



Centre for Innovations in Public Systems (CIPS)

(An Autonomous Centre of
Administrative Staff College
of India Established by the
Government of India)

Learning Improvement Program (LIP) at Upper Primary Stage

(In partnership with Centre for
Innovations in Public Systems
(CIPS), Department of School
Education, Government of
Andhra Pradesh, Department
of Village and Ward Secretariat,
Government of Andhra
Pradesh, UNICEF, India and
Save the Children)





Implementation Partners

Department of School Education (DoSE), Government of Andhra Pradesh

The Department of School Education, manages and regulates schools in various districts of the State. DoSE provides access to primary, upper primary and secondary education for all children. This includes 100% access, enrollment, retention, quality and equity for all children; regular attendance of both teachers and students; maintaining quality standards in the teaching learning process and engage the attention of children; provision of a quality midday meal program; provision of free textbooks; provision of pre-service and in-service teacher training; undertake assessments and evaluations to measure the performance of institutions and individual children, and strengthen parental and community participation for education.

Centre for Innovations in Public Systems (CIPS), Hyderabad

Centre for Innovation in Public Systems (CIPS) was established in May 2010 by the Government of India, as an autonomous body of the Administrative Staff College of India (ASCI), Hyderabad, in pursuance of the recommendations of the XIII Finance Commission.

In line with its mandate and objectives, CIPS works with State Governments, Union Territories and Government of India organizations as well as non-state agencies for promoting an innovative culture for transforming creative ideas into sustainable practices. CIPS associates with public institutions in the States and with the Government of India for this purpose.

Tracking and disseminating different innovations and best practices, nationally and globally, in areas of health, education, urban governance, e-governance and other areas, that can positively impact public service deliver, increase efficiency and ensure cost reduction.

Creation of a database of innovations in public systems for improve public services; providing a platform for process engineering in public systems through use of technology and best practices and support replication of innovations in public systems by engaging all stakeholders.

CIPS has been assigned the task of identification of Innovative and Best Practices being followed. and act as a platform for sharing and disseminating knowledge of new ventures and best practices in administration.



Learning Improvement Program (LIP) at Upper Primary Stage

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The COVID-19 pandemic has caused a severe learning crisis and crippled the educational system, setting back the gains by several years. Families have been broken and this has adversely affected the well-being of children. For a long time, children have been confined to their homes, deprived of social interactions both in their communities and at school. This in turn has further worsened the already present learning deficits.

To address the learning challenges faced by children, the Department of School Education, Govt. of Andhra Pradesh has been in discussions with the Village and Ward Secretariat, CIPS of Administrative Staff College of India (ASCI), UNICEF for their support and collaboration. Following a series of meetings, field visits, brainstorming sessions, the organizations have decided to work together. Given its interest in and commitment to education Save the Children – Bal Raksha Bharat (SC-BRB) has also become part of this collaboration. On the basis of these collective reflections, a comprehensive program titled “Learning Improvement Program” (LIP) for Upper Primary Sections i.e., Classes / grades of 6th, 7th, and 8th has been designed.

LIP focuses on the upper primary school grades (grades 6 to 8) functioning under the management of government, local bodies, and municipalities. It attempts to ensure that state schools to provide access to quality school practices and learning for all children, including those who have dropped out or are at risk of dropping out of the formal schooling system. The core of the LIP is to bring together parents, teachers, and local communities as a collective to address family-community and school-level challenges and work for the improvement of Upper primary education in their communities. Thus, LIP is aimed at the attainment of Foundational Literacy and Numeracy (FLN) goals and the subject specific learning outcomes committed by the state to all its children.

The whole school-based initiatives under the LIP will cover grades 6-8 but parental and community engagement to support children’s learning will be covering children in all grades, from 1st-8th.

Context / Situation:

At present there are three major perceived challenges at Upper Primary Stage. The first challenge is that most of the children at upper primary stage do not possess basic foundational competencies of

reading, writing and arithmetic. The second challenge is that the majority children at upper primary stage do not possess subject specific and class specific required competences to follow the regular grade specific syllabus. These two challenges are pertaining to outcomes. The third basic challenge is with regard to quality of class room transaction and the ways of children engagement in learning. Therefore, LIP focus now is on both the issues of improving classroom-based teaching learning processes and achieve expected learning outcomes in the areas of foundational literacy in numeracy and as well as subject specific and class specific competences / learning outcomes.

Objectives of the Collaborative Program

To conceptualize, design and implement the LIP to improve children's learning at the upper primary/ middle stage as per the commitments of the state of A.P. in the identified ten districts of Andhra Pradesh viz., Srikakulam, Vizianagaram, Parvathipuram Manyam, Alluri Sita Rama Raju, Visakhapatnam, Anakapalli, Anantapuram, Sri Sathya Sai, YSR Kadapa, Annamayya.

The basic objective is to attain class specific learning outcomes through ensuring basics i.e., reading, reading comprehension and writing abilities as basics in language subjects and in case of non-language subjects the prerequisite competencies for every topic / unit and reach subject and class will be considered as basics to be achieved so as to enable the children to connect to the teaching of classroom syllabus.

Broadly the basic approach is

- Identifying and listing out children without Foundational Literacy and Numeracy (FLN) competencies and also class specific / subject specific prerequisite competencies based on a baseline test conducted by the Pratham for FLN. The baseline test for subject specific / class specific competencies by school-based test
- Program to achieve FLN competencies through Integrating with regular syllabus
- Inclusive pedagogies and to address multilevel in the classroom
- Teaching and practice will be given special timings / periods. Teaching through participatory approaches followed by practice supporting children at multilevel
- Program to support children to attain the subject and unit / topic specific prerequisites
- Planning for teaching and practice periods with a focus on thought and expression among children

- The primary input to the children will be on reading and reading comprehension. For this purpose, library period per day will be implemented to improve reading and reading comprehension skills and nurture a habit of reading among all children
- The primacy of language across curriculum needs to be focused by all subject teachers

Key areas of the program

LIP is for the children at upper primary stage viz classes/grades 6th to 8th in upper primary school and upper primary sections of high schools. **The key components in the first year includes:**

- Establish the base line on the FLN competencies of each child based on the learning survey conducted by Pratham. In case of establishing base line with reference to subject specific and grade specific competencies and prerequisites a base line test will be conducted at school level
- Foundational Literacy improvement program in both mother tongue and English as a part of transacting regular syllabus
- Foundational Mathematical abilities improvement program
- Program to improve grade/class specific learning outcomes in all the curricular areas in the six subject areas of Maths, Science, Social Studies, Telugu, English and Hindi for classes 6-8
- Improving the children engagement through quality classroom teaching learning process

LIP – three key strategies

1. Working with schools and teachers

- Using school and classroom-based assessments (baseline, midline, etc.) to map children's learning
- Identify gaps; provide support to teachers to design appropriate T-L strategies (use digital and non-digital resources) to overcome deficits
- Support teachers to use assessments in an iterative manner at the school/classroom level to improve learning
- Work with DIETs/MRC/School complexes to create an 'eco-system' of support for teachers
- Use arts and sports and motivate children to get back into the flow of learning

2. Working with Parents

- Enabling parents to understand children's learning
- Getting them to understand what they can do at home to create a supportive environment for learning (even with their limited resources)
- Strengthen parent-teacher-school interface with a focus on how learning can be improved
- Developing parental support resources

3. Working with neighborhoods / local communities

- Identify human resources in local communities and neighborhoods who can support children's learning outside school hours – staff of Village and Ward Secretariat; DIET students; others
- Support these volunteers through training; material support (activity manual)
- Create a volunteers' platform; recognize their efforts
- Bring the learning agenda for discussion in the SMCs
- Motivate Panchayats to become 'learning friendly' & support for school improvement
- Community level monitoring of learning

LIP – Road map for implementation

Transforming classroom transaction:

LIP is a program to work with teachers and support them for the improved engagement of all the children in learning. LIP focus on environment building where teachers act in a more professional way. It is a collaborative effort to address the gaps in classroom engagement and children learning outcomes with teacher's parents, gram panchayats, community management structures and not thrust upon the teachers and other stake holders as top-down program. The critical areas of time on task, teacher planning for providing whole class, group and individual activities/tasks, effective classroom climate, displaying children work etc. will be focused. Teachers will be supported to identify the learning gaps by integrating the flexible assessment procedures which mostly formative in nature. The issue is how to reach all the children and see that all the children to connect to teacher in the classroom teaching learning process.

The central idea of this project is to empower teachers to transform the classroom-learning environment. The critical areas in classroom transaction processes will be examined along with the teachers. For example, the quality of subject matter delivered; classroom management to reach students and

support them in learning new ideas; reaching every student in the class to develop their understanding and cognitive competencies; social learning; emotional involvement in learning; practical and skill-oriented thinking and involvement; paying individual attention and designing group activities; taking responsibility in teaching by owning their students and classes etc.; For this purpose, the project develops subject-specific bands of expert teachers, who can work with classroom teachers in designing collaborative and cooperative learning and making the classroom an inclusive learning community.

With the pedagogical intervention outlined above, teachers would be able to sit down with each student personally, understand their learning challenges and creative abilities, and meet their emotional and cognitive requirements.

Strategies to address the existing learning gap:

1. Learning gap in FLN - Addressing basic challenge of lack of basic skills of reading, reading comprehension, writing and other foundational numerical operations

As per the pupil achievement survey like National Achievement Survey (NAS) and ASER, about 60% of children at upper primary stage do not possess foundational competencies of reading, reading comprehension writing and foundational mathematical operations at upper primary stage. The language competences are the enabling factors to learn, and children without these competencies cannot connect to classroom teaching and participate in the teaching learning process.

Therefore, there are two approaches to achieve FLN. The first one is to focus on FLN duly keeping the regular classroom syllabus away until children master the FLN skills.

The other approach is achieving FLN skills through teaching regular subject specific syllabus with proper pedagogical approaches. In this approach the children with and without FLN both engage in the classroom processes.

In this context it was decided to follow the approach of achieving FLN skills through teaching regular subject specific syllabus.

A baseline on the status of FLN and class specific and subject specific competencies for each child across all classes in every school will be established.

In this approach necessary teacher handbooks will be developed with model lesson plans and with specific pedagogical steps for 2 or 3 lessons focusing on FLN competencies through teaching regular class specific syllabus in every subject and will be given to the teachers. The period specific pedagogical processes for transacting the lesson with a view to improving language and

numerical skills in addition to conceptual clarity on the given concepts will be focused. This will benefit children with and without FLN competencies.

2. Learning gap in subject specific competencies / Expected learning outcomes

A Base line test will be prepared on the subject specific learning outcomes and will be conducted to all children of classes 6th, 7th and 8th at school level by the teachers to assess the levels of subject specific competencies and establish a base line based on which proper support to children will be given to achieve the pre required competencies. This enables the children to connect to the class specific / subject specific syllabus. A list of pre-required competencies in all the subjects for the classes of 6th, 7th and 8th will be developed which will become the basis for classroom interventions.

3. Improving quality classroom processes – effective teaching learning process – steps

The existing learning crisis is because of improper teaching and inadequate engagement of children with proper learning tasks. Therefore, the focus is on pedagogical approaches to be followed in every subject based on the nature of the subject and expected competencies / learning outcomes. At present most of the classroom teaching is dominated and characterized by teacher talk and rote learning. This need to be transformed to improve the participation of children in teaching learning process, teacher being facilitator and supporter in the whole learning process.

Appropriate pedagogical strategies for every subject at upper primary level will be developed and will be discussed in the teacher handbook to facilitate teachers for its adaption and practice.

In this regard lot of hand holding and school based on job support need to be provided to the teachers. A checklist for classroom observation will be developed for the use of supervisory and monitoring staff to ensure proper implementation of pedagogical strategies to engage children. Certain demonstration videos will be developed to show what is possible. The practice of discussing pedagogical matters in monthly staff meetings will be reviewed and encouraged.

4. Attaining expected subject specific competencies - Assessment of children performance – Deciding the bench marks of the outcomes with time schedule

The competencies both in FLN and as well as class specific and subject specific learning outcomes will be listed out to give direction towards teaching and assessment. A time schedule will be decided to achieve the expected learning outcomes both in FLN and subject specific learning outcomes.

5. LIP and school time table

The classroom observations and quality surveys shows that the total time of each class room

period is being focused only to teach and no focus on the practice. Therefore, it is proposed to provide equal number of periods for teaching and practice. The teaching period on the day one will be followed by practice period on the next day.

Mapping of existing materials in schools will be done.

No new material is required except a teacher hand book in all the six subjects directing and facilitating the teacher to implement appropriate pedagogical practices to achieve both FLN and subject specific competencies. The existing material in the schools such as bridge course material, workbooks, library books will be used for meaningful engagement of children. School libraries will be activated to develop a culture of reading among students and teachers.

The videos developed by UNICEF under Seekh program on FLN will be made available with voice over in Telugu to use in classrooms.

6. **Classroom pedagogy: Improving class room pedagogy and practice using classroom observation, its analysis at the school level.**

The major focus in LIP is to improve the classroom teaching with appropriate pedagogies such as experiential learning, dialogue and discussion connecting the classroom teaching to the outside school with a focus on application. The objective is to engage all the children in classroom teaching learning process. A classroom observation sheet in the form of checklist will be developed to capture the effectiveness of classroom teaching and engagement of children. A separate app on this will be developed for sharing and feedback.

The strategy of quality learning framework and environment will be focused to make classrooms more inclusive and child friendly. The parents and local communities will be involved actively to improve children education.

7. **Training and capacity building of teachers, HMs other supervisory staff – number of days / areas – role of subject complexes (LIP based agenda in school complexes meetings)**

The crucial aspect for the effective implementation of LIP lies with teacher expertise and his professional knowledge and practice and a robust on job teacher support system. For this, following is the plan for the capacity building of teachers and other monitoring / support staff.

- **Development of State Level Resource Group (SRG)** – Five members per subject will be taken as SRG representing expert teachers / staff of District Institute of Education and Training (DIETs), SCERT, Samagra shiksha, text book writers, teacher trainers, educational administrators etc., About 30 members may form the state level SRGs in addition to the principals of five District Institutes of Education and Training (DIETs) members from

partner groups. A 3 to 4-day training will be given to them so that they can train in turn district resource groups and engage in the monitoring of implementation of LIP.

- **Development of District Resource Group (DRG)**- A district resource group will be formulated with 4 to 5 members in each subject representing teachers, resource persons, text book writers, trainers etc. The DRG will be under the guidance and monitoring of the principals of DIETs. A 3-day training will be given to the DRGs by the SRGs and partner agencies.
- **Development of Divisional Level Resource Group (DIV.RG)** – An DIV.RG will be established by choosing two expert teachers representing each subject from each division. The DIETs along with DRG will train the DIV.RG for three days. The school complex resource persons will become part of the DIV.RG.
- **School complexes** – The school complex will play a key role in organizing the trainings, monitoring and undertaking progress reviews. The school complexes will be made functional especially subject specific complexes. The subject specific RPs of school complexes will also participate in trainings as well as monitoring and providing on job support. The monthly one-day meeting at school complexes will be used for support and reviews, demonstrating modern pedagogies and sharing of best practices and teacher reflections.
- A model subject specific agenda for school complex meetings will be developed with a focus on review of school wise performance by the complex headmaster and practice of LIP pedagogy with demonstrational classes.

8. Monitoring reviews and feedback - classroom observation / children performance testing

Monitoring is the key for effective implementation of any program. Most of the programs / reforms have not been implemented as expected because of lack of monitoring and on sight supervisory support to teachers. Therefore, one of the major focused activities under LIP is monitoring the classroom teaching by the resource persons and providing on job support to improve teaching and progress review at various levels at regular intervals.

The school headmaster is the first level monitoring and supervisory person to ensure proper implementation of classroom pedagogy and engagement of children and to attain the expected learning outcomes as per the targets fixed vis-à-vis time schedule. The implementation and progress review will be one of the major agenda items in the monthly staff meeting at school and at mandal, district and state level. The minutes must be recorded with follow-up action.

The District and Divisional level resource group, complex resource persons must visit the schools with observation format atleast once in a month and record the progress both in terms of processes

and outcomes. The school staff meetings to review by the HM on 27th of every month followed by school complex level. The district level review will be on 29th with the school complex HMs and DRGs, select MRGs at DIET under DIET principal duly attended by DEO and Dy. DEOs. The state level review will be on 30th of every month or any other date in the last week / first week at the office of Samagra shiksha as decided by the SPD duly attended by commissioner, SPD, Directors of SIEMAT and SCERT. The minutes of the meetings shall be prepared at every level and communicated to the concerned stakeholders for follow up.

9. Parental involvement in supporting children learning / strategies / materials and approaches etc.,

Appropriate strategies for parental education and active engagement of School Management Committees (SMCs), Gram panchayats and their involvement in improving the children participation in learning will be developed. The aspects and ways of knowing their children performance will be developed keeping in view of literacy levels of the parents. A handbook and other digital content will be developed for parents, community level organizations such as SMCs, Gram panchayats, community volunteers etc., and will be oriented for one day at school complex level. The focus will be on the roles and responsibilities of these organization towards functional aspects of school's, regular attendance of both teacher and students and learning outcomes of children. The ways and means of their engagement in school matters and learning improvement will be worked out and suitable awareness programs will be developed. The material developed by UNICEF i.e., Meenakka Muchatlu program will be used. A community level monitoring app for schools being developed by UNICEF will be used.

10. Mobilization of community volunteers through GPs / SMCs to support children's learning and participation / improving attendance etc., (Panchayat & WARD secretarial staff)

Enlisting the services of community level volunteers i.e., educated youth in the habitations will be from the Gram panchayats and parents. The services of employees of village and ward secretariats will be sought through department and as well as gram panchayats on voluntary basis.

The nature and ways of support from these volunteers to the children after school hours will be worked out. The possible collaboration with school and village secretarial staff will be coordinated by the Panchayat president, SMC's, school headmaster and teachers. The engagement of PR bodies and parents are crucial for improving the school functional aspects and children learning outcomes.

11. Focus on improving local school governance by the active engagement of Gram panchayats,

School Management Committees and Parents

Gram panchayats and SMCs are the local government to manage the schools as per the RTE Act, 2009. They can monitor proper functioning of the schools and regular attendance of students and teachers. They can as well conduct social audit on school performance in terms of children learning outcomes especially in the foundational literacy and numeracy aspects. This will comply the school's accountability towards children performance and to the parents. The local community can attend some of the school needs in terms of infrastructure, water, sanitation etc. Therefore, the strategy of improved local school governance will be focussed out in collaboration with department of school education and district administration.

12. Develop in interesting schools and classrooms

What makes children to come regularly to schools and participate in school activities is the matter of importance for regular schooling of children. As demonstrated under Seekh program in the state of Chhattisgarh where children opined that sports, games, experiments, art and craft activities are the most interesting and engaging them in the school routine. Therefore, such type of activities for the holistic development is very much required to design and implement in schools. This also includes some activities under life skills.

13. Focus on language across curriculum and improve reading and reading comprehension skills

The school libraries will be made functional with the addition of new books and a separate period for library will be planned. The students themselves will maintain the library with issue of books to children. The program of reading buddies will be implemented with the participation and learning among peer / senior / higher grade students reading with younger children and volunteers from the community.

14. Subject wise teacher's forums (Professional learning communities) / webinars / handouts / reflective sessions

Subject wise teacher forums will be developed at state, district and mandal level for professional exchange and for continuous professional development. These forums will be mostly email / what's app group based and can be face to face sessions also.


15. Integration of ICT in Teaching learning process and Assessment

The learning resources and other material for teachers, community volunteers, parents and children will be both in the form of digital and non-digital. A platform in the name of LIP will be developed where in all the required learning material will be posted on the platform for easy access to all the users. The SRGs, DRGs and expert teachers will also develop the material and

host on the platform for ready use. Suitable apps and social media platforms will be used to share professional ideas, best practices and feedback of what is worked in the schools and classrooms and a reflection on other implementation aspects.

Implementation of LIP - Major activities:

1. Workshop to develop teacher handbooks and develop guidelines for the implementation of LIP viz., monitoring, teacher support mechanism progress review on LIP implementation, nature of engagement of school complexes and DIETs in the implementation of the program. Conduct of baseline test, midline test, formation of SRGs, DRGs, and DIV.RGs etc.
2. Editing the handbooks and other guidelines in small groups and its finalization – workshops
3. Printing of teacher handbooks and guidelines @ 500 copies per subject to use in SRG and DRG trainings
4. Workshop to develop handbook and guidelines for community volunteers, SMC's, PRI members and parents
5. Editing the volunteer handbook and guidelines to engage community level organizations and parents
6. Printing of teacher handbooks and guidelines by Samagra shiksha and reaching the material to schools by Samagra shiksha, to use in the teacher training programs and for the implementation of LIP in schools
7. Orientation to the State Resource Group (SRGs) members
8. Orientation to the District Resource Group (DRGs) members
9. Orientation to the Divisional Resource Group (DIV.RGs) members at DIET
10. Orientation to the School complex head masters – by the DRGs
11. Orientation to the subject teachers of upper primary schools and upper primary sections of high schools at school complex level
12. Launch of LIP program at state level and simultaneously in all the schools in 10 districts by the district collector along with District Educational Officer, DIET principals and other district level educational functionaries
13. Launch of parental and community volunteer's app and Launch of Meenakka Muchatlu
14. Orientation to the community volunteers, SMC members and parents
15. District visits to meet Collectors and DEOs, MEOs to brief them about the program

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- 16. Program implementation in schools starting with the conduct of baseline on subject specific competencies
 - 17. Detailed plan on monitoring progress, and reviews at various levels to be finalized to have clarity on the road map by mapping the availability of Resource groups and their time – Online orientation to the monitoring staff i.e., SRG, DRG, MRG, School complex resource persons, DIET staff resource persons on monitoring
 - 18. Field monitoring and progress reviews at various levels at regular intervals

Implementation Partners

United Nations International Children's Emergency Fund (UNICEF)

The United Nations Children's Fund (UNICEF) is dedicated to advancing the rights of all girls and boys in India, especially the most disadvantaged. UNICEF works across India to save children's lives help them fulfil their potential and defend their rights. UNICEF's work in education spans the entire spectrum of birth to 18 years of age. Addressing the learning and holistic developmental challenges is a key area of the education program. UNICEF believes that for learning to be effective, contextual, and sustainable, parents and families, schools, and teachers, as well as local communities need to come together as part of a larger community mission to improve learning.

Department of Gram Volunteers/Ward Volunteers and Village Secretariats /Ward Secretariats (DoVWS)

To revamp delivery system of government services and welfare schemes at the grass root level, the village and ward secretariat has been established in AP. The aim is to improve living standards of the people as a core theme of governance and bring transparency and accountability in the delivery of services at the doorstep of the citizens. The Village and Ward Secretariats deliver a total of 540+ government services to citizens, cutting across 35 different departments. This is done through 1.60 lakh functionaries and 2.6 lakh volunteers on the ground.

Save the Children

Bal Raksha Bharat, also known as Save the Children Bal Raksha Bharat (SC-BRB) is a society registered under society registration act 1860 and having its registered office New Delhi. In India, SC-BRB works on different domains including Child Protection, Education, Health & Nutrition and Humanitarian response. Save the Children operates in India as 4 Hubs including South, East, North and West Hub for administrative purposes. In Education, promoting quality education including Early Childhood Care & Education, School Education, Safe School Concept with a special focus on Girl Child Education are all key areas for SC-BRB.

Save the Children's presence in Andhra Pradesh goes back to more than 40 years. The organization has had a long association with Commissioner & Directorate of School Education-Andhra Pradesh for more than a decade. SC-BRB was also part of the Executive Committee of SSA in the period 2012-17 and worked on various assignments with DSE and SCERT including designing the Comprehensive school safety curriculum, Teacher Training on QLE (Quality Learning Enhancement), Inclusion and School Leadership in association with SCERT-Andhra Pradesh. Further, SC-BRB has contributed to efforts in training Mandal Education Officers and Head Teachers on School Safety in association with APSDMA.



Centre for Innovations in Public Systems

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