Paradigm Shift of Quality in 21st century
- Foundation for Educational Innovations (INDIA)
Context of the Study

- Quality Education remains elusive across the world
- This is not due to lack of ‘Quality Interventions’
- There are two possibilities for this situation
  - Paradigm Shift is needed in the definition of Quality in the light of realities on the ground
  - Conception & Implementation of Quality Intervention is less effective
Objective of the Study

- An in-depth study of the first possibility – Paradigm Shift is needed in the definition of Quality in the light of realities on the ground and
- Keep the entire study action oriented and on the ground
Design of the Study

- Quality Improvement Interventions in 11 Private Unaided Schools, existing in North India
  - Schools are from Delhi, Uttar Pradesh, Punjab, Haryana, Uttaranchal, and Rajasthan
  - Schools are Affiliated to C.B.S.E, New Delhi
  - Schools are up to Senior Secondary Level (Class I-XII) and teach in English Medium
  - Observation/Interaction Method
STRUCTURE OF INDIAN SCHOOLS

- Government Schools ( Totally supported by the Government )
- Government Aided Schools , where part of the expenditure is borne by the Government
- Local Body Schools ( Municipal Schools in urban areas & schools by the District Boards in rural areas )
- Private unaided schools

Management-wise distribution of schools

Source: Eight AISS Education Survey, NCERT
Review of Literature

  - Quality Learners
  - Quality Learning Environment
  - Quality Content
  - Quality Processes &
  - Quality Outcomes

- Challenges of Quality in India - Top 5 Factors
  - Leadership Quality
  - Language Deficits in Teaching
  - No resolution in sight for Teacher Quality Issues
  - Parental Involvement
  - Weak Language Skills of Students
The Focus of Paradigm Shift

- School’s Leadership (Factor A)
- Language Competence of Teachers (Factor B)
- Domain Competence of Heads of Dept. (Factor C)
- Engagement of Parents (Factor D)
- Language Competence of Students (Factor E)
Factor (A)
School’s Leadership: Need for Effective Education Governance
• Academic Excellence is not rightfully placed as a commonly desired goal
• Language competencies is less acknowledged
• The focus on overall development is coming at the cost of academics
• New areas of development not being adopted in the education system (School’s Vision & Mission)
• Life Skills/carrer discovery not being nurtured, in true spirits
• Less of Preparedness for Gifted, slow learners & Special Students
Factor (B)
Language Competence of Teachers
Student's Impression of Teachers' Language Skills (for Maths & Science)

- Good English Language Skills
- Excellent English Language Skills
- Very Good English Language Skills
- Average English Language Skills
- Not Sure

Bar chart showing the distribution of student impressions.
Factor (C)
Domain Competence of HODs
(Head of Department)
• Evaluation & Examination related tasks
• Coordinate Syllabus completion & Assignments
• Development of Teachers
Factor (D)
Enabling involvement of Parents
• How do I know that my child knows everything (academic)?
• How can a child, who is in know of things, fail to secure marks or feel confident?
  ◦ Child’s self-certifications
  ◦ School’s progress reports
  ◦ Tuition Teacher’s reports
Factor (E)
Language Competence of Students
In India, few category of schools do follow 2\textsuperscript{nd} language as the language of academics

Unique Challenge for us!
Strategies in action for Paradigm Shift

- Lesson Planning (includes Assessment Planning)
- Daily periods for overall development of students
- Activity orientation for all Academic Subjects
Recommendations

- Frequency and (easy) action ability of assessment reports to Parents
- Continuous Teacher motivation & development
- Career guidance resources
- Happy Socialization
Conclusion

- No child left behind in the language of academics, by the end of Primary schooling
- No child left behind in achieving, highly competent reading skills in literature of the academic language
- No parent left behind in micro complementing the educational process at all levels in school
- New generation of books, workbooks and real-life lab activities
- Positive Home–School Relations
- Teachers make use of Alt. assessments as well as traditional tests
Conclusion (Contd.)

- ‘Classless’ learning (learning without the virtual barrier of grades)
- Self-directed and self-paced learning
- Integrated learning- projects based on learning from different subjects
- Students as peer facilitators in learning skills like coding, social media etc.
- Using student data & evidence in Institutional Planning
Good Education

- Good Teacher
- Effective System (Good Books etc)
- Good Student
Thank You!

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