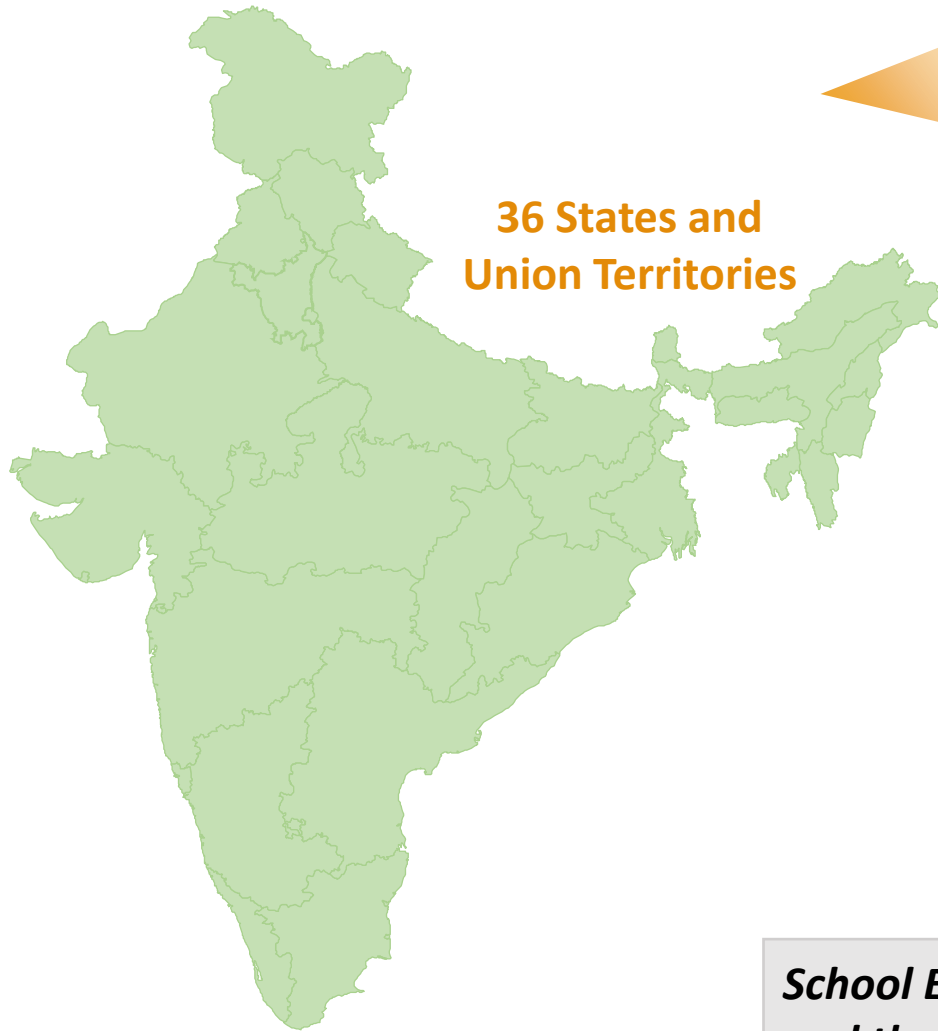# Opportunities and Challenges
in
School Education in India

Agenda

- **Overview and Current Status**: What has and What hasn't happened so far?

- **Analysis and Approach** for the Future

- **Strategy and Recent Initiatives:** What is being done?

1. OVERVIEW AND CURRENT STATUS: WHAT HAS AND WHAT HASN'T HAPPENED SO FAR?

Overview of India's Education Sector

36 States and Union Territories

Rapidly growing economy with a very young population…
- Population: **1.32 BN**[1], with **~54%** of the population below 25 years of age[2]
- GDP: **7th highest** in the world with a **7.1%** growth rate[3]
- Average per capita income: USD **~6,500** (PPP)[3]
- Literacy Rate: **73%**[4]

…with the world's largest school education system
- **1.52 MN** schools[5]
- **260 MN** students (~200 MN students enrolled in elementary grades)[5]
- **8.7 MN** teachers[5]

School Education is a concurrent subject with joint responsibility of the Centre and the State government

India's Education Story: What has happened?

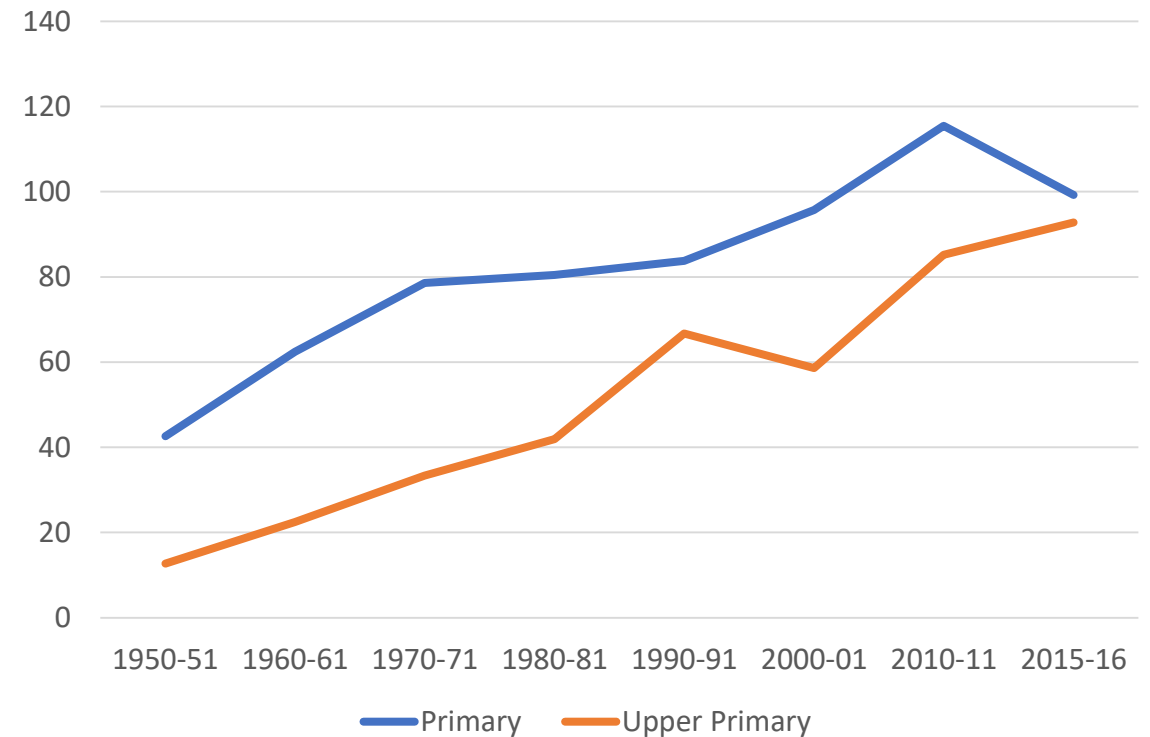**There has been significant improvement in enrolment and key inputs over the last few decades**

☐ **Enrolment:**

Increasing enrolment with **~99%** Gross Enrolment Ratio (GER) at primary level and **~93%** upper primary GER (2015-16)[1]

☐ **Human Resource:**

Pupil-Teacher Ratio reduced from **36** in 2005-06 to **24** in 2015-16[2]

Gross Enrolment Ratio trends
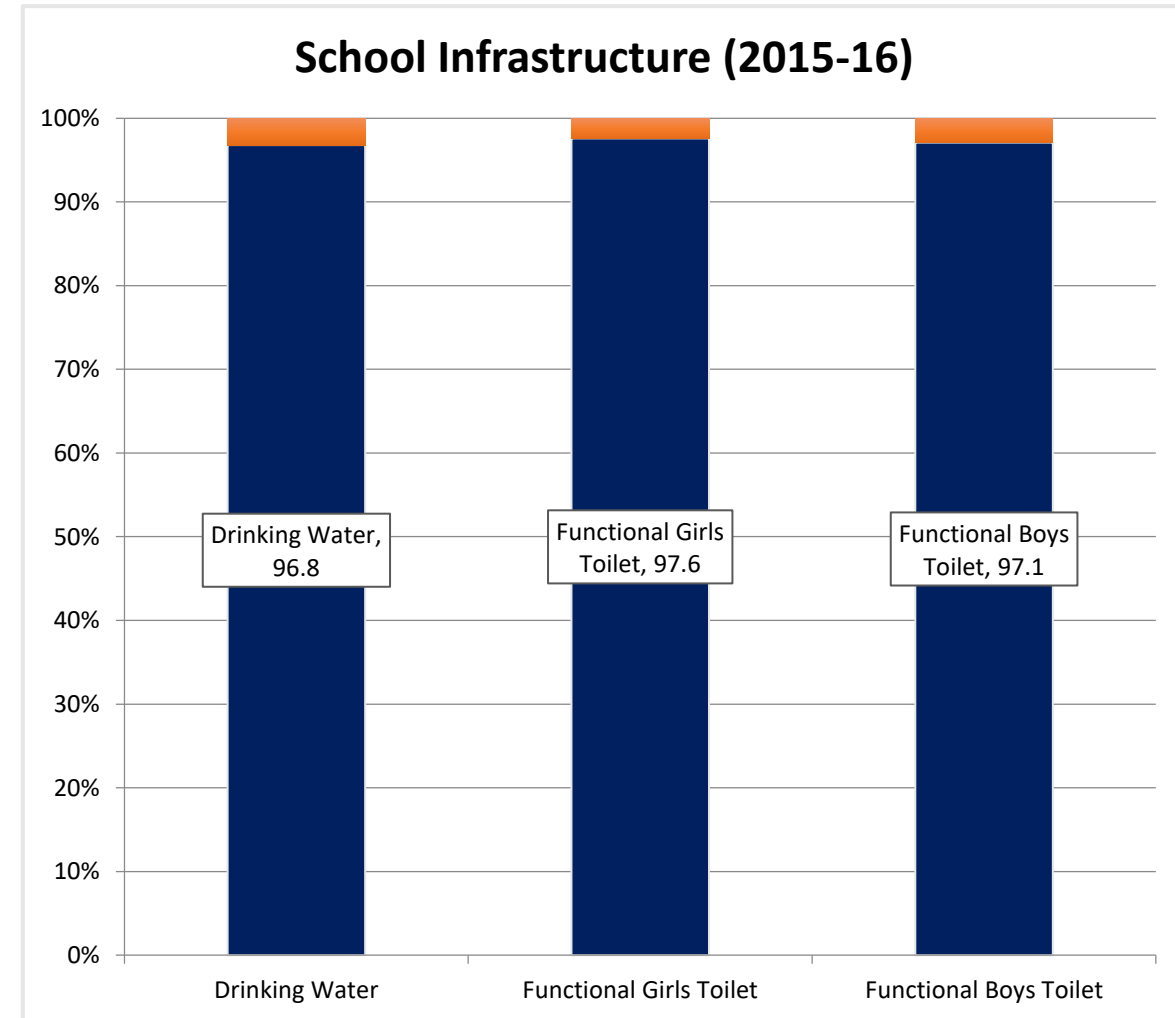

Primary   Upper Primary

1. The Gross Enrolment Ratio (GER) for a class-group is the ratio of the number of persons in the class-group to the number of persons in the corresponding official age-group. Source: 1.MHRD Educational Statistics at a Glance 2016, U-DISE 2015-16
2. U-DISE 2015-16

India's Education Story: What has happened?

- ☐ **Infrastructure and School Availability:**
  - ❑ Number of schools increased from 0.85 mn in 2002-03 to **1.52 mn** in 2015-16

  - ❑ **95%** of India's rural population now lives within 1 km of primary schools

  - ❑ Over **97%** of schools have access to clean drinking water, ~**100%** schools have a functional girls toilet
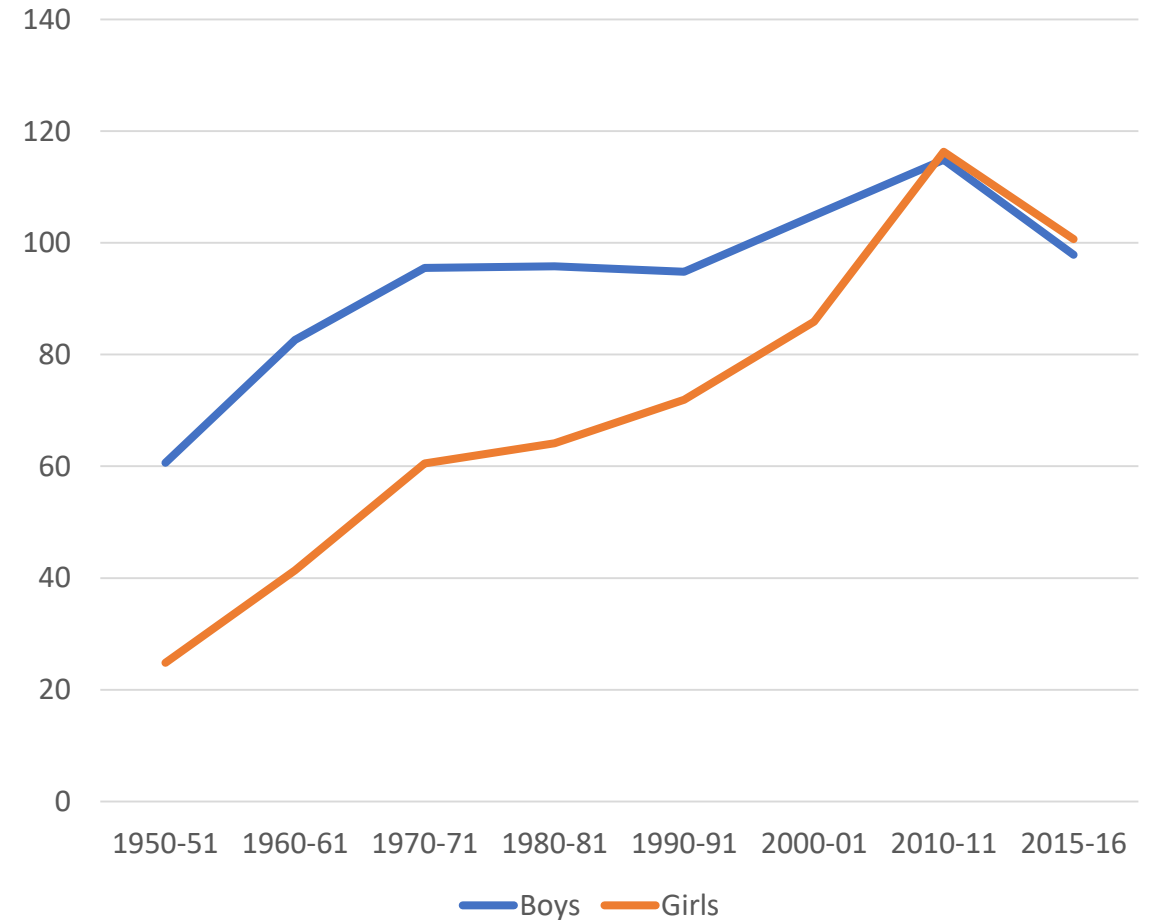
School Infrastructure (2015-16)

Drinking Water, 96.8

Functional Girls Toilet, 97.6

Functional Boys Toilet, 97.1

| Drinking Water | Functional Girls Toilet | Functional Boys Toilet |

India's Education Story: What has happened?

☐ **Closing the equity gap**

■ GER of girls at primary level has increased from 61% in 1971 to **~100%** in 2015

■ GER of scheduled castes at primary level has improved from 84.8% in 1987 to **~100%** in 2016;

■ GER of Scheduled Tribes has improved from 90% in 1987 to **~100%** in 2016

Gross Enrolment Ratio: Boys vs Girls

1. The Gross Enrolment Ratio (GER) for a class-group is the ratio of the number of persons in the class-group to the number of persons in the corresponding official age-group. Source: 1.MHRD Educational Statistics at a Glance 2016, U-DISE 2015-16
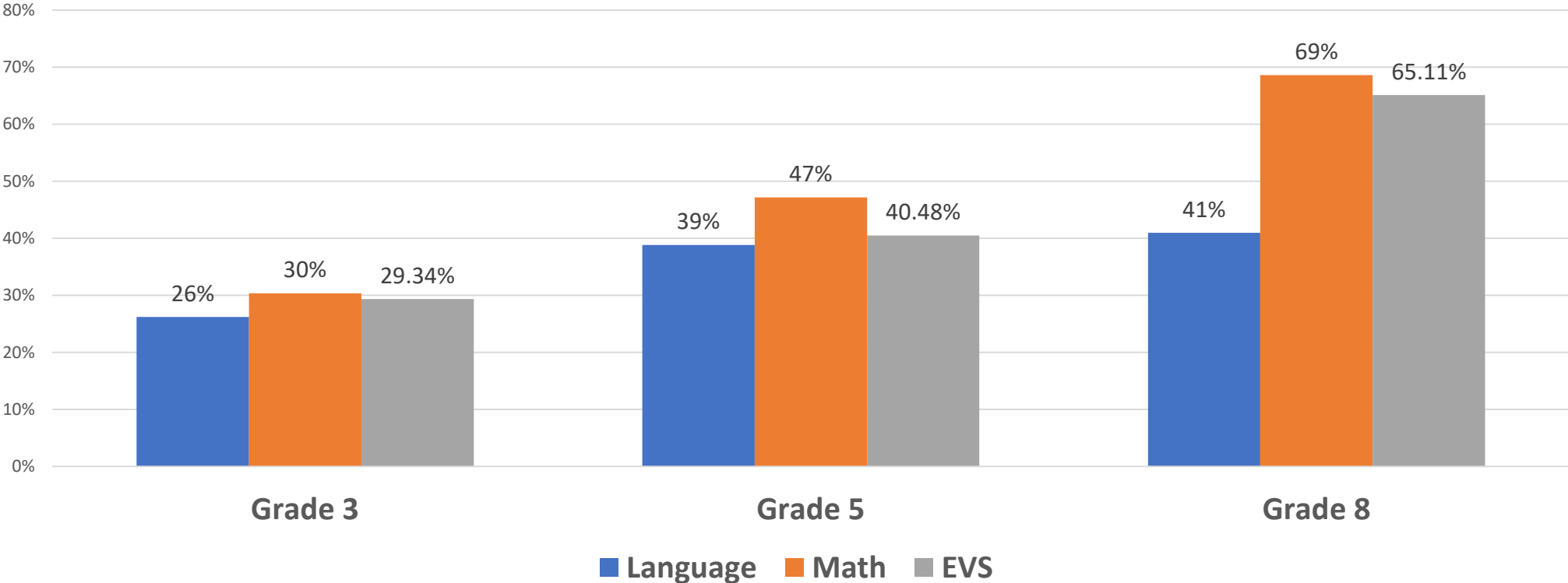2. U-DISE 2015-16

India's Education Story: How are we performing on learning outcomes?

According to NAS 2017 results, a significant % of students are scoring <50% marks

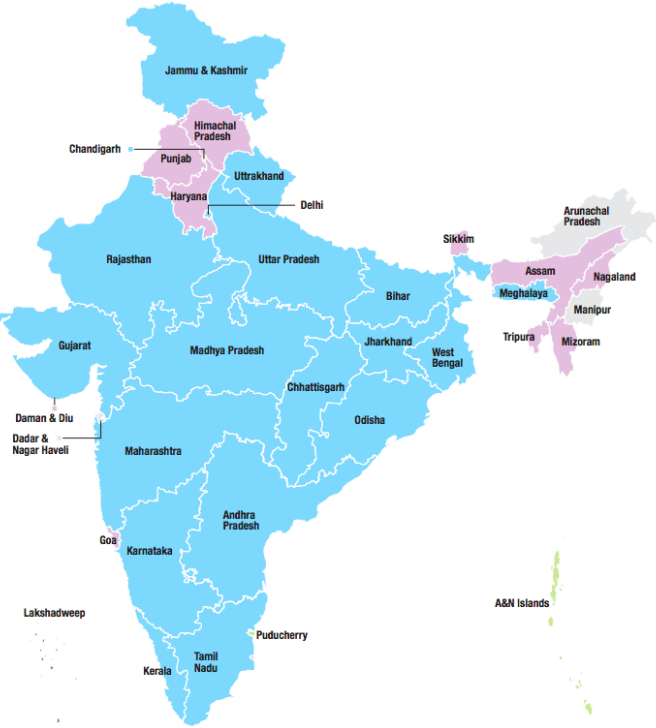**Percentage of students scoring <50% marks by grade and subject (NAS 2017)**

■ Language ■ Math ■ EVS

Source: National Achievement Survey, 2017

India's Education Story: How are we performing on learning outcomes?

> **According to NAS Class 5 results from 2012 and 2015 cycles, learning levels have declined in ~66% states**

Reading comprehension

Mathematics

Reading comprehension	Mathematics
• Only A&N Islands and Puducherry have performed significantly better than previous cycle.	• A&N Islands, Assam and Puducherry performed significantly better than previous cycle
• 20 participating states have performed significantly lower than previous cycle	• 20 participating states have performed significantly lower than previous cycle

Legend:
- ■ Similar performance as cycle 3
- ■ Significantly lower performance from cycle 3
- ■ Significant improvement from cycle 3
- ■ Did not participate in cycle 3

II. ANALYSIS AND APPROACH FOR THE FUTURE

Shift in focus of the Ministry of Human Resource Development

Current challenges in the education system

Hence the focus of MHRD has been on

- Increased funding has not automatically improved the learning levels

- Major inputs (like infrastructure, uniform, books, etc.) have had limited impact on learning

- Challenge of Teacher/ Human Resource Management

- **Learning Outcomes** and its measurement

- Overhauling the entire **teacher value chain**

- **Scaling good practices** of government and non-government organisations

III. STRATEGY AND CURRENT INITIATIVES: WHAT IS BEING DONE?

Strategy for Improving School Education

3 pronged strategy for quality improvement

1 Improving Assessments and Measurement

2 Teacher Reform

3 Scaling Good Practices

Source: National Achievement Survey, NCERT

FOCUS AREA 1: IMPROVING ASSESSMENT AND MEASUREMENT

Learning Outcomes and National Achievement Survey (NAS) reform

> **India's National Assessment to give District, State and National specific feedback on learning outcomes**

Need	• Need for robust, actionable data for informing policy and pedagogical interventions
Key features	• Learning expectations from students for classes I to VIII • World's largest sample student assessment with 105 thousand schools and 2.2 million students for Class 3, 5 and 8
Implementation	• Grade-wise Subject wise Learning Outcomes have been incorporated in the Right to Education Act • NAS conducted in November 2017 in 700 Districts
Timelines	• District Reports to be used for annual planning: January 2018 • Reporting of State Results: February 2018

FOCUS AREA 11: TEACHER REFORM

We consider teachers the most pivotal aspect of the system

Multiple initiatives undertaken across the entire teacher life cycle →

Transformed Teachers →

NCTE reforms

National Teacher Platform (DIKSHA)

Data management (ShaalaKosh)

Pre-service education → **Teacher qualification** → **In-service training** → **Accountability** → **Streamlined processes**

Common Entrance Test

Training for untrained teachers'

DIET and SCERT restructuring

Data management (ShaalaKosh)

Pre-service teacher reforms

A statutory body of MHRD, NCTE is the regulatory authority that ensures planned and coordinated development of teacher education in the country

Need
- Important that 16000+ TEIs (mostly in private sector) are monitored and supported adequately

Key features
- Launched first of its kind ranking and accreditation framework for TEIs across the nation; TEIs to be evaluated on the basis of their physical and academic assets and teaching learning quality

Implementation
- Issued show cause notice to colleges which failed to provide requisite data
- Data collection phase for accreditation of TEIs complete; ranking to begin soon

Timelines
- Tentative ranking by mid of 2018

Training untrained teachers

Programme for in-service untrained teachers working in primary/ upper primary schools

Need	• Even after more than 7+ years of enactment of the Right to Education Act, large number of teachers in schools were not qualified
Key features	• Legislative change requiring amendment to the Right to Education Act • 1.36 million teachers to undergo this training
Implementation	• Implemented through the National Institute of Open Schooling (NIOS) • To be rolled-out with televised lectures, DTH channels and study centres in regional languages
Timelines	• All teachers to acquire qualifications by March, 2019

National Teacher Platform (DIKSHA)

A National Teacher Platform to create state-specific resources, training content, teacher profile and announcement

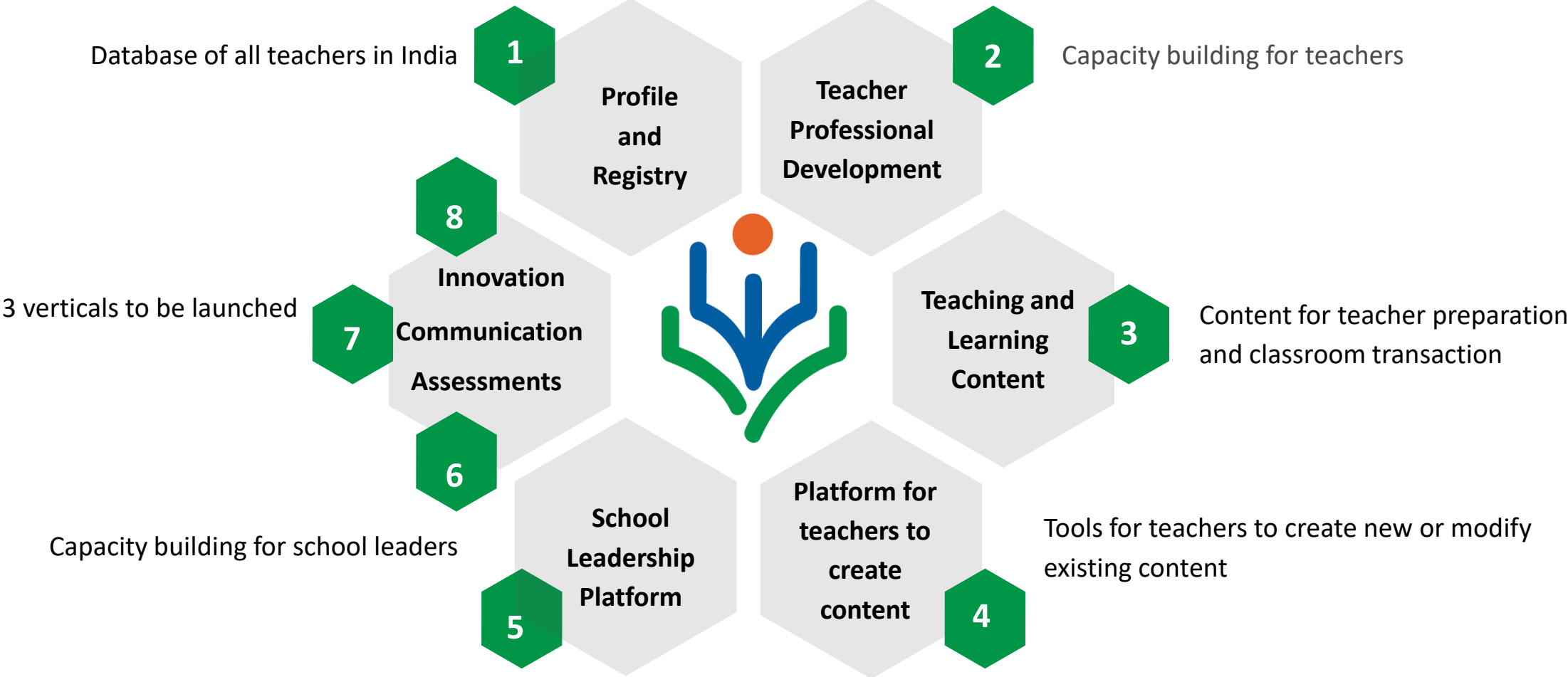|	
Need	• Providing teacher training and support and making it accessible anytime, anywhere • Reducing duplication of effort by sharing of resources among teachers
Key features	• Open education resources for teachers to host training content, curriculum-aligned teacher resources and tools for need assessment and support • Features for content authoring, curation, and data analytics
Implementation	• Project has been rolled out in 6 States • QR code-linked teaching content made accessible in ~150 MN textbooks in 8 languages
Timelines	• Expansion of DIKSHA to 20 States by end of 2018

Verticals of National Teacher Platform (DIKSHA)

Database of all teachers in India

1 Profile and Registry

2 Teacher Professional Development — Capacity building for teachers

3 verticals to be launched

8 Innovation

7 Communication Assessments

3 Teaching and Learning Content — Content for teacher preparation and classroom transaction

Capacity building for school leaders

6 School Leadership Platform 5

4 Platform for teachers to create content — Tools for teachers to create new or modify existing content

Data management (ShaalaKosh)

A system leveraging technology for data-driven decision making, with a focus on three major pillars-teachers, schools and students- including modules for teacher/student attendance, teacher leave management, school infrastructure etc.

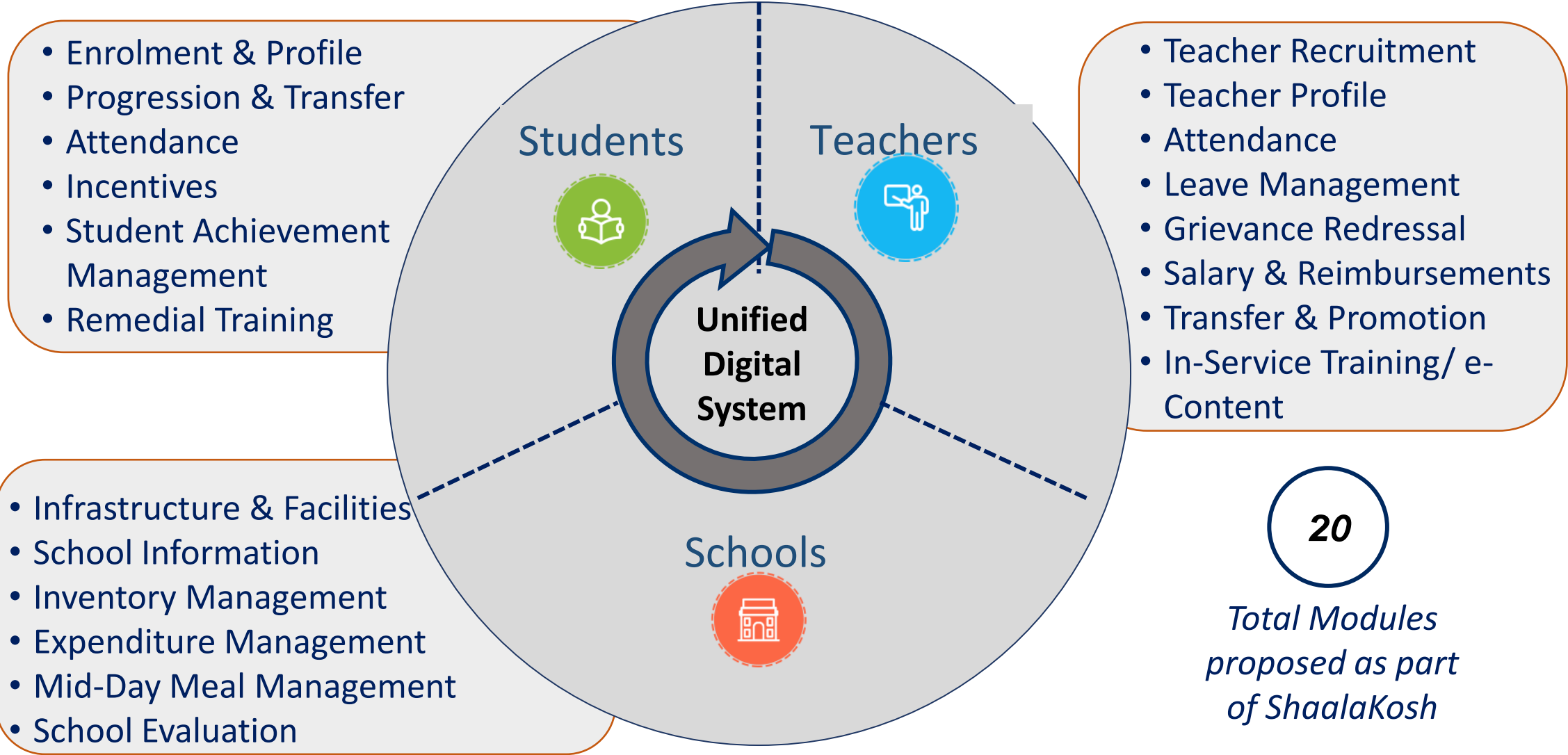|	
Need	• Lack of a common digital platform to streamline all data collection and analysis efforts at a Central and State level
Key features	• Effective monitoring of teacher and student attendance, school management indicators, teacher leave management, transfers, promotions and grievance redressal
Implementation	• Currently piloted in across 1.9 lakh teachers, in 3 States covering 16 districts in India with planned national roll-out by May end.
Timelines	• Envisioning development of integrated system by 2019

ShaalaKosh provides real time access to data for decision making at all levels

ShaalaKosh is the way forward from traditional data collection initiatives like UDISE, SDMIS , Shaala Siddhi to a real time monitoring and supporting system to enable quality education in schools

	Issues in current system	Solution proposed in ShaalaKosh
Data Quality	• No validation check built in system • No incentives for data provider to give correct information	• High no. of validation checks in the system • Data providers will become data users thus- improved quality
Ease of Usage	• Offline system- pen/paper format • Huge manpower and monetary loss	• Online and real-time system • Huge manpower time saving • Caters to data connectivity problem
Data usage and dissemination	• Huge lag b/w data collection & usage • Dissemination of information is low	• Data analysis & dashboards promotes usage at all levels • Ticket mechanism promotes data driven decision making

Modules of ShaalaKosh caters to end to end lifecycles of –Schools, teachers and students

- Enrolment & Profile
- Progression & Transfer
- Attendance
- Incentives
- Student Achievement Management
- Remedial Training

Students

Teachers

- Teacher Recruitment
- Teacher Profile
- Attendance
- Leave Management
- Grievance Redressal
- Salary & Reimbursements
- Transfer & Promotion
- In-Service Training/ e-Content

Unified Digital System

- Infrastructure & Facilities
- School Information
- Inventory Management
- Expenditure Management
- Mid-Day Meal Management
- School Evaluation

Schools

20

Total Modules proposed as part of ShaalaKosh

Strengthening State and District training institutes

Restructuring SCERTs (nodal state-level academic institutions) and DIETs (district institutions) to orient them towards providing better support to teachers and teacher training

Need
- Need for re-prioritisation and re-envisioned role; high vacancy; poor resource utilisation

Key features
- Capacity building of SCERTs in the areas of research, development, training
- Providing autonomy and strengthening linkages with other institutions
- More focus of DIETs on in-service training

Implementation
- MHRD and leading States have devised guidelines for implementation
- Providing active support (including budgets) to be routed through this institutions

Timelines
- Complete revamp of academic institutions during 2018-19

FOCUS AREA III: SCALING UP INNOVATION

MHRD followed a systematic process to scale innovation

State-NGO-Corporate Partnership
Over 70+ successful partners in last 10 months across India

ISSUE-SPECIFIC WORKSHOPS

DEDICATED STATE WORKSHOPS

MHRD INVITED 80 + NGOS FOR 7 DAY WORKSHOP

- Issue-specific workshops on areas like girl education, differently abled children to devise a national roadmap with NGOs

- 5 Roadshows for NGOs and State governments to partner
- MHRD provided a platform for interaction
- Regular follow-up to ensure smooth partnership

- 30+ organisations' scale-up plans were selected
- NGOs were asked to select geographies and prepare plans

Platform to connect all stakeholders: CSRs can support disruptive innovations in the sector by funding high-quality NGOs and the government can provide scale

States/UTs

- Focus on education reform, limited funds for catalytic reforms

CSRs

- Beginning to think strategically about investing in education; unaware of State priorities

NGOs

- Running high quality scalable programmes; unable to procure funding

- **Integrated portal for NGOs and States to showcase key educational projects that require funding; CSRs can also align on priorities and projects they want to scale**
  - **Portal to have 100+ NGOs and 50+ CSRs by mid-2018**

School based innovation focusing on digital schools scaled through community support

- Sandip Gund, from the remotely located Zilla Parishad School in Pashtepada, started a "**Mission Digital Sch**ool" in Maharashtra
- Low-cost, frugal innovation for learning
- Model replicated to **over 53 thousand** schools and over **75 thousand teachers** have been trained
- **Rs. 3280 million** have been raised from community and CSR

Success stories: Bringing children to school through mid-day meals

NGO Akshaya Patra's initiative to support MHRD's mid-day meal scheme scaled to over 1.7 mn students

- **The Akshaya Patra** Foundation is a not-for- profit organisation implementing the Mid-Day Meal Scheme in the government schools through a PPP model

- Government has provided scale, increasing the number of students served from **1,500 in 2000** to **1.7 mn** children across 12 states in India in 2017

DRAFT NATIONAL EDUCATION POLICY

DOES IT SERVE THE PURPOSE

Critical Evaluation

- Whether the issues that beset education in the country have been **appropriately outlined and analysed**?

- Whether the **suggestions/recommendations are in sync with the objectives** of the policy and address the issues?

- Whether the idea/recommendation has **anything new to offer**?

- Whether **the idea is implementable**?

- Whether there is **clearly defined action pl**an for each of the recommendations?

Early Childhood Learning

Foundational Literacy and Numeracy

- By 2025, every student in Grade 5 and beyond to achieve foundational literacy and numeracy

- Community and student engagement

Free and Compulsory Quality Education for All by 2030

- □ Creating effective school infrastructure

- □ Supporting hostel facilities

Minimise Rote Learning

- Transform curriculum and pedagogy by 2022

- Reduce curriculum

- Flexibility of choice

- Encourage scientific temper

- Focus on ethics

- Transform assessment

Teacher related interventions

- Re-structure teacher education, recruitment, deployment, and career management
- Four-integrated B.Ed. course
- Teachers' Entrance Test
- Creation of school complexes
- Flexibility to teachers to determine pedagogy
- Continuous professional development
- Career management
- Merit-based salary structure
- Transfer Policy

Inclusive and Equitable Education

School Complexes
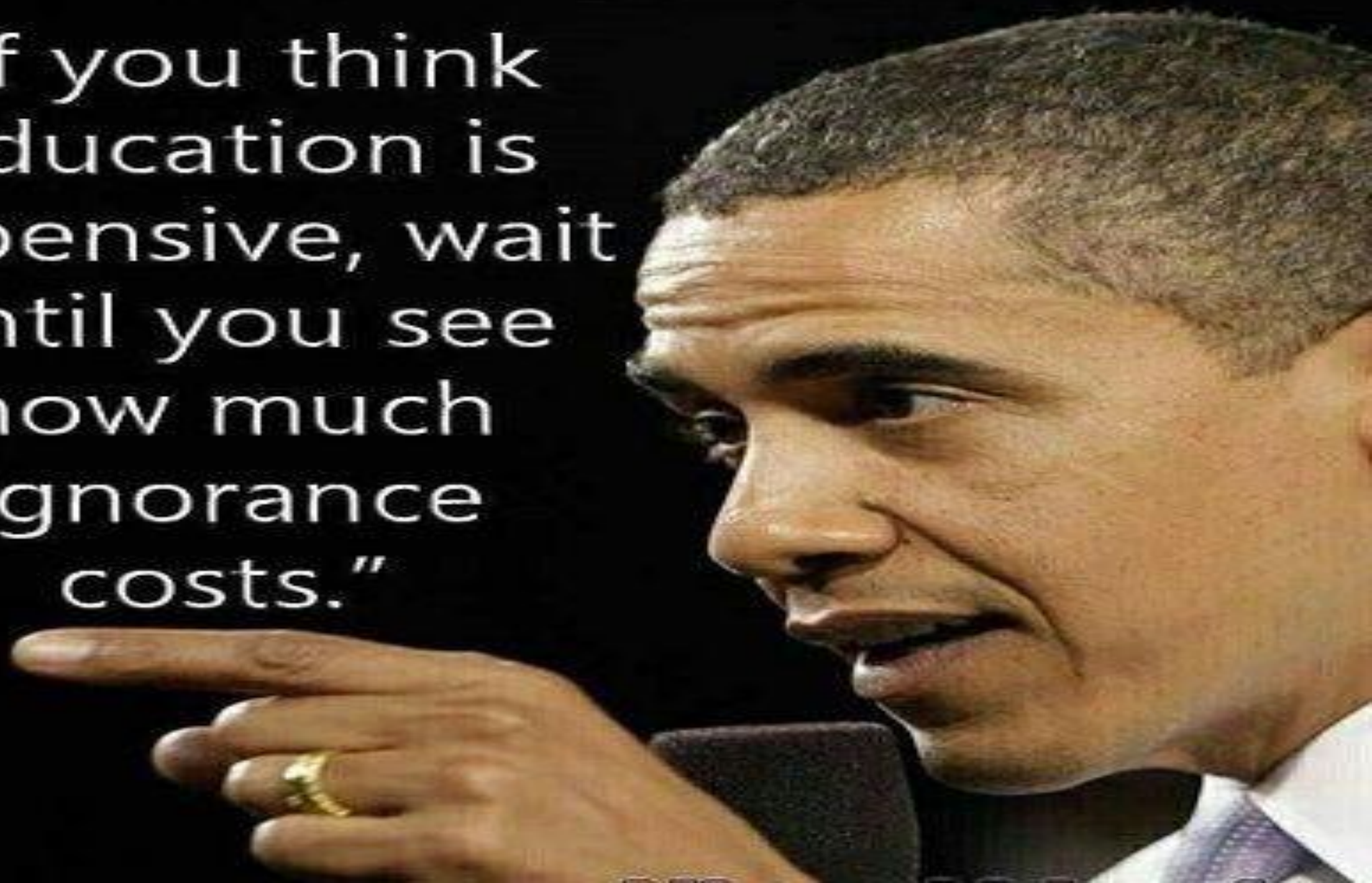
Regulation and Accreditation

- Set up State School Regulation Authority
- Separation of functions (Directorate of Schools to run public schools and not regulate)
- Private school fee structure
- Private schools must not be for-profit

Issues relating to Right to Education Act

"If you think education is expensive, wait until you see how much ignorance costs."

Thank You

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