

Re: [Research] posters

**Subject:** Re: [Research] posters  
**From:** Jyotsna Jha <jyotsna@cbps.in>  
**Date:** 21/08/21, 10:44 am  
**To:** Sajitha Bashir <sajitha.bashir@gmail.com>  
**CC:** research@educationemergency.net, niranjan aradhya <aradhyaniranjan@hotmail.com>

Dear Jean,

It is indeed no surprise - nothing is, I guess.

But I really think it is best to declare 2020-21 a zero year. Application of any nuanced approach calls for the kind of preparation that is just not possible in some states. Even the 'best' children in these schools would not have learnt much and hence clubbing them together should not be an issue. This is not detention once that is done, efforts can be directed towards making teachers better equipped in two respects: (i) to deal with diversity - children who have had no support and children who received some support, (ii) sifting key concepts and focussing on those, as kids are losing two and not one year. That way, children who were in class I in 2020 will reach class 2 in 2022, and those in class 2 will reach class III in 2022 hopefully trying to learn key concepts of both classes by March 2022. These are not ideal solutions but given my recent experiences of seeing how things are in many states, this too seems ambitious to me.

Jyotsna

On Sat, Aug 21, 2021 at 9:01 AM Sajitha Bashir <[sajitha.bashir@gmail.com](mailto:sajitha.bashir@gmail.com)> wrote:

Hi Jean, thanks for this .

The situation on the ground is truly catastrophic .

The danger is that a bureaucratic fiat will be issued that will not address the problems facing children: either automatic promotion , or 2-3 month "bridge courses" to allegedly bring the "lagging children" up to grade level (and then continue with the current grade syllabus), or "detain" kids in their existing class, and still teach them nothing. Further, all this will be done in the name of equity - ie we have the same policy for everyone because we don't want to discriminate. Politically and socially, it will be impossible to "detain" some children and allow others to go ahead (even advanced countries are not doing that). So what is important, is to assess every child, and group children - even in mixed ages/grades- so that they can be taught appropriately. But this requires preparing materials, training the teachers and re-organizing how the schools function, with flexibility at the local level, monitoring and support. They are not impossible to do, but these efforts must be made , otherwise, the calamity will only deepen.

Sajitha

On Fri, Aug 20, 2021 at 9:20 PM Jean Dreze <[jaandaraz@riseup.net](mailto:jaandaraz@riseup.net)> wrote:

Dear Guru and friends,

I am still tied up with the field survey, but doing my best to keep up in the between with all the useful material you are circulating.

The survey findings are alarming (no surprise here). In Latehar district, in 5 SC/ST hamlets, we found that 75% of children were unable to read a single word. Meanwhile, the schools are falling apart.

I wonder what the "line" is on automatic promotion. Once again it seems to suit privileged children, who are more or less on track, but it is the kiss of educational death for other children. How can children who were enrolled in Class 1 last year, and have never been to school or learnt the alphabet, be in Class 2 now (Class 3 in a few months), where they are given English textbooks (in Jharkhand)? Is there not a case for a "bonus year" when all children are helped to recover instead of sorting the winners and losers yet again? Just curious - I am sure that you have discussed this.

I am not clear whether "[research@educationemergency.net](mailto:research@educationemergency.net)" is a kind of collective address so I am CC-ing a few at random!

Best,

Jean

On 10-08-2021 11:05, Guru wrote:

Thanks Jean

We are in the process of translating posters to as many languages as possible as these can help in sharp and quick communication. We will share these with you as well.

regards  
Guru

On 10/08/21 7:03 am, Jean Dreze wrote:

Dear Guru: Thanks for this and other mails. I am up to my ears right now with the field survey (until 22 August), but I will catch up as soon as possible. We will definitely help with media for one thing.

More asap,

Jean

On 06-08-2021 15:41, Guru wrote:

Dear Jean

I am attaching the posters that my colleague made in our Karnataka 'Open Schools' campaign

The campaign included a street protest, media articles, few press releases which were reported in local papers. It may have helped a bit - the Karnataka Govt kept high schools open Jan-March 2021. Through the State SMC Federation, Niranjana and others also organized district level protest meetings on school opening. A PIL was also put up in Karnataka High Court on both opening schools and providing mid day meals. The CJ was sympathetic but did not give a firm directive to open schools. (there is a general middle class fear psychosis)

For this time, apart from posters, street protests, short videos (children, parents, teachers) in multiple languages, social media campaigns, apart from policy briefs, guidelines/toolkits for school opening will be required. And the idea of the national coalition is to share resources/ideas across groups working in different geographies.

regards,  
Guru

<https://www.newindianexpress.com/cities/bengaluru/2021/mar/19/midday-meals-as-crucial-as-classes-survey-2278502.html>  
<https://itforchange.net/press-release-open-all-schools-and-all-classes-local-hygiene-precautions>  
<https://itforchange.net/press-release-open-all-primary-schools-now-to-avoid-a-learning-crisis>

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Research mailing list

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