarship to SC/ST and Minority students.
- For SC/ST students educational facilities such as books, uniform and educational material, special hostel facilities have been provided by the govt.
- SC/ST children who had dropped out have been admitted in age-appropriate standards.
- Special residential schools are available for SC/ST.
- Special funds are provided by the govt. to minority schools.
- Free State transport facility to come to school is provided.

**Q2.** What are the special interventions available to ensure the retention of children from the weaker sections? What more can be done?
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- 25% reservation is provided in private school. Parents get representation in school management committee.
- Central government and state government give scholarship to weaker section. For weaker section students, educational facilities such as books, Uniform and educational material is also given.
- Weaker section children who had dropped out have been admitted in age-appropriate standards.

Q3. What are the special interventions taken to ensure the retention of children with special needs?
- Identification and assessment of CWSN has been done.
- Teachers training programs have been conducted on special needs but teachers still need classroom teaching practice experience.
- Resource rooms are available at Block & District level.
- Education facilities such as books, Uniform, Braille Books and other physical aids, educational material as well as scholarship have been provided.
- Short term bridge courses have been conducted for Special teachers
- Primary education must be provided, controlled and monitored by the Govt. like IIT and IIM and increase the budget on primary education.
- There should not be special school SC/ST because it will widen the gap of social discrimination. All the children of the society should study and play together.
- All facilities for all the students
- Various scholarships and educational facilities should be provided till educational fulfillment.
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Theme XI: Promotion of Languages
- Provides the opportunities & broadens vision for the students
- Gives exposure to various cultures
- Comprehensive language policy blended with traditional & modern language
- Start working on gender-neutral languages

Q1. Do you feel that there is a need to teach more than one language in schools? If so which ones? What are your views on teaching of foreign languages in schools and what are the advantages and disadvantages?

Yes, there is a need to teach more than one language in schools, but there should be classification according to stages as

1. Pre-Primary Section (Nursery to Senior KG) –
   Mother Tongue and no other language i.e. only mother tongue (Marble)

2. Primary Section (Std 1st to Std 5th) –
   Marathi language should be teach and basic knowledge of English.

3. Upper Primary Section (Std 6th to Std 8th) –
   Three types language formula should be applied i.e. mother tongue (Marathi), English should be compulsory and Hindi, and Sanskrit should to teach.

4. Secondary Section (Std 9th to Std 10th) –
   Three types language formula should be compulsory and being a third language Hindi / Sanskrit. Foreign language should be taught. There should be option to select the third language. If, the student want to develop another language or any essential subject such as skill development or literature of language.

5. Higher Secondary Section (Std 11th to Std 12th) –
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There English should be compulsory and there should be freedom to select the second language that may be Indian or Foreign language.

Advantages –
While teaching foreign language students may connect to the world in the globalization. The interaction with other countries from the point of view of culture and business.

Disadvantages –
There is no disadvantage.

Q2. Do you feel that there is a need to develop a comprehensive language policy so as to achieve a blend of traditional and modern languages?
• Yes, there is a need to develop a comprehensive language policy.
• To teach any language is a good thing.
• They can express his ideas and innovative concepts through the language. Basically child learns through his mother tongue (marble). So Pre-Primary and primary education should be through mother tongue
• The marble plays an important role to clear concept at primary level.
• At the same time the modern languages cannot be neglected.
• Hence there should be comprehensive language policy to strengthen the mother tongue & marble and modern languages.
• By promoting the foreign languages Indian languages should not be neglected.
• In three type language concept students is expected to learn three languages compulsory at secondary level.
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- But there may be a new policy should be adopted that instead of three languages students may learn two languages and he may choose any other essential subject for his future instead of third language.
Important
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Theme XII: Comprehensive Education – Ethics, Physical Education,

Arts & Crafts, Life

- Integration of Art & craft in the time table (at least 2 concepts of every subjects should be taught through art & craft)
- School goes to community to learn
- Cultural scholarships for needy students
- Compulsory introduction of sports as a part of curriculum
- Ethics & values can be taught through dance, drama & music, but also with logical reasoning
- Celebrate festivals (at least of 2 religions) & diversities
- Exhibit art & craft items prepared by students.
- Life Skill to be integrated in Curriculum.
- Development of ability.
- Educations in Life Skill help in handling crime, ill effect etc.
- Parent contribution.

Q1. Should ethics and good values be taught in schools? Should our schools promote arts & crafts and sensitize children to our rich culture and traditions? How can this be done in schools?

- For the building of nation to provide the ideal citizen is the demand of school education. Hence Ethics education is must compulsory at school education level.
- As we are Indian democracy based lifestyle is our religion. Constitutional values are the base for our ethics education.
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- Ethics education should not be taught separately. It should be taught with language, Maths, Science, Social Science as well as co-curricular activity co-relatively.
- At the school level arts and craft subjects should be taught with proper weightage.

Q2. Should not our schools promote arts & crafts and sensitize them to our rich traditions? How can this be done in schools? What are the operational issues?
   - By teaching arts and crafts the student will become creative and they will make byproducts such as Toys, Greeting cards, Chalks etc. By these bio products school can raise incomes. With this income school can run themselves and daily needs of school will be full filed.

Q3. How many schools have playgrounds and other sports facilities? How do schools promote sports? What are the impediments in promoting sports and what are the possible solutions?
   - For the personality development of students physical and health education should be compulsory. Only 30% schools in urban area have the adequate playgrounds. Remaining 70% schools have no playgrounds therefore reserve open space under the housing societies and local bodies should be handed over to the schools on ledge basis.
   - For the improvement of sports activities there must be a physical instructor in every secondary schools and every cluster level for primary. The participation of every school in sports competitions at block level should be compulsory.
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Q4. Are the following activity practiced in schools? Is there a need to strengthen these? Give suggestions. o NSS, o NCC, o Social work, o Community outreach programmes
  • NCC, NSS, Scout Guide such activities should be compulsory in all types of schools

Q5. Do schools in your area do community based activities - Yes/No, If Yes, which of the following: o Community activities like greening activities, cleanliness, sanitation, roads, o Sports o Awareness drives through talks, street plays o Literacy programmes o Any others
  • In Maharashtra some schools arrange community based activities such as greening activities (हरित सेना), cleanliness, environmental cleanliness, sanitation, road traffic rules, sports activities, literacy, and awareness program. But these activities are not universal in every school.
  • Above mention activities should be compulsory for all types of schools and should be taken into consideration for the purpose of school accreditation.

Theme XIII : Focus on Child Health
  • Zero money & 100% health
  • School health policy to be framed
  • Child health necessarily includes physical health and mental health of the children
  • Regular health checkups and mid-day meal schemes ensures good health
  • Community Participation in monitoring of Mid-Day Meal.
  • MDM norms to be revised.
  • Convergence with Department.
Q1. What other steps can be taken to have greater focus on child health? Any State experiences that can be replicated and up scaled at the national level.

At present Supplementary Nutritive Food Scheme at Anganwadi level and Mid Day Meal Scheme at school level are being implemented for child health. MDM scheme is very useful in schools. But the fact is both the schemes are being implemented separately. There is lack of coordination. More emphasis should be given to the health care of the children of the age group of 0-3 years. Vaccination and supplementary food should be provided to avoid the malnutrition’s.

The following steps can be taken to have greater focus on child health.

1) All types of schools, Aided, unaided, permanent unaided and self finance schools should be benefited by this scheme.
2) Micro supplementary food should be given appropriately.
3) Wheat, Jawar, Bajra, etc. should be provided along with rice.
4) MDM grants should be made available in advance so that quality MDM can be improved.
5) 100% students should be covered under health checkup.
6) Entire Medical checkup should be done.
7) Quarterly health check up of each and every child should be done by establishing health Centre in each school /complex of three or four schools.
8) Referral services should be given in time.
9) The services of Arogyarakshak (MPW) /nurses’ or ANM should be made available to all schools. Make the children habitual for personal hygiene education.
10) Make the children habitual for personal hygiene education.
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11) Separate yoga/ Physical teacher should be appointed in each and every school. And Yoga and meditation class should be arranged in the early morning time.
12) Yoga and meditation should be included in curriculum.
13) Teenager girls should be given special medical attention.
14) Evaluation should be done time to time by NGOs.
15) At present the subject physical and health education is evaluated in grading system. This subject should be core subject.

Theme XIV : Promote Cultural Integration through Languages
• Awareness of Indian languages will promote integration and pride for the nation
• Students can take up projects based on states & work with their languages, culture, art, literary works, traditions, customs, festivals & life-styles, which will help them be aware of their own country and appreciate the diversity.
1. Language is the means of communication. It is the source of expressing the feelings, thoughts and emotions.
2. By culture we mean, the celebrations of different festivals, arts, folk dances, folk songs, literature, civilization, traditions and customs which cultivate our minds and lives.
3. Language is one of the best means of cultural transmission.
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Pattern of language education in today’s education system

- Primary
  - 1st language
  - English

- Upper Primary
  - 1st language
  - 2nd language
  - 3rd language

- Secondary
  - 1st language
  - 2nd language
  - 3rd language

- Higher secondary
  - 1st language
  - English
Cultural integration can be achieved through language education as below.

a. **First Language with its dialects:**

   Each language has its own dialects. All literary arts like folk songs, poems, lyrics, epics, novels should be included to the text of first language. So that the rich heritage of all dialects will be transmitted for e.g. Marathi Language with its dialects such as Warali, Wharadi, Gujar, Ahirani, Bhilori, Pawari, Konkani, Mawachi etc.

b. **First Language with regional languages:**

   All literary arts like folk songs, poems, lyrics, epics, novels should be included to the text of first languages. So that the rich heritage of all regional languages will be transmitted. First Language with regional languages such as Gujarati, Bengali, Malayalam, Urdu, Tamil etc.

c. **First Language with foreign languages:**

   All literary arts like folk songs, poems, lyrics, epics, novels should be included to the text of first language. So that the rich heritage of all foreign languages will be transmitted. First Language with foreign languages such as English, German, Russian, Persian, Japanese etc.

✓ For cultural integration through the language some activities should be implemented, such as celebration of the festivals, birth anniversaries of the leaders, programme arranged by subject committees, chats with different literary artists, to spend one day with the families who are having dialects as their means of communication, excursions to different geographical places, language hobby classes e.g. Pali, Modi, Urdu, Sanskrit etc.
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- In this way, we can transmit the cultural heritage of all dialects, regional languages, national languages, foreign languages and promote as well as achieve cultural integration through language education.
- Culture exchange programme, Celebration of all festival in all school, CCRT

Additional Theme

1) Restructuring and integration of Department.
2) Migration
3) Urban deprived children
4) Child Protection.
5) Disaster Management.
6) Environment.
7) Sports.
8) Roles and Responsibility of Teachers Union.
9) Strengthen the quality of Education:
   1. There has to be an Academic wing at each level that is at State Level, District Level and Block Level.
      The Academic Wing has to a part of Department of Education of the State Government.
      The academic wing will regularly submit reports and recommendations to the Education Department of the State Government.
      Responsibilities of the Academic Wing:
      a. Identify talents in teachers and students.
      b. Identify innovative efforts done for improvement of quality of education.
      c. Design programme / schemes for replication of the innovative efforts.
      d. Design programme / schemes for improvement of quality of education.
      e. Resource generation in terms of human resource and material resources.
      f. Mobilization of resources.
      g. Capacity building of teachers.
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h. Understand the needs of teachers time to time and provide the support material.
i. Look after quality of teaching learning process by means of monitoring.
j. Timely reporting to the department of education and give recommendations.

State Government authorities will have two meetings every year for the review and thinking on the reports / recommendations of the academic wing.

Who will be there in academic wing:

DIETs can be useful for doing such type of work. They can take help from experts in their districts.

Or there can be all together different committee formation as an Academic Wing.

2. Participation of Students in curricula, syllabi and text books:
   Suggestions / feedbacks from higher level students should be invited while forming curricula, syllabi and text books.
   Selected students can also be invited for a few meetings and interactions can be done with them.
   Two advantages of this suggestion:
   A. The experts can reach to the level of the students and will get a better opportunity to fulfill their needs.
   B. Capable students will get a chance to understand the system of making curricula, syllabi and text books. In that way we can do capacity building of these students and provide them an exposure.

3. Learning Circles in Schools:
   The basic idea is higher level students should be asked to teach for lower class.
   They can take one period per week per subject on any topic of their choice.
   Two advantages of this suggestion:
   1. Peer learning
   2. Capacity building of the students who teach.