



External Evaluation Quality Education Program – 2021-23



Report Prepared by:

Ashtam Neelkanth

Sanjay Kumar



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PS Guwadi, Bundi, Rajasthan



Acknowledgement

It has been a pleasure to work on this project with GVEPS supported by Paul Hamlyn Foundation (PHF). GVEPS has been working on ensuring the quality education for children in 10 selected schools in 7 *Gram Panchayats* of *Bundi* block, *Bundi* district, Rajasthan since July 2021. Their efforts to ensure sustained education for the children from the backgrounds that were observed is commendable.

While it has been sometime that the COVID-19 pandemic subsided, its adverse effect on learning lingers. Children were home bound during this phase with majority hardly having any support at home. The surrounding circumstances have not been easy to comprehend for children combined with their familial drudgery which several of them went through during that period. In this light, the efforts put in by GVEPS to enhance learning throughout this period of intervention is highly appreciable.

We are grateful to the project team, academic facilitators, community members and the children for sharing their views and participating wholeheartedly during the interactions. It would not have been possible without the support of the academic facilitators and government teachers to understand the complexity that they are engaged in on an everyday basis and the daring position that they have assumed for transformation.

Finally, the government officials who shared their vision and learning recovery plans amidst the slow recovery that the children across the world are observing. The complimentary efforts that have been put in by the government and GVEPS were visible in the classroom processes and the relationship between the stakeholders.

About the Program

GVEPS has been working on ensuring the quality education for children in selected 10 schools at 7 Gram Panchayats of *Bundi* block of *Bundi* district, Rajasthan since July 2021. GVEPS started the project with the baseline survey and making the children profile. There were many activities implemented time to time.

Paul Hamlyn Foundation (PHF) has been supporting GVPES in the implementation of its project 'Ensuring Basic and Quality Education of the children for better Citizen of the society. This project reflects a change in focus from quantity to quality in the government's education system, providing a quality education to all children given that millions of children are left behind due to the COVID pandemic.

The program is aimed to improve the learning levels and the educational environment of children. It has been conceptualised to identify and support according to the learning levels of children in each class (levels – 1 to 4) through fellows and henceforth strengthening the existing system of primary government schools. The project focuses on making schools child-friendly. GVEPS has formed an advisory committee that overlooks the functioning of the program. Some of the aspects of the program include dynamic classrooms, continuous interaction with the community to sensitize on education, gender-equity, health and well-being of girls, strengthening school management committee, and engagement with adolescent girls. One of the key activity organizing was the child fair- 'KILOL'.

Under GVEPS Quality Education, an Advisory Board has also been formed, which monitors the quality education program from time to time. It is chaired by B.E.E.O Mr. *Satish* and consists of 11 members in total. Director, Mr. *Chhail Bihari Sharma*, trainer, project coordinator, a Childline member, and two educators are members along with three government school teachers form a part of this board. The board takes decisions of the program from time to time.

The objectives of this program are as follows:

- To improve the quality of exiting education system, develop the capacity of the teachers, use joyful and activity-based learning materials, and enable a child friendly environment.
- To empower the community and organize (SMC), mobilize and strengthening the community-based organization.
- To facilitate the community and convergence with different officials to creating enable environment of education.

Project Area

The project has covered 10 selected Govt. Primary schools from 7 Gram Panchayats of *Bundi* blocks of *Bundi* district, Rajasthan.

Executive Summary

The evaluation of quality education program in November 2022, is aimed to understand the impact created by the program in five schools in remote villages of *Bundi* block located in *Bundi* district of Rajasthan. The program aims to improve the quality of existing system through capacity building of various stakeholders in school education. The evaluators engaged with the children, government teachers, educators, community members, alumni, and government officials, to triangulate information and make conclusions on its processes.

Overall, the efforts put in by the implementing partner- GVEPS, is commendable in the light of the improvements made in the five schools. Our study reveals that there is positive impact of this intervention on the schools and community at large. These can be understood through some of the key highlights of the report:

- Based on the learning level assessments, children who have been associated with the program since the beginning have performed well.
- Children have performed better in oral assessments which is usually not the case in primary schools. More than half the children, in class 2, have achieved oracy competency appropriate to their learning-levels.
- Classroom observations have revealed that all classrooms have child-friendly environment with teachers using TLMs in the teaching-learning process. Additionally, teachers plan their classrooms in advance and also establishes healthy relationship with children.
- The relationship with the community can be seen beyond the boundaries of the classrooms wherein the community feels very connected to the educators and recognises their roles in establishing a learning environment at schools.
- We came across very positive government official (BEEO) who is engaged with the program through an advisory board and takes regular update and provides feedback.
- We could also witnessed the parental aspirations for girls and the desire of these children to learn and fulfil their dreams.

The report explores each of these areas in detail and makes some recommendation on aspects that can be improved in the program. Overall, it can be said of the program to be continued for further strengthening the schools and scaling the educational environment.



Figure 1: PS Raithal, Bundi, Rajasthan

Methodology

Objectives of the Evaluation

- To assess the learning level of children in selected schools (including caste-based analysis)
- To assess the pedagogical inputs in the program
- To understand the participation of the community members in the program
- To understand Government liaison to achieve the programmatic objectives
- To understand engagement of the educators with school alumni
- To provide programmatic suggestions

Random sampling method was used in the process of school selection. The program evaluation was conducted in 5 select government primary schools, namely: P.S. *Delunda*, U.P.S. *Guwadi*, P.S. *Khathad*, P.S. *Lohali* and P.S. *Raithal*. These constitute of 285 children that accounts for nearly 50% of the total. Statistically, the sample size of the children is 62 using the following formula:

$$\text{Sample size, } n = N * \frac{\frac{Z^2 * p * (1-p)}{e^2}}{[N - 1 + \frac{Z^2 * p * (1-p)}{e^2}]}$$

Where,

- N = Population size,
- Z = Critical value of the normal distribution at the 95% confidence level,
- p = Sample proportion,
- e = Margin of error

The mixed research method was used for the purpose of evaluation. The primary quantitative data was provided by the assessment of the students and the primary qualitative data was extracted through class observation, and the interviews of the teachers & community members. The secondary data was further extracted through the assessment of available documents like attendance registers, planning diaries, SMC registers and students' notebooks and past reports of the organization.

To assess the level of the students, oral and written tools were applied to all the 5 schools. The written tools were prepared for Maths and first language (Hindi) level wise. Tools for 4 levels of children were prepared to understand their oral and written competencies in both the subjects. Grades from 1-4 were covered under this evaluation.

The written evaluation took place with support of the teachers and supervised by a staff on the field. A core member evaluation team with the help of ground staff carried out the oral levels of children physically for each school. The two tools together will determine the actual competencies of the children.

To understand the overall objectives of the program, other methods were also employed, as follows:

- I. Classroom observation to understand the curricular and pedagogic capacities, to identify gaps and report good practices. School level documentation was also used as data source.
- II. Personal Interviews of school teachers/ HMs to understand the contribution to capacity.
- III. Focussed group discussion with community members / School Management committee including the alumni.
- IV. Personal Interview and group discussion with academic facilitators
- V. Interview with government officials
- VI. Other documents like Registers, planning diary, attendance register and SMC register, notebooks of children was also observed to understand the situation.

The technique of data triangulation was also applied to ensure the truthfulness and quality of the data.

Timeline





PS Khadkhad, Bundi, Rajasthan

Children Profile

The selected schools constituted of 285 children for the written assessment. This included 52% of females and 48% of male children. The distribution of these children is given for each of the schools is given below.

Table 1: Child Profile

Name of School	Total Children	Males	Females	School Attendance /Regularity (2021-22)
PS Delunda	38	23	15	77%
UPS Guwadi	56	27	29	72%
PS Khatkad	87	43	44	61%
PS Lohali	45	17	28	69%
PS Raithal	59	28	31	78%
Grand Total	285	138	147	
		48%	52%	71%

Level-wise distribution of Children

The learning level of children that was determined in the baseline has constituted 65% children at levels 1 and 2 and the rest,35%, of the children at grades 3 and 4. All schools have more than half their strength (from grades 1-4) at grades 1 and 2. The school with largest composition of children in grades 1 and 2 is P.S. Khatkad (76%). The composition of the levels in each school is shown in the table below.

Table 2: Distribution of children

Name of School	1	2	3	4	Grand Total
PS Delunda	11	10	7	10	38
UPS Guwadi	17	17	11	11	56
PS Khatkad	40	22	14	11	87
PS Lohali	18	16	8	3	45
PS Raithal	14	20	17	8	59
Grand Total	100	85	57	43	285
	35%	30%	20%	15%	



Attendance in Written Assessments

More than 75% of children across all the schools participated in the Hindi written assessment while the percentage was lower for Maths with 61%. This constituted of 69% (average) participation of children who had also given the baseline. The school-wise data is shared in the table below.

Table 3: Attendance-Written Assessment

Name of School	Total Children	Baseline Assessment conducted (2021)	Attendance in Hindi Assessment (Nov'22)	Attendance in Maths Assessment (Nov'22)	Children common with Baseline-Hindi (Nov'22)	Children common with Baseline-Maths (Nov'22)
PS Delunda	38	21	28	15	12	5
UPS Guwadi	56	26	47	47	24	23
PS Khatkad	87	26	72	47	20	12
PS Lohali	45	27	35	33	23	23
PS Raithal	59	36	45	31	29	16
Grand Total	285	136	227	173	108	79



Attendance in Oral Assessments – On an average, 63% children participated in Hindi and Maths Oral assessments. This consisted of 181 children partaking in Hindi and 178 children in Maths.

Table 4:: Attendance - Oral Assessment

Name of School	Total Children	Baseline Assessment conducted (2021)	Attendance in Hindi Assessment (Nov'22)	Attendance in Maths Assessment (Nov'22)	Children common with Baseline-Hindi (Nov'22)	Children common with Baseline-Maths (Nov'22)
<i>PS Delunda</i>	38	21	32	30	18	16
<i>UPS Guwadi</i>	56	26	32	32	17	19
<i>PS Khatkad</i>	87	26	53	53	19	19
<i>PS Lohali</i>	45	27	28	28	20	20
<i>PS Raithal</i>	59	36	36	35	19	20
Grand Total	285	136	181	178	93	94





PS Raithal, Bundi, Rajasthan



Learning Level Findings

Oral Assessment

Participants in Oral Assessment

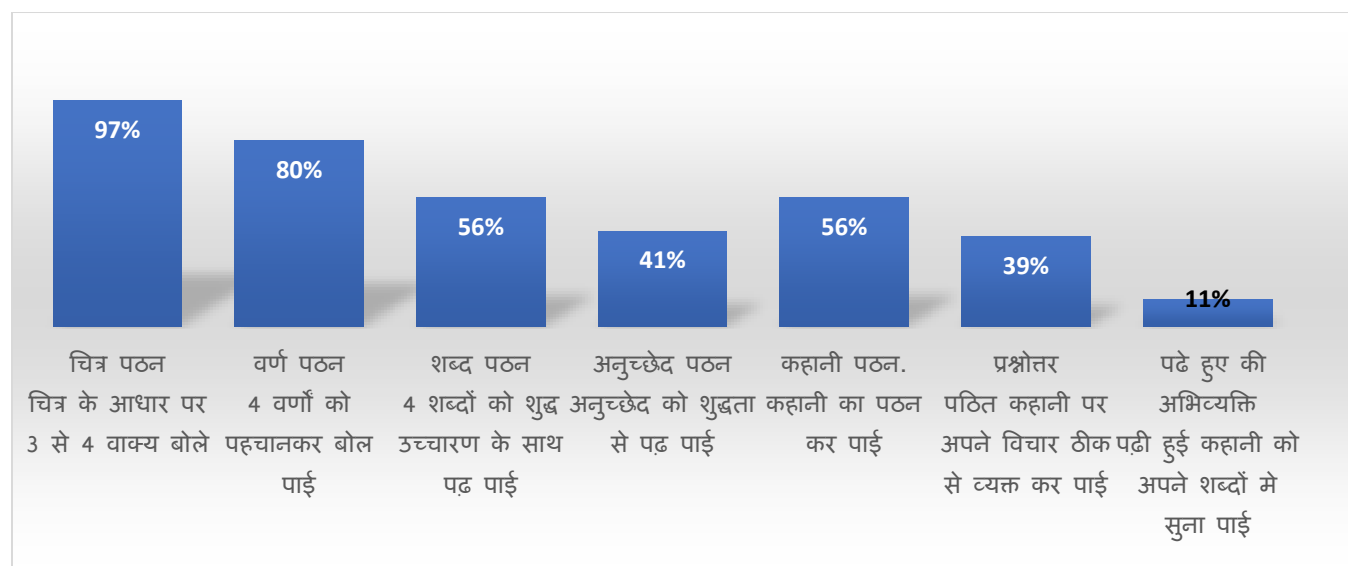
From a total of 285 children enrolled in 5 schools, 181 participated in Hindi and 178 in Maths.

Table 5: Participation-Level-wise

Levels	Number of Children (Hindi)	Number of Children (Maths)
1	57	54
2	54	52
3	38	39
4	32	33
Grand Total	181	178
	64%	62%

Oral Assessment (Hindi)– Overall performance

A total of 181 children appeared for the oral test. Out of these children 98 children had previously appeared for the baseline and had been exposed to the pedagogic support given by the facilitators at the schools. 76 children had not appeared for the oral assessment.



Overall, there are 97% children who could speak 3-4 sentences based on a given picture. 80% of these children could read letters and 56% could read simple words. There are 41% of children small paragraph of 6 lines. Out of the children who were at level 3 and 4, 56% can read a story but 39% of these children could answer questions based on it and 11% could repeat the story in their own words.

The performance of children attending the baseline and remaining children is shown in the table below.

I. Performance of Children in the evaluation who attended baseline

Table 6: Performance of Children in the evaluation who attended baseline (Hindi)

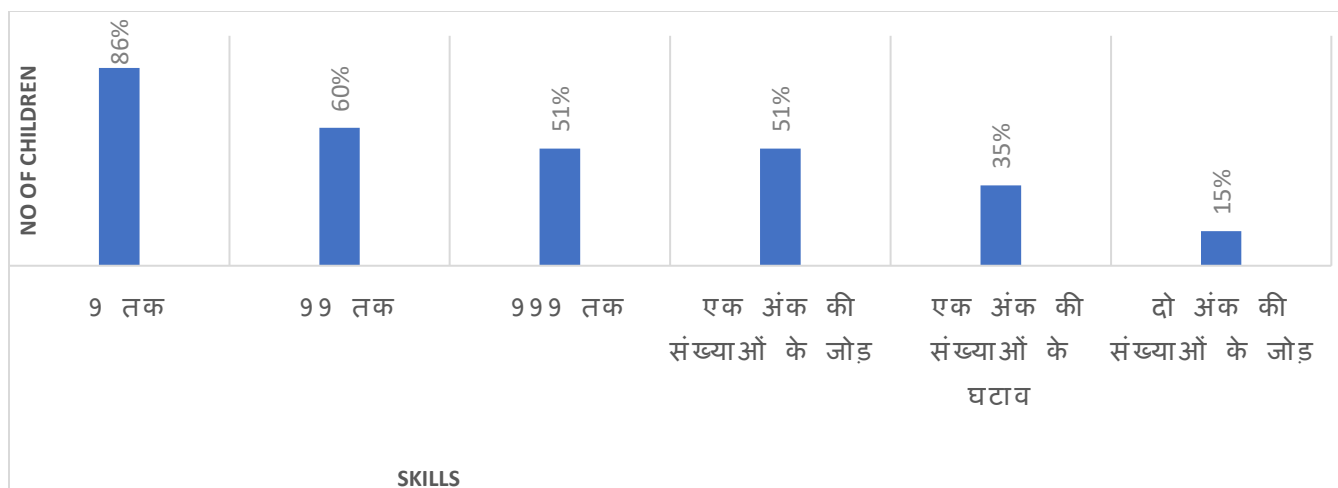
Skills	Children appearing in Baseline (93 children)
चित्र पठन चित्र के आधार पर 3 से 4 वाक्य बोल पाना	98%
वर्ण पठन 4 वर्णों को पहचानकर बोल पाना	87%
शब्द पठन 4 शब्दों को शुद्ध उच्चारण के साथ पढ़ पाना	51%
अनुच्छेद पठन अनुच्छेद को शुद्धता से पढ़ पाना	37%
कहानी पठन. कहानी का पठन कर पाना (केवल स्तर 3 और 4)	50%
प्रश्नोत्तर पठित कहानी पर अपने विचार ठीक से व्यक्त कर पाई	36%

In the above table it can be seen that performance of children who have continuously been exposed to the pedagogy have performed better. 93% children could speak about the given picture, 83% could identify letters in Hindi. However, the performance dropped with identification of common words with 39% children were able to identify these and only 22% could read unknown text.

II. Oral Assessment (Maths) – Overall Performance

The total number 178 children attended the Maths oral assessment. Out of these the total number of children at different levels were as follows: level 1 – 54 children, 52 children at level 2, 39 children at level 3 and level 4 had 33 children. These children were assessed on basic skills of primary grades. The following findings have emerged:





The performance of children was good in number identification. 86% children across all levels could identify numbers from 0-9, 60% children at levels 2-4 could identify 10-99 and 51% children in levels 3 and 4 could identify 3-digit numbers. Similarly, on being asked simple operations, 51% of all the children could add one-digit numbers but 35% could subtract one-digit to another. 15% children from levels 2-4 could add two-digit numbers.

III. Performance of Children Attending Baseline

Table 7: Performance of Children in the evaluation who attended baseline (Maths)

Skills	Children appearing in Baseline (94 children)
9 तक संख्याओं की पहचान	88%
99 तक संख्याओं की पहचान	57%
999 तक संख्याओं की पहचान	43%
एक अंक की संख्याओं के जोड़	39%
एक अंक की संख्याओं के घटा	34%
दो अंक की संख्याओं के जोड़	13%

In the Maths baseline 94 children participated. Out of these children, 88% could identify numbers from 0-9. 57% of the children could identify two-digit numbers till 99, and 43% at level 3 and 4 could identify 3-digit numbers. There were 39% children who could add one digit number to another and 34% could subtract one-digit numbers.

Written Assessment - Learning Levels

The following section presents the learning of children based on the written assessments in Hindi and Maths.

I. School wise Learning Levels –

Children have performed equally in both the subjects. PS *Delunda* has performed better than other schools, followed by PS *Raithal*.

Table 8: School wise Learning Levels (Written)

Name of School	Percentage-Hindi	Percentage-Maths
PS <i>Delunda</i>	56%	53%
UPS <i>Guwadi</i>	41%	40%
PS <i>Khatkad</i>	37%	45%
PS <i>Lohali</i>	34%	40%
PS <i>Raithal</i>	52%	48%
Overall	43%	44%

II. Class-wise learning levels

Children have been categorised in 4 levels based on their learning levels. It was found that children have performed slightly better in Maths than Hindi. Children in Grade 4 performed best in the written Hindi assessment while in Maths class performed better than others.

Table 9: Class-wise learning levels

Enrolled Class / Grade	Percentage-Hindi	Percentage-Maths
1	41%	48%
2	37%	40%
3	44%	42%
4	50%	43%
Overall	43%	44%

III. Learning Levels of children common with Baseline

A total of 108 children who appeared for Hindi assessment had given the baseline. The average of Out of these children was 43% in language. Children from PS *Delunda* performed best in Hindi followed by PS *Raithal*.



Table 10: Learning Levels of children common with Baseline (Hindi)

Row Labels	Number of Children	Percentage-Hindi
PS Delunda	12	59%
UPS Guwadi	24	46%
PS Khatkad	20	34%
PS Lohali	23	34%
PS Raithal	29	48%
Grand Total	108	43%

A total of 79 children participating in Maths assessment were common with the baseline assessments. They achieved an average of 44% in the subject with PS *Delunda* performing best out of all the 5 schools at 51%. This was followed by UPS *Khadkhad* with 44%.

Table 11: Learning Levels of children common with Baseline(Maths)

Row Labels	Number of Children	Percentage-Maths
PS Delunda	5	51%
UPS Guwadi	23	43%
PS Khatkad	12	44%
PS Lohali	23	40%
PS Raithal	16	40%
Grand Total	79	44%



Performance by Gender

Based on the written assessment, girls performed better than boys in this evaluation. The comparative scores of girls in Hindi is 44% while for boys it is 41%. Girls in class 4 have performed better than other classes.

Table 12: Gender-wise performance (Written- Hindi)

Class / Grades	Percentage-Hindi	
	Females	Males
1	41%	42%
2	36%	39%
3	48%	41%
4	51%	46%
Grand Total	43%	41%

Similarly, in Maths girls have performed better than boys. They score a percent higher as compared to their scores in Hindi at 44% while boys have scored 43%. The boys have performed better in Maths as compared to their scores in Hindi. Class 1 has performed better than other classes in both the gender followed by class 4 in Hindi and class 3 in Maths.

Table 13: Gender-wise performance (Written-Maths)

Class / Grades	Percentage-Maths	
	Females	Males
1	46%	52%
2	43%	36%
3	41%	43%
4	44%	40%
Grand Total	44%	43%



Gender Performance - School-wise

Hindi – Girls from PS *Raithal* have performed better than other girls with scores of 61% while boys from PS *Delunda* have performed better than other boys with 63%.

Table 14: Gender Performance - School-wise(Hindi)

School	Females	Males
PS <i>Delunda</i>	49%	63%
UPS <i>Guwadi</i>	43%	38%
PS <i>Khatkad</i>	38%	35%
PS <i>Lohali</i>	34%	33%
PS <i>Raithal</i>	61%	49%

Maths - Girls of PS *Raithal* have performed better than other schools in Maths as well, scoring 52% while PS *Delunda* have performed better than other boys in Maths with 62%.

Table 15: Gender Performance - School-wise(Maths)

Row Labels	Females	Males
PS <i>Delunda</i>	47%	62%
UPS <i>Guwadi</i>	42%	37%
PS <i>Khatkad</i>	44%	45%
PS <i>Lohali</i>	37%	45%
PS <i>Raithal</i>	52%	42%

Level-wise Performance

Hindi –

Average score of children at level 3 has been better in Hindi as compared to other levels. This was closely caught by children at level 4 who have had an average of 49% in Hindi. Children at level 2 scored 40%.



Table 16: Level-wise Performance(Hindi)

Schools	1	2	3	4
PS Delunda	46%	63%	65%	18%
UPS Guwadi	23%	45%	50%	59%
PS Khatkad	38%	25%	45%	32%
PS Lohali	30%	30%	47%	
PS Raithal	65%	40%	51%	59%
Grand Total	38%	40%	51%	49%

Maths -

Average score of children at level 3 has been better in Hindi as compared to other levels with 49%. This was closely caught by children at level 1 who have had an average of 44% in Maths.

Table 17:Level-wise Performance (Maths)

Row Labels	1	2	3	4
PS Delunda	53%		59%	24%
UPS Guwadi	28%	40%	57%	42%
PS Khatkad	45%	41%	44%	42%
PS Lohali	32%	44%	44%	
PS Raithal	70%	32%	31%	44%
Grand Total	44%	39%	49%	42%



Performance by Caste

The students are categorised in 4 broad castes – General, Other Background Class (OBC), Schedule Caste (SC), and Schedule Tribes (ST). The following table elaborates the performance of children based on the caste.

Table 18:Caste-wise performance

Caste	Average Percentage-Hindi	Average Percentage-Maths
GEN	39%	42%
OBC	44%	44%
SC	37%	45%
ST	45%	44%

Students belonging to Schedule Tribe (ST) have done better than other castes with an average of 45% in Hindi and 44% in Maths.

Gender-wise Analysis –

Hindi - It is a trend in the general caste to send their boys to private schools while they send girls to government schools. In the table below, a similar trend can be seen in the table below. Girls in the general category have scored an average of 39% in Hindi. Females from Schedule Tribe have performed better than boys. Males from OBC have performed better than other boys from other caste and also the girls in their caste.

Table 19:Performance genders - Caste-Wise(Hindi)

Caste	Females -Average Percentage-Hindi	Males -Average Percentage-Hindi
GEN	39%	-
OBC	42%	48%
SC	42%	32%
ST	48%	41%

Maths – Girls from ST have scored 49% in Maths which is better than the girls from other caste. However, the boys from ST have the lowest performance in Maths. Girls in general have done better than boys in Maths. Boys from SC have also performed well with 47%.

Table 20:Performance genders - Caste-Wise(Maths)

Caste	Females -Average Percentage-Maths	Males -Average Percentage-Maths
GEN	42%	-
OBC	41%	49%
SC	43%	47%
ST	49%	36%



Performance of Nomadic Tribes (NT) and Semi Nomadic Tribes (SNT)

The schools enrolling nomadic¹ and semi-nomadic² tribes in PS *Delunda*, PS *Khatkad* and PS *Lohali*. This constitutes of 128 children i.e. 62 females and 66 males. The following tables shows the list of children in the various categories:

School-wise Distribution of Children from Nomadic and semi-nomadic Tribes

Table 21: School-wise Distribution of Children from Nomadic and semi-nomadic Tribes

Schools	No of Children	Females	Males	Types
PS <i>Delunda</i>	38	15	23	Nomadic Tribes
PS <i>Khatkad</i>	56	26	30	Semi-Nomadic Tribes
PS <i>Lohali</i>	34	21	13	Nomadic Tribes
Grand Total	128	62	66	

Tribe-wise Distribution of Learning Levels

Table 22: Tribe-wise Distribution of Learning Levels

Community	1	2	3	4	Grand Total
NT	47	16	12	17	92
SNT	14	13	8	1	36
	61	29	20	18	128

92 children belong to nomadic tribes and 36 children belong to the Semi-nomadic Tribes. Children from Nomadic tribes have large representation (51%) at level 1 while the rest are distributed in levels 2 to 4. Similarly, most children from SNT are at level 1 (39%) while the others distributed in levels 2 and 3. It is notable that 70% of these children belong to classes 2 to 4 and only 30% of these are in class 1. The levels of these children are shown in the table below.

The performance of children in Hindi and Maths are shown below.

Table 23: Tribe-wise performance of children in Hindi and Maths

Community	Average of Percentage-Hindi	Average of Percentage-Maths
NT	44%	49%
SNT	29%	33%
Grand Total	34%	38%

¹ As defined by the Govt of Rajasthan – Draft List of denotified tribes, nomadic tribes and semi-nomadic tribes of India, GOI, 2016

² As defined by the Govt of Rajasthan – Draft List of denotified tribes, nomadic tribes and semi-nomadic tribes of India, GOI, 2016



From the table above, the average of Hindi scores is 34% while for Maths it is 38%. Children from Nomadic tribes have performed better in both the subjects with scores of 44% in Hindi and 49% in Maths.

Gender-wise performance

Table 24: Gender-wise performance

Community	Females Average of Percentage-Hindi	Males Average of Percentage-Hindi	Females Average of Percentage-Math	Males Average of Percentage-Math
NT	42%	46%	48%	51%
SNT	34%	24%	31%	38%

Male children from Nomadic tribes have performed best with 51% in Maths while the females have scored 48%. In Hindi, scores of male children is 46% while that of females is 42%.

For children from SNT- the best performance has been given by males in Mathematics with 38% while females scored 31%. The least performance has been given by males in Maths with 24% and females have scored 34% in Hindi.










PS Khatkad, Bundi, Rajasthan



Key Findings

Curriculum & pedagogy



Indicator	Details	Assessment
Designed the plan in advance and followed in the class	Every educator had prepared plans for the class with consistency and implemented them in the class. The plans involved categories like topic, process, TLMs to be used, There is a scope of building better understanding over objective of the class, activity design and assessments.	
Understanding of curriculum	Every educator is found to have the basic knowledge of curriculum and skill-based outcomes of Hindi & Maths.	
Following Child Centered Pedagogy	Educators were found to follow the child-centered pedagogy in the classes with students being divided into groups based on their learning levels and teaching with TLMs with individual focus on children.	

Class facilitation & methodology


Indicator	Details	Assessment
Classroom Management Strategies	Although teacher taught the students based on their learning level, teaching 2-4 classes together can improve to meet the diverse learning objectives of the classes. Students take notes in the notebooks and use workbooks to meet the objectives currently.	
Use of TLMs and activities in the class	Every educator was found to use the flash cards based TLMs in the class. Activities like storytelling and <i>balgeet</i> recitations were found to be part of planning too.	

Building child friendly environment	Educators shared great rapport with students and were found to be empathetic and encouraging in their behavior practiced in the class. Appreciating habits like verbal appreciation and applause was found in PS <i>Khatkad</i> that should be replicated at other centres.	
Use of examples and questioning	Educators generally used examples while teaching the topics in the class but the examples used were majorly from book/TLMs. The level of questioning is found to be very basic, majorly factual.	




Homework & assessment

Indicator	Details	Assessment
Regularity in giving homework	Students were assigned homework regularly. Homework was particularly mentioned in the planning of the educators of PS <i>Laholi</i> & PS <i>Guwadi</i> . But the students have not been regular in attempting homework.	
Regular assessments of the notebook	Regularity in checking the notebooks of the students regularly can be improved. None of the educator checked the notebook of the students regularly. The possible reason could be packed schedule. Educators also need to develop the habit of putting dates of assessments on the notebooks.	


Community engagement

Indicator	Details	Assessment
Community Visits	The frequency of community visits varied from 2-3 times in a week (PS <i>Delunda</i> , PS <i>Khatkad</i>), alternate days (UPS <i>Guwadi</i>) to daily community visit (PS <i>Laholi</i>).	






Indicator	Details	Assessment
	Community members also acknowledged that the educators visit the community regularly.	
Regularity of SMCs	As per the discussion with community, other than PS <i>Delunda</i> the SMCs are found to be regular (one every new moon). But at none of the places SMC meeting took place after month of August.	
Actions through SMC	Almost every SMC has taken actions on the issues like regularity of students, hygiene of students, building & repairing school infrastructure (toilets, roofs, water tanks, school boundaries, etc.) SMC of UPS <i>Guwadi</i> has even enrolled a temporary teacher to solve the lack of teacher; SMC of PS <i>Lohali</i> financed the benches for class 1 & 2; SMC of PS <i>Khatkad</i> has financed the cemented path to join road with the school.	
Alumni Girl Meetings	The educators have been holding the meetings with the alumni girls fairly regularly every month. The discussions in the meetings have been around health & hygiene, career counselling, challenges in education, family, issues, etc. UPS <i>Guwadi</i> educators have also had talk around cyber security & self-defence with the respective group.	



Government Liaison- Impact on government teachers

Indicator	Details	Assessment
Support to the system	Every government teacher feel that children's learning has been better supported due to presence of facilitators. They have also accepted that the educators are skilled and have led to improved regularity and academic outcome of students.	



Indicator	Details	Assessment
Capacity Building	3 out of 5 teachers accepted that the educators are efficient in handling the younger children (class 1 to 4) and they have learnt the use of activities in classrooms, teaching as per levels and building better community connect from them.	
Demo by educators/ trainer	While demonstrations have been conducted, schools where all classes are seated together need to align curriculum of classes 1-3 and 4-5 differently. This needs more focus.	
Attendance in trainings	Trainings have been helpful to the teachers while retention of teachers during the trainings could be improved.	

Government Liaison- With government officials

Indicator	Details	Assessment
Frequency of school visits	PEEOs have made 2-3 visits every month per school. BEEO have made 1-2 visit in 6 months in every school.	
Response to the educators	As per the interview with government teachers, educators and BEO, the officials have found the work satisfactory and appreciated the efforts of the educators in increasing regularity and academic levels.	

Legend:

Indicator	
	Good Performance
	Average Performance
	Improvement Area



Expectations of Stakeholders from GVEPS

Educators	Government Teachers	Community	Government Officials
<p>Trainings on –</p> <ul style="list-style-type: none"> • Increasing objectivity in activities in the classroom • Building writing habits in students • Efficient classroom management, when 2-4 classes are taking place in one classroom • Understanding student behavior. • Handling persons with disability in classroom. 	<ul style="list-style-type: none"> • Efforts such as this should be extended to other single-teacher schools. 	<ul style="list-style-type: none"> • Providing more teacher/educators like the one present in the current system, so that, students can be taught in a better way. • Any way to support their children for the homework. 	<ul style="list-style-type: none"> • GVEPS should increase the scale of the project and support more schools to ensure literacy and numeracy.

Non-Academic Contributions of the program

Building an Educational Environment

There are other aspects of this school that have improved with the community strengthening. As mentioned earlier that the advisory board reviews the program on a regular basis and provides inputs for adding quality to the schools. The following

1. There has been improvement in the school infrastructure due to the intervention.
2. Some of the schools that did not had proper seating arrangements (PS *Laholi*), can now be seen having table and chair arrangement for seating.
3. Additionally, there were no boundary or paint in the schools but it has changed within this duration.
4. Arrangement of water tanks in the schools
5. Special efforts for alternate learning arrangement during the COVID was an exceptional effort to ensure continuity of learning.
6. Trainings on child right is also conducted by the team.
7. Proper sanitation of school has also been ensured.
8. Community engagement is an important aspect of the program that is highly emphasised in the program. The engagement of the facilitators and the govt teachers was visible during community interactions.
9. Discussions in the SMC around health & hygiene, career counselling, challenges in education, family, issues, etc. have taken place. At UPS *Guwadi* educators have also had talk around cyber security & self-defence with the respective group.





PS Laholi, Bundi, Rajasthan

Suggestions

Curriculum

1. **Defined focus** - Moving forward, the focus of the curriculum should be on enhancing the foundational literacy and numeracy of children given the majority of the children are performing at those levels.
Educators have an understanding on the curriculum of the state. However, given the background of the children, the educators should identify the core areas in each class and focus on those. This is being suggested as the multi-grade and multi-level classrooms often bereft children of appropriate teacher time. This would strengthen the foundational and core skills for every child entering the schools and ensure their continuity.
2. **Aligning Outcomes**- An effort should be made to align a complementary learning outcome (for both subjects) that supports multi-grade classroom and saves teacher-time.
3. **Integration of physical education**– Physical education is essential aspect of child-centered pedagogy. Integration of physical education within the curriculum serves objectives of holistic development of children. Nation Curriculum Framework (NCF) as well as the New Education Policy (NEP) have emphasized this need for the age group.
4. **Integration of Art**- Given the fact that students enjoy the visual arts a lot and it is also a great class management tool, the curriculum should integrate art as part of the mainstream curriculum and not in exclusion of it (as suggested by NCF)

Planning, Pedagogy & Methodology

1. **Identification of weak spots**- Based on this assessment, the program can look at child-wise weak spots and provide appropriate support to children through need-based planning and appropriate classroom teaching.
2. **New Lesson Planning Format** - Educators need more comprehensive and specific planning format that is common among all educators. For this purpose, other than the category involved presently, they can mention the following:
 - The **objective of the class**
 - Mentioned Subject specific **skills** (subject specific as well as cognitive) they will be working on.
 - Broad **questions** with respect to cognitive levels that the educator will ask children.
 - **Specific TLM and the activity** the educator will use in the class.
 - The comment section can be specific in mentioning the **names of the students** who have not understood the concept. The comment section can also mention the achievement that the educator observed in the class.
3. **Peer grouping** - The educator can engage the students at 4 kinds of groupings:

- Whole group
- Sub-group
- Pairing
- Individually

These 4 categories can help the educator help to manage the class in a better manner. These strategies can be used for facilitation as well as assessment (Self-assessment, peer to peer assessment and sub-group assessment). As per the objective we can make pairing/subgrouping of same level or different level students.

The teacher may mention the kind of strategy s/he will involve and to facilitate the topic. This 4-level facilitation can be organise classroom for different classes simultaneously.

4. **Continuous tracking student learning levels** - Let us say if we are teaching level 2 students then we will have 3 categories of students in the class - students at class 2 and level 2, students at class 3 and level 2 and students at class 4 and level 2. Now, the teacher needs to have separate planning for each of the group of students as the learning gaps for different age groups will be different. For example, the groups from class 3 or 4, will have a different rate of learning as compared to groups belonging to grade 2.

Hence, we need to have **regular assessments of the students and trace the gaps of each student** on subject-specific skills. The parameters of assessment should be based on the learning objectives. The educator should be clear about the learning level of every student, the timeline with the objectives to be achieved and the plan to achieve the same.

5. **Regular Notebook Assessment** - The notebooks & workbooks of the students are required to be checked regularly. This provides a formative assessment of children. Educators can **decide a particular day** for the checking purpose. If the educators are overloaded then we have half day for this purpose only. These steps add to the feedback loop to the teacher and in further planning.

6. **Classroom Environment** - Following are the suggestions to improve the classroom environment:

- **Showcase TLMs** – The TLMs which are part of the plan of the week should be showcased in the class, so that, students have the access to them and can practice with them in spare time.
- **Classroom Libraries** – Small classroom libraries where we can showcase the level relevant comics, storybooks, etc. to kindle the interest of students in reading. These can be involved in the regular classrooms and can be explored in the break time by the students.
- **Efficient use of board** – Rather than totally eliminating the board from the classroom we should use the board in regular classes. The board should be divided in parts like -
 - Today's Date
 - Day of the week
 - Today's objective



- Student responses
- Questions of the students
- Homework, etc.

This division of the board will not only help to run an efficient classroom but will also increase the participation in the children.

- **Building as learning aids**– painting game based TLMs on the floor of the, classrooms, stairs and playground will not only bring fun to learning but will motivate the students towards educating themselves.
7. **Use of technology** - Based on classroom experience, technology aids teachers in meeting divergent needs of the class. In this regard integration of IT may be looked into as well. This would strengthen independent learning of older students and enhance soft skills in using technology as well.

Training of educators

8. **Capacity Building of Educators**- There is a need to organize an in-depth training of the educators and help them master both subjects. The training can have three categories:

Classroom Strategies	Child & Adult Behaviour	Content & Pedagogy
<ul style="list-style-type: none"> • Classroom strategies to build participation in the classroom especially when two or more classes are to be facilitated together. • Designing different activities and understanding their use in facilitating different topics. 	<ul style="list-style-type: none"> • Understanding disability in the classroom and how to make class inclusive. • Understanding the ways to channelize the community. 	<ul style="list-style-type: none"> • Understanding the learning objectives through content analysis and devising school specific strategies. • Designing different TLMs and understanding the pedagogy behind them. • How to build writing & reading habits in the children with understanding the science behind it.

- a. Supporting the educators through demonstrations during the training would go a long way. This could be in form of a classroom video pre-prepared addressing some of the key challenges of the government teachers, demonstration of the pedagogy.



b. Regular identification of hard-spots in both the subjects may also be taken up during the training and looped in the teaching-learning process. Specific activities modules can be developed for the educators and teachers addressing the classroom reality.

9. **Capacity building on gender** - Government teacher's capacity building should also include gender sensitisation as students phase into teenage. In the communities visited, one's rights, health and safe practices, hygiene, violence etc. should be continuously talked about with both girls and boys.

Community intervention

10. **Adult Education**– One of the major barriers in the development of children is the inability of their parents to help them in studies. GVEPS may look at the possibility of evening classes in the premises of the school where we can build the basic literacy and numeracy skills of adults.
11. **Focus on girl education**- Attendance of girls in the community has been high and continuous efforts should be sustained. Furthermore, to meet the impact of the project, transition of children from the schools to UPS schools should be facilitated (especially girls).
12. **Furtherance of education**- Given the dropout rates increase as we further the to Upper primary classes from primary, parents of children in class 5th should be sensitized by the SMC members and the GVEPS team.

Government liasoning

13. **Official Orders** – It would be advisable to invite the government teachers to the trainings through official orders.
14. **Expanding Resource Pool** - Inclusion of government resource teachers in the trainings will also support in additional resource pool.

Strengthening Monitoring and Support

15. **Monitoring Tools**- A periodic monitoring of the program activities for bringing uniformity across all the schools was felt. It would be suggested to develop a monitoring tool that can identify gaps on the processes. The progress on the same can be reviewed in the monthly review meetings with the teachers and academic facilitators.

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- Analysis report – GVEPS- Final Impact assessment report of Quality education project
- SCERT, Rajasthan – Learning Outcomes
- Text-books for grades 1 to 5th in Hindi and Maths.
- Report name - Learning losses from COVID-19 could cost this generation of students close to \$17 trillion in lifetime earnings
- Report - [https://press.un.org/en/2022/sgsm21100.doc.htm 2](https://press.un.org/en/2022/sgsm21100.doc.htm)
- https://www.ipsnews.net/2022/01/70-children-developing-countries-left-unable_read/#:~:text=The%20State%20of%20the%20Global%20Education%20Crisis%3A%20A,to%20ensure%20full%20learning%20continuity%20during%20school%20closures.
- Report name – IPS news Agency, https://www.ipsnews.net/2022/01/70-children-developing-countries-left-unable_read/#:~:text=The%20State%20of%20the%20Global%20Education%20Crisis%3A%20A,to%20ensure%20full%20learning%20continuity%20during%20school%20closures.

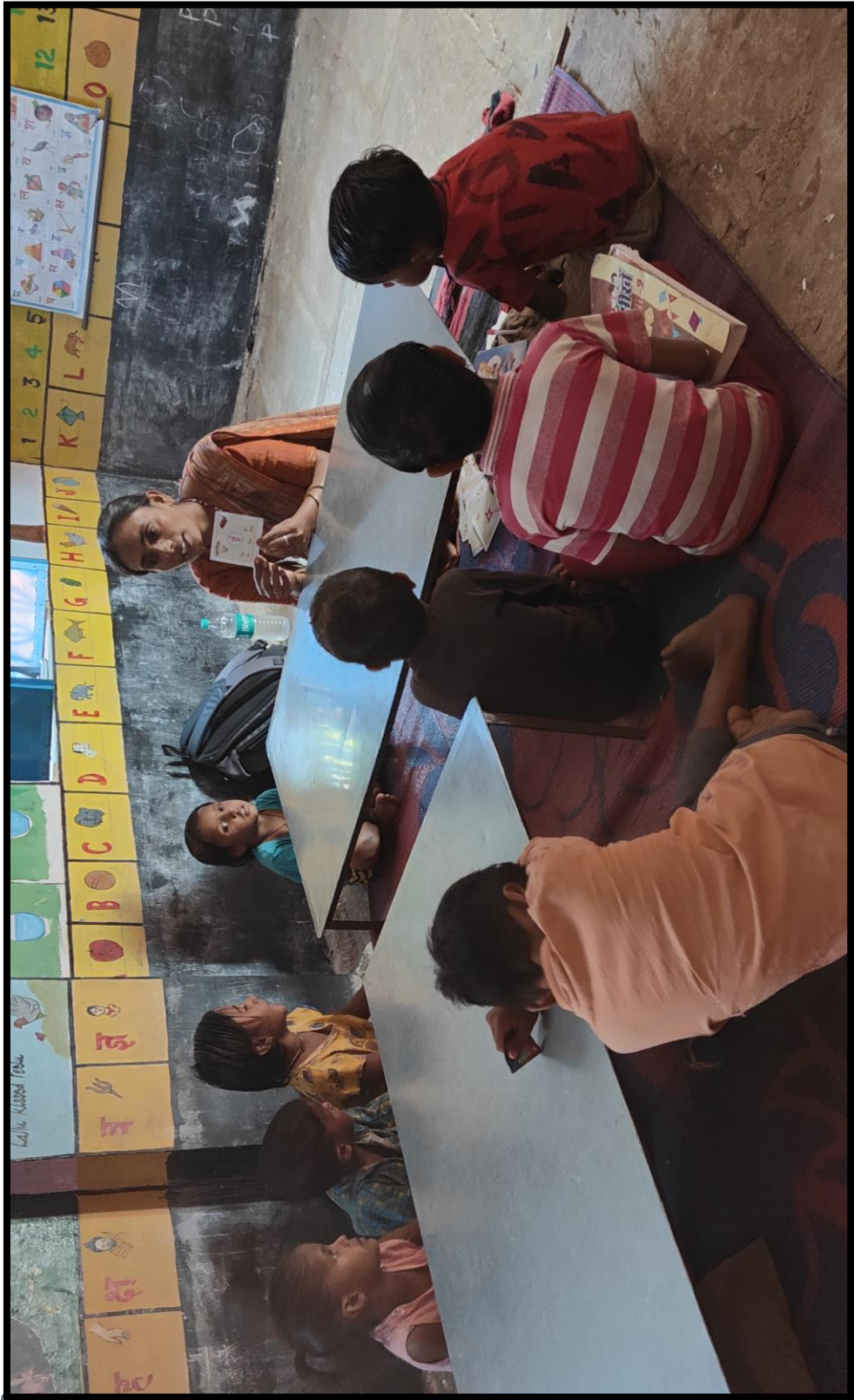


Figure 2: PS Laholi, Bandar, Rajasthan

Annexure

1. Sample Written Tool (Hindi)

विद्यार्थी कोड :







D	D	B	B	Sc	Sc	Y	Y	Y	Y	S	S	S
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विषय : हिंदी लिखित पत्रक कक्षा-1 के पाठ्यक्रम पर आधारित



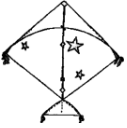
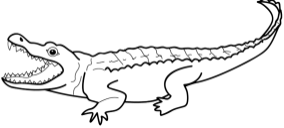






शालाकानाम :	दिनांक :
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शिक्षक हेतु: आकलन विश्लेषण सारणी



कौशल	पठन				लेखन				कुल
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प्रश्न संख्या									
वस्तुस्थिति									

पठन कौशल	शिक्षक टिप्पणी
<p>प्र.1. चित्र पहचान कर उसके नाम से मिलान कीजिए -</p> <div style="display: flex; justify-content: space-around; align-items: center;">       </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> गाजर बतख तराजू जलेबी मटकी मछली </div>	(5)
<p>प्र.2. दिए गए वर्णों से शब्द बनाइए -</p>	(8)



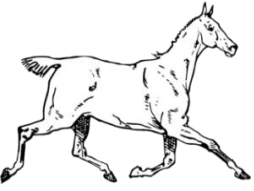
पठन कौशल			शिक्षक टिप्पणी		
त, च, ट, ग र, अ, न, ब, छ म, फ, ल, क	दो वर्ण वाले शब्द	तीन वर्ण वाले शब्द			
प्र.3 चित्र के प्रथम अक्षर पर घेरा लगाइए –			(4)		
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प्र.4. सही शब्द पर घेरा बनाइए –			(6)		
					
बादल / बदला	मटकी / मटकि	तीतली / तितली	मुली / मूली	करेला / करेला	सैब / सेब
लेखन कौशल					शिक्षक टिप्पणी
प्र.5. चित्रों के नाम लिखिए – (शब्द बोध)					(6)

लेखन कौशल		शिक्षक टिप्पणी		
		
		
		
<p>प्र.6. नीचे लिखी मात्राओं का इस्तेमाल करते हुए दो-दो शब्द बनाकर लिखिए –</p> <p>(ी) (ँ) (ी)</p> <p>मछली सेब मोर</p> <p>.....</p> <p>.....</p>				(6)
<p>प्र.7. चित्रों की सहायता से खाली जगह भरकर वाक्य पूरे कीजिए –</p> <p>(i) यह एक  है।</p> <p>(ii)  है।</p> <p>(iii) एक  है।</p> <p>(iv) यह  है।</p>				(9)

लेखन कौशल		शिक्षक टिप्पणी
(v)		पेड़ है।
(vi) यह	 है।

प्र.8. चित्र देखकर दो वाक्य लिखिए –

(6)

	(i)
	(ii)
	(iii)

शिक्षक का नाम एवं हस्ताक्षर :	दिनांक :
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2. Sample Written Tools (Maths)

विषय : गणित

लिखित आकलन पत्रक
पर आधारित

कक्षा-1 की बुनियादी क्षमताओं

शाला का नाम :

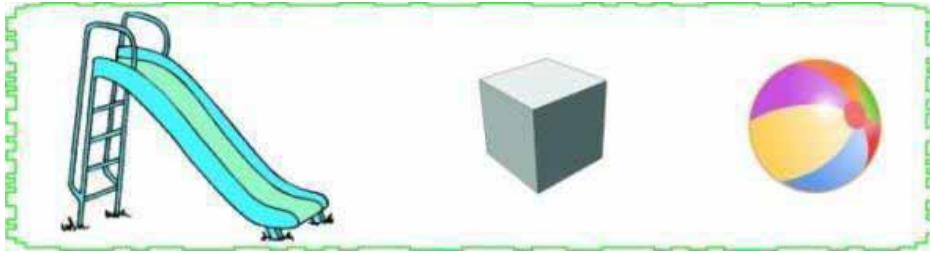
रोल नं. :

दिनांक :

दिनांक :

आकृति एवं स्थान की समझ

प्र.1 नीचे दी गई फिसल पट्टी पर जो चीज आसानी से लुढ़केगी उस पर घेरा लगाइए – (3)

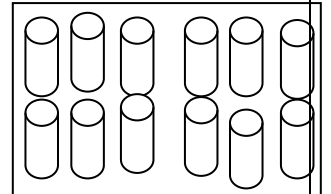
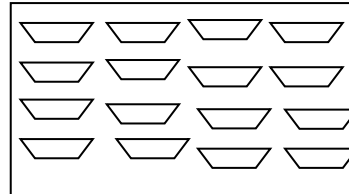
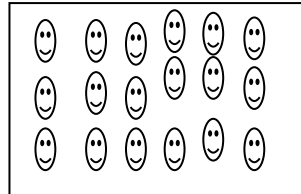
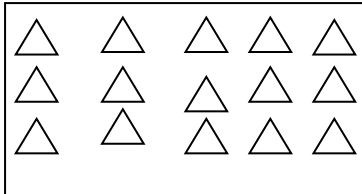


प्र.2 नीचे दिए गए चित्र में पेड़ के पास वाले चित्र में रंग भरिए– (3)



संख्या ज्ञान की समझ

प्र.3 दी गई चीज़ों के समूहों का समान संख्या से मिलान कीजिए– (4)



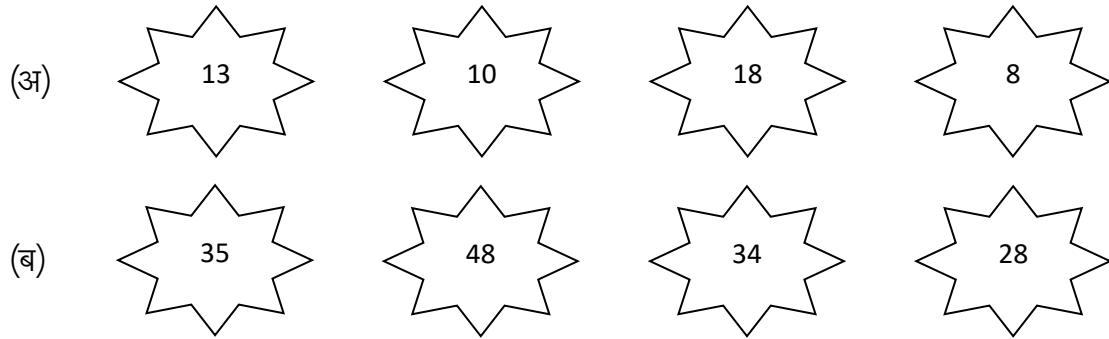
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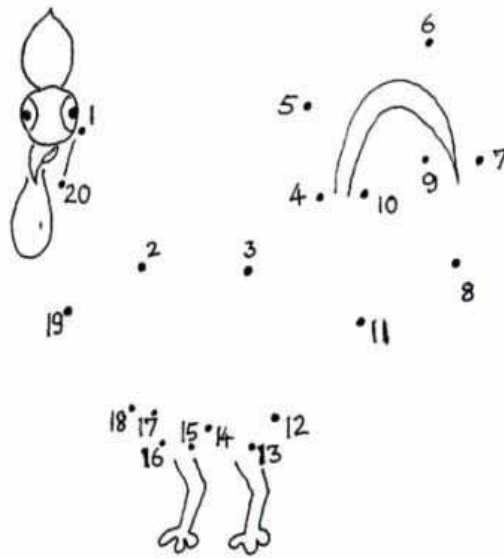
16

18

प्र.4. नीचे दी गई संख्या समूह में से सबसे बड़ी संख्या पर लाल रंग व सबसे छोटी संख्या पर हरा रंग भरिए- (4)



प्र.5 अंकों को क्रम से मिला कर आकृति बनाइए - (4)



संक्रियाओं की समझ

प्र.6. हल कीजिए -(4)

(1) $2 + 7 = \dots\dots\dots$

(2) $13 + 6 = \dots\dots\dots$

(3)
$$\begin{array}{r} 9 \\ + 8 \\ \hline \hline \end{array}$$

(4)
$$\begin{array}{r} 24 \\ + 12 \\ \hline \hline \end{array}$$

प्र.7 हल कीजिए - (4)

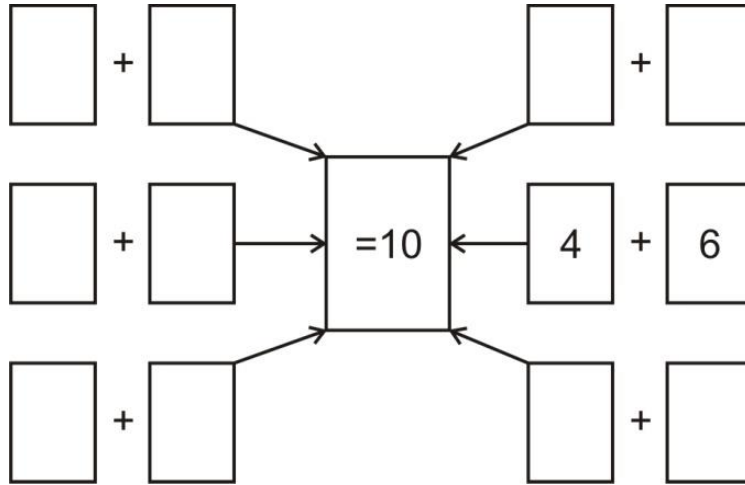
(1)
$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 48 \\ - 15 \\ \hline \end{array}$$

(3) $9 - 6 = \dots\dots\dots$

(4) $22 - 8 = \dots\dots\dots$

प्र.8 हल कीजिए (8)



प्र.9 सोचिए और लिखिए— (8)



20 रुपये



25 रुपये



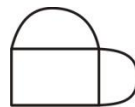
10 रुपये



5 रुपये

- (1) आइस्क्रीम की कीमत क्या है ?
- (2) बल्ला और बॉल कितने रुपये में आएंगे ?
- (3) 15 रुपये में कौन कौन सी चीजे खरीदी जा सकती हैं ?
- (4) सबसे सस्ती वस्तु कौन सी है?

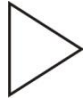
प्र.10. पैटर्न को खेजिए एवं आगे बढ़ाइए । (8)



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शिक्षक क नाम एवं हस्ताक्षर



दिनांक :

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3. Sample Oral Tool (Maths)

गणित (कक्षा-1 से 5) आधार रेखा मौखिक टूल

9 तक अंक	99 तक संख्या पहचान	999 तक संख्या पहचान	एक अंक की संख्याओं	दो अंक की संख्याओं के जोड़	तीन अंक की संख्याओं के	एक अंक की संख्याओं के घटाव	दो अंक की संख्याओं	तीन अंक की संख्याओं के घटाव
4	18	121	8 +7	24 + 15	174 +265	9 - 7	25 - 16	234 - 95
6	35	297	9 +5	29 +13	243 +368	7 - 4	65 - 39	324 - 266
8	56	569	7 + 6	47 + 38	429 +781	8 - 5	98 - 49	765 - 376
9	99	925						
बालिका प्रत्येक कॉलम से कोई 3 संख्या सही पहचान पाए।			बालिका प्रत्येक कॉलम से कोई 2 सवाल सही हल कर पाए।					
गुणा - 1 अंक		गुणा - 2 अंक		भाग		आकृति समझ		
<u>4 x 7</u>		<u>25 x 12</u>		45 + 3				
<u>8 x 3</u>		<u>17 x 16</u>		75 + 6				
<u>12 x 5</u>		<u>62 x 25</u>		98 + 9				
बालिका कोई 2 सवाल सही हल कर पाए।				बालिका कोई 2 सवाल हल सही कर पाए।		बालिका कोई 3 आकृतियों को सही पहचान पाए।		

4. Sample Oral Tool (Hindi)

हिन्दी मौखिक

केंद्र का नाम -

केंद्र का कोड -

दिनांक -

कक्षा - 1 से 5

मौखिक आकलन के सन्दर्भ में सामान्य निर्देश -

- * यह आकलन पत्रक सभी स्तर के बच्चों के लिए है।
- * बच्चे की प्रत्येक दक्षता का आकलन करना अनिवार्य है।
- * आकलन की प्रक्रिया के दौरान प्रश्नों के क्रम का ध्यान रखना है।
- * मौखिक आकलन लिखित आकलन के साथ न करके अलग समय में किया जाये।
- * आकलन के समय उच्चारण की शुद्धता का विशेष ध्यान रखा जाये।
- * प्रश्न पत्र में दिए गये निर्देशों के अनुसार बच्चे द्वारा जवाब दे पाने की स्थिति में Topsheet में 1 एवं जवाब कम या ना दे पाने की स्थिति में 0 दर्ज किया जाए।

प्रश्न -1 चित्र को देखकर अपने विचार व्यक्त कीजिये - (यह प्रश्न सभी बच्चों के लिए है)



प्रश्न- 2 दिए गए अक्षरों की पहचान कीजिये - कोई चार

स	ड	ल	ह	ख
प	र	छ	ढ	ध



End of Report