

Role of Initiatives taken by GNCTD in the field of Education

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ABSTRACT

After 2016, the conditions of the Govt. Schools are much better due to the political bill of the Government. In the history of India, Delhi Government has been allotted the 25% budget on education sector out of total budget. In first phase major focus of the government was to improve the infrastructural facilities in the government schools of Delhi. In the second phase to introduce the new curriculums, Capacity Building of Principals and Teachers at National and International level. A good education system cannot work effectively and smoothly without interventions. Interventions by GNCT in the educational field are basically seen at three levels – Learners, Head of Schools, teachers and the school community. It is believed that education can only be accomplished in its truest essence and sense when all the stakeholders work in the same direction with the goal of uplifting and stimulating the learners, simultaneously understanding the gaps in learning and striding all of them towards one milestone i.e., the Holistic Development. The strategic and noteworthy interventions for Generation Z learners like introduction of Desh Bhakti Curriculum, Reading Campaign, Pragati Series, Summer Camps, Happiness Curriculum and Entrepreneurship Mindset Curriculum.

Education initiatives are a part of governments all across the globe, guided by a much-deliberated system of principles influencing decisions that are aimed at achieving pre-determined outcomes, which, in turn, are perceived to be beneficial to a particular country's goals. Much thought goes on behind creating initiatives: they are the statements of intent. However, the task of implementing innovations and initiatives is a very complex one. Nonetheless, the Innovative education Initiatives have a huge additional responsibility of creating and shaping future generations. A significant aspect that has to be taken into account while designing innovative government initiatives in education is the changes in society and its needs and aspirations, both locally and globally, and rethinking their strategies in order to benefit a new and contemporary scenario which will equip children to face and handle challenges of current times.

In the present times, interventions and initiatives have actually evolved as an intrinsic part of education. A good education system cannot work effectively and smoothly without interventions. Interventions by GNCT in the educational field are basically seen at three levels – Learners, Head of Schools, teachers and the school community. It is believed that education can only be accomplished in its truest essence and sense when all the stakeholders work in the same direction with the goal of uplifting and stimulating the learners, simultaneously understanding the gaps in learning and striding all of them towards one milestone i.e., the Holistic Development. The strategic and noteworthy interventions for Generation Z learners like introduction of Desh Bhakti Curriculum, Reading Campaign, Pragati Series, Summer Camps, Happiness Curriculum, Spoken English Classes,

Chunauti 2018, Mission Buniyaad and so on, aims at developing different sets of 21st century skills that would make the learners smart, courageous, equipped and independent. As a matter of fact, the New Education Policy (NEP) 2020 has also introduced the same. All these interventions aims to improve 5 Cs of learning including – Critical thinking, Collaboration, Communication, Curiosity and Creativity as quoted and introduced by the Honourable Prime Minister.

Let us have a brief overview of the above-mentioned initiatives of the Education Department, GNCT of Delhi Interventions for Students.

Desh-Bhakti Curriculum

This is the age where we expect our learners to be developed not only academically but in all the other co-curricular areas too, that would bring about their all-round Personality Development. These initiatives are taken to ameliorate the learners' decision-making ability, Problem-solving, Higher order thinking skills, Empathy and other life skills. These programs provide opportunities to the learners to cultivate and nurture their innate talents and passion while learning. The Mind-set Curriculums such as Desh Bhakti has been introduced to instil the feeling of unity in diversity and belongingness to the country in the 21st century learners through hands-on learning. This curriculum would follow the approach of learning by doing wherein students will be engaged in interactive and interesting activities like poster making, writing articles, giving speech and presentations. Through such interventions every learner feels important and can develop his/her area of interest. All such interventions are also meant to vocationalise the education system, empowering

the students by providing them a sense of freedom of expression that would nurture them into a better human being. Such measures seek to improve the learning levels of students and will lead to greater accountability and improvement in the quality of education.

- **Chunauti 2018** was launched in June 2016 with the purpose of bridging the learning gaps of over 9.5 lakh students of classes 6, 7 and 8. Differential Pedagogic interventions and content was used with the three groups starting with bridging the learning deficit in one or more domains to strengthen learning with understanding in all the subjects. This scheme helped learners acquire Foundational Literacy and Numeracy and then connect them to grade appropriate syllabus.
- During **Reading Campaign** in the academic session 2017-18, one hour of focused reading activities were conducted daily using basic reading material consisting of short stories, paragraphs and word. Nearly 1,00,000 students of classes 6, 7 and 8 learnt to read their textbooks during the campaign.
- **Pragati Series** are a set of support material to aid in Foundational Literacy and Numeracy as envisaged in Chunauti Campaign while using contextualised situations, simple language, illustrations, examples from the context of children in Delhi and worksheets to help the learners understand the concepts.
- The routine activities in the **Summer Camps** motivated peer sharing and interaction with parents which helped the learners build their inter-personal skills. Parents also got more engrossed in their children's academics throughout the year.
- A three month long campaign **Mission Buniyad** was launched at the commencement of the academic year in April 2018 with the focused goal and exclusive activities to make learners of classes 3 to 9 attain the ability to read, write and do basic maths operations.
- The objective of **Happiness Curriculum** is to help students lead joyful and vibrant lives, while making meaningful contributions to their communities by practicing mindfulness and by developing skills like empathy, critical thinking, problem-solving, communication and collaboration to build meaningful relationships.
- Mission **Spoken English Classes** was taken up to enhance the Spoken English skills of students in Delhi Government schools with the collaboration of British Council and Macmillan etc. before this programme, Government of Delhi to trained the selected teachers of English TESOL
- **EVGCs**-To strengthen the structure of identification and support to students with learning disability in the government schools and to deliver systematic career guidance and career counselling to students of classes

10,11 and 12, counsellors were appointed.

Interventions meant for Principals and Teachers

The interventions at the principals and teachers' level, included various programs for giving them opportunities to build their capabilities and establish a culture of sharing knowledge and resources, thereby building Learning Communities.

- **Principal Development Programme** aims at providing wider learning experience to the Heads of Government schools in order to build their leadership abilities through in-house sessions and international exposure. Increased sense of ownership and responsibility amongst the School Heads would help in developing their schools as centres of learning.
- **Mentor Teacher Programme** was established to support teachers from the Delhi Government to leverage creative expertise by providing on-site learning support to other teachers and organise workshops suited to the pedagogical needs of their fellow teachers.
- **Teacher Development Coordinator Programme** was introduced to develop Education Leaders within each school in order to assist the School Heads in creating the culture of collaborative learning in schools. This assisted in transforming the model of In- service training.
- **Jeevan Vidhya Shivir** focuses at conscious development through Value Education. It is based on the co-existential philosophy propounded by A. Nagraj. It seeks to engage with participants on every facet of their lives and universe and how we can live life with purpose and meaning. The program has supported the participants in understanding each other better and in accepting complete responsibility for one's own life.
- More than 1100 HoS, Teachers and faculty members were also given **International Exposure** where they attended different mentoring programmes that have in fact resulted it better facilitation.
- **Hands-on Training of Special Educators**- This training was given to special education teachers equipping them to work across disabilities so that they can work with all students with different needs and be able to evolve Individualized Education Plans (IEPs).
- **Reforms in Primary Schooling** was done to nourish the learning foundation of children in Nursery, Kindergarten and primary classes of DoE schools. The focus of this programme was cross-disciplinary and multi-disciplinary approach in enhancing teaching-learning experiences.
- **Core Academic Unit** was set up to introduce new and improvised assessment tools in the schools of Delhi government. The unit also develops question banks and support material for teachers and students. It

analysis the results to understand the academic performance of students and schools and identifies the areas for corrective actions.

on contractual basis to look after the school building. Estate manager assists the HoS in taking care of the school campus and facilitating the administrative work so that HoS can give more time to academic issues.

Building a strong School Community

A school is a sub-unit of its community. Interventions at community level plays an instrumental role in the enhancement of education process. It simplifies as well as smoothenes organising and facilitating school activities and managing resources. Community interventions have played a major role in the success of Mega PTMs, opening the door for more and more parents to attend the same. Better discussions between faculty and parents about their ward's progress has actually been strengthening in achieving better results and outcomes. Such community interventions have also been effective in the improvement of school infrastructure, overall facilities, etc. The system of education fosters and the vision actually turns into reality with the support of community.

- **Empowering School Management Committees (SMCs)** seeks to reinforce the community partnership and ownership in the management of government schools. The SMC became a platform for parents to communicate with the HoSs and department in general which helped them understand the challenges on both the sides and made it easier for them to work with each other. The SMCs led from the front in organising Mega PTMs, Reading Melas, streamlining the admission process and ensuring attendance of irregular students.
- To overcome communication gaps and develop a strong bond between parents and teachers, **Mega PTM** is scheduled on the same date across all schools of Delhi Government. This has led to increase in student attendance in school and engagement of parents along with community members in the functioning of the school.
- **Improvement in School Infrastructure** have now made it possible to have labs with ultra-modern facilities to cater to the needs of the students, SMART classrooms and e- modules to make learning interesting.
- All HoS were empowered to hire an **Estate Manager**

The targeted purpose of education can only be achieved when all the stakeholders would collaborate and join hands. So, till now all the measures that GNCT has taken up has come a long way in setting up the world class education system across the government schools.

Though the impact of educational interventions takes many years to bear fruits, yet perseverance and a strong follow up network helps in completing the learning cycle and provides an insight into the future needs.

As above mentioned interventions related to students, teachers and Head of Schools, the role of SCERT, Delhi was more important due to the development of new curriculums, capacity building programmes for teachers, mentor teachers, teacher development coordinators, happiness coordinators, primary incharges and Head of schools at National and International level for improvement in the school system.

Conclusion

As per availability of initiatives taken by Govt. of Delhi, the parents of the students are found that the changes in the schools of Delhi are seems in three levels:

1. Infrastructural
2. Capacity Building of school Principals and Teachers
3. Community level.

As per record of school branch, Directorate of Education, in the current year more than Three Lacs students have been registered in various classes instead of previous year. Most of the students were admitted those already studying in private schools. After capacity building of teachers and Principals of the schools are more active and efficient to implement the new pedagogy and technology in the classroom. Member of School Management Committee are also more active to work with parent outreach programme and addressing the parents of the students for participation of school activities during the school hours or as per availability of time for social work in the school.

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