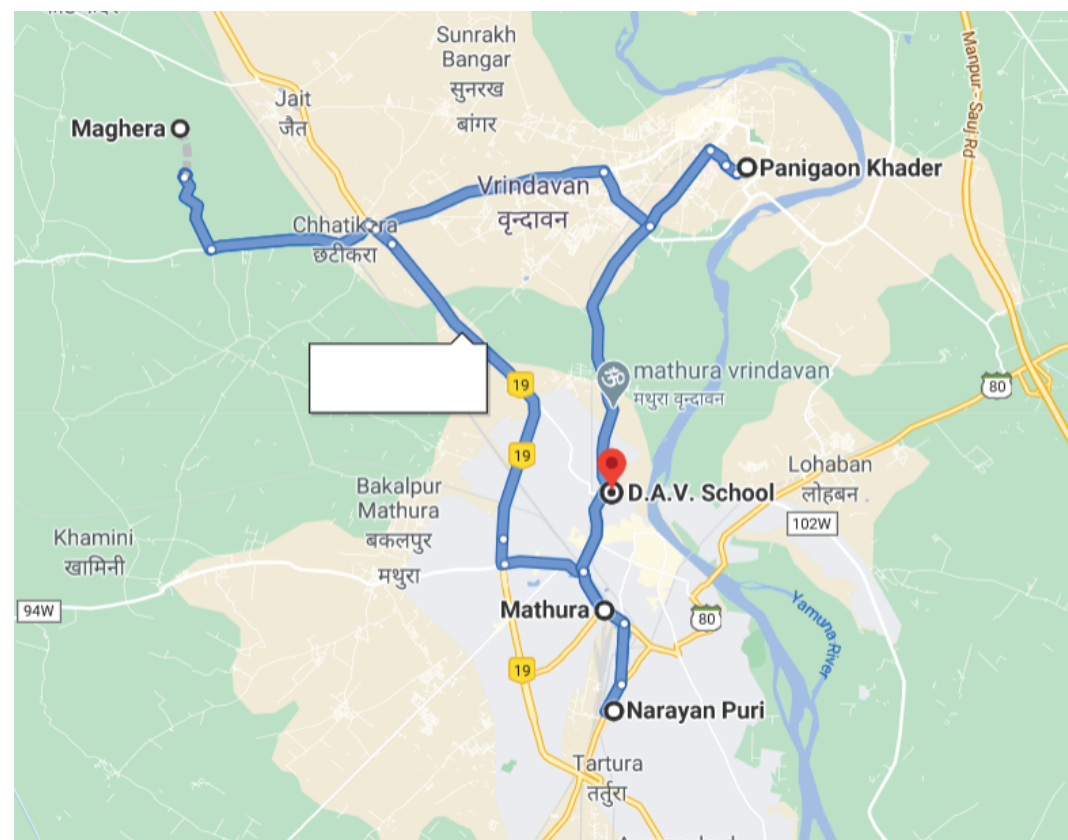


RURAL EDUCATION IN INDIA

To Visualize gap between quality
Education in Rural Area.

Research project undertaken to understand the gaps in the quality of education being imparted in the rural schools of North India. The findings of the research lead to various possible strategic interventions to improve the quality of education in those schools.

The stakeholders involved in the study were students, teachers and schools in the Mathura Vrindavan district. The aim was to understand and uncover the various gaps in parameters relating to schools and infrastructure that could be affecting the learning process of a child.



300+
Students

44
Teachers

8
Schools

PROCESS

Phase 1

Empirical
Data
Collection

Phase 2

Analysis
& Synthesis
of Data

Phase 3

Proposed
Initiatives



Empirical Data Collection

A quick Observatory research leads to collection of data that forms the empirical evidence to various pain points observed in the school.

Visits were made to all the schools and all the parameters were observed and recorded for future analysis. The data collected was majorly distributed amongst two strands:

- a. Infrastructural development.
- b. The pedagogy.

FINDINGS

- Disparity in student teacher ratio.
- Shortage of teachers lead to clubbing of classes of different grades.

- Teachers had to resort to shouting or punishments to manage the classroom.

- Lack of Learning goals on display.
- Ineffective methods of teaching such as rote learning still enforced on students.

Infrastructure

- No library available.
- No equipments in Labs.
- No Playgrounds available.
- Overall Hygiene is maintained.
- Classrooms are equipped with basic infrastructure.

Classroom Management

- Non existent classroom routines.

Classroom Transaction

- A knowledge tranfer approach is used rather than exploration.
- Non Existent lesson plans.
- Need for innovative teaching methodologies.



Analysis & Synthesis of Data

A wide variety of data was collected from school visits and talks with the various stakeholders. This data was analysed and various pain points were identified to create strategical interventions.

Initiatives were drawn up for each pain point identified by the researchers. These Initiatives will be closely looked upon in the next section of the report.



Proposed Initiatives

The data and empirical evidences collected, pin point to various problems that create a gap in the quality of education in the rural India.

The proposed initiatives are few of many ways to solve these problems and to bridge the gap. The lack of infrastructure or other problems should not hamper the holistic development of children in the rural areas and hence it is important to work upon the identified gaps in the education system.

Here are 11 interventions designed to support govt. schools in providing and merging two seemingly different needs – **conceptual learning and holistic personality development.**



AIMS

1. To contribute to the physical education of children through classes in Yoga, exercises, modern & traditional games, and athletics.
2. To connect and nurture the bond with students; build energy for the day.
3. To develop spontaneity, flexibility and strength in students.
4. To ignite leadership skills – self-awareness, rigor, self-discipline, empathy, critical thinking, decisive behaviour, communication, planning, taking responsibility, perseverance, and teamwork.

APPROACH

The approach to implement utkarsh is for the teacher to keep consciousness development in the centre while working on Physical education.

A rubrics based on Grade level outcomes for K-12 physical education created by Curriculum framework task force (United States) should be introduced into the regular curriculum of students. Measurement of 5 indicators on regular frequencies is key for Utkarsh to be implemented.

INDICATORS

1. Plays and cooperates with team mates.
2. Abides by the rules of the game.
3. Communication- Meaningful interaction during the game.
4. Physical fitness.
5. Nutrition and health practices (data to be filled on the basis of observation, interaction with child and parent).

अध्ययन एवं संवाद

केंद्र (ASK) –
generating
curiosity & making
knowledge
accessible

AIMS

1. To generate curiosity and making knowledge/skills accessible.

APPROACH

The approach to implement ASK are mentioned below:

1. Access to wide variety of books and other resources.
2. Access to mentorship from efficient teachers, students, scientists, entrepreneurs, etc.
3. Access to numerous workshops to enhance various aspects of a student - curiosity, observation, analysis, imagination, expression, articulation, reflection for consolidating knowledge, etc.
4. Forums and clubs - science, reading and writing, entrepreneurship, arts, crafts and design, communication and public speaking, spiritual education, etc.
5. Daily remedial classes for students.

PROCESS

Share the idea with local community, children and youth, with teachers during the various interactions and workshops

Step 1

Conduct 10 workshops for different age-group of students allowing everyone to participate in each workshop. This will help to spread the word and also help us identify students for different activities

Step 2

Create and announce 5 forums for further engagement - science, reading and writing, production & entrepreneurship, arts, crafts and design, communication and public speaking, etc.

Step 3

Work with selected children by creating 5 forums for a sustained impact Select children and youth from these workshops on the basis of their interest and knowledge for more intensive engagement

Step 4

अन्तःप्रेरणा

— Role-awareness
& efficiency

AIMS

1. Dialogue and workshop with teachers to help them become more efficient and develop inspirational steps and character

APPROACH

Enable the teachers to look within themselves, identify their strengths and weaknesses, develop vision as a teacher. Empower teachers to make and share plans in first workshop and share it with all in the follow up workshops.

The initiative call for two types of workshops

- a. Introductory workshop.
- b. 2 Follow up workshops.

The progress is to be measured on the basis of 4 parameters based on the PINDICS, Azim Premji foundation, Piramal foundation, Leader evaluation and professional growth rubric (Maine school of excellence).

PARAMETERS

1. Aim of Education.
2. Role Awareness.
3. Enabling Environment.
4. Practice.

सन्मति-

Children and youth coming together to discuss & solve local problems

AIMS

1. Developing leadership qualities in children and youth through hands on experience in the society.
2. Discussion/work on contemporary issues/selected issues e.g. cleanliness and beautification of village, plantation, identifying local herbs, writing about local herbs etc.

APPROACH

The approach to implement Sanmati is to make kids participate in various welfare programmes for the society like Cleanliness drive, collecting old and useful books for students, work with local NGOs/social organizations, feeding people, building small water reservoir, health awareness/camps.

A table of Indicator based on Leadership research mainly from the US should be maintained and the 5 indicators regularly marked upon.

INDICATORS

1. Awareness about local social and environmental issues.
2. Vision.
3. Personal Growth.
4. People Skills.
5. Practice – time & effort devoted for solving local issues/problems.

गौरव -

understand hero's characteristics and imbibe them through small steps

AIMS

1. To invite and inspire children to find their own heroes, from their own surroundings, and in the process get in touch with their local history – Braj culture and inspiring saints.
2. Reinvigorate the sense of pride among the children about their local history (and thus themselves) and the contribution made by the identified local heroes.
3. Improvement in reading, writing, negotiation, research and other key skills.

APPROACH

The students will be asked to go around their villages and find out from the local communities about the forgotten heroes. Each class will have a group of students working on this activity and a teacher will be assigned as a mentor to solve kids' problems (whatever they might face). Based on these inputs, each class will discuss among themselves and adopt one hero as their super hero. Students will then collect more information specific to the chosen hero and write stories, poems, chapters, and also tell stories about the same hero to the whole school during morning assemblies. If we can inspire children enough, students can also take efforts to arrange for a memory corner (a memorial) for the concerned super hero in their school/village. At the end of three months, when every class would have chosen their own superheroes and have arranged enough material to plead their case for the school's superhero, a debate/discussion will be arranged in the school where teachers will be the judges. The outcome will be: school adopting and incorporating lessons on the chosen super hero. The Parameters to assess students would be class wise and not individual.

PARAMETERS

1. To familiarise students with local history/heroes and their characteristics.
2. Students learn to work together and effectively in teams.
3. Students showing collective and high quality output in terms of creating their own local hero stories: written essays, stories, plays, etc.
4. Students imbibing some of the characteristics of the heroes within themselves.

‘कहानी के बीते दिन’ –

Reviving
storytelling, value
education and
life-skills through
storytelling

AIMS

1. Using stories to teach children key life skills and values; stories about Braj culture and inspiring saints.
2. Using the stories in Mahabharata to help children come in contact with their rich cultural history.
3. To develop curiosity and the skill of questioning amongst children from a young age (targeted age group: 8-10)

APPROACH

The initiative values the art of storytelling as a medium of self expression and developing creativity.

PROCESS

Self + One Teacher (if
available) Tell a Story.

Step 1

Work on the next part of
the story

Step 2

Come back and tell
again.

Step 3

Repeat.

Step 4

वमिर्श -

Regular interaction
with parents to
receive and share
feedback

AIMS

1. Develop our own understanding of parents' views, experience and aspirations.
2. Develop a healthy relationship with parents; share feedback and support to them.

APPROACH

Various ways of improving communication with parents are to be implemented with this intervention.

1. This interaction is to be done to develop our own understanding, also to share feedback and support.
2. We will be doing this informally. But, it will be one of the most intensive engagements.
3. We will meet at least 10 parents per week.
4. It will help us to understand aspirations and experiences of parents.

संभावना -

Enabling innovations and sharing entrepreneurial skills and knowledge via 'computer and internet'

AIMS

1. Providing basic computer literacy and Internet use.
2. Enabling innovations and sharing entrepreneurial skills and knowledge with 'computer and internet' as a medium.
3. Refine existing businesses and/or initiate small entrepreneurial projects within the community.

APPROACH

This intervention focuses on the increase of computer literacy amongst the children in the rural area.

PROCESS

Schools Selection

Basic Computer Literacy, Internet, Social Media

Simple Projects teaching entrepreneurial skills, Exposure Visits

Make business better

New and small entrepreneurship initiatives

राही - Using travel as education

AIMS

1. To travel is to live and learn

APPROACH

1. Travel, exposure, immersion and reflection (within state or inter-state) programme for students.
2. Start locally then plan for inter-state travel.
3. Plan, travel, explore, learn, reflect and implement – history, culture and entrepreneurship.
4. Planning, communications and logistics done by students with the support of teachers; students will continuously learn as they move and travel.

अभ्यास -

Improve learning
levels in Maths and
English

AIMS

1. To develop mathematical thinking through games, team activities, poems, stories, puzzles to help them acquire mathematical language and understanding.
2. To focus on communicative language teaching and task-based language teaching instead of grammar-translation method.

APPROACH

1. Selecting 5 schools through various engagements with teachers e.g. workshops, informal interaction, meetings, etc.
2. Weekly visits per school to support children in English and Maths (probably the teacher as well if he/she is willing to learn and contribute).
3. First we will begin informally and will conduct various activities to conduct a baseline. These activities will help them to revise their course as well as learn something new.
4. We will take help from Vande Matram Foundation and Sampark Foundation for maths related resources.
5. After 3 months of teaching, we will introduce self-evaluation sheets in the class so that evaluation is done both ways- by the student as well as the teacher.

वविक
वज्ज्ान
उत्सव –
learners'
event/festival

AIMS

The aim is to Showcase the work done with children of 11 villages - work done either directly/indirectly with improved content & methods of teaching.

APPROACH

1. It's a learners' event/festival where all the key stakeholders are invited (culmination of all the interventions done during six month period).
2. Apart from culmination of various interventions (1 to 10), this intervention has a process element to it as well (especially for govt. schools) which helps us to engage with govt. schools at large scale.
3. This program helps us to extend our reach and scale as well as demonstrate pedagogical aspects of teaching

TINWAY

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