



GRIHA Summit, TERI

Human Development, Education and Co-existence

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Shiksharth
to enable learner-friendly education



Beliefs, Learning and Facilitation

- What is education? Who is education for?
- Education is much more than skills development and evaluation of skills.
- Even if driven by industry needs, the function of education for skills development is more appropriate in higher education.
- Understanding childhood and how children learn is central to understanding education.
- Education is essentially about human development, from childhood to adulthood.

Continued

- Education is about discovery, enquiry, sharing and co-construction
- Social-emotional development is central to growing up and school education.
- Childhood needs are more important than preparation for a future world of employability and citizenship.
- Employability emerges well after spending a few years in higher education.
- Citizenship is about understanding social justice and living with multiple voices.
- Childhood is about understanding and accepting multiple voices.



A few practices . . .

- Circle time, play, choice time, experiential education, cultural engagement, names of the groups after the elements, architecture and spaces for learning
- Change facilitation in education implies working with the ecosystem in which schools work.
- Parent education to help parents recognize viability in alternative models
- Listening to peoples' voices.
- Making connections between research and practice
(Student Council as a catalyst for change)



Personal and professional challenges

- Sustained work with government schools
- Initiating and sustaining a ‘community’ of education leaders
- Prioritising children’s needs in society
- Enabling enduring connections between simple needs of children, life, education and co-existence in personal and professional relationships
- Allocation of resources for human development and institutional learning