

DSERT Meeting  
5.10.21

Classes 1 to 5 planned to open after Dasara. What should be kept in mind when opening? Should it be syllabus based? Alternate methods? To be discussed

220 days: 160 to 180 days only that we get,  
max 120 days,  
parallel , spiral approach.

Looked at how syllabus can be reduced, what aspects if repeated in spiral approach can be removed.  
30% reduced

1 to 5 classes still not started.

Competency based activities  
1<sup>st</sup> week, 2<sup>nd</sup> week

Uploaded on website and youtube – high school

Syllabus not being reduced this year. Academic year itself will be extended to cover syllabus(class 6 onwards)

What can be done for classes 1 to 5?

Chandana weekly 1 hour only for classes 1-3  
How many it has actually reached, who has benefited unclear

Which are the main competencies, Learning outcomes for 1 to 5 we should focus on?  
Activities for these should be designed

Vylayanti: There was a state task force formed in july comprised of various NGOs, those recommendations can be considered.  
Overall framework was proposed.

2021 – 23 extended plan should be looked at. There were no structured learning opportunities

Niranjan Aradhya  
Met with Dr. Vishal – commissioner expressing concerns.

Based on today's discussion, a concrete plan should be prepared. Our worry is that when ci

For everything related to learning matters, DSERT should take lead. Now all circulars go from commissioner. DSERT is the recognised body under RTE as well.

DSERT works on the content. But signatory is commissioner.

3 main aspects to be brought into the guidelines:

1. must ensure ALL children come back to schools. There are fears of high percentage of dropout. How to bring children, with special focus on girls, CWSN, marginalised and vulnerable groups. Who will take the lead.
2. Though there is authority given to local bodies, true decentralised decision making not happening yet  
How to address psycho social and emotional needs of children? Need SEL, integrating play, stories as part of learning. How to train teachers for this?
3. How to bridge learning loss? Concrete normative framework needed. Sec 29(2) guiding principles for learning. Equality of opportunity, equity in learning.
  - 200 -220 days mode prescribed by RTE would be difficult to follow.
  - 2020-21 has been a complete loss, especially for class 1-5
  - Online against education as a socialisation process
  - no concrete assessment for how much has actually been taught or learnt.
  - 30% completely left out
  - Can't go for regular grade level teaching.
  - Not everything can be taught at school. For students to learn at home, community,
  - community learning centers facilitated by local educated youth
  - Autonomy for teachers. Assess children at what levels they are at, and proceed teaching based on that. Nobody knows the extent of learning loss.
  - How can teachers be supported in these aspects. How to proceed further?

Vishwanath: When we think of guidelines, there is one type of school that we keep in mind. Must ensure guidelines all schools/children are reached.

Structured learning when it is disrupted due to reasons, we need to think of what to do in these cases.

What learning loss has happened in these 2 years, what would have been the case if child had come regularly to school? What have they gained in these 2 years. Relevant assessments necessary. What should be the LOs in each subject area?

If there are 12 LO , we can focus on LO s that include other sub LO s. Recognise at least 6 learning outcomes that essentially cover all competencies that are needed to be learnt by a child

Textbooks being used to facilitate Learning Outcomes. Learning should not become a burden.

Assessment 40% learning margin. Guidelines should be easily accessible, comprehensible by teachers.

Exam obsession leading to children forgetting what they have learnt right after exam

Competencies should focus on common competencies for all 1,2,3 grades.  
Merge 4-5 grades

Mangala:

Sethubandha program:

1<sup>st</sup> challenge bringing children back

2<sup>nd</sup> what should be the school environment that is ideal for children

What activities should be done for children who come back to school to get them comfortable to the learning process, the school environments

Makkala habba

Play: very important, integrate play with learning.

In nali kali, focus has so far been on kali, let's focus on nali also through play.

When children have a free environment to play, teachers also get an opportunity to do formative, informal assessment to group children according to their levels.

Minimum 1 month needed dedicated for this where focus is entirely on play.

This is also be appealing to children.

social, emotional

Children happy to be back with their friends, and listen to the teacher face to face.

Preparing children to learn of utmost importance, only then they will be able to receive what is taught in the rest of the year.

Vyjayanti: There are already resources prepared RIE – aatadinda paaTa

Parents awareness necessary. Shaala siddhata mela

There is material from oodu karnataka

Vedamurthy:

Nandini: We say there is learning loss because of school closure.

Loss not at same levels for all children. Some may be able to pick up faster with remedial engagement. But others may not be able to do that.

There may be children at class 1 level in class 5 also.

How to address this diverse need? There are children in class 6 who don't even know alphabets.

Secretary: can't group class 1 child with class 5.

grouping can be done 1 to 3 and 4 to 5. Let the teaching be from the same level as where the children are at.

Vedamurthy: talking as a teacher.  
Fees, corona factors for dropouts.

Engaging parents.

We've discussed about how to design bridge courses.

Till where you don't give autonomy for teachers they will not try on . When it is prescribed they will do everything and document but learning would not have happened.

teachers should be given the liberty

Let teachers do the activities they know. When will you train teachers, when will I understand, when will I do with children.

Functionaries should not question about the portion completion, and records. Then teachers will then only focus on administrative tasks and not on children's learning.

Syllabus reduction: If I learn 70% this year, I will learn the remaining next year. There is syllabus prescribed for a particular grade.

Sec: Don't blame teachers if children's levels are low. We can't not ask teachers the documentation, it is necessary. But we can give them the freedom.

In guidelines, mention that let teachers use any method they want, know, but they should have developed the competency.

Vyjayanti: we need to focus on private schools also.

Vishwanath: we are not prescribing activities for teachers. We are suggesting which learning outcomes to focus on, let them choose how they want to approach it.

Guru:

The situation we are discussing is the case in all states.  
There can be learning between states also.

Teachers to be given autonomy coupled with support.

High school teachers: if you tell them to focus on alphabets, they wouldn't know what to do.  
Help 9<sup>th</sup> std teacher how to teach foundational literacy and then integrate to 9<sup>th</sup> std lessons

We understand the difficulty you are in, we are with you.

Discussions should happen every month at each level, DIETs, BRC, CRC

It is expected that there can be 30% dropout, this is a risk right now. Teacher might do their job, but children may not be there

Principles:

Should should make meaning.

2 years flexibility to be given.

“Open learning”,

Teacher should not be made to fail.

For govt., NGOs marginalised children are the focus.

The process of understanding, making meaning is lost. Learning to learn.

We passed everyone in 10<sup>th</sup> last year. Let's do that this year.

Let's relieve teachers of the class 10 exam pressure.

Additional support: additional budgetary support announced in TN, This should be considered in KA as well. additional material, safety measures, training programs, meetings, will need additional budget.

Parental support

Community level training – parental materials.

Continuous communication - IVRS

Every saturday meetings - no classes but discussions with parents,

In TN there are different officials for MDM, documentation, etc. In Kam teacher burdened with lot of administrative tasks. Everything assigned to CRP – MDM,

Teacher should be freed of extra tasks so that they can be mainly focus on learning only.

BRC CRC - CRP should focus only on **academic support** and not administrative things. Let there be a different person appointed for admin tasks.

Additional support to school: panchayat support.

Throughout the year the remedial support should happen. So that no learning loss happens for any child.

Even when full academic year runs, there are gaps.

Decentralisation.

Monthly cluster level meetings. Physical meetings should begin.

Monthly academic meeting. Doubts, clarifications in meetings with demonstrations

This situation can be seen as an opportunity to use best practices.

Can't address Edu emergency without spending.

Children nutrition reduced during pandemic. Additional budgetary allocation necessary.

Communication: Managing, partnership schools through SDMCs,

IVRS: from class teacher to parents – of what is happening in school each month

What should parents do at home.

What NOT to do:

Don't use words like "loss", "bridge"

Don't think of content compression

We can identify critical competencies, tell teachers not to worry.

SATS, teacher will enter irrespective of what children have learnt.

Don't collect data which is not used for any analysis or for further decisions.

Realistic data needed. Analysis should happen at the cluster level, not at state level.

When we ask teachers to fill in SATS, teacher scared to enter anything other than 100% Need courage to admit that we have not been able to do this.

Teachers afraid to even use TLMs in fear of it getting spoilt.

CRC, BRC should do some checking for what is realistic data.

Gurudutt: How many believe teachers? If an official comes, teacher says I have done. They will only focus on what is not done.

If teacher says I have done, children has forgot, official won't agree.

Teacher becomes conscious. Only negative aspects highlighted. Teachers know that they are being assessed.

Teacher should have courage to admit they have not taught and they should have the autonomy to design their lessons accordingly and focus on learning.

Faith in teachers essential.

Mangala

5 aspects:

- Community
- Teacher preparedness: teacher should feel they have got a good opportunity to teach effectively
- Student learning
- Monitoring and supervision: If an official goes to school, they should encourage the teachers, provide support and not. Guidelines for CRP, BRP, SMC
- Assessments

Teacher development also to be looked at.

2 ways of accountability:  
Decentralised – Panchayat, CRC, BRC

UDISE: not being used at local levels, NEUPA issuing certificate.  
Technology can't enable accountability at highest level.

Atleast for this year, let them not enter achievement data in SATS.  
Teachers afraid of being questioned by authorities and hence fudge data.

At least lets ask teachers opinions on SATS da, do they think it's useful.

Lang, Math, SEL required not just for 1 to 5 but higher primary and high school also.

Extended hours, reduce holidays, more schooling days.

2021-2023 : 300 to 500 days

Within DIET, education war rooms, edu emergency cell.

Divide responsibilities in DIETs among existing officials – from director to CRPs

Regular work to be suspended and focus on foundational literacy, numeracy, SEL, play

6-8 , 9-10 what to be done.

This year is to be used to prepare children at least for 2022-23.

“Resource center” CRCs doesn't have any resources, material. Should be available at the CRC, BRC

Encourage teachers, assure that we have faith in you. They shouldn't feel fearful.  
Only then they will be

Pratham:

child centric activities

everyone should work together: panchayat, anganwadi, school, CRC, BRC

We have been talking about giving autonomy to teachers, we should do that for all officials. The entire community should take responsibility for child's learning

Anchal:

We have talked a lot about how to create an ecosystem for teachers, CRCs, BRCs to address this problem.

I will talk about what needs to be done within the classrooms

APF did a study on learning loss with 17k children to estimate the magnitude of this loss.

On avg, there was 92% loss of language ability, and 82% in math.

Learning loss is a real issue.

Broad competency areas in lang and math,

Lang – speak, listen, read and write.

There was a significant proportion of ability loss in each of these.

50% on avg cannot read a grade 2 book, and those who could read have forgotten.

We're dealing with academic regression

Math: numbers, operations, spatial understanding, geometry,

There was baseline done on the basis of the teachers view about the child's competencies prior to school closing.

On these same competencies, the child was assessed.

Evidence based on teachers understanding and children solving worksheets, interviewed.

What to do now?

1. We will need a reconfigured syllabus. Based on certain **core learning outcomes**.  
This is not just for the next 30 days, 60 days, few months. But for the next few **years**.
2. Involving teacher as a critical stakeholder in designing syllabus. An approach to assessment which is diagnostic and child centric.
3. Teacher needs a very specific clear understanding of her students
4. Socio-emotional needs as important as academic needs
5. Diagnostic assessments. CSAS, NAS are for accountability which are ok.  
Don't link assessments that have implications on child, teacher. Refrain from summative assessments, board exams.

Karnataka Learning Outcomes Doc

Posters for children

Subject wise Learning outcomes for teachers

Framework developed by APF. Learning Ladder of foundational learning

Cards for parents, students and teachers for awareness about learning outcomes

Prioritise few LO s for teaching

Level 1: Nali Kali

Intermediate: Grade 3 and 4

Advanced: Grade 4 and 5

Within each content domain, learning outcomes have been mapped to different levels

Diagnostic worksheets: APF has created a lot of them, and these need to be aligned to the learning competencies.

Create worksheets banks where the worksheets are also mapped to the respective learning competencies.

Sequence, gradation in worksheets essential. Cannot be random.

### 3. What to do after children solve the worksheets

Assessment cannot be a one time activity, has to be continuous. Should be seamlessly integrated with learning.

Worksheets can help teachers also understand which levels students are at and teach the respective competencies.

### 4. There should be no labelling of children. Names should not inherently be labels that categorise students.

MP govt calls then Ankur and Tarun for children at different levels.

Design specific strategies, approaches for teaching.

Moving between levels to be dynamic. Student may be at one level for one subject and at a different level for another subject.

Nali Kali is good , but static in the sense child can only move from one level to the other in one way.

Not a prescriptive approach.

What are the enabling conditions for a teacher,

plan of action for teachers to take curricular decisions. We cannot say do whatever you want.

How to make classroom learning comes back on track? How can assess student needs,? What should be the process and approach.

Recommendations:

1. Design reconfigured syllabus
2. Orient teachers, prioritization
3. Collate, curate resources and systematically organise
4. how to adapt assessment in a situation like this

Niranjan:

Guidelines on how to assess for teachers.  
Our suggestions must be contextualised.

8 hours working for teachers.  
Nature of resources, training.

Broad guidelines necessary

Available materials to be brought together in one place. Worksheets developed by teachers themselves, etc

What materials available, where, what teachers can use,

Guidelines should be broad enough to be applicable for all types of schools

There are single teacher schools with classes 1-10 or 1-7, what should that teacher do? Guidelines should be useful for these teachers and schools as well.

10,000 personnel in CRC, BRC, DIETS, should be assigned the responsibilities of the 40,000+ schools that we have. They can visit them on alternate days in a week.