



Pratham

Every Child In School and Learning Well



Concept Note - Translating Policy into Practice Modules

(Four 2-day Modules)

Capacity building is one of Pratham's and ASER Centre's core areas of work. The need for capacity building activities arose from the absence of a culture of measurement and analysis in India, whether within the government or outside. The practice of using evidence to formulate plans and strategies and to take stock of progress and development is rare. Equally worrisome is the lack of capacities and skills to generate, analyze, present and act on evidence.

To address this issue, four short-duration two-day 'Translating Policy into Practice' modules have been designed. These are:

- Module 1: Introduction to Translating Policy into Practice
- Module 2: School Management Committees and Parental Involvement in Schools
- Module 3: Learning Assessment
- Module 4: Inside Classrooms

Each module integrates classroom sessions and field visit to help participants understand the gap between theory (i.e. policy) and reality (i.e. implementation of policy or practice) and concludes with a session to discuss various ways through which participants can attempt to bridge this gap and also apply learnings on measurement and analysis to their own work.

An overall intended outcome of all the four TPP modules is that the participants become capable of linking their first-hand understanding from the field visit by analyzing the data collected and discussing the gaps observed between policy and practice. It is hoped that in future participants will incorporate the use of evidence to pursue new or corrective ground-level action in their own work as well.

Module 1: Introduction to Translating Policy into Practice

This first 2-day module introduces the basic concepts of monitoring and measurement in the context of the Right to Education Act. It presents the Act in a simplified manner and builds an in-depth understanding of some provisions of the Act such as the roles and responsibilities of key stakeholders (central and state government, local authority, and schools) and the norms and standards that a school is expected to comply with.

Key objectives of this module are:

- To understand specific policy provisions as per the RTE Act
- To monitor implementation of norms and standards (as outlined by the RTE Act) in schools
- To identify the gaps and challenges in the implementation of policy provisions in schools

- To create awareness among important stakeholders in school education
- To present evidence to concerned stakeholders suggesting remedial measures for improvement.

Module 2: School Management Committees and Parental Involvement in Schools

The School Management Committee is, as defined under the RTE Act, constituted by teachers, parents and community members, and has been bestowed with a range of roles and responsibilities. This makes it imperative for these stakeholders to stay informed in order to execute their responsibilities efficiently. This module takes a closer look at the role of a School Management Committee (SMC) with a special emphasis on parental participation in school education.

Key objectives of this module are:

- To provide a thorough understanding of the roles and responsibilities of the School Management Committee
- To compare theory with practice, identify the challenges in the implementation of policy provisions with respect to SMC and parents
- To spread awareness on the roles and responsibilities of SMCs and parents.

Module 3: Learning Assessment

This module aims to equip the DIET students with an overview of learning assessment tools and how they are developed. It will also provide an orientation on the ASER tool, using which the participants will be able to find out the learning level of children in basic reading and arithmetic. As an overarching aim, the module will encourage participants to create school report cards using the DIYA (Do It Yourself ASER) format so that they become aware of the learning levels of children and are able to accordingly adapt their teaching plans to improve learning outcomes.

Key objectives of this module are:

- To orient the participants on the purpose and essential steps in creating basic assessments
- To train the participants on the use of the ASER testing tool
- To build capacity to draw inferences from the data collected on learning levels and make suggestions for action
- To encourage a culture of measurement and analysis to formulate strategies to improve learning outcomes.

Module 4: Inside Classrooms

Using the National Curriculum Framework (2005) as the policy, this third module under Translating Policy into Practice aims to inform the DIET students about some key elements of what the NCF says regarding classrooms in India. Participants will then observe real classrooms and analyze the extent to which NCF recommendations are implemented in nearby schools.

Key objectives of this module are:

- To understand key guidelines laid by the National Curriculum Framework (2005) with respect to children's learning environment and good classroom practices

- To observe the classroom environment and record classroom processes using a simple classroom observation tool
- To analyze the quantitative and qualitative data from the field visit and compare it with the provisions of the NCF.