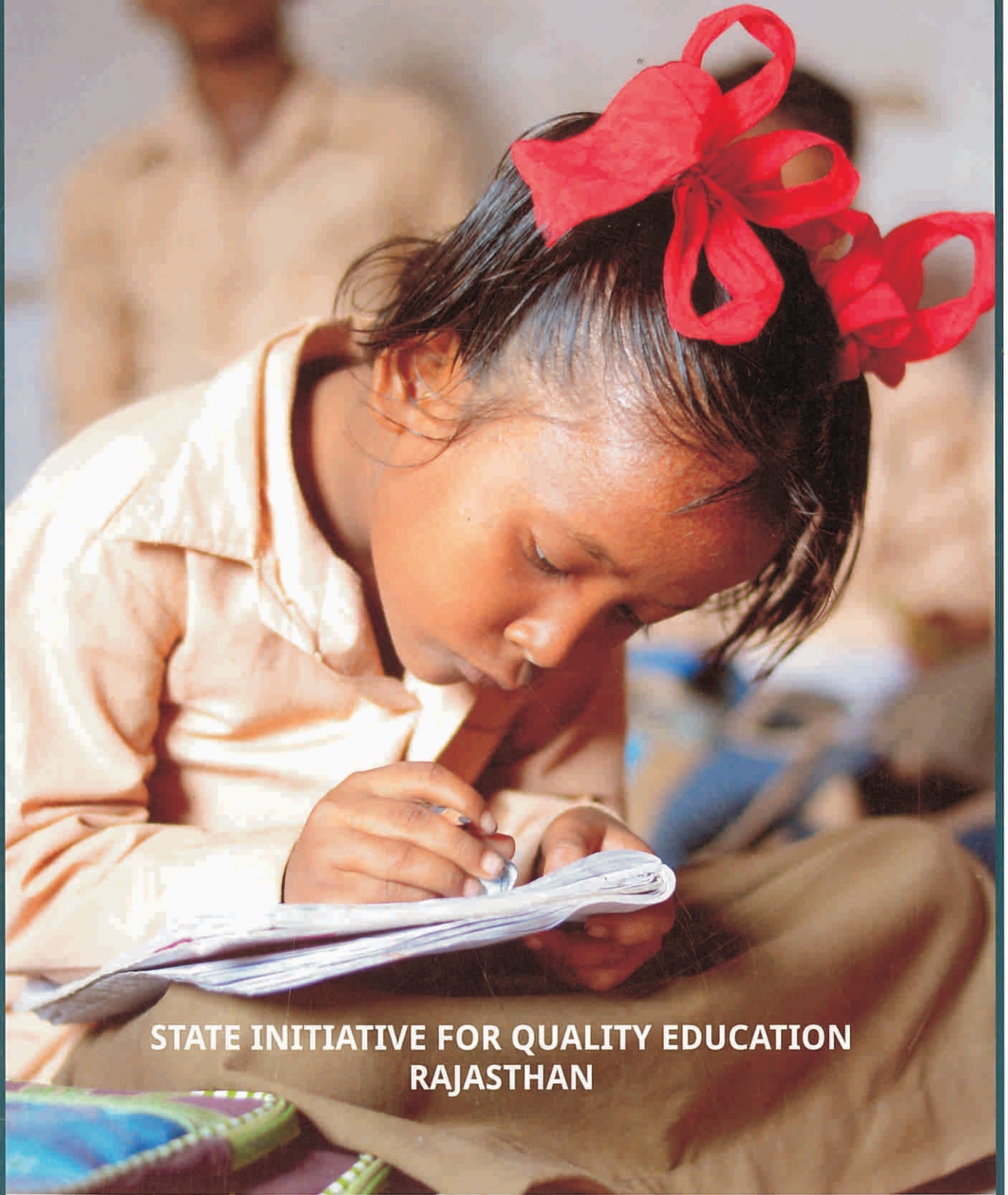


RE-LIVING THE EXPERIENCE OF CHANGE



STATE INITIATIVE FOR QUALITY EDUCATION
RAJASTHAN



GOVERNMENT OF RAJASTHAN



unicef  for every child

FOREWORD



The journey of SIQE – State Initiative for Quality Education, comprehensive programme for equitable quality education, has been both challenging and rewarding. SIQE was built on the pedagogical framework developed post Right to Education and implemented in a small number of schools to address the low learning levels among students of Class I to V.

The programme has developed over the years and has gone beyond the implementation of pedagogical framework. It was aligned to State priorities and synchronised efforts were made to realise the goal of quality and child centred elementary education in all schools.

Year 2014 proved to be a landmark year when State initiated wide-ranging programme of developing Adrash Schools which were to ensure access of all children to education from grade I to grade 12. Scaling up of SIQE pedagogical framework to all schools comprehensively created an enabling environment for both teachers and children through various reforms. The changes have been at all levels: classrooms, schools, teacher education institutes and at the level of education management. Education Department has set up many structures to regularly review, monitor and support implementation.

Today we see that the image of Government schools has changed. Enrolment has gone up and the recent National Achievement Survey- 2017 shows a marked increase from year 2015, in percentage of children reaching age appropriate levels of learning. A clear shift in the disposition of teachers, teacher education and education managers can be seen in the field. Children are engaged in their learning and teachers in developing plans for each child and closely tracking their progress through continuous comprehensive assessment. Parental engagement in schools is now two-fold as part of regular PTM (parent teacher meeting)

This document captures the journey of an Academic Programme becoming comprehensive education delivery mechanism, addressing issue of equitable quality education for all children. I strongly believe that the document would help education managers, planners and policy makers to design, develop and demonstrate such initiatives in the field of education.

These changes have been possible due to the confluence of strong support from our hon'ble Chief Minister, Education Minister, members of Chief Minister's Advisory Council (CMAC), and relentless efforts of our teachers and officers of the Education Department. I would also like to take this opportunity to acknowledge our partners, UNICEF and Bodh shiksha Samiti, who have been a constant support in this journey.

Naresh Gangwar, IAS

Principal Secretary to Government,
School Education Department, Language & Library Department and
Panchayati Raj (Elementary Education Department), Rajasthan, Jaipur

FOREWORD



State Initiative for Quality Education (SIQE); flagship programme of department of education, government of Rajasthan; for grades 1 to 5 is one of the holistic programmes addressing barriers and bottlenecks in creating child friendly environment for learning. This has shown that how a well thought off academic intervention scaled to all government schools of the state striding towards achieving SDGs.

Sustainable Development Goal 4, Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, calls to envision programs addressing key elements such as inclusive, equitable and quality education for all. Right to Education Act 2009 (RTE Act) laid conceptual framework for quality of education building on principles of education mentioned in National Curriculum Framework 2005.

Department of Education, Government of Rajasthan initiated and nurtured SIQE programme towards achieving SDG 4 encompassing spirit of RTE Act.

This document tells the story of evolution of a holistic program for quality education for children from primary grades ie classes 1 to 5, addressing core elements of SDG 4. Sustained efforts of Government of Rajasthan steered a technical programme on pedagogic intervention into a program impacting systems and policies.

Year 2014 was a turning point when programme was taken to all the schools and systemic changes were weaved with-in government mechanism. This led to sustenance of processes and practices at all levels to ensure positive shifts in increased learning outcomes of children and teaching learning processes.

Government of Rajasthan's efforts for quality education have been acclaimed at national level and influenced policy level shifts for creating enabling environment for quality education in government schools.

UNICEF appreciates path breaking leadership provided by department of education and strong political commitment which has led to tremendous achievements impacting lives of young children. We sincerely acknowledge technical contribution provided by Bodh Shiksha Samiti to realise principles of National Curriculum Framework 2005 in schools and teacher education.

I am sure that story of SIQE programme would help in enriching discussions and processes to design such kind of programs which need to be implemented at large scale across the state.

Isabelle Bardem

Chief, Field Office, UNICEF Office for Rajasthan, Jaipur

CONTENT

1 GETTING ACQUAINTED WITH THE STATE INITIATIVE FOR QUALITY EDUCATION 08

Executive Summary.....	10
Setting the Context.....	12
Core Belief.....	16

2 STRATEGIES AND APPROACHES 20

The Four Pillar Strategy.....	22
The Four Approaches to scaling up.....	22
Approach to Pedagogy.....	23
Changes seen through the program.....	27

3 HOW THE PROGRAMME GREW 34

Growing Phase Wise.....	36
Education Structuring in Rajasthan.....	42

4 ACHIEVEMENTS, CHALLENGES & LEARNING 46

Achievement Highlights.....	47
Challenges and Learning.....	49
Highlights	52

RELIVING THE JOURNEY 54

Documenting the SIQE Journey.....	56
Acknowledgment.....	58
Abbreviations.....	60





Every problem can be reduced to the Highway-Car-Driver analogy. We have a bad road in front of us, a worn-out vehicle and an unskilled driver. And most of the time, we try to solve the issue by replacing the car as that's the most convenient thing to do. But the road is still damaged and the driver hasn't gotten any better. We need to upgrade the highway and we need to skill the driver. Of course it would take many fold the effort that would go to replace the car but there is no other way. So let's get our acts together and let's mend our Highway.

ON APPROACH TO EDUCATION IN RAJASTHAN

Shri, Naresh Gangwar,
Principal Secretary to Government,
School Education Department, Language & Library Department
and Panchayati Raj (Elementary Education) Department,
Rajasthan, Jaipur

**GETTING ACQUAINTED WITH THE
STATE INITIATIVE FOR QUALITY EDUCATION**

1

STRATEGIES AND APPROACHES

2

HOW THE PROGRAMME GREW

3

ACHIEVEMENTS, CHALLENGES & LEARNING

4

RELIVING THE JOURNEY



EXECUTIVE SUMMARY

SIQE (earlier CCE) started in the form of a program intervention but grew into a way of thinking, defining a new approach to education management which was envisaged by GoR in the year 2014.

The State Initiative for Quality Education (SIQE) in its true sense started from 2015. The backdrop for this was laid in 2010 when the need for holistic education reforms was felt greatly by the government of Rajasthan.

To achieve these, was a tall task considering the massive scale of operations in Rajasthan (Rajasthan being area wise the largest state in India) and enormity of effort required to inspire stakeholders at every level to realign and change.

GoR used the Right to Education Act as an opportunity to address these reforms at the elementary level. An integrated approach of pedagogy and assessment was introduced to bring qualitative shift in classroom teaching-learning processes.

While the program was initially called Continuous Comprehensive Evaluation (CCE), evaluation was not the only intervention addressed by the state. The state had the clarity that CCE was one part of Child Centered Pedagogy, the other being Activity Based Learning. Along with this a number of interventions in classroom processes, school environment and community engagement helped the state to achieve better learning outcomes for the children in a span of the next 7 years.

Regular reflection over the program process gave the state an opportunity to enhance the scope of the program and this led to redefining the name as "State Initiative for Quality Education" popularly known as "SIQE" in the state.

In 2010 as the state began to understand and deeply delve into the need for building the capacity of the Education System, it recognized that intervention was required at multiple levels which included, pedagogic reforms, teacher education, education planning and institutional capacity enhancement. This could not be possible without support and cooperation from local organizations and bodies at district level who would provide technical, and ground level support for this large scale intervention.

Core teams within the government department and partnerships with skilled and experienced ground level partners helped the state to take an integrated and process oriented approach towards change.

This was initiated through a pilot intervention in 60 schools from the district of Alwar and Jaipur. The pilot intervention brought forth many a learning which became the basis for reforms and scale-up implemented at the state level.

Scaling up at this large scale posed its own challenges. Continual experimentation at all levels helped to form and crystallize four approaches which included school based approach to pedagogy change, Cluster based approach to teacher education, block based approach to education planning and supportive supervision and district based approach to education planning and monitoring.

Another motivating fact about the pilot intervention was that it followed a organic process of learning from experience to scaling up to implementing. This allowed the team to respond to ground level issues or problems and address them at all levels.

In 2017-18 SIQE was implemented in all government schools across 33 districts in Rajasthan.

The striking part about this program was that it harnessed people's energy and inspired them to take ownership to make a change, by being versatile enough for experimentation and strengthening effective systems for scaling up.

The Initial phase of the programme was dedicated to the review of curriculum and designing an integrated model of child centered pedagogy and assessment. Tools for teachers and instruction materials were designed to help the teachers to address the classroom contextually along with schools technically and on management aspects.

The program also helped to align the role of district and state level academic bodies such as DIET and SIERT to concurrently help in technical and capacity development.

The spread and initial impact of the program gradually helped in bringing a shift in the disposition of teachers, teacher educators and education managers towards the need for comprehensive and continuous assessment instead of one time mere content based examination.

Over the period of intervention the visual look and qualitative aspects of the regular classroom saw radical change. Children no longer sat in traditional teacher-taught frontal sitting arrangements and teachers were seen interacting individually with each child..An impressive change being that teachers now knew much more about the growth of individual children in their classes in contrast to earlier situations when they could barely remember their names.

GoR used the SIQE management systems to strengthen education at the elementary level through the Adarsh and Utkrisht school program in Rajasthan. This is the beginning of a new chapter.

WHAT
CLICKED

SIQE REPRESENTED A RATIONAL
AND CONTEXTUAL APPROACH
TO EDUCATION



WHAT DOES RTE SAY ABOUT CCE?

Sec 29 of RTE says that the academic authority while laying down the curriculum and evaluation procedure shall take into consideration the following:

- Conformity with the values enshrined in constitution.
- All round development of the child.
- Building up child's knowledge, potentiality and talent
- Development of physical and mental abilities to fullest extent.
- Learning through activities, discovery and exploration in a child-friendly and child-centered manner.
- Medium of instruction shall, as far as practicable, in child's mother tongue.
- Making child free of fear, trauma and anxiety and helping the child to express views freely.
- Comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

THE NATIONAL CURRICULUM FRAMEWORK (NCF) 2005

NCF-05 took a constructivist stand and suggested activity-based classroom practices to facilitate the meaning making process of children.

- Learning without burden to make learning a joyful experience, going beyond textbooks and removing stress from children. It recommended major changes in the design of syllabus.
- To develop a sense of self-reliance and dignity of the individual which would be the basis of social relationship and would develop a sense of nonviolence and oneness across the society.
- To inculcate the feeling of oneness, democracy and unity in the students

SETTING THE CONTEXT

HOW IT ALL BEGAN

The Right to Education Act (RTE) 2009 came into effect on 1st April 2010. RTE gave the GoR an opportunity to work on holistic approach through implementation of several kinds of initiatives. After its implementation the state government worked in a range of issues such as out of school children, community mobilization, revision of text books, digitalization of school data etc. This helped the government to refine the different education components in the state at a detailed level and implement Continuous Comprehensive Evaluation (CCE) in all schools

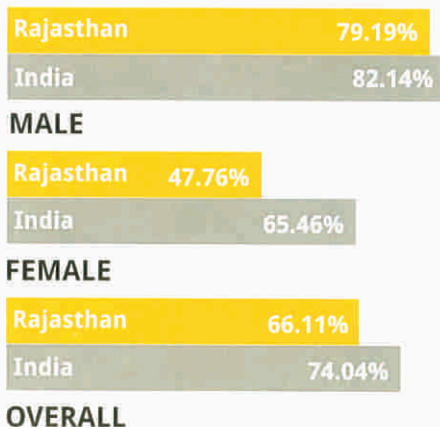


Government of Rajasthan was well aware of the **Need for Innovation**, within the Education paradigm of the state, hence they used this opportunity to address the issue of "Quality" in the mainstream Primary & Elementary schools of Rajasthan.

NEED FOR INNOVATION,

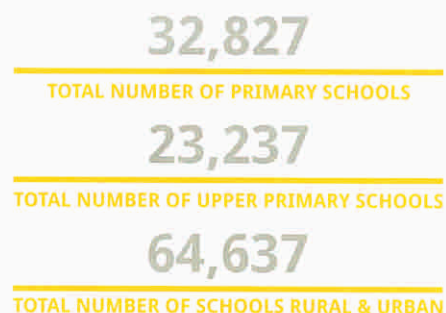
- The National learning surveys showed that children in Rajasthan had low learning levels (both at qualitative & quantitative level).
- High dropout was an issue with the Education system in Rajasthan.
- The classroom process was not child centered with teachers not involving children in their own learning. Assessment systems were based on rote learning.
- There was an absence of organic linkages between classroom processes and assessment.
- The same teaching and assessment methodology for 'all' students resulted in a huge learning gap within the class room.
- Teacher support systems were not contextual and appropriate.
- The Education department introduced different quality improvement initiatives in an ad hoc manner hence monitoring and planning was difficult. The monitoring systems used by the government were focussed on infrastructural improvement with no attention to learning outcomes.

Government of Rajasthan believed that collaborative alliance could help in achieving this tall task.



Source: Census 2011

LITERACY RATE IN RAJASTHAN



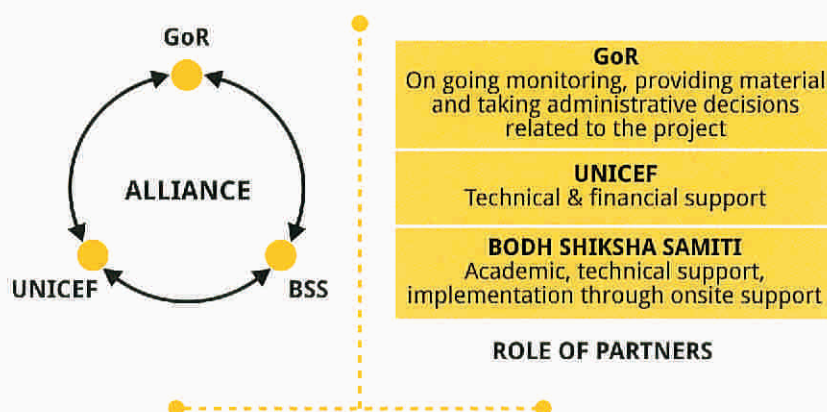
Source: Seventh All India School Education Survey 2006

ELEMENTARY EDUCATION IN RAJASTHAN

WORKING IN ALLIANCE

GoR invited partnership support from a number of organizations (UNICEF and BODH SHIKSHA SAMITI) to work in joint collaboration in piloting the CCE in 60 schools. Spearheading roles were played by each partner to initiate and achieve this transformative learning environment over the next seven years.

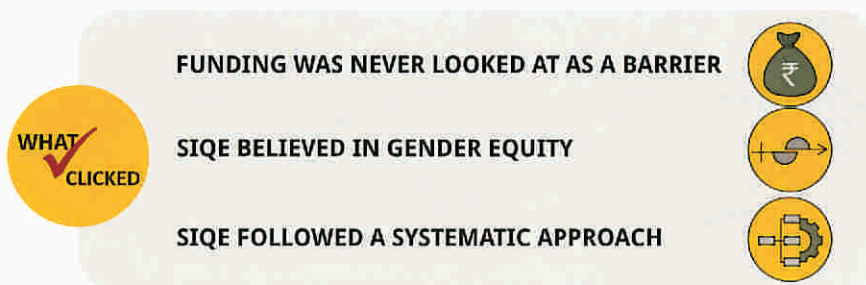
An **Integrated approach** to adoption of NCF 05, its suggested pedagogy, syllabus-textbooks and Continuous Comprehensive Assessment & Evaluation (CCA, CCE) was initiated by the Department of Education Government of Rajasthan. (In light of National Curriculum Framework 05 and Right to Education Act 2009)



WHAT WAS THE INTEGRATED APPROACH?

The programme was designed to address the context of that time since a huge learning gap against the prescribed syllabus existed within the classrooms. The strategy was designed in such a way that it could reduce the learning gap with in the same grade and function as the pedagogic model in coming years.

Integrated approach comprises assessment of child's understanding of knowledge and his or her ability to apply the same. Assessment was considered as part of teaching learning process rather considering it as standalone activity at the end of year or four times in a year. On programmatic aspect implementation of integrated approach also consist of initiatives to influence teacher education in line with the principles of child centered pedagogy and comprehensive continuous evaluation



THE OVERALL STRATEGY

The overall strategy aimed at transforming the teaching learning process to make it more:-

- Student centered
- Activity based
- Learning focussed
- Equity oriented

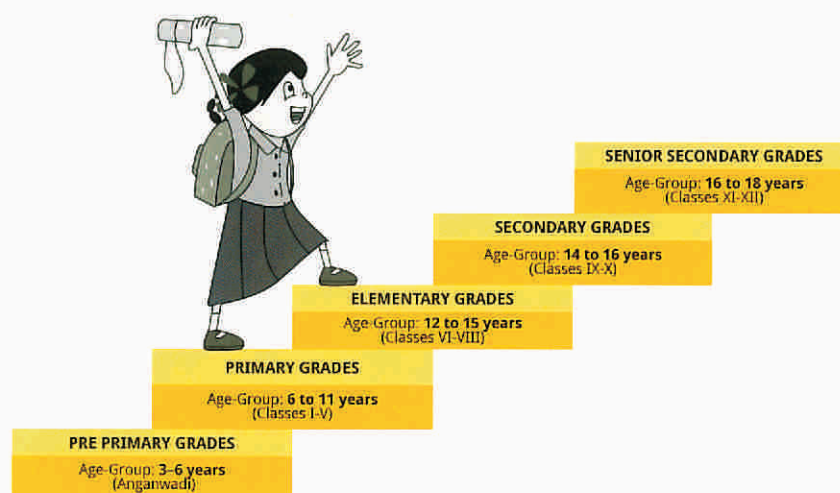
EQUITY was regarded as the centre of the strategy believing that...

ALL CHILDREN CAN LEARN

The journey which started from Continuous Comprehensive Evaluation, (CCE) in 2011 transformed to a more holistic **State Initiative for Quality Education** in 2015. The intervention became intertwined with all functionaries of the Education department in Rajasthan. It was integrated with already running educational programs being carried out at the state level, under the Sarv Shiksha Abhiyan and the Rajasthan Madhyamik Shiksha Abhiyan.

CONSCIOUSLY CHANGING CCE NOMENCLATURE TO STATE INITIATIVE FOR QUALITY EDUCATION (SIQE)

The term Continuous Comprehensive Evaluation (CCE) referred to Evaluation as the change suggested, however in 2014 with a change in government, this initiative was expanded to work towards building of total clarity about the overall approach, implementation and scaling up at ground level. The term **State Initiative for Quality Education** focussed on a more holistic system of education keeping in view CCP, CCE and ABL.



EDUCATION LEVELS IN RAJASTHAN

ग प्रातजा करता हू।
केवल उनके कल्याण एवं
में ही निहित है।



CORE BELIEF

CORE BELIEF OF THE PROGRAMME

It was believed that equal participation of teachers and children can result in raising standards of education quality, with "All children can learn and All teachers can teach" as the motto. The Teaching-Learning process was emphasized to be child centered, activity based, integrated assessment based and centering the overall development of the student.

THE STATE INITIATIVE FOR QUALITY EDUCATION (SIQE)

As the name suggests, the programme was an initiation by the state for providing 'Equitable Quality Education' to all students with the following objectives:

- Improving the learning level of children to ensure that all children achieve age-appropriate classroom level
- Ensuring overall development of children: focussing on both knowledge as well as artistic expression of the children. It would also include development of health and social skills of the children.
- All classrooms to be child centric: Creating an environment for the children where they are free and positive would help in better development.
- Provide decentralized planning and monitoring of the pedagogy to improve teacher efficiency through comprehensive teacher education programme.
- Ensure that teachers have a teaching plan for every child.

EACH CHILD IS IMPORTANT THREE KEY FOCUS AREAS

The Child Centered Pedagogy: The CCP approach gives priority to the child's experience, voices (in the form of questions, comments etc.) and active participation. CCP ensures that every child's psychological development and interests are taken care of and priority is given to his/her experience, thoughts and active participation in the process of learning.

CHILD CENTRED PEDAGOGY (CCP)

ACTIVITY BASED
LEARNING (ABL)

CONTINUOUS COMPREHENSIVE
EVALUATION (CCE)

ABL is a child friendly method which ensures self-learning and allows the child to study according to his capabilities, aptitudes and skills

CCE evaluates the child's overall development through constant facilitation, planning and assessment. This can be ensured by observing the child's experiences and activities



SIQE INSPIRED PEOPLE TO TAKE OWNERSHIP

SIQE WAS AN APPROACH MORE THAN A PROGRAMME

SIQE started as a Programme intervention for primary and elementary schools but it was later seen as more of an 'Approach' for improving the education system









During the Formative assessment in EVS a Teacher asked the student: What do you do to protect the grains and Lentils in your house from invasion of insects?

The student replied: "I don't have grains and lentils in my house because we beg for grains". This student belonged to the Sapera Community and his quality of straightforwardness was appreciated during the evaluation. Teachers are well aware of every child's knowledge and personal status due to the CCE program.

TEACHER STUDENT CONVERSATION
Ashok Kumar Saini, Head Teacher,
Government Primary School, Medibaans,
Gangapur city, District- Sawai Madhopur (2011-12)

GETTING ACQUAINTED WITH THE
STATE INITIATIVE FOR QUALITY EDUCATION

1

STRATEGIES AND APPROACHES

2

HOW THE PROGRAMME GREW

3

ACHIEVEMENTS, CHALLENGES & LEARNING

4

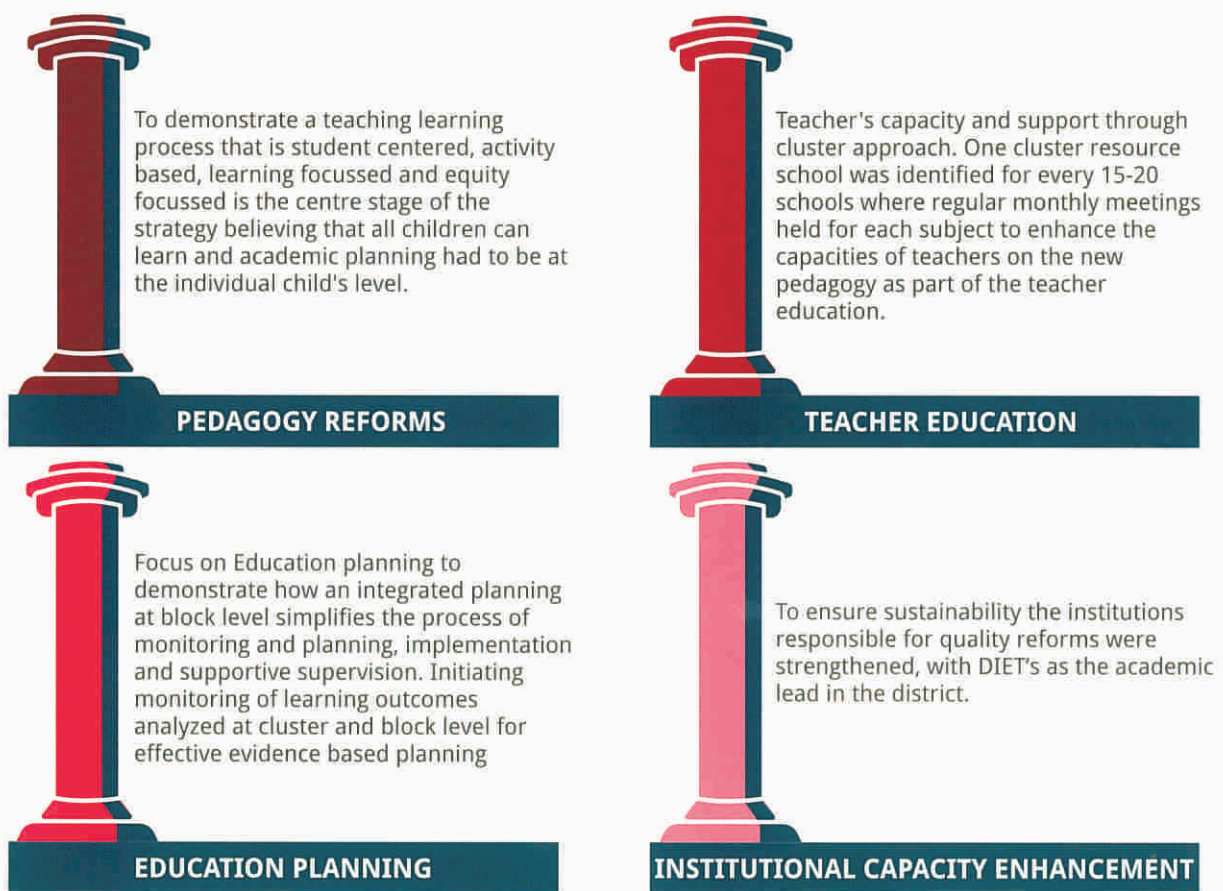
RELIVING THE JOURNEY



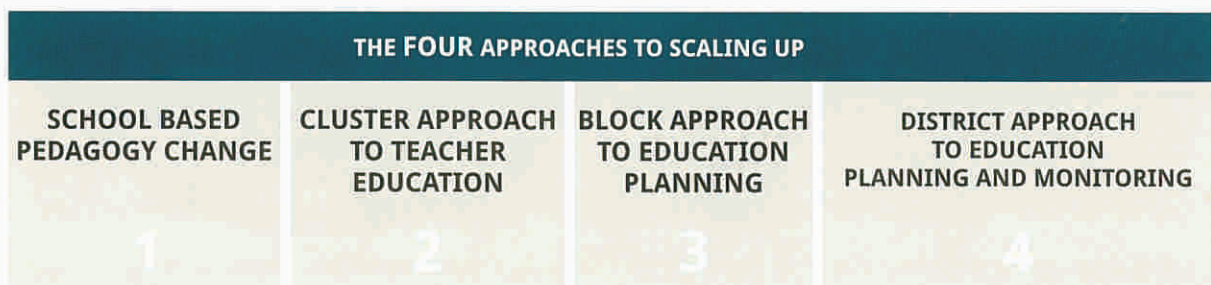
THE FOUR PILLAR STRATEGY

The GoR was quick to realize it was impossible to achieve such a huge task with a single point Strategy. There were many complexities in terms of planning and ground level implementation; hence a 'System Management' approach was adopted. Digitization of Information, creation of more connection points at the district, block and cluster level in the organizational structure and regular reviewing, supportive supervision and monitoring of the intervention helped in the smooth scaling up of the program.

The Four Pillars of Strategy helped the programme to focus not only on Pedagogic reforms but also develop individual and institutional capacities and address management related aspects on the ground level.



THE FOUR PILLARS



APPROACH TO PEDAGOGY

HOLISTIC APPROACH TO PEDAGOGY

GoR understood that there was a lack of uniformity in pedagogy across the state which needed a consolidated operational mechanism. The state identified the gap in education management as an essential pre-condition to remove the bottleneck to achieve expected outcomes at child level. They focussed on making the Education Package holistic by integrating on the concept of Child Centered Pedagogy and Continuous Comprehensive Evaluation together. This **holistic approach** means that any changes in the teaching system will effectively look at the growth of the individual child, peer growth and the whole class level growth together. SIQE also addresses the concept of Multi grade and Multilevel teaching to encourage children to learn from their existing learning level instead of that dictated by a homogeneous Class curriculum.

BUILDING A LEARNING ORIENTED ENVIRONMENT

During the **Teaching Learning Process** children are actively engaged in their own learning through a variety of mediums such as

- Practice
- Reflection, Imitation
- Question & Answers
- Discussion with Peers
- Play

A good learning environment is that which allows the children to learn through real life experiences.

INVOLVING THE SCHOOL AND COMMUNITY

A holistic approach to pedagogy would not be possible without **involving the school and the Community**.

Involving the school (school management, Principal, Head Teachers) helps in providing a resource backing and supportive help for an improved learning environment.

Involving the community specially parents helped make 'learning' the larger agenda within the Parents are involved to actively participate in the growth of their child throughout the year by way of regular Parent-Teacher meetings (to discuss the child's progress), sharing student portfolios and learning outcomes, Parents signing progress cards after evaluation.

ENGAGEMENT CENTRIC EDUCATION

The programme inspires teachers to pursue activity based education techniques during the course of teaching. Children learn by peer interaction and work on several activities in small groups towards a common goal under the guidance of the teacher. Group work encourages sharing, collaborating, respecting ideas and creating new knowledge among children, thus reducing unnecessary competitive spirit.

RELATIONSHIP BETWEEN TEACHERS AND STUDENTS

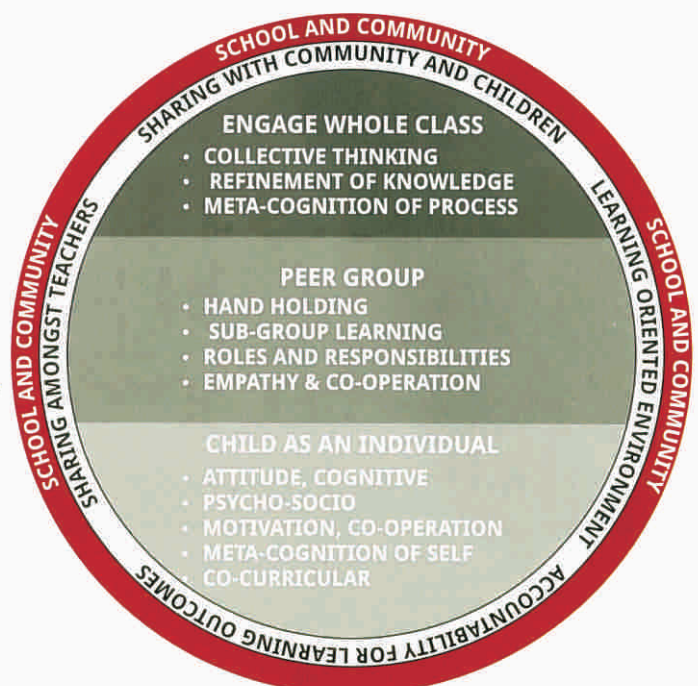
SIQE gives importance to a friendly relationship between teacher and students. This improves the learning environment and increases interest to learn among students.

SETTING ACCOUNTABILITY FOR THE TEACHERS

Teachers are now responsible for the learning outcomes of the children. This is done through stringent processes which require the teachers to document the growth of the child at various stages to facilitate teachers contextualize and improve teaching learning processes. This activity is also monitored regularly.

The Comprehensive teacher training programme addresses the need of making teachers understand principles and concept behind shift in pedagogy and evaluation processes.

- Understanding the curricular objectives (Intent and Content)
- Understanding the pedagogy that would meet the curricular objectives (Teaching and Learning)
- Understanding the different methods of assessment (Evaluation)



THE PEDAGOGIC APPROACH

Source: Bodh Presentation, 2013-05-16

EMPHASIZING ON GRADE APPROPRIATE LEARNING

During the pilot intervention it was noted that a large number of children in schools were under aged and lacked basic preparation for learning. The SIQE pedagogy was designed to identify the understanding status of the children and teach them accordingly.

EVALUATION & ASSESSMENT

Assessment involves gathering of evidence of student learning, providing feedback to the students and making changes to the instructional strategies to enhance learning and motivation.

Every Assessment & Evaluation methodology has limitations. During the initial phases the word 'Assessment' and 'Evaluation' were well understood and a group of techniques/tools were designed to make the process more objective.

Continuous and Comprehensive Assessment (CCA) is an assessment system where the school assesses all aspects of child's development.

Continuous and Comprehensive Evaluation (CCE) ensures documentation of qualitative aspects in the learning acquired during the teaching-learning process. Feedback from this also helps to improve the teaching-learning plans.

The word '**Continuous**' focuses on the 'continual' and 'periodic' components of the evaluation system.

The '**continual**' component is achieved through the Formative Assessment where the child's progress is observed continuously to set basis for the teaching plan. A baseline of the child is also included at the beginning of the instruction.

The '**periodic**' aspect is achieved through the Summative Assessment wherein assessment is carried out using various tools/techniques at the end of a fixed Unit/Term.

The '**Comprehensive**' component focuses on the assessing the overall (cognitive, socio-emotional & psycho-motor) development of a child's personality. Bringing "so called" non-cognitive aspects into mainstream curriculum through Art, Music and Cognitive comprehensiveness through in-depth learning indicators / curricular objectives



We had several experiences while studying about the Environment in Class 5. We all know about the habits of Dogs and Ants but we got to know about the capabilities of Ants recognising and moving behind each other during a discussion with children in the class. The children were also very excited to learn from each other.

TEACHER STUDENT CONVERSATION
Priya Batra, Head Teacher,
Government Primary School, Shahpur,
Tehsil- Bansur, District-Alwar



DEVELOPMENT OF TEACHING-LEARNING MATERIAL

Standardized Material was developed for all schools. All material was designed to suit the Activity based learning approach and contextualised according to Rajasthan's needs.

ESSENTIAL INDICATORS FOR TEACHER

PREPARATION

- Analysis of the educational status of children in the class.
- Planning clear goals and classroom process according to graded levels.
- Preparation of Material for classroom activities and processes
- Building personal understanding of the subject
- Based on the implementation and progress of the children, reviewing the status before making the teaching learning plan.

CLASSROOM ORGANIZATION & PRESENTATION

- Arrangement of the classroom to provide flexibility during classroom activities, based on the interests and needs of the children.
- Availability of a variety of reference education material and its use in the classroom
- Displaying the work done by the children and changing it from time to time.
- Systematic designed portfolio file of each child

ASSESSMENT AREAS

- Subject wise learning area given in the course- Hindi, Math, Environmental Studies and English
- Music
- Painting
- Health and Physical education
- Personal Qualities and Expression

TOOLS FOR ASSESSMENT

- Continuous Assessment during the teaching learning process- Formative Assessment
- Checklist
- Child's Note book, Assessment Worksheets
- Classroom Activities- Group work, Project Work, individual work, home work.
- Formative assessment checklist
- Performance Tests-Summative Assessment
- Assessment by peers
- Student Portfolio

WHAT
CLICKED

SIQE FOCUSED ON
THE CHILD'S LEARNING
AND THE TEACHER'S GROWTH



INTERACTIVE CLASS ROOMS

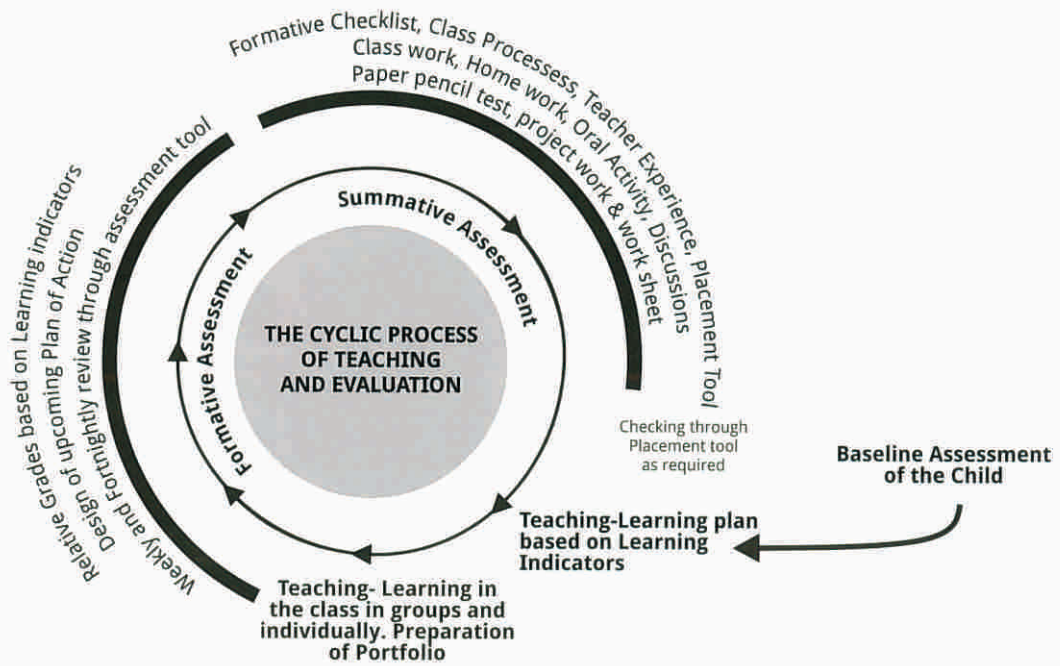


DISPLAY BOARDS IN CLASS ROOMS

Picture Source: Ved Prakash Gupta, DEEO, Alwar

CYCLIC CLASSROOM PROCESS

Each educational year is divided into four terms. Planning and Assessment is carried out term wise. During each term Activity Based Learning is carried out along with formative assessment. Summative assessment is carried out at the end of the term. The Process of Continuous and Comprehensive Evaluation includes weekly planning, weekly review and Continuous assessment.



THE CYCLIC PROCESS OF TEACHING AND EVALUATION



TEACHERS PLANNING NEXT STEP

DEVELOPMENT OF CENTERS OF EXCELLENCE "CLUSTER RESOURCE SCHOOLS"

In order to define quality standards, norms and practices amongst the schools, the concept Cluster Resource schools was developed, wherein one school (having primary/upper primary section) was developed to stand as an inspiration for the other close by schools. These schools also provided hand holding and supervision to support effective transformation of the SIQE approach to other schools

CHANGES SEEN THROUGH THE PROGRAM

PEDAGOGY REFORMS

THEN

Terminal and Final Assessment systems primarily based on paper pencil tests.

Teacher centric Frontal Approach to teaching. Teaching the complete class in one go.

No cognizance of children's learning progress in teaching-learning plan. Test scores in numeric marking without quality remarks on understanding level

Assessment of only scholastic (subject) areas focusing content achievement and only two times terminal and final.

Report card not reflective of the child's progress in specific learning areas defined in the curriculum.

Assessments based on rote through memory based question paper.

NOW

- Assessment is continuous using assessment tools.
- Assessment based on curricular outcomes and children's reflection ability.
- Continuous and Comprehensive Assessment using multiple tools and techniques to assess the child's progress in all domains of development and learning areas as per curriculum and syllabus.
- Participatory learning environment along with Child Centered Approach. Teaching in groups.
- Opportunity and system of taking cognizance of learning progress of children while preparing teaching-learning plan. Scores in grades clearly showing child's level of understanding.
- Report card having rubrics of the learning areas mentioned. Child's progress mentioned in each of these areas hence helping the parents to know exactly where the child stands.

PEDAGOGY REFORMS

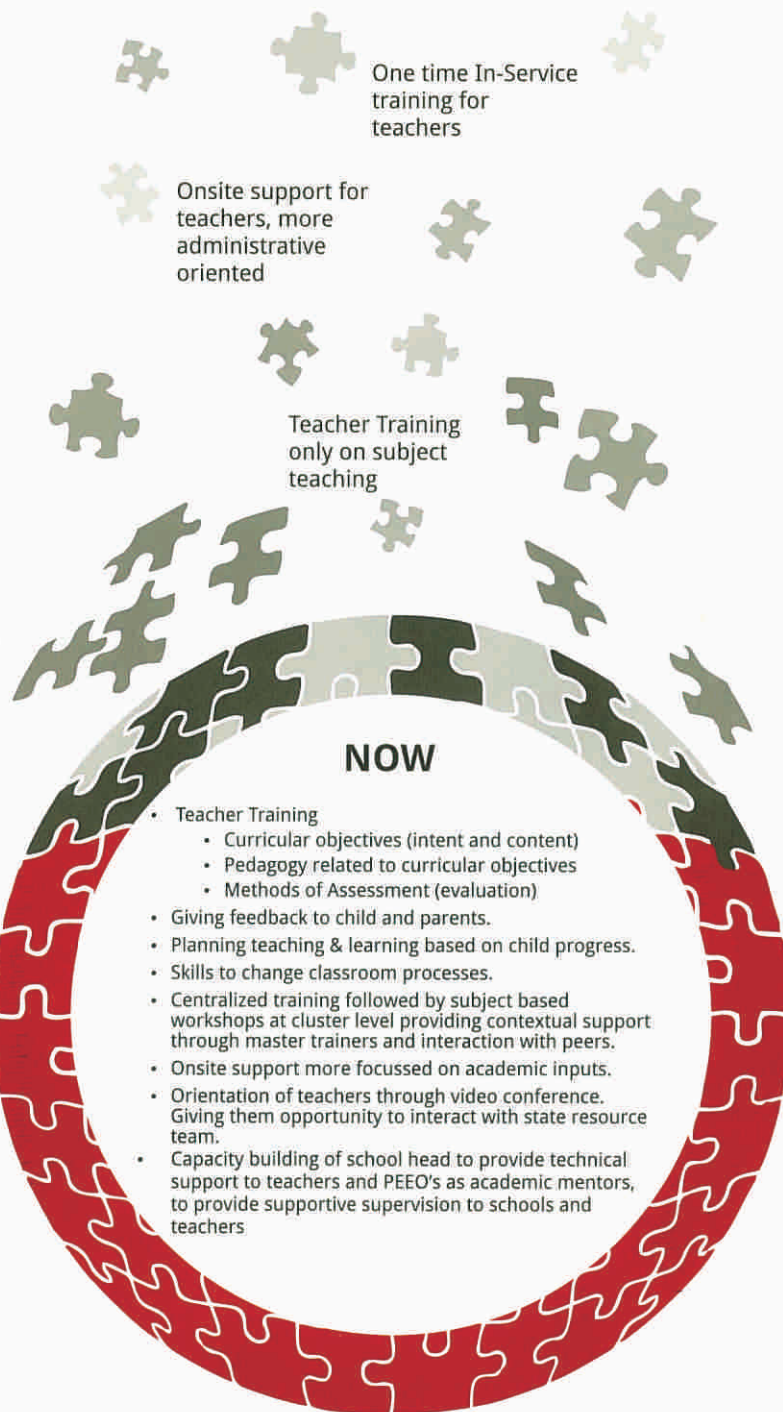
TEACHER EDUCATION

EDUCATION PLANNING

INSTITUTIONAL CAPACITY ENHANCEMENT

TEACHER EDUCATION

THEN



PEDAGOGY REFORMS

TEACHER EDUCATION

EDUCATION PLANNING

INSTITUTIONAL CAPACITY ENHANCEMENT

CHANGES SEEN THROUGH THE PROGRAM

EDUCATION PLANNING

THEN

Adhoc education inputs

Adhoc planning and intervention

Monitoring focus on administrative inputs

Adhoc review systems

NOW

- Planning based on evidences from the analysis of real-time monitoring.
- Overall block based education planning focusing agreed outcomes at different levels.
- Real time primarily focusing on monitoring of learning outcomes and desired administrative systems.
- Regular review at the state district and block levels for planning and implementation of the process.

PEDAGOGY REFORMS

TEACHER EDUCATION

EDUCATION PLANNING

INSTITUTIONAL CAPACITY ENHANCEMENT

INSTITUTIONAL CAPACITY ENHANCEMENT

THEN

DIET not involved in the school based pedagogy reforms

No alignment in training programme of different service delivery institutions (DIETs, SSA, SIERT)

PEDAGOGY REFORMS

TEACHER EDUCATION

EDUCATION PLANNING

INSTITUTIONAL CAPACITY ENHANCEMENT

NOW

- Comprehensive teacher education programme through coordinated and aligned training plans of all training and service delivery institutions (SIERT-DIETs-SSA-DOEE)
- DIET capacity enhanced to regularly train resource persons for supporting teachers at cluster meetings





GETTING ACQUAINTED WITH THE
STATE INITIATIVE FOR QUALITY EDUCATION

1

STRATEGIES AND APPROACHES

2

HOW THE PROGRAMME GREW

3

ACHIEVEMENTS, CHALLENGES & LEARNING

4

RELIVING THE JOURNEY



GROWING PHASE WISE

The SIQE programme was initially focussed on classroom pedagogic reform but it later turned into a holistic quality education reform. The key characteristics of this educational reform journey were:

- Effective scalable pedagogic transformation
- Quality and feasibility of scheme
- Strengthening of the service delivery system for effective implementation and sustainability.

THE PILOT PHASE (2010-14)

During the first three years of intervention, i.e. 2011-2013, the priority was set on designing an appropriate and integrated approach of teaching and assessment system. The pilot was extended for one more year in order to understand bottlenecks of scaling up, potential solutions and consolidating the learning of the programme.

The project evolved based on regular review of the program implementation and assessment of processes and materials.

The initiative was research based with constant review, assessments at school level and changing strategy based on feedback from the teachers, teacher educators and education managers.

Objectives of the Pilot Project

- To pilot the implementation of CCE in Govt. schools in Rajasthan as per the guidelines provided by the 'sourcebook on assessment for teachers' developed by NCERT.
- To develop a strategy as well as appropriate tools and materials for the implementation of NCERT curriculum and textbooks in schools in Rajasthan. The strategies and materials developed will encompass teaching learning processes, school organization, teacher development and other allied activities.
- To suggest systemic and policy level changes at all levels which will help in implementation of the said framework to achieve the objectives of the project.
- To develop selected schools in the project area as 'Resource Schools' in terms of quality standards, norms and practices as per the provisions of the said framework.

Key initiatives during the Pilot Project

- Preparation of Organizational Profile of all pilot schools.
- Identifying teachers willing to participate in the pilot and ensuring teacher availability in all pilot schools.
- Creation of school clusters (25-30 in a cluster) to provide resources for Music and Art education.
- Training of Group of Key Resource Person and Master Trainers
- Orientation of the block level resource persons.
- Development of materials for the teachers and children:
 - Source books including Art education. Workbook, Art Kit and Stationary.
 - Classroom management tool: Module and checklist
 - Assessment formats, progress card and cumulative record.
 - Development of school readiness package and orientation of AWW
- Review of all material by SSA, SIERT, BODH SHIKSHA SAMITI and UNICEF.



SIQE GREW CONSISTENTLY INSPITE OF CHANGE IN POLITICAL AND ADMINISTRATIVE LEADERSHIP



THE FULL IMPLEMENTATION PHASE

(2015 ONWARDS)

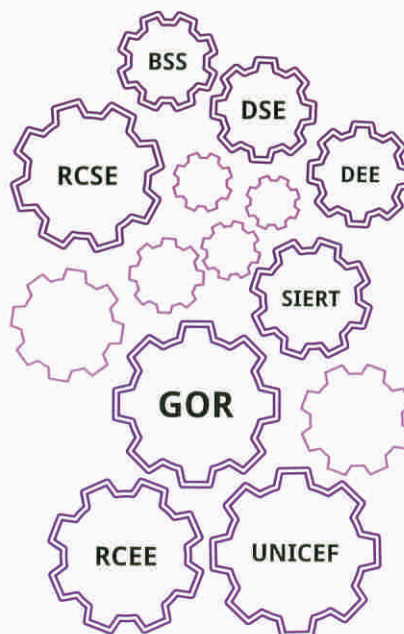
An MoU was signed between RCSE, UNICEF and Bodh for the period between June 2013 to 31st March 2015. Under the MoU GoR decided to initiate SIQE in all the schools (approx. 59204 schools) having classes 1 to 5 from the academic session 2016-17. In order to ensure optimum use of resources and to achieve expected outcome from this MoU a joint MoU was also signed between all stake holders. Under this MoU the programme was referred to as State Initiative for Quality Education (SIQE) in both elementary and secondary education.

This was the phase when state government took conscious efforts to strengthen education management system to ensure academic initiative gets deeper roots in the schools. SIQE became the driving force for contextual programme management.

The partners during the full implementation phase included

- Government of Rajasthan (School education)
- Rajasthan Council of Secondary Education
- Rajasthan Council of Elementary Education
- Directorate of Secondary Education
- Directorate of Elementary Education
- State Institute of Educational Research and Training (SIERT)
- The United Nations Children's Fund (UNICEF)
- Bodh Shiksha Samiti, Jaipur, Rajasthan,

During this phase working groups and committees were formed to support the programme for taking key decisions, managing day to day activities, providing technical & academic support.



PARTNERS DURING THE FULL IMPLEMENTATION PHASE

PROGRAMME STEERING COMMITTEE (PSC):

Programme Steering Committee was created as an apex body in the programme which was responsible for all decisions related to policy issues, approving the implementation plan, reviewing the progress (shared by state working group) and taking necessary decisions to create an enabling environment for effective implementation of the initiative. The PSC was also empowered to set up sub committees or working groups as required. The PSC worked in consultation with the State Academic Group for decisions related to technical aspects of the programme.

STATE WORKING GROUP (SWG):

State Working Group was constituted within the PSC to manage the day to day activities of programme in coordination with all stakeholders. The group supported the PSC to take policy and programme level decisions, prepare the implementation plans for effective implementation of the programme and present quarterly status report of the programme progress against the work plan to PSC.

STATE ACADEMIC GROUP (SAG)

State Academic Group was created as an apex body for all academic and technical issues. It was responsible for the pedagogy package, review and approval of material required & forwarding the need to the PSC, finalizing training strategies and manuals, and reviewing academic inputs and outcomes. The State Institute for Educational Research and Training led the academic group as state academic authority.

OBJECTIVES OF THE SIQE PROGRAMME

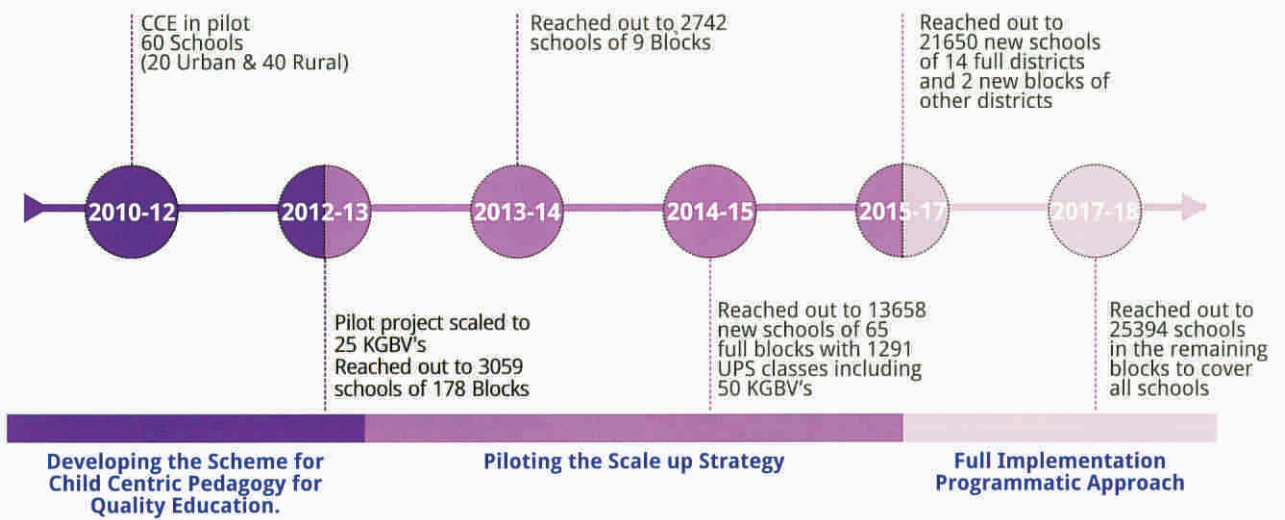
- To improve the learning outcomes of children through implementation of the integrated approach of CCP and CCE in programme schools in Rajasthan.
- To strengthen teachers' abilities and disposition to improve the learning outcomes of children through practice of the integrated approach of CCP and CCE in programme schools in Rajasthan.
- To develop the knowledge and skills of Principals and Head Teachers as academic and administrative school leaders for effective implementation of CCP and CCE.
- To enhance knowledge and skill levels of district and block level officials as education managers to provide effective support to programme schools to ensure effective implementation of CCP and CCE.

- To develop Adarsh Vidyalayas and Utkrisht schools as quality resource and demonstration schools to support other schools of their catchment.
- To make systemic and policy level changes at all levels which will help in implementation of the said framework and monitoring of outcomes to achieve the objectives of the project
- To develop a policy framework to facilitate government in establishing centers of excellence in line with Adarsh Vidhyalaya and Utkrisht schools.
- Proper Documentation of the processes, activities, studies, outcomes, recommendations etc for wider dissemination, discussion and replication.

KEY ACTIVITIES

- Capacity building of the state, district and block level officials on the intervention model.
- Strengthen and support the state and district academic units to provide required inputs and supportive supervision for implementation of the programme.
- Capacity building of principals, head teachers and teachers on:
 - Child Centered Pedagogy
 - Comprehensive and Continuous Evaluation
 - Leadership skills
- Material Development
- Onsite support and continuous monitoring of the programme at different levels.
- Conducting periodic benchmark assessments, surveys, field visits and other studies.
- Periodic discussions with competent parties within as well as outside the MoU to get feedback, inputs, validation, etc
- Any other meetings/ seminars/ workshops etc which are necessary for the initiative.
- Review, planning and monitoring of programme activities.
- Developing Block Resource School as center of excellence showcasing core elements of SIQE school level interventions.

PHASES OF GROWTH



THE PILOT PHASE (2010-14)

YEAR 1

2011-2012

An initial sample of 60 schools (40 schools from two block of Alwar district and 20 from Jaipur city) were chosen in the first year of the programme to set a basis for the implementation of the program. In the first year of pilot project, only classes I to IV were considered (Class V was excluded to avoid main streaming problems in Class VI)

YEAR 2

2012-2013

In the second year the project was scaled to class 1-5 in the primary section and classes 1-8 in the upper primary section of the pilot schools.

25 KGBVs (Alwar, Jaipur, Udaipur & Tonk) were also added to the pilot study. KGBV's being residential schools, this inclusion helped in trying out the pilot study in a different eco system.

YEAR 3

2013-2014

In the third year the pilot schools were scaled up to 3059 across 178 Blocks. These schools were selected if either they had the 'Leher' programme running in them or they had three or more teachers. Teacher Training were organised for the complete teacher staff of the school as opposed to earlier when only subject wise teachers were trained.

YEAR 4

2014-2015,

(YEAR OF CONSOLIDATION)

A full block approach helped to focus on the multiple layer interventions in a better way. The block was targeted as an administrative unit instead of a complete district or scattered schools. 2742 more schools (of 9 blocks in 5 districts) were included in this year to take the total to 5000 schools.

FULL IMPLEMENTATION (2014 ONWARDS)

YEAR 5

2015-16

In the fifth year the programme was scaled up to 13658 new schools of 65 full Blocks with 1291 UPS classes including 50 KGBV's.

A programme Steering Committee was formed comprising officials from Department of Secondary & Elementary Education, RMSA, SSA, SIERT, Bodh and UNICEF to spearhead programm activities as apex body in the state.

In March 2015, The Honourable Chief Minister initiated the Adarsh Vidhyalaya Yojna, looking at the concept of providing a composite school at every gram panchayat to ensure improved access to school education from grade 1 to 12 in close vicinity of children living in far flung areas of Rajasthan. SIQE became integrated part of Adarsh School Yojna organically.

An MOU was signed between RSCE, SSA, RMSA, Directorate of School Education, SIERT, UNICEF and Bodh to support implementation of the same.

YEAR 6

2016-17

In this year the programme was expanded in 21650 new schools of 14 full districts and 2 new blocks of other districts. 11500 Anganwadi centers integrated with integrated schools of class 1 to 10/12. Compulsory refresher courses for teachers were organised in the summer vacation. The senior most principal of Gram Panchayat were appointed as PEEO to decentralize monitoring at Panchayat level

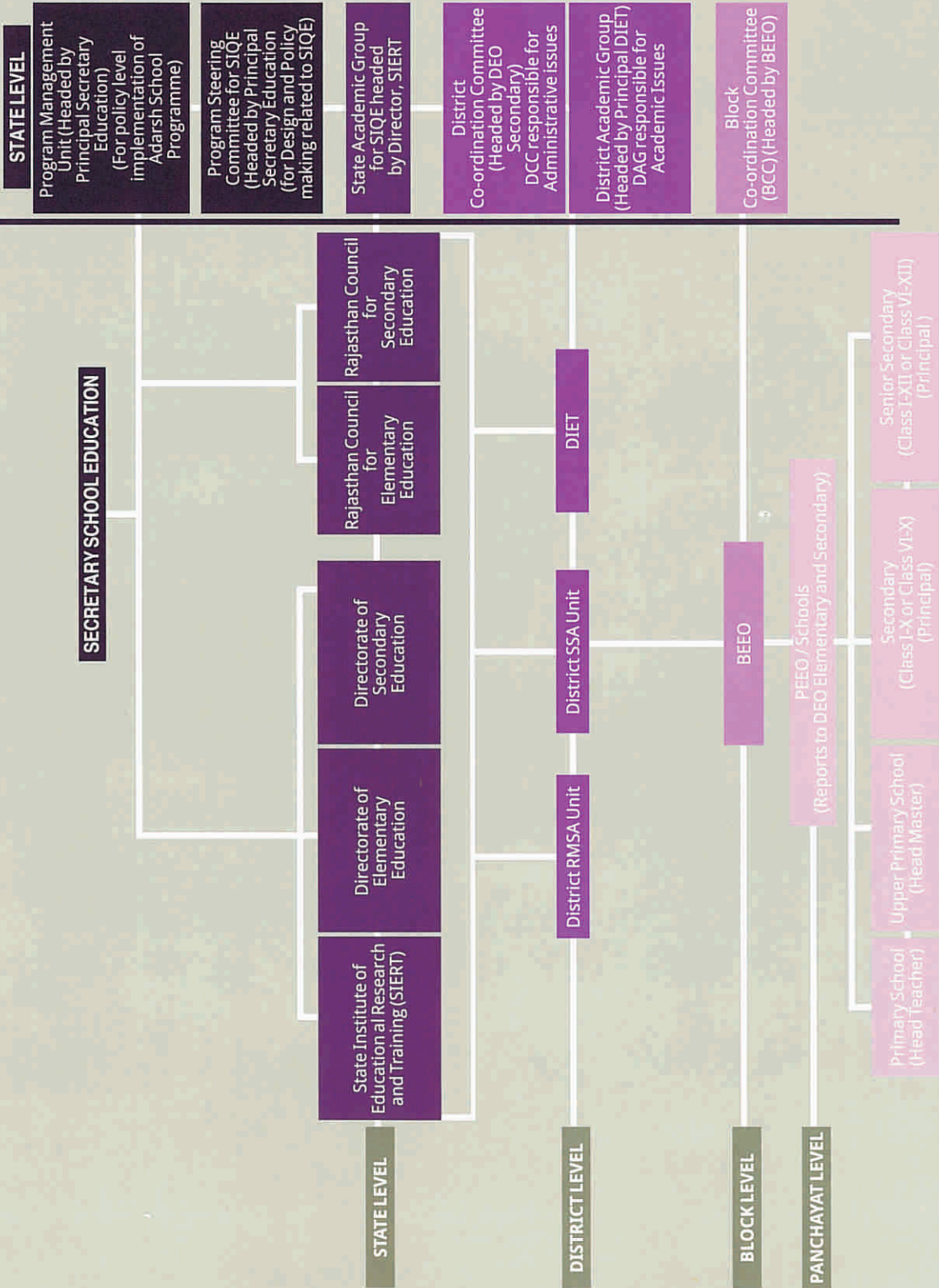
YEAR 7

2017-18

In the seventh year SIQE was introduced throughout Rajasthan. The programme was expanded in 25394 schools in the remaining blocks to cover all schools.



EDUCATION STRUCTURING IN RAJASTHAN



EDUCATION STRUCTURING IN RAJASTHAN







This process was most fulfilling and rewarding, in spite of all the problems and challenges. We worked together as a team across all the departments openly to help the SIQE demonstration of the first few years convert into a sustained model of innovation.

WORKING ON SIQE
Sulagna Roy,
Education Specialist, Unicef, Rajasthan

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ACHIEVEMENT HIGHLIGHTS

MILESTONES IN EDUCATIONAL REFORMS

The programme from its pilot phase to the phases of scaling up has shown many positive impact and outcomes.

OVERALL EDUCATION PLANNING

- The Whole system worked together on SIQE:** The most important factor for SIQE implementation being successful was that it brought together all the departments and Partners (SIERT, DIET, RMSA, SSA, Elementary and Secondary Directorate and Partners) to work hand in hand with clear roles and responsibilities.
- The Full block approach for education Planning:** When the programme was scaled up in 3059 schools in a scattered manner the difficulties of school management came up very strongly. GoR revisited the strategy of scaling up from scattered to block approach of implementation. Full block approach of implementation meant initiating SIQE interventions in primary classes in all the schools of that block irrespective of categories of government schools. This helped state in ensuring an effective monitoring and supportive supervision system.
- Effective Management of schools at Block Level:** Block level education management is now able to provide supportive supervision and to response to contextual needs of schools through effective network of cluster resource schools.
- Effective Academic Design & Scaling up Strategy:** Both the academic design and the scaling up strategy were recognized as one of the most effective and comprehensive designs nationally in various national and zonal round-tables and contemplations.
- Impact on attendance of children in SIQE:** Initially Schools having SIQE programme showed decrease in average attendance compared to earlier data of the school's attendance. Analysis of the attendance and enrolment received from government data show that attendance increased to 70 % from 60 % earlier (mid-day meal data Gor). This was deliberated deeper and reasons of decrease were explored. Pedagogic processes in SIQE programme demands tracking of progress of learning of individual child. Schools needed to keep record of progress of learning outcome of every child, which restrains the management from showing inflated and false rate of schools attendance.

% SCHOOL ENROLLMENT

2010-11	2015-16
12,003,827	12,340,135

DISE: Where do we stand? State Report Cards: 2011-12; 2015-16

TOTAL TEACHERS

2010-11	2014-15
4,60,214	6,27,045

DISE: Where do we stand? State Report Cards: 2011-12; 2015-16

- Supportive supervision of Panchayat Elementary Education Officer (PEEO):** Under the Adarsh School Programme, the Department of Education created a cadre of academic cum management officers at every Gram Panchayat. The Principal of Secondary Schools were designated as the Panchayat Elementary Education Officer with an objective of providing supportive supervision to elementary schools in their gram panchayat. This created huge opportunity for decentralized supportive supervision of SIQE programme which was an essential part of strengthening teacher capacities
- Demand for Effective Preschool education (Anganwadi Integration into Regular schools):** During SIQE implementation, the need to emphasize on effective preschool education emerged. This became one of the many reasons to integrate the Anganwadi centers to School education. Anganwadi centers were given space inside the school campus along with Technical Support and freedom to share facilities with the school thus helping in providing basic preparation for learning to children before they joined the government school
- Teacher for every class for SIQE- Realignment of Teachers/ staffing pattern:** Apart from fulfilling the RTE needs (which mentions two teachers per sixty students), GoR went a step ahead and ensured that every class had at least one teacher at any given point of time. This was done by introducing rationale staffing pattern in the school and reallocating existing resources within the school by allocating senior teachers to teach in the elementary. While laying down the norms for staffing pattern demand of classroom processes under SIQE and requirement of continuous support of a teacher was kept in mind.
- SIQE influenced and informed state Management & Information System:** State had Shala Darpan and Shala Darshan as MIS for secondary and elementary set up respectively. To have informed contextual supportive supervision of academic deliberation in primary grades, classroom processes defined in the SIQE programme played a leading role in designing of online portal to capture data from schools and provide analysis to officials at all level to plan contextual supportive supervision.

- **Formation of District Core Committee (DCC) and The District Academic Group (DAG):** One of the major learning of CCE program was to ensure that all issues pertaining to technical and management aspects of schools needed to be discussed and reviewed either at block level or district level. This decentralized education management system helped strengthening CCE, later SIQE programme, taking deeper roots in schools. Based on the learning of pilot and first scale up phase the government formed DAG and DCC to lead the academic and management aspects respectively.

PEDAGOGIC REFORMS

- **Holistic approach to Pedagogy:** SIQE was looked at not merely as an evaluation reform but an opportunity to aim for a whole school transformation initiative. A comprehensive approach of transacting curriculum, syllabus and textbooks could gain appreciation from the teacher's community and education managers at different levels.
- **Institutionalization of Assessment Methodology for primary classes:** The major success of the pilot was that it could evolve an academic design of pedagogy and assessment that focussed on ensuring teaching as per the comprehensive objectives of different subjects. This academic design of pedagogy and assessment also addressed the issues of learning deficits of the students who are not at grade appropriate levels of learning or lagging behind in the same grade.
- **Change in students approach to learning:** Student involvement in classroom activities increased substantially as SIQE pedagogy provided better opportunities to children to participate in their learning. Individual tracking of progress of learning outcomes of children mandated teachers to design child focussed teaching learning plans which resulted in enhanced participation of children in their own learning and reflection.
- **Documentation of Students' work as an evidence of learning:** SIQE pedagogy provided teachers an opportunity to keep evidences of students' learning and helped them take rational decisions about codifying progress of learning outcomes of students. Concept of children's portfolios not only enhanced children's participation but also boost up their morale and confidence in classroom processes. Flipping the pages of portfolio of children by their parents during Parent-Teacher Meet enhanced active participation of parents.
- **Achieving Grade appropriate learning at Level 5:** Preliminary data showed that 52% children were at grade appropriate learning level in grade 5 in intervention schools as compared to non-intervention schools with 38% children at grade appropriate learning levels. (GoR school visit data 2014) Children became confident and started articulating and started asking questions Paradigm

shift in giving qualitative grades as assessment score rather giving numerical marks as score.

- **Paradigm shift in giving qualitative grades as assessment score rather giving numerical marks as score:** This helped teacher focus on mastery of children over desired learning outcomes. This helped bringing curricular objectives into classroom process which was missing in recent years.

TEACHER EDUCATION

- **The Cluster based approach for Teacher education:** Teacher education system in SIQE was designed organically to provide teachers opportunities to address their contextual need on regular basis. After a well thought of centralized trainings of all teachers in summer vacations bimonthly interactions at cluster level was organized for teachers. This was facilitated by a trained subject master trainer who was mentored by DIET. This approach not only gave teacher, especially teachers from remote areas, opportunity to seek guidance on their contextual challenges but also provided state opportunity to monitor and track degree of disposition of teachers towards SIQE initiative.
- **Change in Teacher's outlook towards education:** The programme greatly influenced the attitude of the school teachers toward aims of education. SIQE pedagogy demands learning outcome linked teaching learning plans based on actual learning levels of children. This has brought paradigm shift in disposition of teachers towards aim of teaching and assessment of learning outcomes of children.
- **Involvement of Teachers in their own personal growth:** The percentage of teachers taking part in subject based monthly workshops at the cluster level at the cluster resource schools has risen to 80%.

INSTITUTIONAL CAPACITY ENHANCEMENT

- **Strengthening coordination between the five pillars of Rajasthan education System (SIERT, RMSA, SSA, Elementary and Secondary Directorate):** SIQE strengthened the co-ordination between the various education agencies by developing systems of support and review at different levels(cluster, block, district and state)
- **Linking already running technical interventions towards comprehensive working:** The SIQE programme focussed on learning and quality classroom processes. This demand lead the State (SIERT) and District (DIET) technical departments to reflect on their own methodologies, reduce duplicity of work and strengthen their systems. Focus on the end product led to the design of a comprehensive plan for implementation of activities instead of solely focusing on budget heads and funding directions. The Annual Implementation Plan was also synergized to strengthen SIERT & DIET.

CHALLENGES & LEARNING

Implementing the 'Whole School Reform Programme' saw through many challenges with new learning

CHALLENGES DURING THE PILOT PHASE:

- **Acceptance and practice to the new pedagogic approach did not come easily:** The pedagogic and systemic changes suggested during the pilot intervention created initial resentment amongst many teachers who were unwilling to change/could not see the benefit of the new system. The programme addressed this issue through several interventions.
 - By initially involving only those teachers who were aligned to the approach thus setting precedence for the others to follow.
 - By ensuring continuous capacity building of teachers and monthly refresher workshops for up gradation
 - By providing onsite academic support in each school.
- **Ensuring that simplification of processes did not affect the quality of pedagogy:** Initially teachers were apprehensive of managing required documentation to ensure functioning of equitable classroom teaching learning processes. Teachers and education managers would always insist on simplification of materials. Rationale behind demand and technical requirement of detailed materials were discussed at length and shared understanding was created while simplifying the documents and tools ensuring the no compromise is done with the quality.
- **Scattered approach to scaling up:** GoR initially scale up the programme in select schools of each block of all 33 districts of the state. Idea behind this scattered approach was to create center of excellence and ensure that ripple effect influences other schools too. GoR during reflection on implementation realized that more resources are required to reach out to all schools in scattered approach. Scaling the programme in condensed unit of schools would not only in line with present financial and management norms but also help in understanding in possible policy shift to create enabling environment.
- **Academic support bodies not part of initial orientation:** The Academic support bodies such as DIET were not included in the initial phases of the pilot. Mobilizing their role in the process of training & capacity building was later seen as of key importance to the program.
- **Ensuring material reached schools on time:** The pedagogic material needed to reach the pilot run schools in time keeping the timeline of the project and aligning with the schedule of the schools. This challenge came to the fore specially because schools selected during the pilot phase were scattered geographically.



There were a number of pointers to be followed in the modules developed for the CCE. It was difficult to understand them and the points were not cohesive. Each chapter in Maths and Environmental Studies was divided into three parts, which made it difficult to understand. Therefore it was important to reduce the number of points and bring more order to the content.

TEACHER FEEDBACK DURING THE INITIAL STAGES OF CCE IMPLEMENTATION
(Kailash Sharma, Head Teacher,
Government Primary School, Luhanar,
Tehsil-Thanagazi, District-Alwar)



WHAT
CLICKED

SIQE
ADDRESSED VULNERABILITIES
ENSURED ACCOUNTABILITY
STRENGTHENED AT DIFFERENT LEVELS



CHALLENGES DURING SCALE UP

- **Gathering information about all schools was a challenge:** Creating a database and Building a comprehensive understanding of all government teachers, monitoring staff and administrative staff of the schools where SIQE was being implemented was a very big task owing to the scale of operations.
- **Capacity Building:** Building the capacity of stakeholder institutions and ensuring functionality for further qualitative dissemination of process in – terms of regular workshops / training and academic support.
- **Ensuring co-ordinated effort of all the key agencies at the ground level including involving community and teacher unions etc.**
- **Recruiting teachers and making necessary facilities available as per RTE norms for Arts, Music, Sports etc.**

OVERALL LEARNING:

- **Evidence and piloting as the basis of the reform:** The programme was entirely based on evidence and piloting. Every step of scale up was supported by evidence for next scale-up. From the inception of the project, the Programme Steering Committee played an integral role in bringing about all the implementing stakeholders onto one platform for effective implementation and revision of envisaged strategy to achieve desired outcomes.

- **Role of advocacy and planning multilevel strategy:** The advocacy plan needs to be part of programme strategy and planning and a multi-pronged strategy is required to reach out to all stakeholders for informed participation and to ensure appropriateness of policy and protocols.
- **Contextualizing of Strategy with the progress of the program:** The advocacy strategy needs to be reviewed and contextualized as the programme progresses further to achieve desired outcomes.
- **Time planning:** Any programme that is designed to bring desired changes at the child's learning level needs critical time for showing results. The design of any pedagogic reform strategy needs to keep that in mind.
- **Management of Pedagogy system is as important as pedagogy:** The initial approach during the pilot phase to scale up the intervention in a scattered approach brought about the learning that to scale up any academic intervention it requires piloting of appropriate education management systems to support nuances of academic intervention. Alongside pedagogic reforms it is also important to strategically restructure the administration and management to suit proper implementation of the reform. The programme was able to bring this restructuring at all the levels (State, District, Block, GP) in the system which became the reason for the effective transformation.
- **Scaling up of any academic intervention should be in alignment of desired capability and feasibility of management system to keep desired outcome of said intervention.**



When SIQE came to us in 2012, We felt forced to adopt it. We showed lack of interest and hence we hardly worked towards it. In the next session we felt like giving it a try and we did. The biggest challenge in the beginning was that most of the teachers looked at the formats and forms as another task to fill. During the trainings we understood that it was not only about filling forms. It had to do with Activity Based Learning which was very interesting. We felt inspired to set an example.

ACCEPTANCE DOESN'T COME EASY
Khyati Sharma, KRP, Trainer in English,
Government Upper Primary School, Vajarda,
Block-Dungarpur, District-Dungarpur



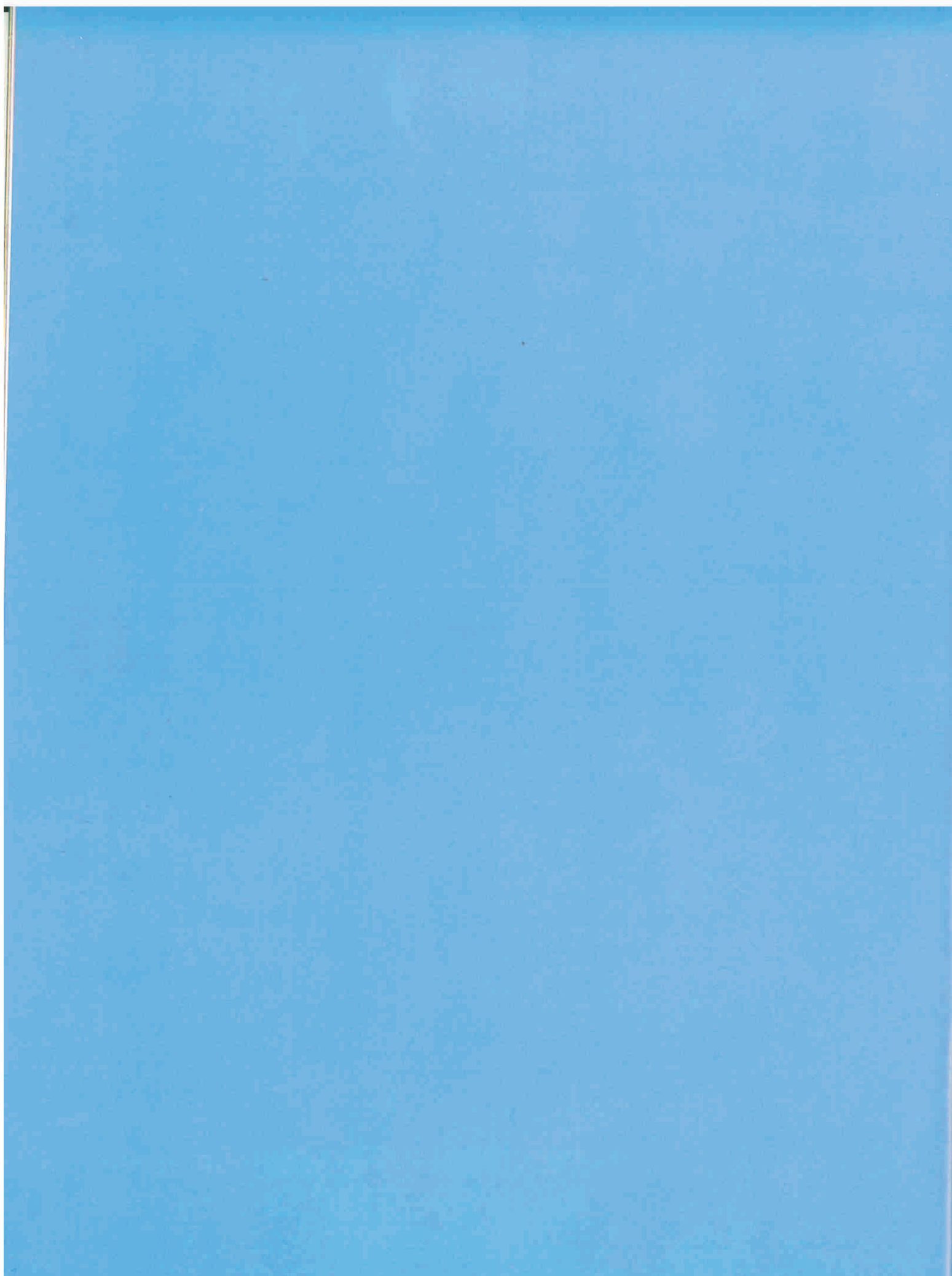
HIGHLIGHTS

- **IMPLEMENTING THE SIQE APPROACH THROUGH STANDARD I-VIII:** Government decided to implement integrated scheme of pedagogy and assessment in all the primary classes (from standard I-V) through whole school reform programme by academic year 2017-18.
- **PROVIDING CONTINUOUS SUPPORT TO STATE AND DISTRICT LEVEL ACADEMIC INSTITUTE:** GoR invited UNICEF to support all the districts to build capacities of state and district level academic institutes (SIERT and DIETs) for effective implementation of the SIQE programme through a whole school reform programme.
- **POLICY LEVEL CHANGES TO ENSURE EFFECTIVE RUNNING OF THE SIQE PROGRAM:** Certain policy level changes have already been made to accommodate the SIQE implementation and the next couple of years will be to ensure that the implementation is as per design to address bottlenecks and ensure that the desired results i.e. enhanced learning outcomes is reached.
- **SIQE BEING LOOKED AT MORE AS AN APPROACH THAN A PROGRAMME:** GoR has identified the concept of Quality Education Certification for effective SIQE practices in schools. This process will judge schools at a multistage level and certify them.
- **DEVELOP PROGRAMME FOR PRE- SCHOOLS FOR SCHOOL READINESS:** Integration of Anganwadi Centers with schools was an outcome of desired need raised during deliberations on implementation of SIQE. It was envisaged well before that a good quality pre-school programme is necessary for optimum outcomes of SIQE programme.
- **PARADIGM SHIFT ON APPROACH TO CAPACITY BUILDING OF EDUCATION MANAGER :** Reflection on effective implementation gave department of Education opportunity to understand that a well thought of plan is necessary for capacity building of education managers at all levels. Quality intervention like SIQE would be get roots if supportive supervision and contextual education management is not in place



I was always sensitive to the needs of my students. When we were introduced to CCE, I was happy since it gave me the scope of doing what I always wanted to do. I worked hard to implement the Activity Based Learning Approach inspiring students to self observe and self learn. I would share whatever I taught on WhatsApp with other teachers to get their inputs. I would also keep track of every students learning and what needed to be strengthened. This approach is not only about filing forms, Applying it with the students is the biggest challenge.

STRENGTHENING THE INCLINED
Neelam Bhavsar, MT, 2012, Subject: Hindi
Government Primary School, Ratanpur,
Block-Bichchiwara, District-Dungarpur



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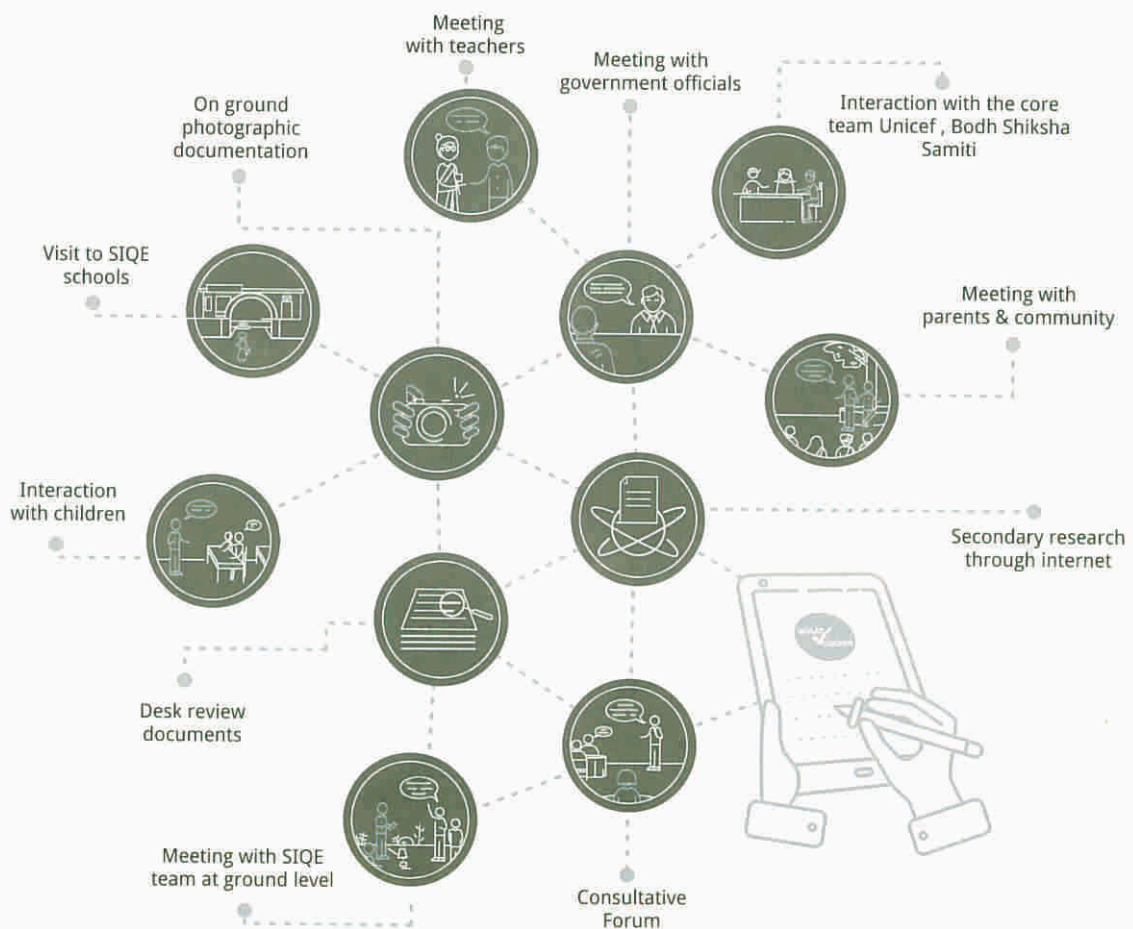
DOCUMENTING THE SIQE JOURNEY

The State Initiative for Quality Education in Rajasthan was a multipronged and multifaceted process dealing with a number of stakeholders at State, District, Block and Gram Panchayat Level. This document is an effort to collate that journey and to showcase comprehensively the various aspects of the program, its achievements and learning.

The documenting team reviewed Documents, Articles, Reports, Material, Presentations, Children's work published by the stakeholders along with interactions with the core team which included government officials in the State Education Department, UNICEF, members from Bodh Shiksha Samiti, other NGO & program partners to get a better grasp of the nuances of the program.

A Consultative forum was organized where SIQE team members from different Departments, Specializations and Positions (State, District, Block and GP) were invited to share their experiences and perceptions.

Ground level information was collected from schools and experiences of Field level staff, Teachers, Teacher Educators, Parents, Community Members and Children were captured.



THE PROCESS OF DOCUMENTATION



ACKNOWLEDGEMENT

GOVERNMENT OF RAJASTHAN (SCHOOL EDUCATION)

- Sh. Naresh Pal Gangwar, Principal Secretary to Government, School Education Department, Language & Library Department and Panchayati Raj (Elementary Education) Department, Rajasthan, Jaipur

RAJASTHAN COUNCIL OF SECONDARY EDUCATION (RCSE)

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- Smt. Tulika Saini, Deputy Commissioner, Adarsh Schools
- Smt. Abha Beniwal, Deputy Commissioner, SIQE and Trainings

RAJASTHAN COUNCIL OF ELEMENTARY EDUCATION (RCEE)

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- Sh. Jassaram Chaudhary, Ad. Commissioner
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STATE INSTITUTE OF EDUCATIONAL MANAGEMENT AND TRAINING (SIEMAT), JAIPUR

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INTEGRATED CHILD DEVELOPMENT SERVICES (ICDS), JAIPUR

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BODH SHIKSHA SAMITI, JAIPUR

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- Sh. Sasha Priyo
- Sh. Rajesh Sharma
- Sh. Sanjay Tiwari
- Smt. Nayan
- Smt. Kusum Bhisht
- Smt. Lekha Mohan

VANI SANSTHA, JAIPUR

- Sh. Sunil Sharma, Director

UNICEF

- Sh. Samuel Mawunganidze, Chief, UNICEF Rajasthan
- Smt. Sulagna Roy, Jaipur
- Smt. Suchorita Bardhan, Jaipur
- Sh. Jitendra Sharma, Jaipur
- Sh. Ravi Dayal, Jaipur
- Sh. C.S. Dubey, Udaipur

REPORTS/DOCUMENTS/ PRESENTATIONS

- ASER Full Report 2016
- Summary Updates on Adarsh Initiatives
- Rajasthan Education Media Coverage
- All Children in School & Learning
- CCE Process Documents- 2013
- MoU_ Adarsh Vidyalaya
- CCE in Rajasthan
- SIQE Presentation - 30th November 2017

WEBSITES

- <http://rajssa.nic.in>
- <http://www.aises.nic.in>
- <http://education.rajasthan.gov.in/content/raj/education/rajasthan-council-of-elementary-education/en/home.html>
- <http://education.rajasthan.gov.in/content/raj/education/secondary-education/en/awards/SIQE.html#>
- <http://schoolreportcards.in>



ABBREVIATIONS

ABL	ACTIVITY BASED LEARNING
ASER	ANNUAL STATUS OF EDUCATION REPORT
AWW	ANGANWADI WORKER
BCC	BLOCK COORDINATION COMMITTEE
BEEO	BLOCK ELEMENTARY EDUCATION OFFICER
CCA	CONTINUOUS COMPREHENSIVE ASSESSMENT
CCE	CONTINUOUS COMPREHENSIVE EVALUATION
CCP	CHILD CENTERED PEDAGOGY
DAG	DISTRICT ACADEMIC GROUP
DCC	DISTRICT CORE COMMITTEE
DIET	DISTRICT INSTITUTE OF EDUCATION AND TRAINING
DOEE	DEPARTMENT OF ELEMENTARY EDUCATION
DOSE	DEPARTMENT OF SECONDARY EDUCATION
GoR	GOVERNMENT OF RAJASTHAN
ICDS	INTEGRATED CHILD DEVELOPMENT SERVICES
KRP	KEY RESOURCE PERSON
MHRD	MINISTRY OF HUMAN RESOURCE DEVELOPMENT
MOU	MEMORANDUM OF UNDERSTANDING
MT	MASTER TRAINER
NCERT	NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
NCF	NATIONAL CURRICULUM FRAMEWORK
PEEO	PANCHAYAT ELEMENTARY EDUCATION OFFICER
PMU	PROGRAMME MANAGEMENT UNIT
PSC	PROGRAMME STEERING COMMITTEE
RCEE	RAJASTHAN COUNCIL OF ELEMENTARY EDUCATION
RCSE	RAJASTHAN COUNCIL OF SECONDARY EDUCATION
RMSA	RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN
RTE	RIGHT TO EDUCATION
SAG	STATE ACADEMIC GROUP
SIEMAT	STATE INSTITUTE OF EDUCATIONAL MANAGEMENT AND TRAINING
SIERT	STATE INSTITUTE OF EDUCATIONAL RESEARCH AND TRAINING
SIQE	STATE INITIATIVE FOR QUALITY EDUCATION
SSA	SARV SHIKSHA ABHIYAN
UNICEF	UNITED NATIONS CHILDREN'S FUND



