

# Quality Education and Learning Outcomes: Time to Unleash Our Potentials

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## Abstract

*This paper presents the National Achievement Survey in light of the role of different stakeholders in society to achieve learning outcomes for quality education. The stakeholder as mentioned below by the authors play an immense role in quality education goals, what the authors want to suggest is interlinking of these as it is the right time to unleash potentials of society. The comparative analysis of states with a national average of achievement has been done, further, the analysis has been used to understand the role of civil society especially Non-Governmental Organizations. What the paper highlights are the interlinking of these various stakeholders within themselves and governmental bodies. It suggests how to reduce duplicity of data as well as efforts and usage of time by minimizing independent surveys and analysis, instead of making surveys like the National Achievement Survey as base data due to its authenticity and techniques. The learning outcomes to be obtained as suggested by the education system on the basis of National Achievement Survey results would be potentially achieved when all the stakeholders would come together and unleash their potentials. Keeping this in mind it presents examples of State Government and Non-Governmental Organization on how they are trying to achieve the common goal.*

**Keywords:** Non-Government Organization, Learning outcomes, Corporate Social Responsibility, National Achievement Survey, No Detention Policy

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## Introduction

Education helps the human being to solve day to day problems to run life in a smoother manner. Numeracy and literacy play a vital role in these regards. During the last few years, NAS (National Achievement Survey) and ASER (Annual Status of Education Report) reports are pointing towards the quality education being delivered in the country. Program for International Student Assessment test performance by Indian students gave hint to revamp the existing education system. NCERT (National Council of Educational Research and Training) suggested learning outcomes for classes 1 to 8 setting clear and measurable goals, which also points out that tapping quality is a must. Minimum Level of learning's defined in 1992 were converted into learning outcomes keeping in mind the new projects launched during the last four (2016-2019) years like skill India, digital India, Janadhan Yojana, and Swachh Baharat will have no meaning if children of India lacks in basic literacy and numeracy skills. ASER and NAS reports (2018) clearly mentioned the levels of basic numeracy and literacy skills. So, it becomes the responsibility of every stakeholder in the field of education to contribute.

RTE (Right to Education) and NDP (No Detention Policy), which under the umbrella of RTE suggests that no student can be failed up to 8<sup>th</sup> class, all students will be promoted to the next level. No doubt brought all the children into the schools but we should be ready to step forward into the next step of transformation that is quality of education. Which requires infrastructure, capacity building of teachers and all other stakeholders of society; so, the time has come to unleash our innovative potentials to prepare future generations. The formal and informal education system and civil society should play their respective roles. To assist various state governments many organizations are giving their helping hands under the CSR (Corporate Social Responsibility) initiatives and also voluntarily.

Learning outcomes are skill-based which requires basic fundamental skills of numeracy and literacy our children are not only able to read and write class appropriate texts and cannot operate basic operations in mathematics such as children of class 8<sup>th</sup> are not able to class 2<sup>nd</sup> text. So, we all should be in mission mode to bridge the learning gaps of our children. Authors in the paper compared the NAS reports of three states in respect of learning outcomes in language and mathematics and tried to find out the viable solutions to fill the gaps in the learning outcomes through the involvement of various agencies like government and Non-government organizations.

**NAS (National Achievement Survey) Report: Comparative analysis of Arunachal Pradesh, Kerala; and Daman and Diu with respect to National Average**

- Listening, recognizing word and reading skills are lower than the national average in Arunachal Pradesh whereas these skills are higher in both Kerala and Daman and Diu.
  - Mathematical abilities are higher than national average except for money and pattern in Arunachal Pradesh while in Kerala subtraction and division are equal to the national average but lower in multiplication, whereas Daman and Diu are higher in all skills.
  - The performance of both boys and girls is lower than the national average in Arunachal Pradesh but higher than it in Kerala and Daman and Diu in both language and mathematics.
  - The performance of both rural and urban students in both language and mathematics is lower than the national average in Arunachal Pradesh but higher than it in Kerala and Daman and Diu.
  - The largest proportion of students in the state scored 51-75% correct answers in both language and mathematics in the case of Arunachal Pradesh, and above 75 percent in the case of both Kerala and Daman and Diu.
  - All social groups except SC scored lower than the national average in both language and mathematics in case Arunachal Pradesh, all social groups scored higher except ST scored lower than the national average in Kerala while all social groups scored higher in Daman and Diu
- Comparative shows that focused involvement of different stakeholders is required in Arunachal Pradesh.

listen, recognize words and read	• The percentage of students able to listen, recognize words and read with comprehension is <b>lower</b> than the national average.
mathematical abilities	□ Students performed <b>lower</b> than the national average in most of the mathematical abilities, except for money and patterns
boys and girls	□ Performance of both boys and girls in the state is <b>less</b> than the national average in both language and mathematics.
rural and urban students	□ Performance of both rural and urban students is <b>lower</b> than the national average in language.
rural students	□ Performance of rural students is <b>lower</b> than the national average in mathematics.
both language and mathematics	□ The largest proportion of students in the state scored 51-75% correct answers in both language and mathematics.
social groups except SC	• All social groups except SC scored <b>lower</b> than the national average in both language and mathematics.

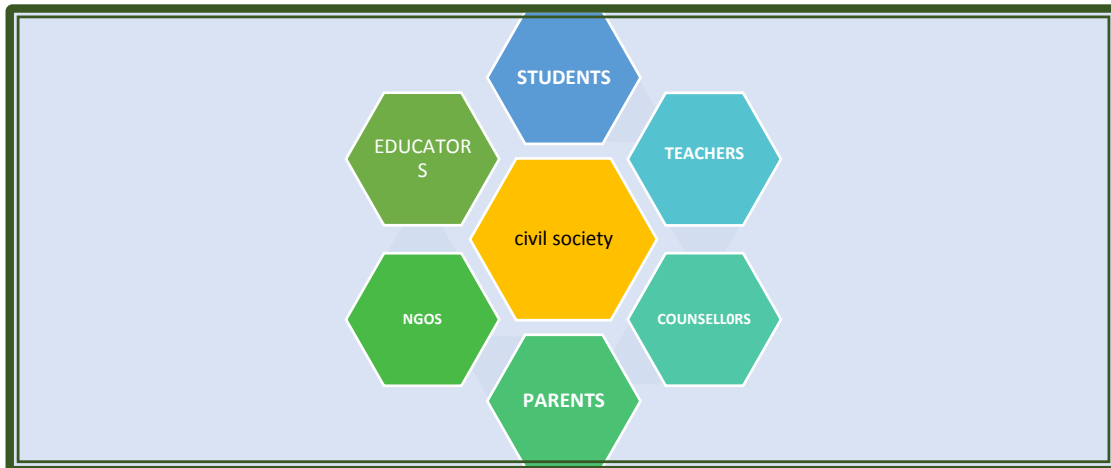
*Findings of NAS: Arunachal Pradesh class III*

listen, recognize words and read	• The percentage of students able to listen, recognize words and read with comprehension is <b>higher</b> than the national average.
mathematical abilities	• Students performed <b>higher</b> than the national average in most of the mathematical abilities. It is equal for subtraction and division and lower in multiplication.
both boys and girls	• Performance of both boys and girls in the state is <b>higher</b> than the national average in both language and mathematics.
both rural and urban	• Performance of both rural and urban students is <b>higher</b> than the national average in both language and mathematics.
both language and mathematics	• The largest proportion of students in the state scored <b>above 75%</b> correct answers in both language and mathematics.
social groups except ST	• All social groups scored <b>higher</b> than the national average in both language and mathematics, except for ST which scored lower in mathematics.

*Findings of NAS: Kerala class III*

listen, recognize words and read	• The percentage of students able to listen, recognize words and read with comprehension is <b>higher</b> than the national average.
mathematical abilities	• Students performed <b>higher</b> than the national average in all mathematical abilities.
both boys and girls	• Performance of both boys and girls in the UT is <b>higher</b> than the national average in both language and mathematics.
both rural and urban	• Performance of both rural and urban students is <b>higher</b> than the national average in both language and mathematics.
both language and mathematics	• The largest proportion of students in the UT scored <b>above 75%</b> correct answers in both language and mathematics.
social groups except SC	• All social groups scored <b>higher</b> than the national average in both language and mathematics.

*Findings of NAS: Daman and Diu class III*



*Different stakeholders of the learning community*

### **Role of governments**

Various state governments Tripura, Jharkhand, and Delhi government during the last 3 years launched Chunutti, Reading Campaigns, and Mission Buniyaad and Happiness Curriculum. These governments are trying to change their policies to make education student-friendly.

### **Chunauti**

The scheme was started by the state government last year as a quality intervention to improve the learning and writing ability of children from classes VI to IX. After finding that almost 74% of the children in Class VI could not read, the scheme was launched and children were divided into groups as Pratibha (reader) and Nishtha (non-reader), depending on their knowledge of Hindi, English, and mathematics. Students under the Nishtha group were given reading the material in the form of books called 'Pragati', and their skills of mathematics and languages were tested on the basis of that. (Source: Indian Express)

### **Mega PTMs**

- Delhi government has decided to conduct the PTMs twice every year
- Around 16 lakhs parents expected to come for the PTM
- The event will be like a festival on the lines of private schools
- The timing of the PTM will be different in morning and evening shift schools
- The government-sanctioned separate budgets to organize PTMs in nearly 1,000 schools run by it
- Moreover, the parents have been urged to give feedback and share their grievances during the meeting (source: India Today)

### **Other Initiatives: Reading Campaigns, Mission Buniyaad, Happiness Curriculum, and Entrepreneurships Mindset Curriculum.**

### **Role of civil society (particularly Non-Governmental Organizations)**

NGOs play a very vital role in this endeavor as they are responsible for the groundwork alongside the government of socialist economies and are spread in a well-connected network. Udisha(Non- Government Organization) keeping in mind the potential of demographic dividend focuses on youth empowerment and has on various platforms across the globe, especially in United Nations highlighted the interlinking of employment and education. Believing the fact education is skill acquired and beneficial to gain at the earliest, it works in various states to play this part. Taking account of NAS findings it would like to work in such states in the future. Like hundreds of Coalition Partners all over the world, Udisha has also been organizing various events in Delhi, the state capital of India and neighboring states of Haryana, U.P., Himachal Pradesh, Daman & Diu, and Dadra & Nagar Haveli during the week under a national campaign - "Protection of Child Rights and Prevention of Child Abuse Week", with its partner organization like Ganga Sewa Sansthan, Christian Lawyers Association of India, Bhagidari Jan Sahyog Samiti, other NGOs and ten schools and five Residents Welfare Associations etc. since 2003. Many schools and Residents Welfare Associations from Delhi and neighboring states of Haryana, UP and Himachal Pradesh have actively participated in various events, which have aroused awareness about the



child rights and prevention of child abuse. A special campaign was organized in UT of Daman, Diu & Dadra, and Nagar Haveli also. The national campaign and events like Symposium, Walk, Poster Painting Competition, Yellow Ribbon Campaign and Slogan Competition organized as part of the campaign have sensitized the children, their parents and all other sections of the society about the Protection of Child Rights, prevention of child abuse, Right to Education Act, etc. These thousands of children and their parents now know how to protect themselves from the increasing incidents of child abuse in the society and they can be counselors for their siblings and friends, thus making the reach of this awareness campaign much wider. Pratham and many other organizations have also taken responsibility in the endeavor of making children more responsible citizen which has basic literacy and numeracy skills. We at Udisha believe after analyzing NAS data that there is a need for focused attention in the state of Arunachal Pradesh and after working in various states, collaborative efforts are much needed.

### **Conclusion/ Suggestions**

India is the world's second populated country needs lots of resources to produce skilled manpower for which a lot of efforts and projects need for incoming years to educate the people of the country is a continuous and ongoing process. We are in the right direction and the need is to strengthen the network of all the stakeholders. Watertight compartmentalization of the roles has to be done away with. A good check and balance system in this network of all the stakeholders will provide stability and help break the status quo. Those states with higher than national average can share their model with those who have achieved lower than the national average.

### **Acknowledgment**

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Appendix (Poster)

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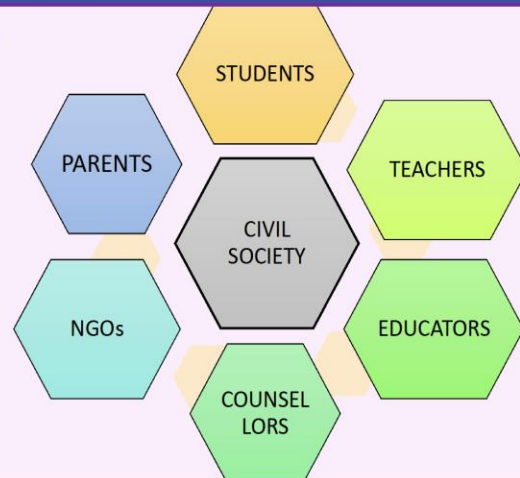
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stakeholders



### Results

NAS Report: Comparative analysis of Arunachal Pradesh, Kerala; and Daman and Diu with respect to National Average

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