**Analytic Tool, Learning**

**Paramount Question:**  **What are the critical impediments for making learning the core business of our general education system and how may these impediments be removed?**

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| **Diagnostic question** | **Strengths / Weaknesses** | **Knowledge Gaps** | **Improvements / Contextualization** |
| **Understanding and positioning learning** |  |
| 1. What is our understanding of learning vs education vs schooling? How is this understanding shared with critical stakeholders? Where is the evidence that it is shared? How is learning positioned in our education system? For instance does learning drive education policies, strategies, programs, other processes, organizations, financing frameworks, other resourcing, etc? Where is the evidence that learning drives our education system? How is this evidence documented and how is it monitored? Is learning how to learn an explicit outcome of our general education system? How do we support the attainment of this outcome? How do we monitor its achievement?
 | As given in NCF 2005: learning is a process of constructing meaning. Education is systems for facilitating learning. Schooling is structured formal system for learning. We have mechanism to share with teachers, policy makers. Mechanisms are needed to share with other stakeholders covering parents widely. The society values learning. Interaction programmes with teachers and policy makers. As per National Curriculum Framework 2005, learning is centrally positioned in our country but it has to take its root across the country. At the policy level, the NCF 2005 refocuses on the centrality of learning. National Achievement Surveys, School-based assessment; meetings of CRCs and BRCs and visit reports of education officers and others.   |  |  |
| 1. How do we characterize diverse forms of learning? What are those diverse forms in our education system? How do we ensure complementarity of those forms? How impactful is this complementarity? Where is the evidence of this impact? How do we optimize complementarity and impact?
 | Different forms of learning – cooperative, group, peer group, activity based learning are in practice. The overall quality and variety need to be strengthened and given professional approach. Teachers can be given opportunities to create innovative activities. A series of study reports of DPEP and SSA and NCERT studies on classroom processes. The complimentarity is yet to be understood by the stakeholders.  | Evidences on complimentarity and impact are yet to be generated. | Diverse forms of learning (need clarity - pop up)  |
| 1. How does our knowledge and understanding of learning affect other education processes such as assessment, teaching, management and governance? How does it affect key resources such as the curriculum, learning materials, teachers, physical and psychosocial environments, etc.? What is the evidence of this effect? How do we ensure currency of this effect? **[Technical note V.4, integrative perspective on student learning]**
 | Knowledge and understanding of learning are reflected well in the policy and texts and related learning materials. This has not spread well in classroom transactions and processes.  |  |  |
| **Using extant research evidence to support effective learning and to innovate**  |  |
| 1. What do we know about research evidence on learning? How do we ensure that critical stakeholders are knowledgeable of this evidence? Who are these stakeholders? How do we ensure the currency of that knowledge? How does this evidence get translated into impact? Where is the evidence of this impact? How do we optimize this impact? How do we sustain the link between research evidence and practice and vice versa?
 | Researches on learning exist, but the connectivity among policy implementation, planning and professional practice is yet to take shape.  | Researches specifically on learning from philosophical and sociological perspectives are needed. |  |
| 1. What are our recent innovations in optimizing effective facilitation of learning? How do these innovations get initiated? How are they monitored and with impact documented? When impactful, how are they scaled up?
 | Certain innovations are being experimented in Madhya Pradesh.  |  |  |
| **Making effective learning equitable** |  |
| 1. How do we ensure equity of effective learning opportunities? What are the dimensions or the factors that drive this equity? How do we monitor equity of effective learning opportunities? What do we have as direct and/or proxy evidence?
 | Ensuring equity depends on the following conditions: 1. Learners -
2. Teachers
3. Learning environment
4. Physical facilities
5. Teacher-student ratio
6. Learning materials
7. System of governance and support / process of implementation

Differences within each condition contribute to gap in learning opportunity and thereby creating inequity. For instance, in the case of teacher recruitment policy and practices create differences.  |  |  |