



HUMANA
PEOPLE TO PEOPLE INDIA



**EDUCATIONAL INITIATIVES
HUMANA PEOPLE TO PEOPLE INDIA**

NeTT
The Necessary Teacher Training

कदम
Step-Up Programme

संभावना

**CENTRES OF
ACTIVE SCHOOLING**



Humana People to People India (HPPI) is a development organisation registered since 21st May, 1998 as a not-for-profit company under section 25 of the Companies Act, 1956. It is a non-political, non-religious body working for the holistic development of the under-privileged and marginalised people in rural and urban India through social development and poverty alleviation interventions by coordinated, strategic approaches focusing on education, life skills, improved livelihoods, health and sanitation, the empowerment of women and environment protection.



Mission : HPPI's mission is to unite with people in India in order to create development in the broadest sense through the implementation of the projects that aim at transferring knowledge, skills and capacity to individuals and communities who need assistance to come out of poverty and other dehumanizing conditions.



Holistic Approach : With a holistic approach to development we include all people involved in the matter- the children, parents, teachers, neighbours and local leaders, along with national governments as well as international partners.

Educational Initiatives of Humana People to People India (HPPI)

1

The Necessary Teacher Training programme

2

The Kadam programme

3

The Sambhavana programme

4

The Centres of Active Schooling programme

5

Preschool of the Future programme

The Necessary Teacher Training Programme

A programme to equip the prospective teachers to achieve professional excellence

Principles

- 1 Go exploring to acquire new ideas
- 2 Get close to the things you want to learn about
- 3 Become the driving force in work, together with your fellow students
- 4 Be forewarned: the deeper you go into a question, the more you will want to know
- 5 There isn't time to learn everything at school. The rest comes later, with experience
- 6 Work in teams; all of us are here together
- 7 The things you learn should be put to use; we learn twice by teaching it to others
- 8 Be mobile, then you will encounter many things, otherwise, things come to a stop
- 9 All this applies to student-teachers, teachers and teacher-educators

Objectives

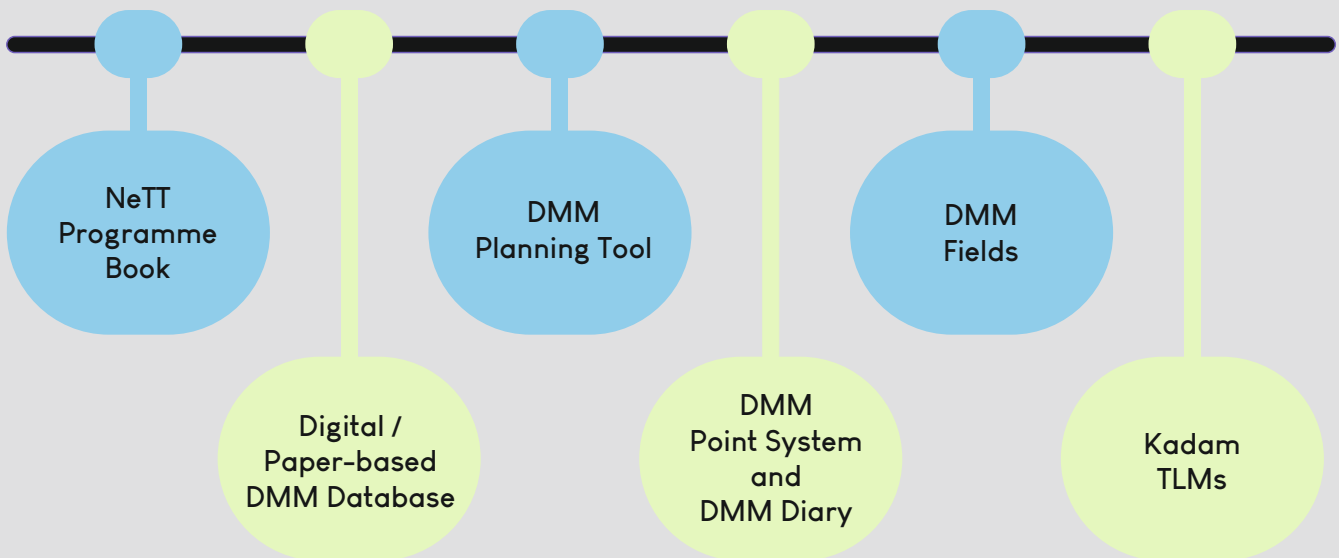
- 1 To implement the programme based innovative pre-service teacher training
- 2 To equip teachers in imparting a child-centered and activity based learning using relevant TLMs and lesson plans
- 3 To educate teachers with humanistic approach, who can engage parents and communities to school and work with commitment

The Necessary Teacher Training (NeTT) programme is designed to fill the existing teaching competency gaps by providing comprehensive and individually targeted training at pre-service level in government-run teacher training institutions in India. The programme equips the student-teachers with appropriate skills, tools, understanding and approach, to put their students at the centre of the learning process.

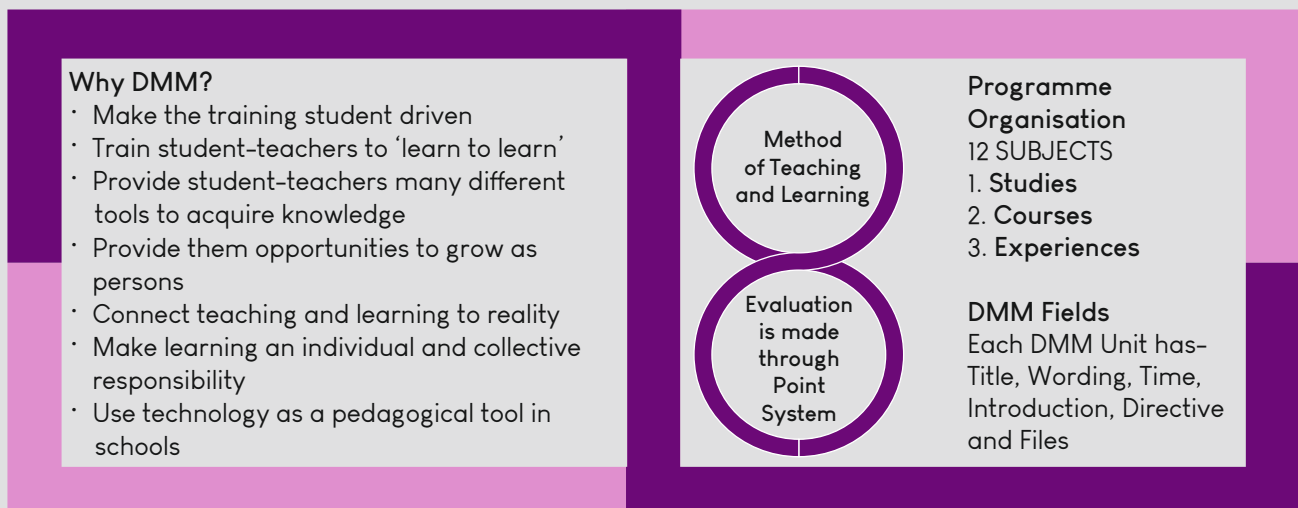
The two-year NeTT programme is aligned with the state-run Diploma in Elementary Education (D.El.Ed.) programmes of the same duration. Blending seamlessly with the state curriculum, the customisable modules of the programme are implemented through an innovative pedagogical framework called the Doctrine of the Modern Method (DMM), providing an essential balance of theory and practice.

The two-year programme is organised in 22 periods, each period of four weeks duration. Each period has a headline to give direction and focus to the studies and activities that are to be taken up in that particular period.

Toolkit



Methodology



The basic organisation of the students is the Function Group of six students, where they plan, implement and conclude together. The Function Groups respond to the Core Group (or the class) of 25-60 students. Through the group work, the student-teachers learn to plan, cooperate, listen, discuss, decide, take action and conclude. For questions concerning the whole school, the Common Meeting is called.

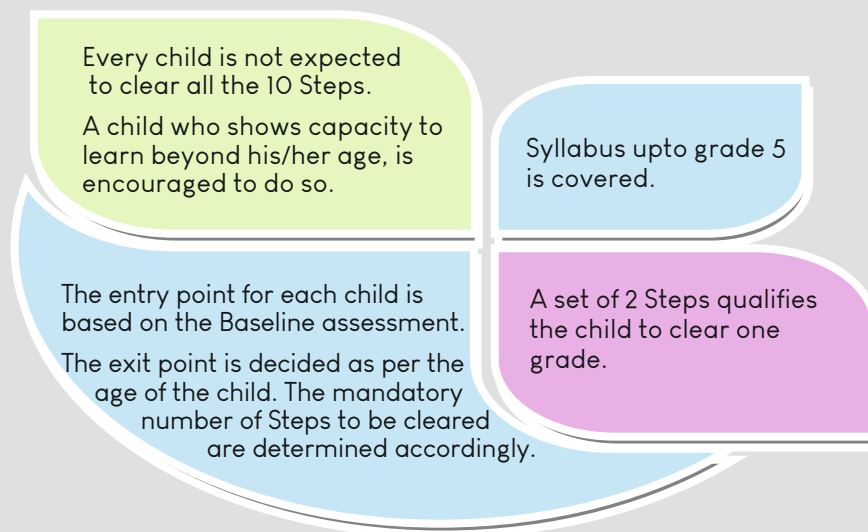
Through the student-centred DMM, the students become the main navigators of their own learning and are trained to take a decisive role and responsibility for their own education.

The programme, also, includes periods of community engagement, teaching practice and study travel. The student-teachers, together with their teachers, take care of the whole school. They are involved in humble activities like, cleaning and maintenance of indoors and outdoors, taking care of guests, maintaining computers and the library, etc. This is an important part of the training of the future teachers, who will maintain and take care of their schools in future.

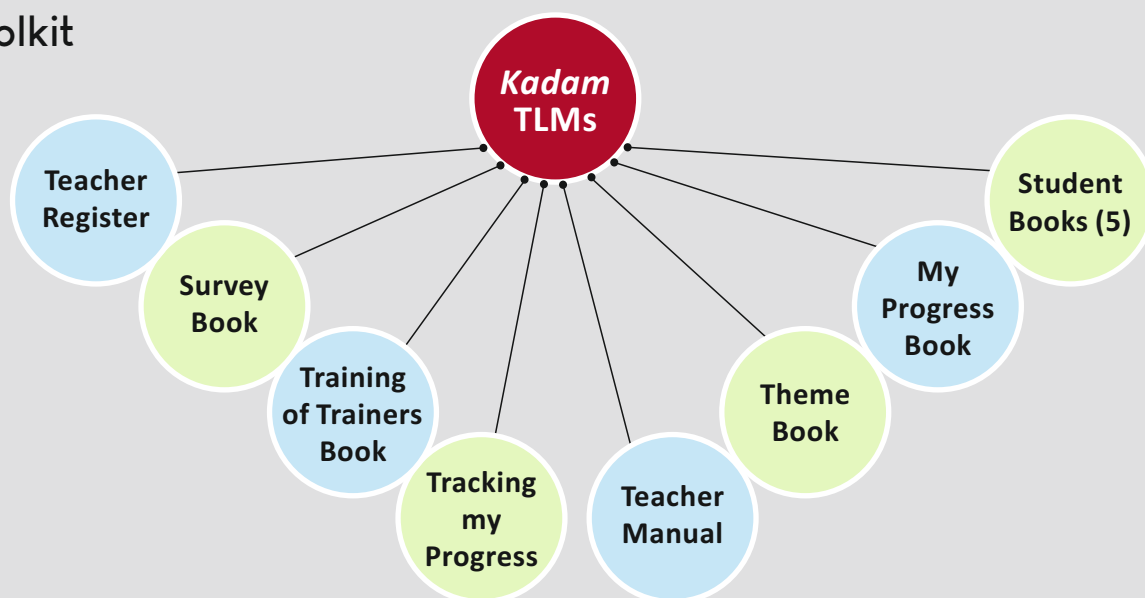
The Kadam Programme

A bridge programme to plug the learning gaps in children

Approach



Toolkit



Kadam is a way of teaching-learning strategy adapted/ adopted by primary school teachers that aims to plug the learning gaps in children, thereupon, helping children to achieve age appropriate learning. The flexibility in the Kadam model is instrumental in its varied implementation which can be advantageous for:

- Children who have no access to education
- Children who have access to schools but are not enrolled
- Children who are enrolled in schools but do not attend regularly
- Children who have dropped out of schools
- Children who are in regular schools but do not have age appropriate learning level

Kadam has been successfully implemented for out-of-school children as a programme that is conducted in Special Training Centres located in school complexes, as well as for primary school children in government primary schools in different States.

Learning Model

FORMAL LEARNING
for cognitive development

10 Progressive Steps

Continuous process from one step to the next at child's own pace.

Basic Learning : Languages, Mathematics and Environmental Awareness

Practiced for 5 days a week, for three weeks in a month

THEMATIC LEARNING
for socio-emotional development

11 months, 11 themes

Each theme is spread over 4 weeks

Themes address the skill building component of the programme

Activities carried out on every Saturday and on the dedicated fourth week of every month



Learning Process



Orientation & Training:

- Orientation to all Stakeholders
- Training of Teachers - Initial, Comprehensive & Continuous, Refresher

Baseline Assessment:

Baseline assessment conducted on the children:

- To obtain the initial learning level
- To place them at an appropriate Step

Progressive, Accelerated Learning

- Each Step consist of task-based learning
- Progressive Steps for appropriate competencies

Continuous Assessments

- Students self-assess their own learning with the help of : Meri Checklist & TmP Card
- Students are assessed at the end of each grade as they complete
- MIS tracks the students' learning throughout the programme

End-line Assessment

End-line assessment conducted on the children:

- To obtain the exit learning level
- To find the effectiveness of the programme

Tracking Retention

Monthly monitoring schedule is followed to track the children in schools

Kadam is a blend of cognitive development through enhancement of subject-based competencies and development of social skills through hands-on experiences in thematic learning. To address both the domains, the programme has been designed as an amalgamation of 10 Steps and 11 theme headlines. Both the components are complementary and delivered concurrently. It is designed for children to improve their subject skills by particularly focussing on Mathematics, Environmental Science, Hindi and English, and engages them effectively during their course of study. The year long programme engages children for six days in a week. It is designed by blending the formal learning with real-life, experience-based skills.

The programme aims to build educational prowess as well as work on the holistic development of children. It works towards improving their quality of life and build their foundational learning. Kadam comes as an effective platform based on the foundations of engaging pedagogy, targeted curriculum and best teaching practices.

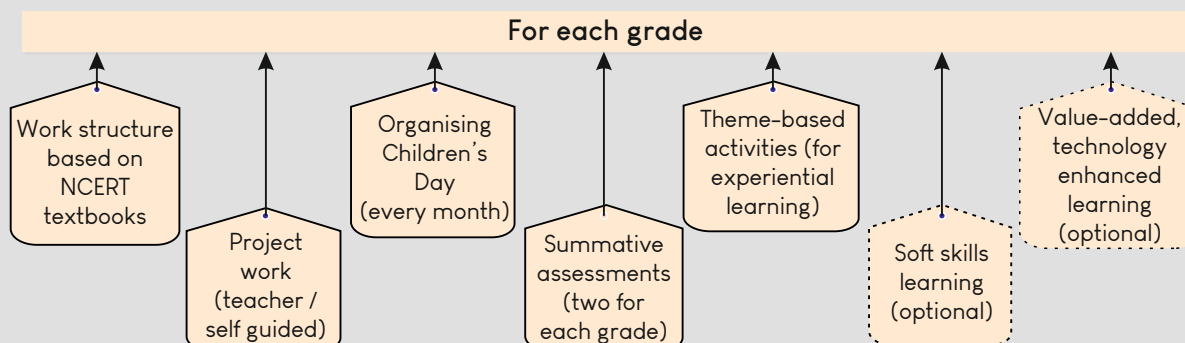
The Sambhavana Programme

A sound foundational programme for life long learning

Overview

- Focused learning enhancement for upper primary / middle school level that covers grades 6, 7 and 8, for children at 12 years and above
- Based on the textbooks created by the NCERT for the subjects Hindi, English, Mathematics, Science and Social Science
- The entire learning programme is available in both Hindi medium and English medium
- Programme blends academic learning with experiential learning, thereby, providing holistic learning opportunities to children
- Tools and techniques to instil learning ownership are embedded in the programme
- Peer interaction and peer learning are an inherent part of the programme methodology
- Regular assessments track the learning progress of the children
- Children are encouraged to safeguard a future for themselves to best of their interests and abilities
- Soft skilling is provided to suit the individual likes and interests of the children
- Value addition ensured through technology enhanced learning (optional component)

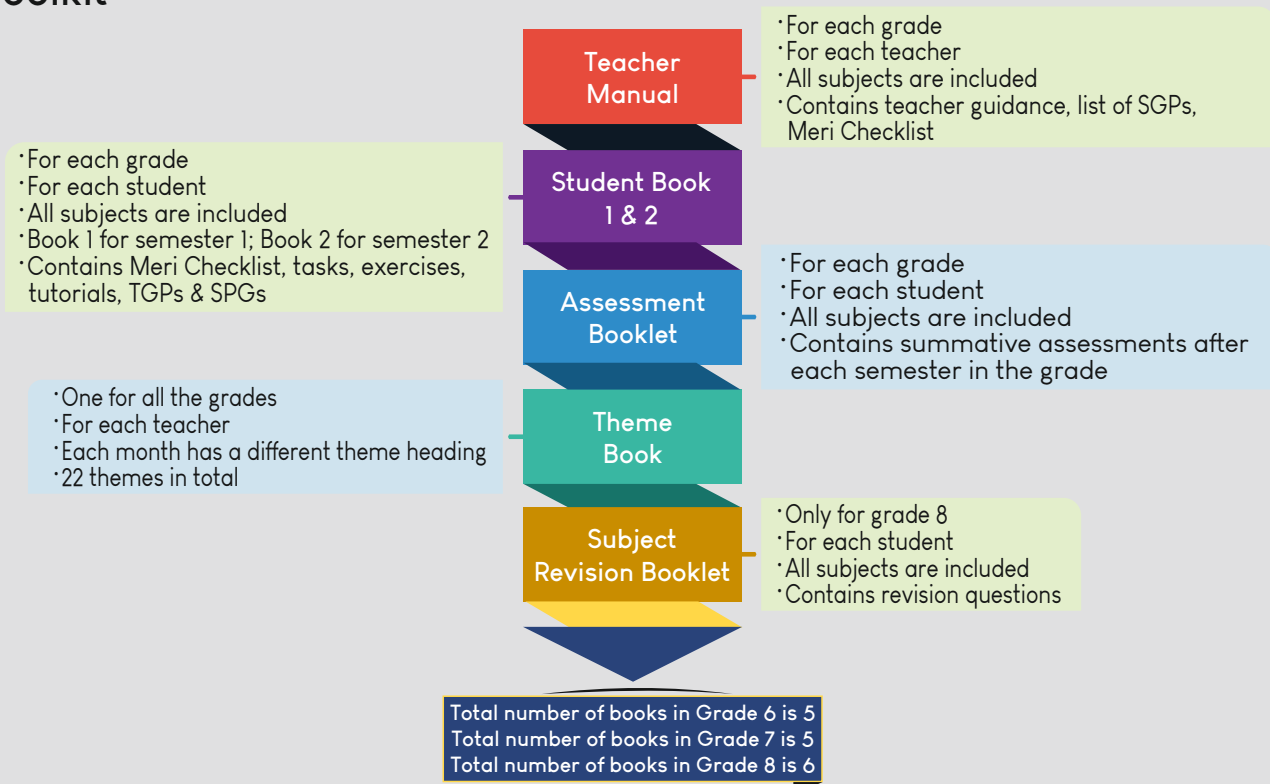
Structure



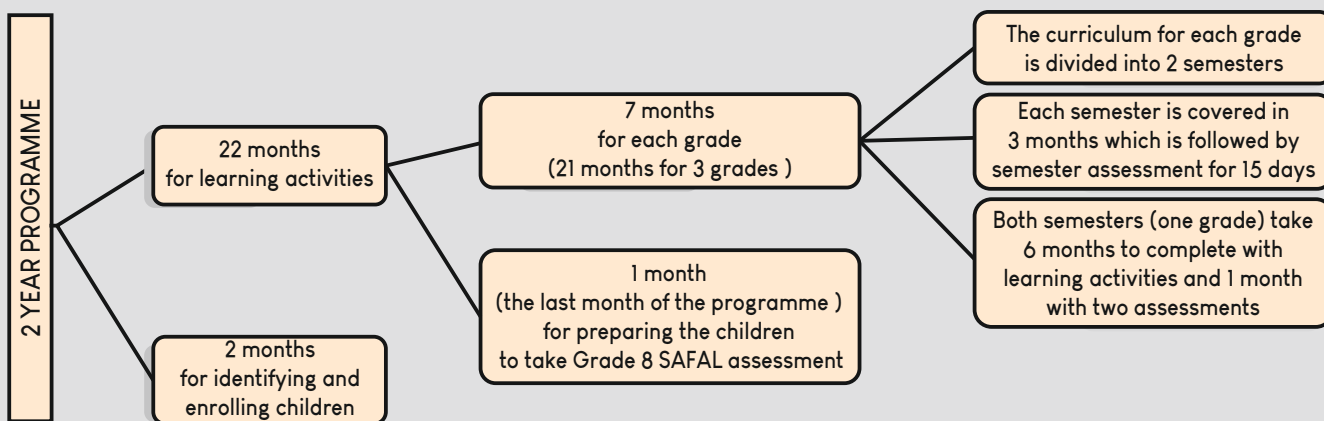
Sambhavana is an educational programme targeted to bring about sound foundation for life-long learning in children, in compliance with the Right to Education (RTE) norms as reinstated in 2009. The programme is offered to children, who are 12 years and above, at upper primary (middle school) level, addressing to their strategic, holistic development. Designed in a way to cater to the learning needs of those children who are behind in their learning levels by providing them with academic, social and soft-skill development, Sambhavana takes them through the upper primary school grade levels (relative to grades 6 to 8) in approximately two years time. In case these children need to consolidate their academic foundations (relative to grades 1 to 5), they are placed on the Kadam Foundation Programme for a maximum time limit of one year before they begin grade 6 of Sambhavana.

Sambhavana seeks to equip children with a strong base so they can succeed in moving ahead to complete secondary education through formal/ non-formal schooling or joining vocational skills training programmes and finding meaningful employment, or any other form of engagement.

Toolkit



Duration



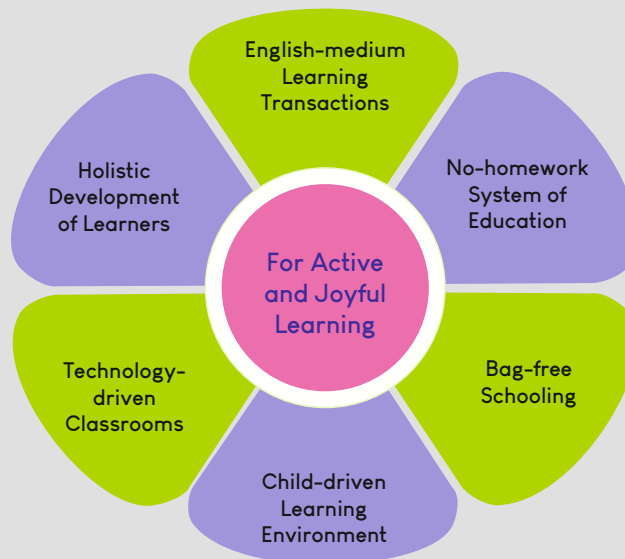
Sambhavana is a blend of cognitive development through the enhancement of subject-based competencies; development of analytical and problem-solving skills with projects and tutorials; development of social skills through hands-on experiences in thematic learning; and development of vocational aptitude with soft skilling. The aim of the Sambhavana initiative is to support the Government of India's initiative to provide quality foundational learning to every child till the age of 14 years.

Based on the educational platform of the Sambhavana programme, **Samarth Education** programme for girls is a tailor-made, remedial education and life skill development programme aimed for adolescent girls at upper primary and secondary school level, thereby, making a positive impact on gender equality. The programme is designed to provide tutoring to these girls in the post school hours, that includes providing a sound, foundational learning base; covering upon the missed out concepts in school subject areas relative to their respective grades; updates on physical and emotional health in adolescent years; life skills knowledge and overall personal development.

Centres of Active Schooling

An English medium programme for progressive schooling

Aims



Need

1

Putting into practice what the National policies and now, NEP 2020 resounds – burden free schooling, holistic development of children, expansive curriculum

2

Providing such elements that help children to bring out the best in them and shapes their personalities like – story time, yoga, real-life experiences, hands-on activities

Schools need to become role models of our education ecosystem

Providing easy-to-attempt workbooks in all subjects that help in better understanding of concepts and provides extra drill for learners, who are, mostly, first generation learners

Not denying that mother tongue provides comfort and confidence in early learning years, English is a language of opportunity. Taking English to not-so-privileged children will benefit them in their future

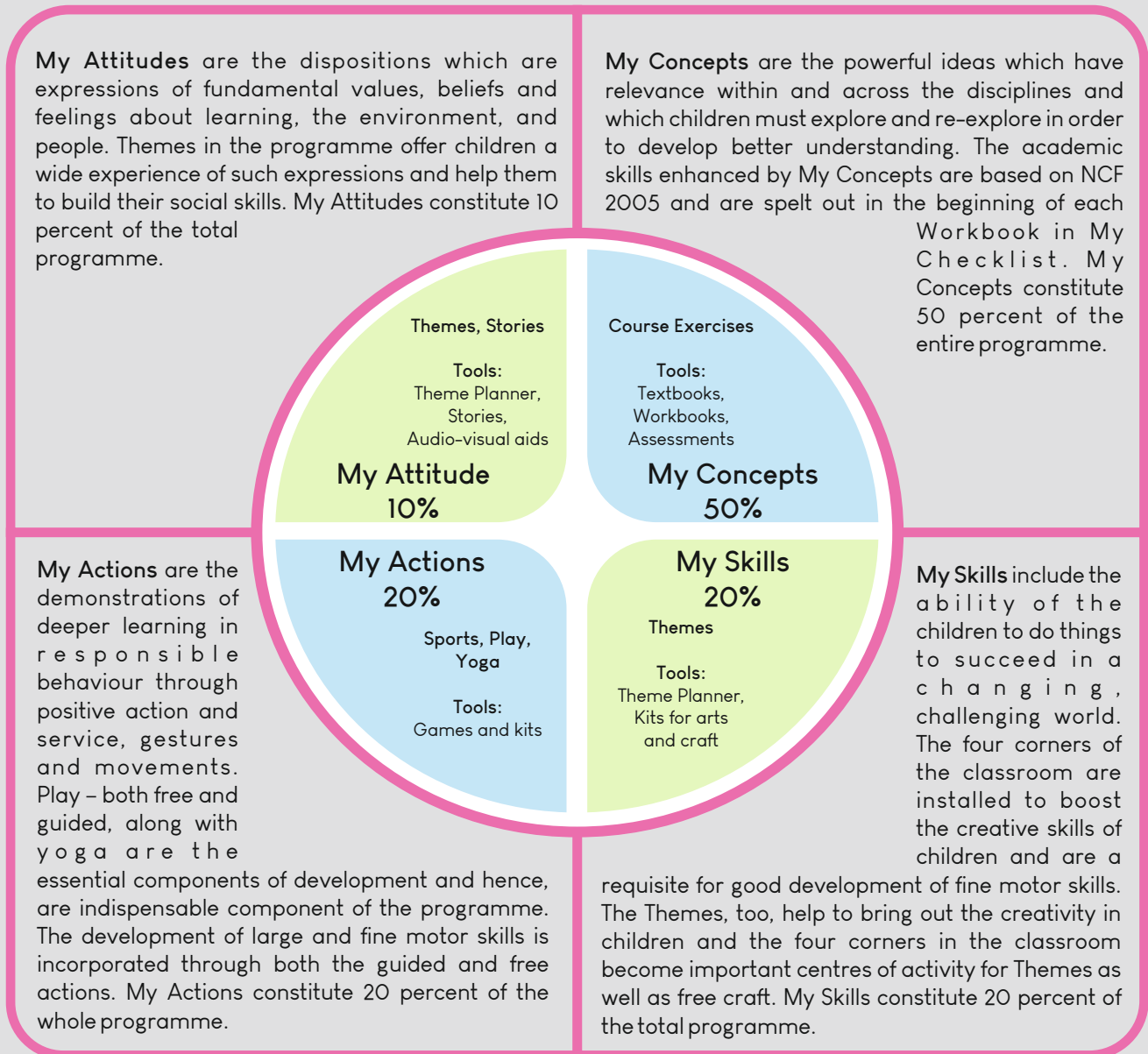
4

3

Centres of Active Schooling is an educational programme that helps the existing schools to transform into progressive schools by adopting a makeshift change in their curriculum. A response to the traditional methods of teaching, progressive schooling, as envisaged in the Centres of Active Schooling, gives an edge to experiential learning along with many other inputs that have been identified in the rapidly changing society to help in the holistic development of children. Keeping this mind, the children are actively or experientially involved at various levels of the learning process. The Centres of Active Schooling programme begins from grade 1 of the primary school and, as of now, primary school curriculum from grades 1 to 5 has been developed; further addition of the progressive grades is planned subsequently in each academic year.

An undisputed goal of education, all-round development of children is only feasible when all the skills-sets of children are addressed to – this includes, academic skills, creative skills, social skills and life skills. Such a development is not possible only with books; the children have to get exposed to various real aspects of life which are integrated with the existing textbooks.

Components



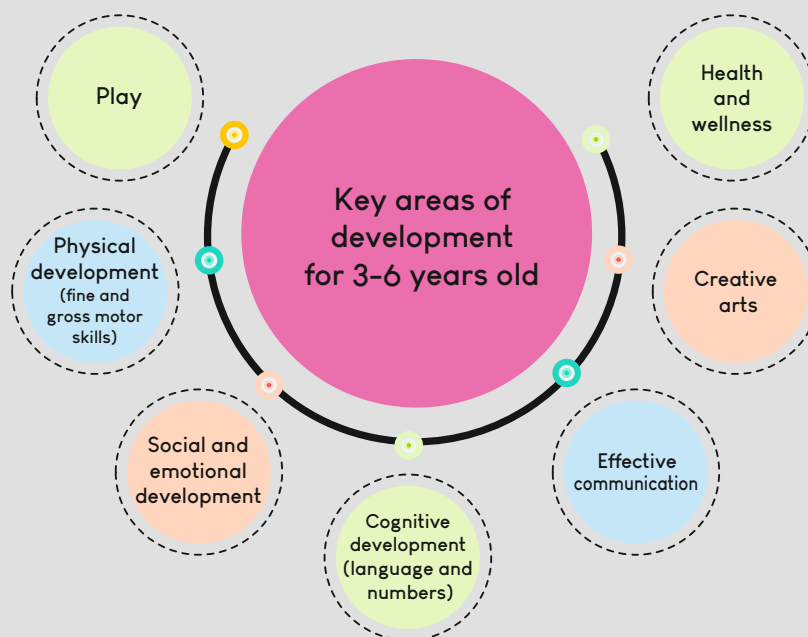
A burden free learning is created where the weight of the school bag represents one dimension of the problem, while another dimension can be seen in the child's daily routine which includes heavy homework.

The programme's unique feature is introduction of English language from early grades, hence, English-medium instructional approach is followed. The programme is a blend of cognitive development through the enhancement of subject-based competencies and development of social skills through hands-on experiences with thematic learning. To address the above mentioned domains, the programme has been designed for the entire academic year with theme headlines being followed in the 8 months in a year. All the components of the programme are complementary, and are delivered concurrently. The programme's subject areas include Mathematics, Hindi and English. Environmental Science begins from grade 3. All subjects are in alignment with the curriculum of the intervention State. The thematic learning in the programme has been horizontally as well as vertically mapped with the National Curriculum Framework (NCF) 2005. Story time is given special emphasis. Yoga and play, too, are well ingrained in the curriculum.

Preschools of the Future

A programme for joyful learning and all-round development in early years

Focus



Structure

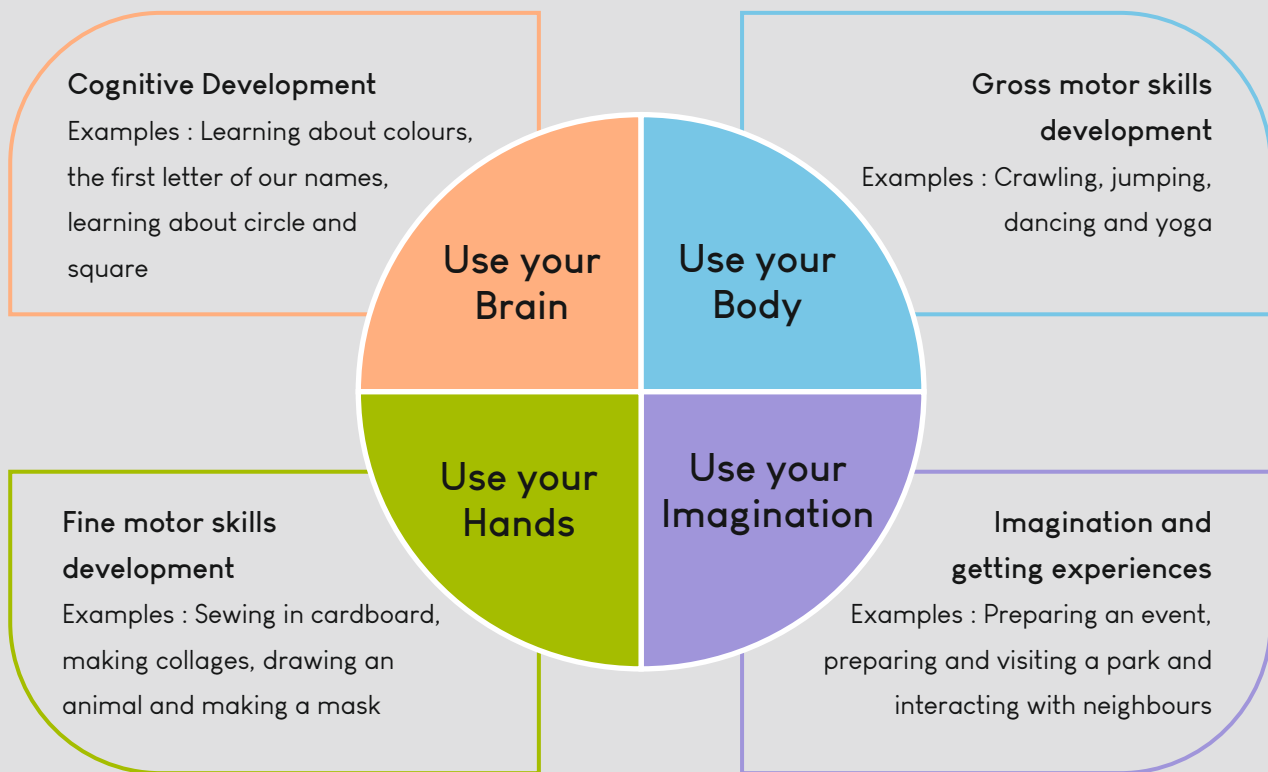
Programme duration (each year)			
Term 1 (13 weeks)	Term 2 (13 weeks)	Term 3 (13 weeks)	Special Term (5 weeks)

Preschools of the Future (PoF) programme is addressed for the children between the ages 3 to 6 years. Any child who has attained an age of 3 years is eligible to join the programme.

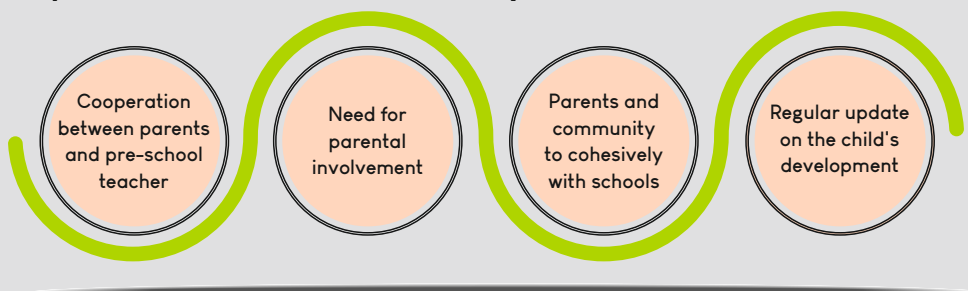
The key development indicators visualised in the programme are divided into seven broad sections that include - play (which includes free play, teacher-guided play and yoga), physical development (which includes fine motor skills and gross motor skills), social and emotional development, cognitive development (which includes development of language and recognition of early numbers), effective communication (and increase in confidence), creative arts (which includes drawing, sketching, painting and clay modelling) and health and wellness (which includes nutrition, cleanliness, hygiene and vaccination drives).

The programme is divided into three plus one semesters called 'terms'. The terms have been planned in such a way that they bring about the holistic development of the children. There are three terms, along with an additional special term. The three terms are divided into thirteen weeks each and the special term consists of five weeks. Each term has one special week at the end.

Elements



Support - parental and community



The PoF programme is a delicate mix of six elements designed to stimulate the development of small children. These elements allow the children to use brain, mind and body to connect with the world and its environment, and providing positive as well as holistic development. At such a tender age, when the children are not exposed to the outside world, it is most important to channelise the children along the path of progress to accept the society in a better way. The content of the programme is aligned with the psychological development indicators of the Highscope and the Preschool Curriculum of India. According to local needs and opportunities, the programme is adjusted for different age groups of preschool children.

The elements of the programme to target the developmental processes as desired are:

Use your brain - cognitive development

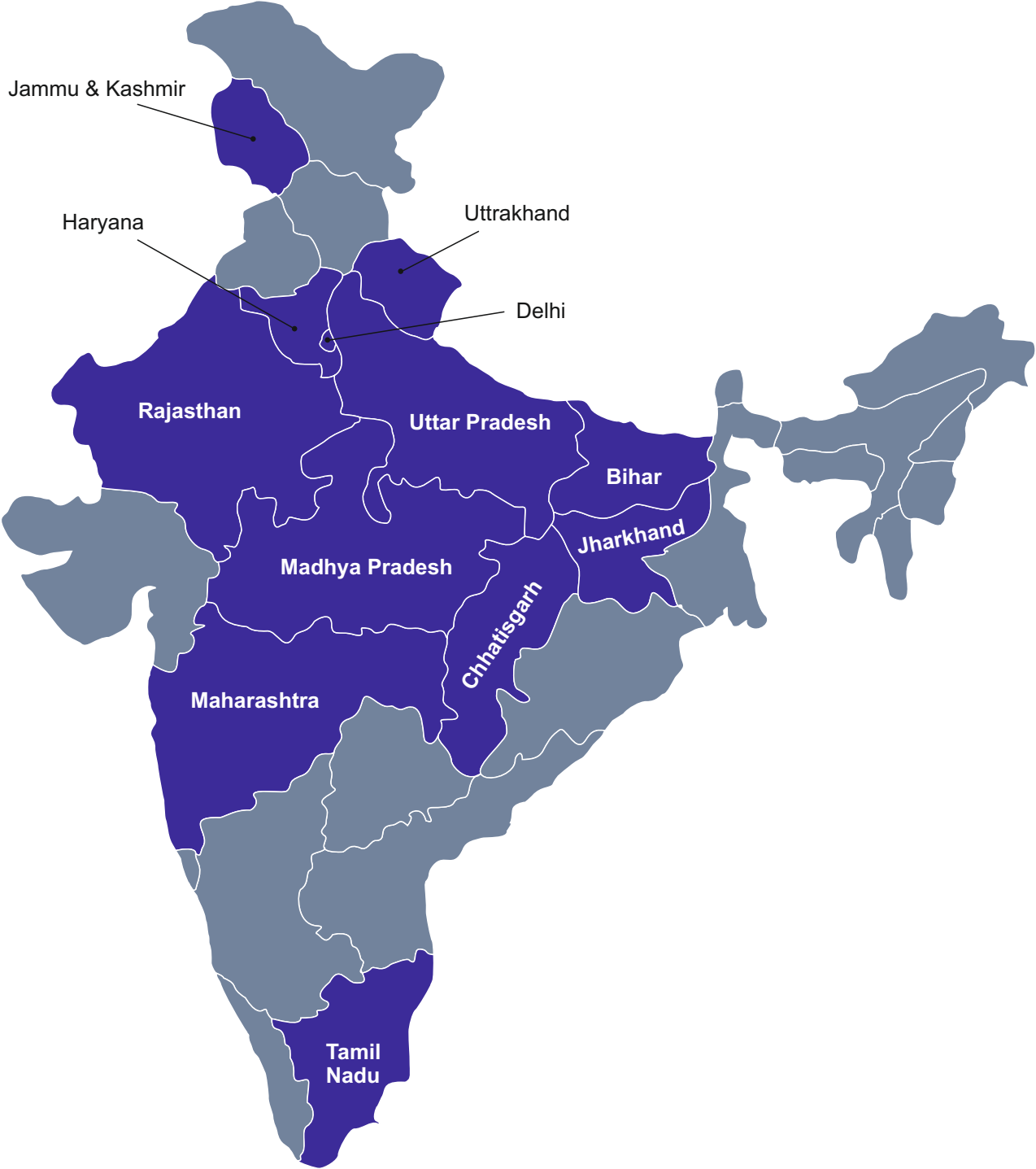
Use your body - development of gross motor skills

Use your hands - development of fine motor skills

Use your imagination - development of creativity and exposure to different experiences

Apart from this, two special elements included in the programme are - Surprise from the teacher and Running the school together for social and emotional development.

Footprints



States of India supported by HPPI in the area of Education

Outreach

(Data as on May, 2022)

Kadam			
State	Reached out	Presently enrolled	Integrated in schools
Haryana	108513	21569	60781
Maharashtra	5108	1053	3592
Rajasthan	341	0	191
Delhi	699	0	315
Uttar Pradesh	17631	5617	10224
Chattisgarh	11168	0	9140
Uttarakhand	132	0	93
J & K	152	0	152
Madhya Pradesh	2249	0	2043
Total	145993	28239	86531
Total number of teachers engaged in Kadam is 4300			

Kadam ⁺			
State	Reached out	Presently enrolled	Successfully completed
Uttar Pradesh	72271	32432	39309
Jharkhand	2207	772	1191
Bihar	3705	432	3103
Haryana	5037	0	4488
Madhya Pradesh	31917	0	31917
Total	115137	33636	80008
Total number of teachers engaged in Kadam ⁺ is 4392			

NeTT		
State	Presently enrolled	Total number of graduates
Uttar Pradesh	939	4167
Madhya Pradesh	324	2072
Bihar	1477	3504
Haryana	231	5227
Jharkhand	43	54
Chattisgarh	0	468
Total	3014	15492



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