

Cover Story

INSIDE THIS ISSUE

– PAGE 3 –

CDO, Etawah invited ...



Eradication of illiteracy, SHIKSHA Initiative mission is now contagious among stake holders.

– PAGE 5 –

UP State Planning Commission visited SHIKSHA Elementary



Meeting state planning commission authorities and updating the department with SHIKSHA operations and planning are regular course of action. It keeps both the stakeholders synchronised and provides a room to meet the goal.

– PAGE 6 –

एफओ नामा ...



छोटे कद वाली 9 साल की शिवानी, गांव मडावरा, जिला बुलंदशहर के प्राथमिक विद्यालय में दूसरी कक्षा में पढ़ती थी।

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Differentiated Learning Concepts: Enabling Learners Differently

Concept of Differentiated Learning

At the very basic level, differentiated learning is the efforts of teachers/instructors to respond to variance among learners in a conventional classroom. Teacher/instructor reaching out to an individual learner or small group to vary his/her teaching in order to create the best possible learning experience, it can be defined as teacher's differentiating instruction/approach.

Dr. Bill Cope, Department of Education Policy, Organization and Leadership, Illinois University had explained the difference between conventional learning and differential learning in a very impactful and easy manner.

<https://www.coursera.org/lecture/elearning/differentiated-learning-part-7a-learner-differences-in-old-classrooms-and-new-EKcgc>.

How to attain Goal with Differential Learning Concept?

Although, link given above is enough to understand the concept, even then it's always better to co-relate the things with surroundings. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile.



First is content i.e. what the student needs to learn or how the student will get access to the information. At the same time, it should be engaging (apart from conventional approach), must deal with real life situation and applications. Secondly, process can ensure activities in which the student engages in order to make sense of or master the content. Third comes the Product i.e. culminating projects that ask the student to rehearse, apply, and extend what he/she has learned in a unit. And lastly learning environment, the way the classroom works and feels. These four elements can create a differentiated learning experience in ideal conditions.

SHIKSHA Initiative, elementary school program by Shiv Nadar Foundation (http://shikshainitiative.org/en_US/) is a mission to eradicate illiteracy. Project is focused in rural area of Uttar Pradesh, especially in government schools. ICT (Integrated Computer Technology) is break through tool to establish differentiated learning experience than that of traditional didactic pedagogy.

Mapped content is delivered to the classes through an offline CMS (Content Management System) server and instructor provides parallel support to the class

MESSAGE FROM PROJECT DIRECTOR



Robin Sarkar

Let me define a leader. He must have vision and passion and not be afraid of any problem. Instead, he should know how to defeat it. Most importantly, he must work with integrity.

– A. P. J. Abdul Kalam

Be it happiness, success, achievement or fulfilment of wishes; it will come and go. But integrity is immortal will remain for ever, once aligned to it. Doing right thing in any circumstance and consequences, no matter you are monitored or not can be close to integrity. It takes lot of courage and transforms an individual in to leaders.

SHIKSHA Initiative hyper scaling currently is a mile stone to be achieved, that too in defined time frame. Integrity will align each of us in this regard, not only to meet the goal; but also, will evolve and transform each one of us involved in the humongous task as leader. I strongly believe deep rooted values in the team will make it possible. Let all of us march as individual torch bearer in this direction and action speak louder than words. Good Luck! ■

(<https://www.youtube.com/watch?v=E0uHBCKQMDE>), this particular approach had created a significant difference among the rural teaching and learning scenario. Enhancing the learning environment, it had enabled the students to stay back for full time in the class. Teaching staff is feeling empowered with a new tool in hands, in order to gauge the students as per Bell Graph, to explain complex concept in much simpler and entertaining, engaging way. (<https://www.youtube.com/watch?v=UfPwrZ3HcLA>).

Impact and Effect

Social impact of this differentiated approach is quite visible in targeted areas. Teaching staff has adopted this method better than chalk and talk approach (<https://www.youtube.com/watch?v=hHajzHYxUwo>). Parents are delighted, now kids are eager to attend school and wait for ICT aided class. Not only this, the model and its approach are replicable and is being handed over to few private schools. In recent development another district administration in Uttar Pradesh had shown interest to run this model in govt. National Education Policy, 2016 mentioned that, 'SHIKSHA Initiative' is the unique replicable and

scalable program designed to enhance the education standard in primary education (Grade 1 and 2) with high-quality consistent content based on State Board syllabus and a technology-based mode of dissemination to instil learning retention among children. The pedagogy involves teaching with the aid of IT material, assessment of the student, querying, and augmentation – based on a procedure has been developed. The critical metric of the Shiksha Initiative is to ensure that 90% of the students (Grade 1 and 2) under the program retain 90% of the content taught in the classrooms.

(<http://www.nuepa.org/New/download/NEP2016/ReportNEP.pdf>).

Conclusion

Differentiated Learning Approaches are proving trend setters in of learning/teaching society. Newer technology (ICT) will provide better conditions to achieve such goals.

References:

<http://www.readingrockets.org/article/what-differentiated-instruction> ■

**– ANUJ GOSWAMI,
Manager, Instructional Design**

Insight

National Curriculum Framework 2005 and its importance

“Education is not a physical thing that can be delivered through the post or through a teacher. Fertile and robust education is always created, rooted in the physical and cultural soil of the child, and nourished through interaction with parents, teachers, fellow students and the community”.

National Curriculum Framework (NCF) is designed and developed by National

Council of Educational Research and Training (NCERT). It was published in 1975, 1988, 2000 and 2005. NCF 2005 is the latest guiding principle for the entire Educational System of the country. The Executive Committee of NCERT had taken the decision, in July 2004, to revise the National Curriculum Framework for School Education (NCFSE – 2000) in the light of the report, Learning without Burden (1993).

NCF- 2005 proposes five guiding principles for curriculum development:

- ▶ Connecting knowledge to life outside the school.
- ▶ Ensuring that learning is shifted away from rote methods.
- ▶ Enriching the curriculum to provide for overall development of children rather than remain textbook centric.
- ▶ Making examinations more flexible and integrated into classroom life and
- ▶ Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

NCF- 2005 emphasize on child centric approach at primary level of schooling. It is concentrating its attention towards the principles of Early Childhood Care and Education (ECCE). It includes the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment. It is an indispensable foundation for lifelong development and learning and has lasting impact on early childhood development.

SHIKSHA Initiative is falling under Educational Technology (ET) domain which is discussed in the framework document. Under its purview ET would be viewed as a supplement rather than as a substitute for hands-on experience, both for classroom teaching and

teacher's training. The framework again reiterate focus on three language formula where in the early age the medium of teaching should be more in mother tongue. This aspect having a special emphasis in SHIKSHA Initiative program.

NCF-2005 is a detailed and interesting document which is acting as a guiding path in working in Education sector and it is helping us a lot. At the end I would like to conclude with this that 'All children are naturally motivated to learn and are capable of learning', based on this philosophy the instructions for children should be developed. ■

– **AL FURQAN SHAH KHAN,**
Deputy Project Manager

Step Forward

CDO, Etawah invited SHIKSHA Initiative

Eradication of illiteracy, SHIKSHA Initiative mission is now contagious among stake holders. To take this noble and mammoth initiative to the next destination the district Etawah administration invited SHIKSHA Initiative to understand SHIKSHA Elementary program model which transforms present educational environment. Mayank Sinha, Sr. Program Manager (SPM), SHIKSHA Initiative visited Mr. P.K. Srivastava, Chief Development Officer (CDO) and Basic Shiksha Adhikari (BSA), Etawah in the month of July, and briefed SHIKSHA Initiative's vision, mission and its model.

District administration was keen to know about infrastructure required to run the scientifically designed digital content which is based on SCERT syllabus and approved by SCERT, Lucknow. Mr. Sinha delivered a presentation explaining minimum physical and IT infrastructure required for the ICT class-room.

CDO expressed strong acceptance to adopt SHIKSHA model for the district. To meet the infrastructural requirements CDO, Etawah Mr. Shrivastava suggested that Community Service Centre (CSC) laptops/desktops can be utilized and projectors are already available at the Gram Panchayat's level.

The successive discussion was held with the Ms. Selva Kumari, DM, Etawah. DM updated SHIKSHA Initiative team about initiatives by district administration, which includes linking Self-Help Group (SHGs) with the government run primary schools. SHG's offers tailoring service for school dresses, converting the partnership into a win-win situation for both, SHGs and schools.

SHIKSHA⁺, the Adult literacy program acquaintance was also given to the DM.



(L-R): SPM, SHIKSHA Initiative in discussion with DM and CDO, Etawah

District administration expressed a strong willingness to expand and replicate both, elementary and SHIKSHA⁺ operations in the district. Necessary instructions were issued to the concerned officials, so that agreed agenda can be executed on ground at earliest. ■

– **MANJULA YADAV,**
Program Associate, Sitapur

New Ground for Action



SHIKSHA team introducing Shiv Nadar Foundation at DIET Sonbhadra (U.P)

An action packed two-days' of workshop of 40 teachers was conducted at District Sonbhadra, under the expansion of Elementary Program. Two-member team delivered mission, vision of SHIKSHA and details of the program and its process as Sonbhadra is going to be the new ground of action for SHIKSHA Initiative. District administration invited SHIKSHA team, Sitapur to run its flagship program, SHIKSHA Elementary (for grade 1 and 2), in 200 government schools tentatively. This Association kicked off with conducting a Training Need Identification (TNI) exercise with the selected teachers of potential schools where the program is to be implemented. Mr. Gorakh Nath Patel, BSA, Sonbhadra shortlisted forty teachers, based on their technical qualification and prior knowledge of using computers to attend this workshop. Trained candidates will act as support supervisor in identified schools. These teachers will be responsible for receiving and disseminating data and information between the two partners. As per the MoU signed Elementary Program of SHIKSHA will be initiated in 215 schools in 8 blocks of the district and count will further increased in a phased manner.

Deenanath Tripathi, Resource Coordinator, and Shubham K. Sharma, Project Associate, SHIKSHA Initiative delivered the workshop with in- length about organization structure, mission, vision, values and delivery of digital content. An

initial briefing session on SHIKSHA Initiative, 'Parichay' was conducted in the training hall of DIET for selected teachers. The briefing included the following issues:

- ▶▶ Historical Background of ICT Education
- ▶▶ Inception, Coverage, Program Design-SHIKSHA Elementary and SHIKSHA⁺
- ▶▶ SHIKSHA Initiative programs and their impact

Second phase of the TNI provided teachers an opportunity to clear their doubts related to the program ICT, updating content, change(s) in syllabus, device maintenance etc. All the queries were addressed for the better understanding of the program. A prior knowledge test of the teachers to analyse and compare them with pro-

gram requirements was a key feature of TNI. The test evaluated academics, know-how regarding information technology and data management heads. Analysis of this result will set the direction to design and conduct final training for these candidates in the next phase. Teachers Concluding the session Mr. Surya Prakash (Nodal officer from Government under Aspirational District Program of NITI Ayog) on behalf of Basic Education Department, Sonbhadra presented impact of the SHIKSHA Initiative's digital content to the teachers and explained how various scientific theories of education have been incorporated in the content. Mr. Prakash had been initially oriented to use SHIKSHA Elementary content during his last visit at Lucknow. ■

– **SHUBHAM KR. SHARMA,**
Program Associate, Sitapur



SHIKSHA team conducting TNI Session at DIET, Sonbhadra (U.P)



Filling TNI Questionnaire at DIET Sonbhadra (U.P)

UP State Planning Commission visited SHIKSHA Elementary



Teacher at P.S. Madaripur during ICT class

Meeting state planning commission authorities and updating the department with SHIKSHA operations and planning are regular course of action. It keeps both the stakeholders synchronised and provides a room to meet the goal.

Recent presentation was focused on SHIKSHA elementary and SHIKSHA⁺, adult literacy program delivery to the targeted audience. Sr. Program Manager, Mayank Sinha met state planning commission authorities and explained day-to-day operations in schools. Furthermore, Mr. Sinha updated the authorities with new approach and strategy to deliver the digital content.

Er. Ajantha Devi, Joint Director and Dr. Rajshri Choudhry, Research Officer, State Planning Commission (UP) visited SHIKSHA schools to grasp the methodology of delivery. Visit was made at one of the schools in Sidhauri block of district Sitapur. Delivery in this school is taken care by government teacher, who is trained by SHIKSHA Initiative team.

State Planning Commission team was accompanied by SHIKSHA's Senior Resource Coordinator, Sharad Trivedi and Senior Field Supervisor, Kamlesh Maurya to give hands on experience of content with Teaching Plan (A day by day



P.S. Patarakalan

table of contents to be taught). Planning commission officials interacted with the students to see, if they have really grasped the content. They found students absorbed and teacher was implementing the concepts in an expected manner. Furthermore, exploring the understanding level of students, they increased difficulty level of the questions and as expected student's responded well. Planning commission team observed conventional classes and compared it with ICT aided class. They come up with the view

that through ICT enabled classes' student's participation is more and the content engages them fully.

SHIKSHA⁺ centre was also shown to the planning commission team. Looking at its operations and expected outcome, both the officials were of the view that such visits shall be organised frequently. It may establish better coordination among various stake holders.

**– MANJULA YADAV,
Program Associate, Sitapur**



Dr. Rajshri giving feedback about SHIKSHA ICT Class

Teachers' Training in Sitapur District

Teacher's training is an integral part of the Shiksha Initiative. Every new academic session witness refresher or induction training for teachers. Refresher training is organized for the existing teachers, to refresh their concept related to the program and to share the challenges which they have faced during the last session.

Induction training is organized for the new teachers, to introduce them with an overview of the program and to synchronize them with vision, mission and values of Shiksha Initiative. During the Training on operational knowledge of hardware and set up required to run an ICT aided class, were also imparted.

Details of the training imparted in different phases in different block is given below :

Block	Duration	No. of Batches	No. of Teachers Participated	No. of Schools Participated
FIRST PHASE				
Kasmanda	9-19 July, 2018	6	147	81
SECOND PHASE				
Biswan	10-13 July, 2018	1	24	14
Gondlamau	13-17 July, 2018	1	27	14

Teachers from new blocks were very excited towards the program. At the same time Kasmanda block, teachers accepted and responded positively for initiatives taken for current academic year i.e. worksheet, soft copy of workbook, increased no. of days for

augmentation etc. All the teachers were determined to execute the current annual plan , though conveyed their challenges as well. ■

– RENU CHAUHAN,
Program Associate, Sitapur

एफओ नामा

ICT के साथ, विद्यार्थी में बदलाव और नांमाकन में वृद्धि

छोटे कद वाली 9 साल की शिवानी, गांव मडावरा, जिला बुलंदशहर के प्राथमिक विद्यालय में दूसरी कक्षा में पढ़ती थी। उसके पिता खेतों में काम करते हैं और मां घर का काम संभालने के साथ-साथ खेतों में उसके पिता का हाथ भी बंटती है। इस तरह परिवार के पास शिवानी को अच्छी शिक्षा देने के सीमित साधन ही थे। जब वह पढ़ने आई, तो उसका कोई खास रुझान नहीं था; लेकिन इस विद्यालय में आई0सी0टी0 की मदद से पढ़ाई होते देख शिवानी को पढ़ाई में मजा आने लगा। एनीमेशन की मदद से कहानी के तौर पर समझाने के तरीकों से उसे सब कुछ बहुत जल्द समझ आने लगा। जब एंगेज, एक्सप्लेन, एक्सप्लोर, एलोबरेट और इवेल्यूएट जैसी तकनीकों से बने डिजिटल कंटेंट से पढ़ाया गया, तो उसे सीखने-समझने में बहुत सुविधा होने लगी। शिवानी बढ़-चढ़ कर पढ़ाई में हिस्सा लेने लगी। वह उत्सुकता के साथ सवाल पूछती थी उससे जो कुछ पूछा जाता; वह उसका सही जवाब देती।



शिवानी, ICT से पढ़ने वाली छात्रा



ICT कक्षा

आई0सी0टी0 की मदद से चलने वाले कंटेंट से शिवानी के सीखने-समझने में बहुत से असरदार बदलाव देखने को मिले। भले ही वह क्लास में चुप रहती हो, लेकिन पढ़ने के लिए कहने पर स्पष्ट उच्चारण के साथ ऊंची आवाज़ में पढ़ती थी। कंटेंट में दिए लेखन-अभ्यास को देख कर, वह सुंदर अक्षरों में लिखने भी लगी थी। पठन-अभ्यास चलने पर वह बहुत ध्यान से समझती थी और फिर खुद अक्षरों व मात्राएं जोड़कर पढ़ लेती थी।

मालूम हुआ कि वह न सिर्फ विद्यालय में बहुत ध्यान से कंटेंट देखती है, बल्कि बाहर आपने दोस्तों के साथ और घर पर अपने पिता के साथ भी अभ्यास करती थी। पढ़ाई के प्रति उसके रुझान का अन्दाज़ा इसी बात से लगाया जा सकता था कि बाल दिवस पर अपनी इच्छा में उसने लिखा कि बड़े हो कर वह अध्यापक बनना चाहती है, ताकि बच्चों को अच्छी तरह पढ़ा सके। वह जब भी बात करती, उसके वाक्य आदर सूचक होते। जानने पर पता चला कि उसने ये कंटेंट में सम्मान से बात करना देख कर सीखा है।

आमतौर पर चुप रहने वाली शिवानी से किसी को अगली कक्षा में जाने की उम्मीद नहीं थी। दूसरी कक्षा के इम्तहान हुए और शिवानी पास हो कर अगली कक्षा में गई। लेकिन अब वह इस विद्यालय में नहीं पढ़ती, तीसरी कक्षा में उसने एक निजी स्कूल में दाखिला ले लिया। जब मैंने इसका कारण जानने की कोशिश की, तो उसने बताया कि शासकीय प्राथमिक विद्यालय की तीसरी कक्षा में आई0सी0टी0 कंटेंट न होने की वजह से उसके माता-पिता अब इस विद्यालय में नहीं पढ़ाना चाहते।

मैंने कुछ डेटा भी जमा किया, जिससे ज्ञात हुआ कि शासकीय प्राथमिक विद्यालय में आई0सी0टी0 कंटेंट न होने पर नामांकन में कमी आती है। शिवानी में आए बदलाव और आई0सी0टी0 कंटेंट न होने पर विद्यालय में नामांकन में कमी ने मेरे इस विश्वास को और मजबूत कर दिया कि आई0सी0टी0 कंटेंट पढ़ाने और सीखने को बेहतर करता है। ■

- सुनील कुमार, फ़ील्ड ऑफ़िसर
सीओई, दादरी



अमीर बानो (बाएं) और सीमा (दाएं), बैंक में फॉर्म भरते हुए

मेरा नाम सीमा है। मैं ज़िला बुलंदशहर के छोटे से गांव, वैर बादशाहपुर की रहने वाली हूँ। मैंने देखा कि गांव में कुछ लोग घर-घर पहुंचकर सब से कुछ जानकारी ले रहे हैं। जब मैंने लोगों से इसके बारे में पूछा तो मालूम हुआ कि शिव नाडर फाउंडेशन के प्रतिनिधि आए हुए हैं और गांव के अनपढ़ लोगों को पढ़ाने के लिए हर एक घर से जानकारी जुटा रहे हैं। यह फाउंडेशन गांव के प्रौढ़ और युवा अनपढ़ लोगों को निःशुल्क शिक्षा प्रदान कर साक्षर बनाती है। पहले तो मैंने सोचा कि रहने देते हैं, पता नहीं कितने लोग आते हैं और सर्व करके चले जाते हैं; ये लोग पता नहीं क्या करेंगे? वहीं फाउंडेशन के प्रतिनिधियों ने बताया कि हम यह कार्यक्रम और भी गांवों में चलाते हैं और यह तीन साल से लगातार चल रहा है।

फिर मैंने इसकी जानकारी अपनी पड़ोसी बहन अमीरबानो को बताई और हम दोनों ने इस योजना का लाम्बी उठाकर अपने आपको साक्षर बनाने का दृढ़ निश्चय किया। मैं इस गांव में फाउंडेशन की ओर से नियुक्त शिक्षिका बेबी गोला से मिली और हम दोनों ने, मैंने और अमीरबानो ने पढ़ने के लिए अपना नाम दर्ज कर दिया।

पढ़ने के दौरान हमें पता चला कि हय कार्यक्रम हमारे गांव में 3-4 महीने से चल रहा है। इसके तहत लगभग 25-30 अनपढ़ लोगों का साक्षर बनाया भी जा चुका है। मैंने बहुत लगन के

साथ अपनी पढ़ाई शुरू की और हमें बहुत अच्छी तरह से पढ़ाया भी जाता था। धीरे-धीरे हमें घर के वो काम-काज, जिनमें पढ़ाई-लिखाई की जरूरत होती है; न सिर्फ आसान लगने लगे, बल्कि उन्हें करने में मन भी लगने लगा। आधी से कुछ ज्यादा पढ़ाई पूरी होने के बाद, गोला ने हमें बैंक में पैसे जमा और निकालने के लिए भरी जाने वाली पर्ची भरने का अभ्यास करवाया। शुरू में थोड़ी हिचक हुई, लेकिन अभ्यास के बाद अब मैं बैंक जाकर खुद पर्ची भर लेती हूँ और पैसे जमा या निकलवा लेती हूँ।

बैंक मैनेजर व कैशियर भी हमारे द्वारा किए गए इस प्रयास से काफी खुश हुए क्योंकि पहले जब हम लोग जाते थे, तो दूसरे लोगों से आपना काम करवाते थे और पर्ची पर अंगूठा लगाते थे। लेकिन आज हम अपना काम खुद कर लेते हैं। बैंक में मैनेजर ने हमारी शिक्षिका से फाउंडेशन के बारे में भी जानकारी हासिल की जिसके कारण आज हम अपना बैंक का काम खुद करने लायक बन पाए।

आज हम लोग बहुत खुश हैं और शिव नाडर फाउंडेशन व इसकी शिक्षिका को बहुत धन्यवाद देते हैं, जिन्होंने हमारी इतनी मदद की है। ■

- लर्नर की ओर से राम लखन शुक्ला,
सीनियर फील्ड सुपरवाज़र, दादरी

Quiz

- How many candidates were shortlisted for pre-selection training of JANSHIKSHAKS in Kasmanda?
 (a) 253 (b) 168 (c) 97 (d) 153
- What is meant by CO in SHIKSHA content development process?
 (a) Command Operation (b) Curriculum Outdated
 (c) Content Outline (d) Collaborative Operations
- How many teachers (in total) participated in Teachers' Training conducted at Sitapur in the month of July?
 (a) 198 (b) 188 (c) 178 (d) 168
- Presently mapped SHIKSHA content is running through.....
 (a) LMS (b) Offline CMS
 (c) Live CMS (d) Installed application

Responses from EC team, and after deadline will not be entertained.

Send your answers to editorial.shiksha@shivnadarfoundation.org
by 1800 hours 15th Sept., 2018

WINNERS OF LAST QUIZ

First Position
KARTIKEY PANDEY

First Runner up
SMRITI RIA

Second Runner up
DEENANATH TRIPATHI

SHIKSHA Initiative Program Status

(as on 30th May 2018)

	SHIKSHA Elementary		SHIKSHA ⁺	
	CoE	Expansion	CoE	Expansion
Total No. of Districts (Till Date)	2	1	2	1
No. of Intervention Blocks (At Present)	2	5	2	1
No. of Villages	50	145	10	40
No. of Schools/ Batches (Till April)	35	112	58	66
Total staff	52	21	10	28

Source: DMAT and Ops.

UPCOMING EVENTS

Lined up actions for the month of September, 2018

1

Meeting with Secretary, Basic Education

Agenda: Memorandum of Understanding between Dept. of Basic Education and SHIKHSA Initiative.

2

Review meeting with Chief Secretary, State Planning Commission on Monitorable Action Plan.

Agenda: Review on the Monitorable Action Plan shared by State Planning Commission with the Basic Education and Other Development Partners working in the education field.

3

Teachers Training in Sonbhadra district

Agenda: First round of Teachers' Orientation in the district to enable them for smooth operation of SHIKSHA ICT Classes.

4

Teachers' Training in Etawah

Agenda: First round of Teachers' Orientation in the district Etawah to enable them for operation of SHIKSHA ICT Classes.