

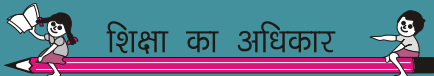


सत्यमेव जयते

स्कूल शिक्षा विभाग-राजस्थान सरकार
(प्रारम्भिक व माध्यमिक शिक्षा)

State Initiative for Quality Education (SIQE)

*A Programme for
Ensuring Equitable
Quality Education for
All Children in
Secondary Schools by
RMSA*



शिक्षा का अधिकार

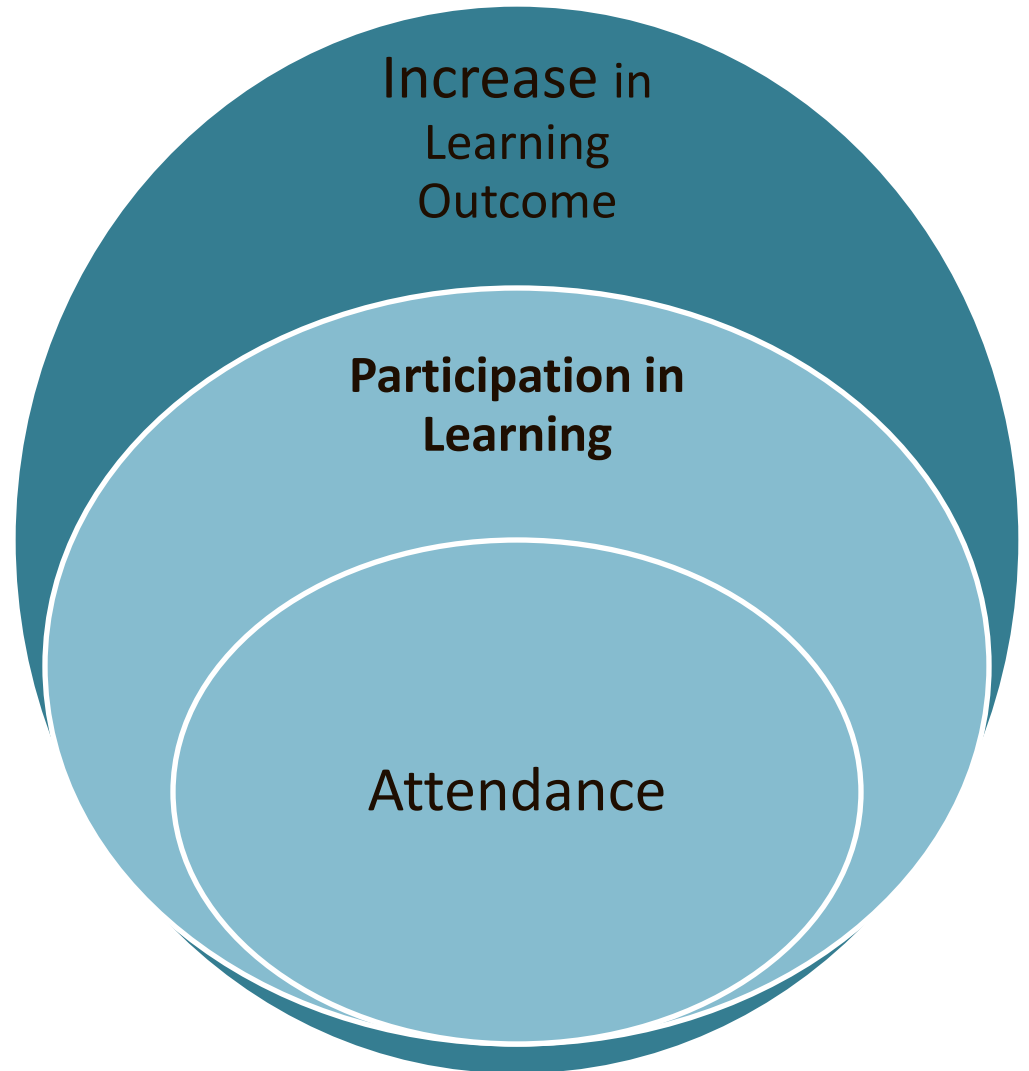
सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें



पढ़े चलो, बढ़े चलो
RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

CORE BELIEFS

**BELIEVING THAT EACH AND
EVERY CHILD CAN LEARN
AND EVERY TEACHER CAN
TEACH**



Key Objectives

Teaching Learning Process

Key Elements

- Learning Focused
- Child Centered Pedagogy
- Activity Based
- Assessment as Integral part of Teaching and Learning (CCE)

Comprehensive
Development
of All Children

Fullest
Development of
Potentials
of Children



Ensuring that all Children
Attain their Grade Appropriate Levels

State Initiative for Quality Education

- The program addresses the primary grades for creating strong foundations.
- Being implemented in primary grades of all the schools under RCSE.
- Model evolved through Rigorous Pilot Process and has shown Improvement in Learning Outcomes.
- Implementation Model Enriched with School Level Academic Leadership and Better Institutional Support Mechanisms and Processes. (under RMSA)
- The pedagogic approach consists of the following.

Continuous and Comprehensive Evaluation

- Assessment as a feedback system for qualitative shift in instruction.
- Addressing all important areas of development (Comprehensiveness).

Activity Based

- Learning by doing and focus on application of knowledge
- Ensuring mastery over skills and knowledge.

Child – Centered Pedagogy

- Understanding needs and learning styles of children.
- Focus on ensuring that every child learns.

The Four Pillars of SIQE

Pedagogy change

- Activity Based and Child Centered Teaching and Learning
- Continuous Comprehensive sessment
- Model evolved through rigorous process of piloting and on the basis of third party assessments

Capacity Building

- Teachersupport through cluster approach
- One cluster resource school identified for every 20-25 schools where regular monthly meetings held for each subject (Convergence with Elementary Set-up)
- Principal and In charge of primary section

Management

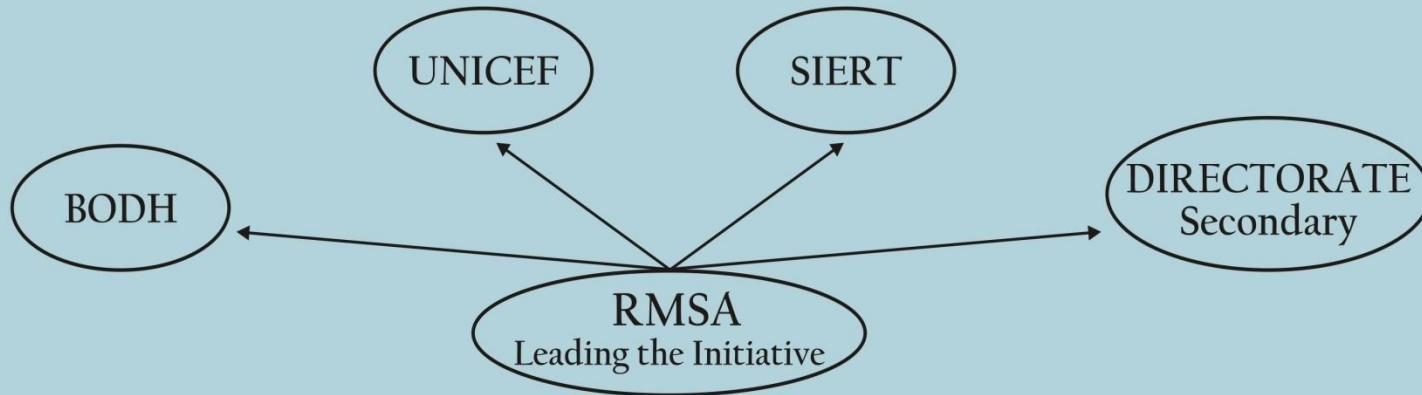
- District/Block approach to planning, implementation and supportive supervision
- Orientation of field functionaries
- Joint and collaborative monitoring processes

Institutional Development

- SIERT as the academic lead in the state
- DIETS to take academic lead in the district
- To evolve a group of MTs at district level

Partnership for Change

Collaborations with Emphasis on Institutionalization



State Level

- Clear roles and responsibilities for all the partners and formation of state level groups. (Including SSA)
- Inclusion of SSA and Directorate (Elementary) as MoU partners.
- Greater Ownership of Directorate and SIERT (Institutional Technical Support by Bodh and UNICEF)

District Level

- Collaborative forums extended till district levels through District level committees.
- DIET and District level resource group to extend school level support.
- Technical Support at district level provided by Bodh and UNICEF (District Support Fellow)

Leading to

- Greater ownership and participation in mutually supplementary manner.
- Clarity of Purpose and Priorities
- Greater institutional alignment resulting in collaborative effort at the ground level.
- Mechanism for responding to contextual needs and demand of the program.

Background

- The strategy has been evolved through rigorous pilot process and it has shown improvement in learning outcomes.
- This year the core element of CCE will be scaled – up in 41,000 in primary grades (Under elementary department).
- In the month of April an MoU has been signed between RMSA, Directorate, SIERT, Bodh and UNICEF for SIQE.
- Partnership for supporting the program till June 2018 which can be continued as per the need of the program.
- Program steering committee and other groups have been constituted.
- Program guidelines have been sent to district officials.
- The program will be extended to upper primary grades gradually.

Roles and Responsibilities

Directorate of Secondary Education

- To ensure and monitor participation of government functionaries.
- To ensure that all the required materials and stationary for the initiative are available in all the school and on time.
- To maintain coordination with RBSE, IASE and CTEs to facilitate effective implementation of programme activities.

SIERT

- To ensure active participation of DIETs and enhance their capacity in implementation of the programme activities.
- To provide technical support for effective implementation of programme.
- Regular review of the academic inputs.

Continued...

UNICEF

- To provide technical and financial support at state and district level.
- To participate actively in Reviewing, Planning and decision making forums at all levels
- To support agreed upon assessment studies, surveys and stocktaking studies for strengthening the monitoring and management of the programme.

BODH

- To provide technical support to initiative at all levels.
- To identify, orient, place and monitor District Academic Support Fellows.
- To develop necessary training manuals, modules, learning activities and other supplementary materials.
- To be the key resource agency for capacity building processes.
- To work in collaboration and strengthen SIERT and DIETs.

STEPS TAKEN

Steps Taken

Project Management

- Signing of MoU between RCSE, Directorate (Secondary), SIERT, UNICEF and Bodh.
- Formation of 'State level Program Steering Committee' under the chairmanship of 'Commissioner, RMSA'.
- Formation of 'State Working Group' and 'State Academic Group'.
- Formation of 'District Core Committees'.
- 25 'District support fellows' and 'Consultants' for Directorate and SIERT trained and placed by Bodh.

Capacity Building

- Training of two selected teachers from every school across the state. (In collaboration with the elementary department).
- Initial briefing sessions for all the Principals through Sat Com. (27,000 participants including Principals, Head Teachers, District Level Functionaries).
- One day initial orientation of all the DIET Principals.

Material

- SIQE material uploaded on the RMSA website and printing process under way in all the districts.
- Teacher Handbook prepared and uploaded. (Will be provided for every school).
- Concept Note and tools for DIETs to verify baseline assessment done by school teachers.
- Tools for the baseline assessment verification and data collection prepared.
- Framework for the KRP (Principals) trainings prepared.
- Initial draft of the Principal Handbook ready.
- Guideline for the baseline sent to all schools.

Others

- Initial meetings of 'District Core Committees' have been done in all of the districts.
- KRP (Principals) have been identified in process to be finalized.
- DIETs instructed to conduct 5 day trainings for the absentees with support of ADPC, RMSA.

Planned Activities

Capacity Building

- Training of all the Principals and Head Teachers in a phased manner. (Beginning from 125 KRPs covering all the districts).
- In the first phase of training Principals and Head Teachers of 1,340 Adarsh School to be trained in the first week of August.
- Two day orientation of all DIET faculty members and 'district core group' members to be done under the leadership of DIET Principals and support of DSF and KRP.
- Development of ICT material for increasing effectivity of trainings and workshops. (CCE-CCP Process, Lesson Planning, Development of TLM etc.)
- External Verification of the assessment processes by the help of DIETs. (Orientation of DIET members and BSTC students).

Materials

- Finalization of Principal's Handbook.
- Development of ICT material for increasing affectivity of trainings and workshops. (CCE-CCP Process, Lesson Planning, Development of TLM etc.)
- Evolving Progressive Agenda / Plans for the subject based workshops.

Programme Management / Communications

- Strengthening of the district level processes through the support of DSF and capacity building of DIETs.
- Program Launch planned in the month of August.
- Streamlining of the monitoring processes through the District Core Committees.
- Standing Agenda for the District Level Core Committee Meetings.
- Standard templates for the upward reporting at each level.
- Establishing dialogue of the field staff/district level authorities and Principals through direct contact and sat com. (Every moth initially)
- Integration with 'Shaladarpan'. (Tracking of learning levels, external verification assessments and schools level monitoring).

Understaining Impact

- Robust strategy for arriving objectives results concerning programme.

Triangulation

- | | |
|---|---|
| <ul style="list-style-type: none"> ● On line and real time tracking of school level assessments (Covering all children) ● Integration with 'Shaladarpan' for more indepth qualitative data. | <ul style="list-style-type: none"> ● External Verifiacation of school based assessment by DIETs (50% of children from all schools) |
|---|---|

Third party assessment covering grade 3 and 5 of 10% schools

सभी बच्चे पढ़ सकते हैं।



सभी शिक्षक पढ़ा सकते हैं।