

Report on
Programme Evaluation Study
Conducted for Gramin Shiksha Kendra by Ignus Pahal



Preface

Gramin Shiksha Kendra, set up as an environmental initiative 15 years ago, equipped the local community in Sawai Madhopur region of Rajasthan to build their capacities to take decisions to safeguard their livelihoods and their relationship with the forests.

Eventually, GSK set up Uday schools in the region to educate and enable the children of the community, as it believed that education could significantly contribute to develop a well-informed and cohesive society. It built its schools on the idea that the community is a partner in the process of education rather than considering education as a service provided to the community. Well known as the “environmental organization” (पर्यावरण वाली संस्था) in the Sawai Madhopur region, it was not difficult for GSK to convince the community for the initiative. After setting up the Uday schools, the organization decided to expand its reach by assisting Vistaar (government) schools.

Lately, however, the organization felt that it should review its expansion strategies, employee growth and model of education. Ignus Pahal was entrusted with the responsibility of conducting this study.

This study combines qualitative and quantitative data from a limited data set (3 schools in 3 categories each) to evaluate, analyse and offer suggestions that can be used as a reference point for the organisation’s future endeavours.

The statements made in this report are based largely on impressions and observations, and from the conversations with the stakeholders of the system.

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Executive Summary

This programme evaluation study was conducted by Ignus Pahal for Gramin Shiksha Kendra (GSK). The effect of GSK's work over the last 15 years was measured to an extent and compared with government schools. Four major stakeholders, as listed by GSK, were assessed —

1. Students
2. Teachers
3. Parents and Community
4. School Managing Committee (SMC)

Along with these, the resource teachers from GSK were also observed and their performance evaluated. With the arrival of the resource teacher, there is some impact on the school, such as -

1. In younger classes, songs and stories are used for teaching. Watching the resource teachers do so, some other teachers have started doing this in their classrooms as well.
2. Occasionally the use of TLM and group work has started.
3. Some of the teachers stated that they have been discussing their children's learning in their free time with each other.
4. Collective activities are beginning to take place. However, all this happens on the day the resource teacher comes to school and not on regular working days.

It was found that GSK's own Uday schools generally outperformed the government schools. However, there is room for improvement, especially for the resource teachers at GSK.

In a nutshell, Uday schools work better than government schools because of the fact that a majority of the variables in the functioning of the school are under GSK's control.

The comparative study of the impact of the organization's work on schools of all three levels can be understood from the table below.

Non-Vistaar Schools	Vistaar Schools	Uday Schools
Students		
<p>*Classroom Organisation Only a few children participate in conversation. Often children remain silent and work according to teacher's instructions. There is little to no chance of interaction among the children in the classroom.</p> <p>*Teacher Student Relationship The children speak to answer the questions asked by the teacher. Only about 20-30 percent of the students respond.</p> <p>*Performance in Test Conducted The overall academic performance on the test administered in this study was the worst in all categories.</p> <p>*Student Participation in Classroom Organisation Students take responsibility for some things such as keeping the school clean, organizing the seating and utensils for mid-day meals etc.</p>	<p>Classrooms have interaction between teachers and children. Occasionally they learn in groups, with the help of each other.</p> <p>In some classes, a few (about 4 to 5) children ask the teacher questions during the lesson.</p> <p>The overall academic performance on the test administered in this study was better than the Non-Vistaar schools but not as good as the Uday schools.</p> <p>Students take responsibility for some things such as keeping the school clean, organizing the seating and utensils for mid-day meals etc.</p>	<p>Children are vocal and confident. They are often found to speak more than the teacher in the classroom.</p> <p>They learn in groups with the help of each other.</p> <p>The overall academic performance on the test administered in this study was the best of all categories.²</p> <p>The children take up many responsibilities in the school, such as recording their presence, cleaning, laying sacks for mid-day meals, and maintenance of sports equipment and library materials.</p>
Teachers		
<p>*Teacher Competence All teachers have high levels of education (postgraduate degrees). Most have degrees in education as well.</p>	<p>All teachers have high levels of education (postgraduate degrees). Most have degrees in education as well.</p>	<p>Some teachers are postgraduates; a few have degrees in education as well. However, there is a lack of theoretical understanding of education.</p>

2. It must be noted though that there was no clear distinction of performance on different topics or themes. The performance was more or less randomly divided.

<p>They attend training workshops organised by the government but gain no significant use from it.</p> <p>*Teacher Performance The focus of the teacher is to finish the syllabus.</p> <p>Records of a daily teaching plan and student performance portfolios are kept but merely for the sake of it. No use is drawn from them.</p> <p>Teachers in this category performed the poorest on the scoring system generated based on the performance observation tools developed for this study.</p> <p>*Teacher Effectiveness The teacher does not necessarily ensure that each child in the class is learning. Attention is only paid to a select few.</p>	<p>They too attend training workshops organised by the education board, SSA etc. but do not find them too useful. Trainings organised by GSK in conjunction with the DIET are useful for them as they are based on their needs.</p> <p>The teachers mostly focus on completing the syllabus but efforts are made to ensure that the needs of the learners are met.</p> <p>Here too records are kept for the sake of it. They are unable to make use of the assessment records for helping the students learn better.</p> <p>Teachers in this category performed better than the Non-Vistaar school teachers in terms of the total score</p> <p>GSK's involvement has led to most teachers making use of TLM and making their classrooms generally more interactive than usual.</p> <p>Some teachers said that they now talk amongst themselves about their students' learning in their free time as well.</p>	<p>GSK organises need-based training workshops twice a year where the teachers learn from each other. At times, resource persons are invited from third-party organisations as well. Exposure visits are also organised.</p> <p>They take feedback from each other and have an agenda-based teaching plan.</p> <p>Proper detailed records of each child's performance are kept. The teachers are able to communicate through it as well. They make use of these records for further development of the child.</p> <p>Teachers performed well on scoring system.</p> <p>The teachers are motivated and work together as a team.</p> <p>Discussion meetings are held at the end of the school day where discussions on academic activities are held.</p> <p>Teachers have a close personal relationship with the students and are committed to ensure their learning and welfare.</p>
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School Management Committees		
<p>* Understanding of Roles and Responsibilities The SMCs only exist for the sake of it.</p> <p>They do not have an understanding of their roles and obligations.</p> <p>They rarely ever make personal efforts towards the development of the school.</p>	<p>The SMCs exist but there is a lack of motivation and the absence of knowledge of roles and obligations remains in most places.</p> <p>In some cases, efforts are made to ensure the infrastructural or academic development of the school. These are personal efforts and not channeled through the SMC.</p>	<p>The SMCs are well-versed with their roles and duties.</p> <p>They have a sense of ownership in the school.</p>
<p>*Participation in Meetings Meetings are either not held or held very rarely. No agendas are set and nothing fruitful is discussed.</p>	<p>Meetings are held regularly. The minutes are documented. However, in most cases this is done merely for the sake of record keeping.</p>	<p>Monthly meetings are held where issues of importance to the school are discussed. Proper documentation is done for these meetings.</p>
<p>*School Visit and Support</p>		<p>They are closely involved with the school's functioning.</p> <p>They visit the school without invitation as well and make personal efforts to ensure the proper functioning of the school.</p>

Parents and Community		
<p>*Parents Involvement in the Child's Learning The parents are not involved with their child's learning.</p> <p>They rarely ever visit the school.</p> <p>They do not interact with the child about his/her studies.</p> <p>They tend to involve the kids with other activities, mostly farm related.</p>	<p>In some places, parents showed some involvement with their child's education.</p> <p>They visit the school sometimes but do not interact with the teachers.</p> <p>They too involve the kids with farm related activities.</p>	<p>The parents feel that the schools have been set up especially for their kids.</p> <p>They come to school often but do not interact with the teachers much.</p> <p>They try not to involve the children in other activities.</p>
<p>*Girls' Education In some places, there is still the worrisome idea of not allowing girls to study beyond class 8 or 10. This is because of lack of safety as the secondary schools are far and few. It involves travelling long distances. Issues of safety are combined with community belief of marrying girls at an early age so they can be secure in their husband's home.</p>	<p>In some places, there is still the worrisome idea of not allowing girls to study beyond class 8 or 10. This is because of lack of safety as the secondary schools are far and few. It involves travelling long distance. Issues of safety are combined with community belief of marrying girls at an early age so they can be secure in their husband's home.</p>	<p>The idea of not allowing girls to study beyond elementary school is greatly removed in the villages surrounding these schools even though the secondary schools are at a distance.</p>

Project Background

This programme evaluation study was conducted by Ignus Pahal for Gramin Shiksha Kendra (GSK). The work done by GSK in their own schools (Uday) was compared with government schools - further divided into two categories: one, where GSK provides inputs to the teachers with the help of their resource teachers (Vistaar), and two, where GSK has no involvement at all (Non-Vistaar).

About GSK

Gramin Shiksha Kendra has been working in the field of education since 2004 when they set up their first Uday School in Jaganpura. GSK believes that schools are an extension of the community. They are not delinked from the society but an integral part of it. For the society to change, schools will play a crucial role. In addition, for schools to improve, communities need to engage with the schools. The GSK program is built on the idea that the community is a partner in the process of education, rather than schools being merely a service provided to them. Thus, community involvement lies at the heart of all GSK's interventions.

Why this study?

Every programme needs to evaluate itself to reorient towards the core focus. After more than a decade of working in the field of education, GSK felt that its programme was plateauing, both in their own Uday schools as well as in their extension Vistaar schools. They wanted to bring a certain rigour to their education planning and professional development of their employees.

In order to plan to ensure the growth of their team vis-à-vis learning outcomes, GSK entrusted the responsibility of evaluation to Ignus Pahal.

Why Ignus Pahal?

Ignus is a group of professionals that came together in 1998 to work on improving the quality of the government school system in India. Group members have extensive field experience, having worked with children and teachers, especially in government schools, over decades. With a view to enabling quality education for the underprivileged children, Ignus

has facilitated the development of curriculum and textbooks (10 states), state-wide in-service teacher training (17 states), supported the MHRD in the development of ADEPTS (the first initiative to develop performance standards for teachers and teacher support systems) and facilitation of the development of the Quality Framework for the Right To Education.

Ignus has also worked with the NGO sector extensively across India and laid the foundation for several award-winning programmes such as Care-India's Udaan, CRS's work with low-fee private schools, the development of the UP-Mahila Samakhya's KGBV model and the piloting of Kusuma Foundation's programme for secondary education, Udbhav.

Ignus has been implementing evidence based quality improvement processes for two decades and has undertaken assessment of the performance of students, teachers and support systems, for NGOs as well as governments. A recently concluded project covered 280 schools across 5 districts in UP, with support from the SCERT and Unicef. Tools developed by Ignus for mobile-based real time monitoring have been adopted by SSA-UP for use across the state. Ignus Pahal is also supporting large-scale evidence based processes in Maharashtra to ensure initial literacy and numeracy.

IgnusERG Private Limited is the professional consulting wing of Group Ignus, while Ignus Pahal is a non-profit. A third wing, Manan Books, is a low-cost publishing house focused on addressing the needs of under-served groups.

Research Methodology

Areas of research

The purpose of this study was to evaluate the work done by GSK with four main stakeholders in the education system - the learners, their parents, their teachers and the school managing committees. The choice of these stakeholders was suggested by GSK itself. The government schools to be assessed were chosen based on the following metrics -

- Number of students should be between 100 to 150.
- Adequate number of teachers should be available.
- Schools should be generally well regarded in their vicinity.

Tools development process

The development of tools took place in collaboration with GSK team members. Though Ignus Pahal spearheaded the process, inputs were provided by GSK team. The list of tools developed is as follows -

- Test papers for student assessment

Class	Subjects tested
Class 1	English, Hindi, Mathematics
Class 3	English, Hindi, Mathematics, EVS
Class 5	English, Hindi, Mathematics, EVS
Class 8	English, Hindi, Mathematics, Science, Social Science

- Performance indicators for teacher assessment
- Performance indicators for assessment of the SMC
- Performance indicators for assessment of Parents

Test Papers

In the discussion held at the GSK office on the first day, it was decided that the question paper for each class would be divided into two components - one oral and one written. Instead of a separate paper for each subject, only one combined paper would be developed. The time limit of each component of the paper was then mutually agreed upon as follows -

Class	Oral	Written
Class 1	25-30 minutes	30 minutes
Class 3	20-25 minutes	45-60 minutes
Class 5	20 minutes	60 minutes
Class 8	20 minutes	90 minutes

The process began with a perusal of the list of topics covered in each class sent by GSK. The NCERT learning objectives document was also looked at a later stage when designing the questions. Since it was not possible, to test the entire syllabus, it was decided that only a few core topics from each subject be tested. GSK team was requested to mark the topics that they felt should surely be assessed.

With this list in hand, the process of designing the question papers began. Both the teams were asked on the first day itself to compile a list of potential questions in each class for each subject. A quick division of topics between oral and written was done. It was decided that the questions asked in the oral test would be of generally easier level than the written part, since the oral test was supposed to be used as an icebreaker between the students and the invigilator. It is necessary to build a good rapport between the test-taker and invigilator, as in the status quo a vast majority of learners underperform on tests because of the general fear of exams.



Once the topics were divided between the oral and written parts of the test, questions were added based on the question bank developed jointly by the GSK and Ignus teams.

To maintain equivalence across the board, all questions for all classes, both oral and written, were marked on a three-point scale with 2 marks being the highest attainable score, 1 mark being the lower score and 0 the lowest. To facilitate the marking, instructions were provided on top of the oral test paper as well as scoring sheets developed for the written section of each class.

Performance Indicators

The tools for measuring the performance of teachers, SMC and community were developed out of an iterative process wherein the Ignus team developed a draft framework, which was then discussed with the GSK team, and any suggestions incorporated in the successive draft.

Limitations

There were a few limitations in the tools developed for this project. While none of the issues were particularly damaging to the integrity or validity of the study, there was a certain amount of confusion due to the language and/or instructions being unclear. The marking scheme of the question papers caused some confusion to the invigilating teams, as it was a new system for them. Though it was planned earlier to do a test run of the question papers, the limited availability of time did not allow for such an opportunity. The performance assessment tools also caused some confusion in the way the overall score was to be calculated. However, that did not affect things much since these tools were meant for the purpose of collecting qualitative responses only.

Stakeholder 1: Students

In this section, we primarily compare the performance of students on the tests administered in Classes 1, 3, 5 and 8 in the 3 categories of schools. This analysis has been done with the assumption that schools within each category work under nearly identical circumstances. Thus, scores have been averaged within each category of schools. This assumption gains weight from the fact that the objective of this study was to compare the different categories of schools.



Instead of comparing direct averages, we try to bring out the subtleties from the data, which we believe provide important insights into the functioning of the schools. The general trend that arose out of the data was that Non-Vistaar schools performed the poorest with Vistaar schools performing better than Non-Vistaar and Uday performing the best. The difference between the performance of Uday schools as compared to Vistaar and Non-Vistaar schools is far larger than the latter two. Things being done at Uday schools are reflected in the Vistaar schools as well. Interestingly while students at Uday Schools fared better than government schools in most questions, it was not so for all the questions on the tests. There were a significant number of questions where the government school students performed better than Uday school students with the delta going as high as 36% in one case.

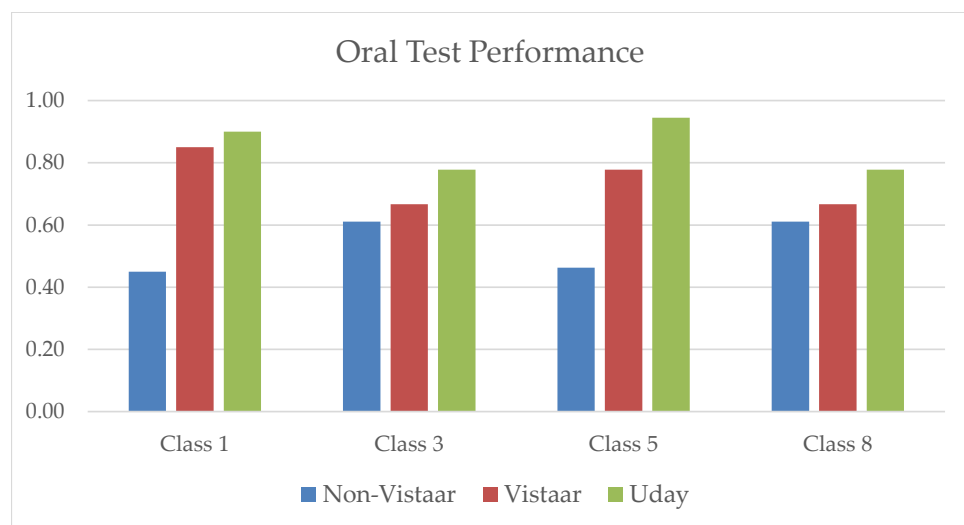
Another interesting inference from the data is that the delta between government and Uday schools successively decreases as the grade level increases, i.e., the difference between the performance of the two schools is highest in Class 1 and lowest in Class 8.

Comparing Test Scores

Oral

Oral scores were averaged by dividing the sum total of the scores achieved by the three schools in each category by the total possible score (6 in all cases but one). In this manner, the maximum average score possible is 1 and the minimum is zero.

Though all categories of schools performed better at the oral sections of the tests than on the written sections, Uday schools outperformed the government schools across all classes as can be seen in the following graph.



difference between the performance of the two types of schools

Written

Writing scores from all three schools in each category were averaged using a weighted average formula to ensure parity across the board since the number of students varies quite significantly in some places. For example, in one of the Uday schools there were only 7 students in Class 5 while another had 16 students in the same class. Weighted average ensures that the size of the sample is taken into account.

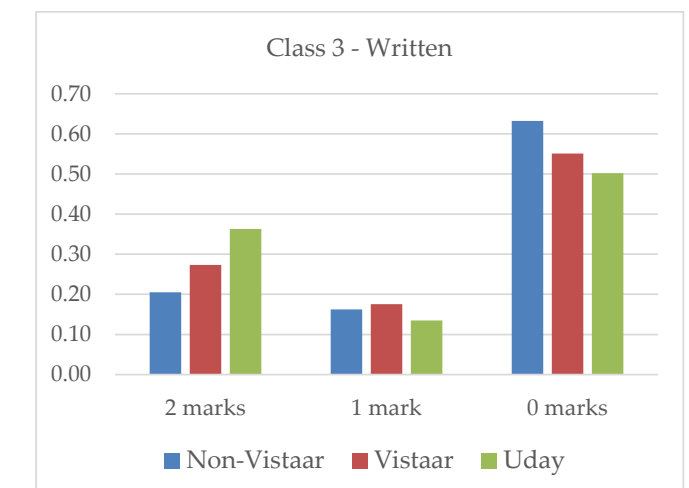
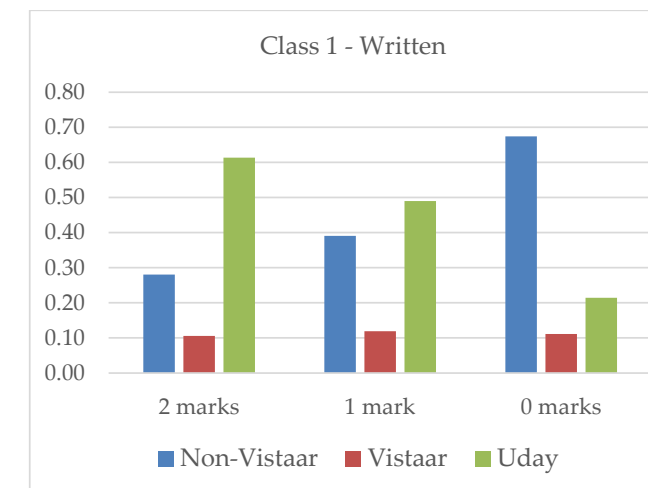
The formula for calculating the weighted average of student scores in each category of schools (say, Vistaar) was -

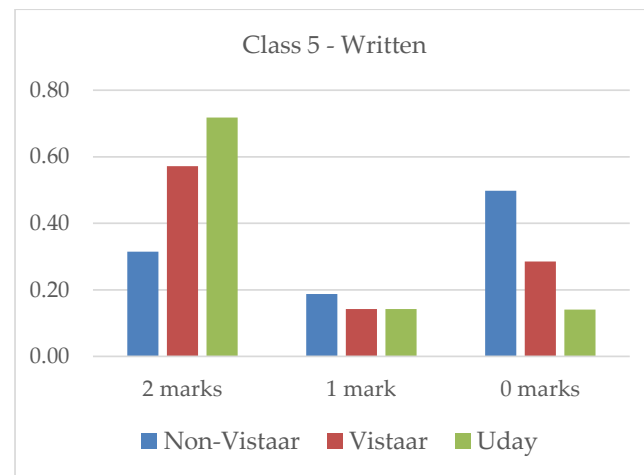
$$\text{Percentage of students scoring } X \text{ marks} = \frac{\sum_{S=1}^3 \text{Percentage of students scoring } X \text{ marks in School } S * \text{Number of students in School } S}{\sum_{S=1}^3 \text{Number of students in School } S}$$

where X is 2 marks, 1 mark or 0 marks.

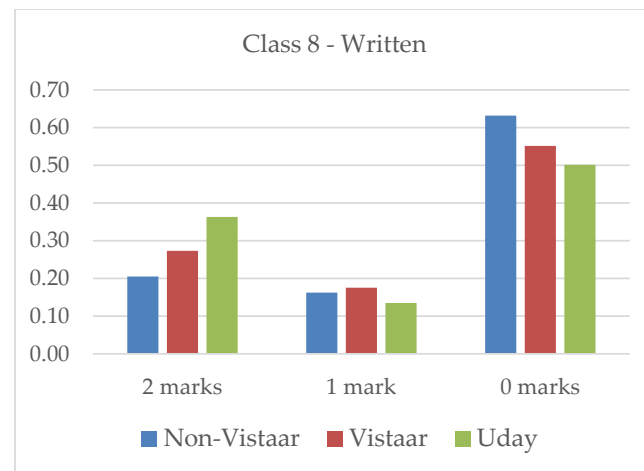
It is important to note here that this weighted average only reduces the disparity in sample sizes within each category of schools. We must keep in mind that the sample size across the categories still varies. This is important when comparing Uday schools with the government schools as will be elaborated later on.

In the written parts of the tests as well, a similar trend appears wherein Uday schools performed the best with Non-Vistaar performing the poorest. However, there is more to this than just the average scores. Looking at the question-wise breakup it can be seen that in a number of questions (4 in Class 3 and 6 each in Class 5 and 8) the government schools (Vistaar and/or Non-Vistaar) performed better than Uday schools. Interestingly though, the performance seems to be spread across randomly. In some cases, the government school





students have performed better at information-based questions and in others; they have performed better at logical reasoning or even creative writing questions. In addition, it must be taken into account that the delta in places Uday schools have performed better is always much higher than where the opposite is true. This means that when students at Uday schools performed better they did extremely well and when they performed worse they were only about an average 10 percentage points off. Despite this, the fact that students in government schools performed better than those in Uday schools cannot simply be dismissed.



Looking at the performance on the tests without an eye for comparison, one can lay focus on the overall level of the students. The test papers were designed to test the students' abilities beyond simply regurgitating facts or answering traditional information-heavy or algorithmic questions. The tests aimed at analysing students' expression and creative writing skills therefore questions focused on integrating language with social

science/EVS topics. Similarly, a few higher order thinking questions in mathematics was added to the papers. The performance across the board was the same when the questions probed something beyond the basic information presented in the textbook. However, the students gave really interesting responses to questions associated with their personal life and struggled only at very high order concepts.

Comparing Student Behaviour and Perception

Visiting 3 types of schools on successive days provided the researchers with a comparative analysis of the student profile. While students in government schools (both Vistaar and Non-Vistaar) were open to conversation, those in Uday schools were excited to the extent of becoming 'disorderly'. The former were trained to exhibit docile behaviour. Some students

shared that they behave themselves for fear of being caned ("हेडमास्टर तो डंडा देवे" - as quoted by a student). This behavior correcting mechanism was absent in Uday schools - which is a sign of a healthy learning environment. However, it was noticed, especially in the Jaganpura school that the students, especially those in primary school, were too excited and active, which made it somewhat difficult to hold a conversation with them. In conversation with the teachers from the school, the researchers were told that when the learners did not feel like doing the class work, they were allowed a "timeout" period where they could do whatever they felt like until their energies were exhausted. Then they were easily persuaded to doing the class work. The teachers implemented a number of such strategies to maintain the emotional climate of their classrooms.

There were quite a few similarities in the student profile in all three types of schools since they all come from the same general socio-economic background. An important difference could be seen in the Uday schools where the students appeared to know each other much better than in other schools. This is probably an effect of the multi-grade teaching process in Uday schools. Some credit may also be given to the morning "sabha" organized in these schools.

Stakeholder 2: Teachers

In this section, we will elaborate on the performance of teachers during the assessment. The teachers were observed while teaching in the class, followed by a one-on-one conversation and later, a group discussion to gauge their opinion and understanding of classroom processes and pedagogy. The tools developed to assess the same are attached in the Annexure at the end of the report. The tools contained descriptive, measurable performance indicators as well as questions to be used as prompts in order to facilitate the discussion.

During the classroom observation, the teachers were asked to continue to teach and organise their classroom in their routine manner. The researchers sat at the back of the class and observed the teaching process. It has to be acknowledged that the presence of an unknown adult in the classroom causes a mild disruption to the attention of the students. To mitigate this, the researchers had a friendly conversation in the beginning where they introduced themselves and explained the reason for their presence.

Following the teacher observation, the students were engaged in taking the tests. During this, the researcher engaged in a conversation with the teacher and tried to get their personal opinion about their students and teaching environment, their plans for enhancing the learning process, as well as their understanding of general pedagogy and their subject. This informal interview lasted an average 10-15 minutes.

At the end of the day's activities in the school, usually after the lunch hour, a group discussion was held with the teachers of the school along with the headmaster/headmistress. The idea behind this was to gauge the general attitude of the teachers and to check some formal documentation such as student portfolios, teacher planners etc. Questions provided in the teacher assessment tool assisted in moving the discussion forward.

In the following sub-headers, we elaborate on the performance of teachers in each category of schools. We mention briefly the performance based on the indicators provided in the observation format and expand on the following main headers

- Teacher-Student Relationship
- Teacher Behaviour
- Teaching Learning Process
- Evaluation
- Classroom Organization

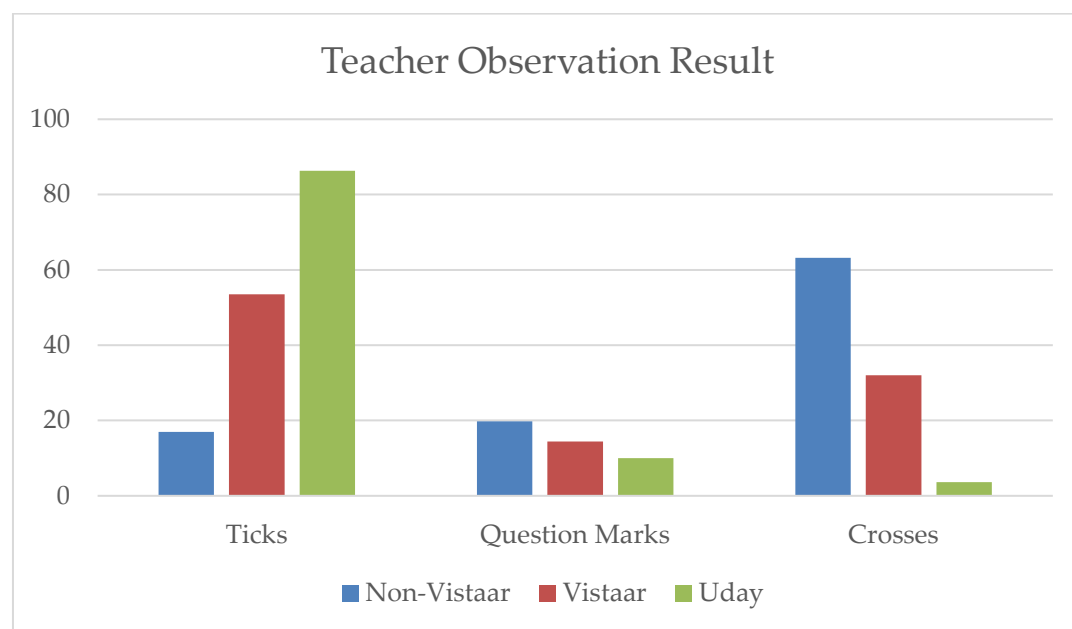
Before giving the details, we present the overall result from the observation formats. A total of 35 classrooms were observed (one of the Uday schools did not have Class 8) across the

3 segments; 4 classes in each school. In the following table we have listed the number of teachers who got each grade (tick, cross, question mark) for each indicator under each school type.

Indicator Nos.	Non-Vistaar Schools			Vistaar Schools			Uday Schools		
	✓	?	X	✓	?	X	✓	?	X
1	3	3	6	7	2	3	8	2	1
1.1	3	3	6	7	1	4	9	2	0
1.2	2	6	4	8	2	2	9	1	1
1.3	3	3	6	9	0	3	8	2	1
2	7	0	5	10	0	2	9	1	1
2.1	10	0	2	8	2	2	11	0	0
2.2	5	2	5	7	2	3	8	2	1
2.3	5	1	6	9	2	1	10	0	1
3	0	2	10	5	1	5	9	0	2
3.1	0	0	12	4	1	7	9	2	0
3.2	1	2	9	3	3	6	10	0	1
3.3	2	2	8	8	0	4	9	1	1
4	0	0	12	2	4	6	10	1	0
4.1	0	1	11	4	4	4	10	0	1
4.2	0	1	11	4	1	7	10	0	1
4.3	0	1	11	4	2	6	10	0	1
5	5	2	5	7	3	2	9	2	0
5.1	8	2	2	7	3	2	10	0	1
5.2	2	4	6	9	1	2	8	3	0
5.3	6	0	6	4	3	5	9	2	0
6	0	4	8	7	2	3	10	1	0
6.1	0	4	8	3	5	4	10	1	0
6.2	3	5	4	5	2	5	8	3	0
6.3	0	4	8	7	1	4	11	0	0

7	2	2	8	7	1	4	10	1	0
7.1	3	5	4	9	0	3	10	1	0
7.2	2	5	5	8	1	3	8	3	0
7.3	0	2	10	4	2	6	9	2	0
8	0	3	9	8	1	3	11	0	0
8.1	0	3	9	4	2	6	8	2	1
8.2	1	2	9	8	2	2	11	0	0
8.3	1	2	9	8	2	2	11	0	0
9	0	3	7	8	1	3	10	0	0
9.1	3	5	4	7	2	3	8	3	0
9.2	0	2	10	5	4	3	9	2	0
9.3	3	3	6	8	1	3	11	0	0
10	0	1	9	6	0	5	11	0	0
10.1	0	3	9	4	2	6	11	0	0
10.2	1	0	11	5	1	6	10	1	0
10.3	0	1	11	9	0	3	7	3	1

In the bar plot that follows, we plot the percentage for each grade under each category.



A surprisingly high percentage (86.3) of tick marks were achieved by teachers at Uday schools. In comparison, the Non-Vistaar school teachers got the most number of cross marks (63.2%).

These results show a single day's observation and cannot be generalised. These observations and the remarks noted during the discussion and interviews are expanded in the following sub-headings.

Non-Vistaar Schools

It was found that the teachers follow traditional methods of teaching. In some cases, activities are used for supporting learning and students are divided into groups. There was a clear lack of knowledge on implementing and integrating these pedagogical strategies to enhance learning.

With the help of some direction by the research team, the teachers could identify problems in their classroom organisation and related processes, but they are unable to find solutions to the identified problems on their own. The reason for this could be a lack of knowledge and awareness. While the training workshops organized at the district or state level are supposed to mitigate these issues, the teachers generally reported that they do not find them very useful. They reported that those workshops are mostly a formality and are attended purely because they are mandatory.

The heart of the issue here is not that the teachers do not seek help. The issue is that they do not realise that it is their right to ask someone for help. Any assistance they seek is at a mechanical level such as filing online reports or paperwork. What this does is that the DIET, which is supposed to offer continuous professional development to the teachers under its purview, gets to shirk its responsibilities since there is no demand from the ground level. The absence of a teacher support system is starkly visible.

Despite these issues, the teachers try to do as much as they can. In one of the schools visited, the teaching staff created a congenial working environment. This seeped down to the classroom and students and thus the overall climate of the school was welcoming.

Vistaar Schools

The situation in Vistaar schools is similar to the Non-Vistaar schools. Shortage of staff, poor infrastructure and overburdening official paperwork are present. In discussions with the teachers, it could be seen that a large amount of their efforts are directed away from the classroom and towards completing the formalities made mandatory by the education

department. This leaves them with little time to focus on improving their classroom processes and such.

However, the teachers must be appreciated for being able to give enough attention to the students and create a bond with them. For example, in one of the schools visited, every time the students stopped paying attention and talked amongst themselves, the teacher would say “भैयाजी!” and the students would collectively respond “हाँजी!” and the class would be back in the teacher’s control. Teachers make use of pedagogical practices such as connecting the child’s previous knowledge with the new topic and making use of the home language to facilitate explanation and understanding. Pictures and audio-video equipment is used to assist learning. Nonetheless, the problem of lack of understanding of how to successfully implement these tools remains.

An interesting statement made one of the teachers was, “English में तो TLM की ज़रूरत ही नहीं है। जो पाठ है उसे पढ़ाना है बस।” This is worrisome as it shows a stark absence of constructivist teaching methodologies.

Uday Schools

The teachers in Uday schools worked in an environment that is completely distinct from the government schools. The school infrastructure, the student enthusiasm, community support - all work in their favour. A major difference between the schools is that in all Uday schools, the primary classes are not divided. Teachers conduct multi-grade teaching. Each classroom has students from three different grades learning together. While multi-grade teaching is a part of the plan here, it should be noted that many government school teachers end up combining grades due to shortage of staff or lack of infrastructure.

This requires a different type of preparation on the part of the teacher. Assignments and teaching materials have to be prepared in a way that takes the different learning levels of students into account. The teachers at Uday schools appear to be adept at this. They have proper planning materials and student performance levels are recorded accordingly. The classroom atmosphere was found to be congenial during the school visit. Students enjoy themselves in the school and have very close personal relationships with the teachers.

Teachers engage in a daily schedule of activities, after the school hours. These include collecting materials for the Morange magazine on Tuesdays, engaging with the community on Wednesdays and holding a problem solving discussion among the teachers on Fridays. Any problems that the teachers are unable to solve among themselves are forwarded to the

GSK office, where the Academic Coordinator is able to offer help. The teachers also attend training workshops on a regular basis and believe that they learn a lot from them.

On the whole, the teachers work together as a team, which allows them to successfully involve the students, their parents and the community in the school’s activities. What remains is that though the teachers have a better understanding of contemporary pedagogy and are able to communicate their understanding and implement it in the classroom in a better manner than government school teachers, there is still room for learning. During the visit, it was visibly discernible that the teaching took place based on the underlying principle of the “joy of learning”.

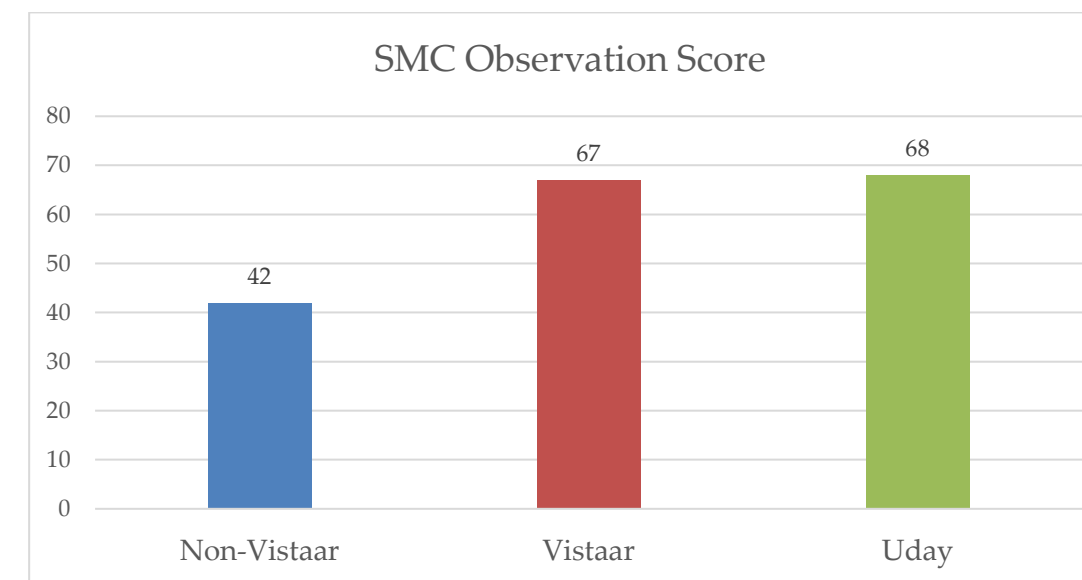
Stakeholder 3: School Management Committee (SMC)

The evaluation team met the members of the School Management Committees in all schools. Not all members could be met everywhere but at least 3-4 members were met and spoken with in each school.

The observation format developed for the meeting with the SMC consisted of 9 performance indicators. Each of these indicators had 3 subsequent sub-indicators arranged in a graded form, i.e., the first sub-indicator was the worst and the third the best. To calculate the scores presented in the table below, the sub-indicators were scored from 1 to 3 and the sum of all three schools in each category was calculated. Thus, for each overall indicator, a maximum score of 9 is possible. Since there are a total of 9 indicators, the maximum possible score is 9 * 9, 81.

Indicator No.	Non-Vistaar	Vistaar	Uday
1	4	9	8
2	4	7	4
3	5	8	8
4	5	6	8
5	5	6	8
6	5	8	8
7	2	7	7
8	7	9	9
9	5	7	8
Total Score	42	67	68

The bar plot below compares the total scores in each category of schools. While the Non-Vistaar schools scored only about 50% of the maximum possible points, both Vistaar and Uday schools scored about 82% of the points. It is interesting to note that the difference between the latter two is only one point.



Non-Vistaar Schools

In Non-Vistaar schools, the SMC existed to follow the directive issued by the government. This became obvious from the fact that the 3 members who were interviewed in one of the schools could not name the committee and the title of their position therein with confidence. The meetings are held once or twice a year. In some schools, no discussions are held, only signatures are taken and the school headmaster writes bogus minutes of the meeting. In others, meetings are held on a monthly basis but the attendance is very poor and no matters of real significance are discussed. Despite all this, proper documentation of the agenda and minutes of the SMC meetings are available in the school.

It was found that the members had no knowledge of their rights and obligations. They had been nominated and elected based on collective approval. They were not made aware of their tasks and hence they saw it as a formality. They were unaware of their position to influence the school's learning environment and most of their complaints against the school stemmed from their ignorance towards their role in the SMC. In places where the SMC or the general community took up some issue of grave importance, it was invariably related to the school infrastructure.

Based on the scores from the observation format, it appears that the Non-Vistaar schools lack the most in terms of setting agendas in advance and creating school improvement plans. It can be seen that the SMCs from these schools are able to carry out tasks that they set out to do themselves.



Vistaar Schools

In Vistaar schools, the SMC members had a better idea of their roles and directives. They were better engaged in the school's processes and provided as much assistance as they could. In one of the schools, the village community bought a tank of water every day for the school since the groundwater level is at a dangerously low level. They assisted the school in procuring an approval for the making of a borewell to pump water.

In one of the schools visited, the chairman of the SMC, being a matriculate himself, was greatly involved in the functioning of the school. He reported that he visits the school every day and ensures that the teachers perform their duties responsibly. If a student is found skipping school, he personally visits his/her parents and tries to solve the problem. With the help of the members of the SMC and the community, he planted trees in the school campus.

He personally ensures that the SMC meetings are held regularly and that the minutes of the meetings are documented and signed by each member of the committee.

The reason for this can be traced back to GSK's involvement in setting up the SMC. The SMC members were made aware of their roles and responsibilities at the time of setting up the committee. However, the extent of GSK's involvement is limited to resource teacher visits once a week. The resource teacher engages in the school learning activities only, therefore there is no continuous monitoring of other activities which is why the state of SMC meetings in most places is not any better than that in Non-Vistaar schools. In places where the SMC is functioning the way it is ideally supposed to, it is due to the enthusiasm and motivation of the individual members.

Uday Schools

In Uday schools, the SMCs were greatly involved in the school's functioning. The reason for this is that the members in the SMC are people from the neighbouring villages. It is important to note that these people have donated their land and other resources for the school. They feel a sense of ownership over the school. The SMC members were made aware of their roles and responsibilities at the time of setting up the committee and they continue to be involved closely with the school.

To get the community involved like this with a government school is tedious, but Uday schools have shown that it is possible, despite all odds. Their SMCs function best and their inputs to Vistaar schools have had a positive influence on the functioning of SMCs there as well. This is empirically indicated by the difference between the scores of Vistaar schools and Uday schools (both have a difference of only one point).

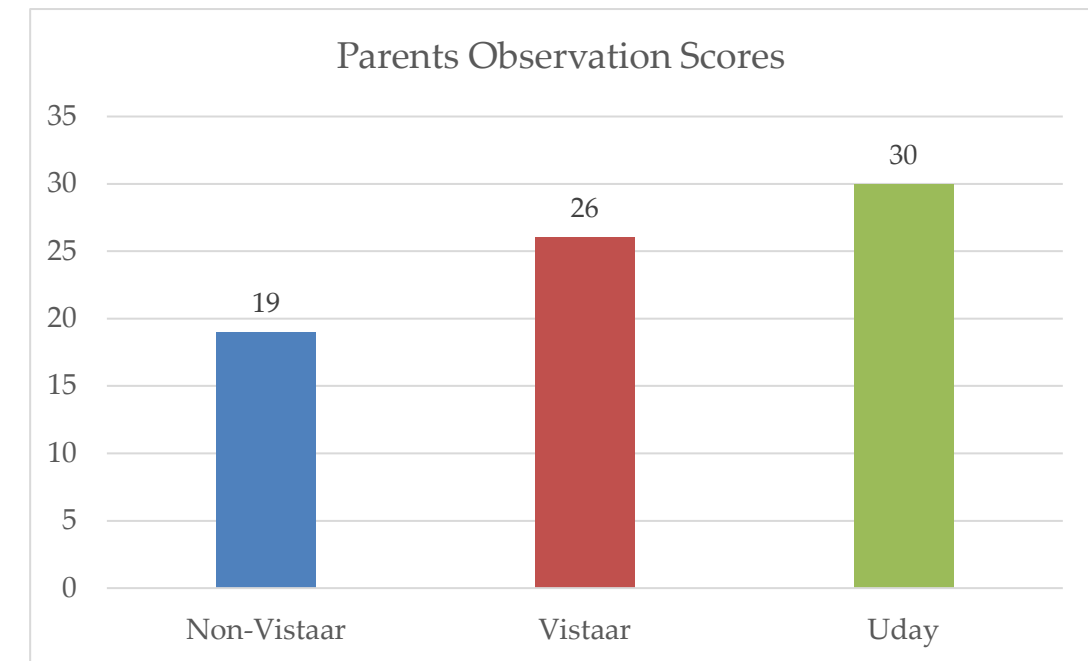
Stakeholder 4: Parents and Community

The final stakeholder in the education of young members of our society is the community around them, particularly the parents of the students. The research team went into the village wherever possible and spoke with the parents and the general community surrounding the school. In Uday schools, the parents came to the school themselves for the meeting.

The observation format developed for the meeting with the community consisted of 4 performance indicators. Each of these indicators had 3 subsequent sub-indicators arranged in a graded form, i.e., the first sub-indicator was the worst and the third the best. To calculate the scores presented in the table below, the sub-indicators were scored from 1 to 3 and the sum of all three schools in each category was calculated. Thus, for each overall indicator, a maximum score of 9 is possible. Since there are a total 4 indicators, the maximum possible score is $4 * 9$, 36.

Indicator No.	Non-Vistaar	Vistaar	Uday
1	6	9	7
2	4	6	6
3	5	4	9
4	4	7	8
Total Score	19	26	30

The bar plot below compares the total scores in each category of schools. While the Non-Vistaar schools have scored only about 50% of the maximum possible points, Vistaar schools scored about 72% of the maximum points and Uday schools scored 83% of the total possible points. There is a clear linear increase in the scores from one category to the other.



The one point where parents from all schools were lacking is their understanding of education and its importance. Even if they did believe that education was important for their child, they were unable to express why they believed so. This is probably because of their own lack of proper education.

Non-Vistaar Schools

The parents in the government schools had little or no involvement with their children’s learning. They had generalised opinions about the functioning of the school and the performance of the staff but rarely ever visited the school. Almost all the parents could not tell when they had visited their children’s school the last time. In one case, the child’s uncle was closely involved with her education, but the reason for that was that the uncle was a teacher in a private school himself.

The lure of private schools over government schools is starkly visible. In one of the areas visited, the parents reported that if they had the resources they would send their kids to private schools. At times, their opinion about the government school was heavily biased, for example, in one of the Non-Vistaar schools visited; the parents said that the school was not academically good. The school however, has a 5 star rating from the Rajasthan Board based on its excellent academic results in secondary classes. The parents were completely unaware of this.

Based on the indicators in the observation format, the place where parents lack the most is their non-involvement in the child’s education by not visiting the school.

Vistaar Schools

Vistaar schools were similar to the Non-Vistaar schools as they are regular government schools and GSK has little or no involvement with the community around these schools. However, these schools performed better on the performance indicators.

During conversation with the community, it was found that the general ideas and level of involvement were similar to that in Non-Vistaar schools. The lure of private schools is visible in these villages as well.

Uday Schools

Parents at Uday schools showed far greater involvement for the reasons mentioned in the previous section - they feel a sense responsibility towards their child’s learning. They come to the school often and watch their children. However, they do not interact with the teachers for they do not know what to ask. They believe that observing the teacher in the classroom gives them a better idea of whether their child is being given enough attention or not.

They are generally appreciative of the functioning of the schools. Their only desires or complaints relate to the school infrastructure.

General Note - Comparing Schools

Observations made during the evaluation are based on the experiences that have been received about the three schools on teaching in classes, available documents, discussions and interviews with children, teachers, SMCs and the community. These are being summarized here.

Non-Vistaar Schools	Vistaar Schools	Uday Schools
Physical Environment and Facilities		
<p>*Infrastructure Have full physical facilities. In most schools, there are adequate numbers of classrooms. The principal has a separate office. Toilet and drinking water facilities are available. टाटपट्टी is available for children of primary level. Some schools have desks and seating arrangements for upper primary children.</p> <p>*TLM Some TLMs have been received under the official provisions but they have not been used.</p> <p>*Library Teachers and children do not know about the library. According to HM some books have been procured but they are not used.</p>	<p>These also being government schools have full physical facilities. In most schools, there are adequate numbers of classrooms. The principal has a separate office. Toilet and drinking water facilities are available. टाटपट्टी is available for children of primary level. Some schools have desks and seating arrangements for upper primary children.</p> <p>In addition to the TLM supplied by the government, GSK resource teachers help create TLM with the local teachers. The TLMs that are made during play are also handed over to these schools.</p> <p>With the help of GSK, cardboard, sporting goods and books for the library have been made available in most schools. The children are given a book to read in a dedicated last period. Children can choose a book of their liking and must return it within 3 days.</p>	<p>There are an adequate numbers of classrooms available in the Jaganpura school, while construction is still underway in Faria and Girirajpur. All schools have access to drinking water and toilets. Children sit on mats. Teaching-learning activities take place outside the classroom as well (as necessary).</p> <p>There is an adequate number of TLMs available. TLMs created by teachers and students can be seen in every room. Various types of stationery and copies are provided for the use of children through which they regularly perform creative activities.</p> <p>Interesting and readable books are available in the school according to the level of children. In Jagannpura School there are enough books for children in every room.</p>

<p>*Sports Facilities There is little sports equipment available (only football). The campus of the schools is usually small and no playground is available. However, some students are able to participate at the state level thanks to external support.</p>	<p>Sports equipment such as football, volleyball, badminton rackets and shuttle are available in some places. Children who use them occasionally do so in the last part of the school day.</p>	<p>Sports materials are available in all three schools. There is a playground available. There is a period for sports in which they play their game of choice. Teachers also participate in sports with the children.</p>
Social Environment - Mutual Relations		
<p>*Classroom Ethos In general, strict discipline was seen in all three schools. Children sit in rows in the classrooms. If a child is seen walking in the campus, he/she is strictly interrogated and often scolded. Here discipline means sitting quietly in class and listening to the teacher.</p> <p>In most places only about 4 to 5 children are addressed by their name. However, there was one school that was visited where teachers in each class were addressing every child by their name.</p> <p>Some students in the class ask questions and only they get a response from the teacher.</p>	<p>Children sit in rows in classrooms. Group work is also done occasionally. There is a more open relationship between the teachers and the students. Discipline is strictly followed in these schools. Most of the time children can be seen sitting in classrooms quietly.</p> <p>Most children are called by their names. A teacher was seen calling the children "Bhaiya Ji" and a positive effect of this was clearly visible in children.</p> <p>Children are very vocal in small classes. They talk candidly to the teacher.</p> <p>Some children share information at home about their work at school and tell their parents about what happened throughout the day in the school.</p>	<p>Most of the time children can be seen sitting in groups. Even in the prayer meeting, children sit in a circle. There is a close personal connection between the teachers. Teachers, children and communities all appear to be like a family, where everyone is sensitive to each other.</p> <p>All children are addressed by their name. Teachers have enough information about the children's families.</p> <p>In classrooms, all children speak in an easy, fear-free atmosphere. They interact with each other and the teacher without any hesitation.</p> <p>Children talk to their family about the day's activities in the school.</p>

<p>*Community Participation People from the community come to the school when called, especially on a festival or event. The parent is called to the school if there is any complaint about the child.</p> <p>*Teacher Relations for Effective Teaching There is a good relationship among the teachers but they do not take any interest in each other's work and are only concerned with their own.</p>	<p>Members of SMC often visit the school. They discuss the teaching activities of the school.</p> <p>People of the community occasionally visit the school They generally do not inquire about the education of children and merely observe the class.</p> <p>The teachers are beginning to discuss their students' learning with each other in their free time.</p>	<p>People in the community keep coming to school to learn about their children's education. Teachers also visit the community every month and share the progress of the children with their parents.</p> <p>Teachers have a daily meeting where they discuss academic activities. The teaching is conducted by making weekly and monthly plans.</p>
Learning and Teaching Methods		
<p>*Pedagogy Board-focused teaching was seen in most classes of all three schools. The only focus of teachers is to teach in their period and cover the syllabus.</p> <p>It was also seen in one school that the teacher did not attempt to explain again even though the children did not understand the question or direction.</p> <p>In one of the schools, the teacher was seen checking the children's notebook, but they were only marking ticks or crosses without any explanation.</p>	<p>\In most of the classes, the teachers were seen to be interacting with the children. Attempts were made to explain with the help of various examples.</p> <p>An environment is created with children before the lecture starts. In a classroom, the teacher drew pictures on the board and started the conversation and then extended it to the topic of the day.</p> <p>The focus was on ensuring the learning of all the children in the class. The children were getting opportunities to read the book alternately and to work on the black board.</p>	<p>Teachers behave as co-learners in the classroom. One of our researchers noted that the classrooms have an easy, accommodating atmosphere.</p> <p>An attempt was made to explain to children through a variety of methods. The children who were not able to read the book were gradually able to find out what to do next.</p> <p>The teachers participate in activities and make use of gestures.</p>

<p>The question and answers are written on the board and the children are asked to copy as is and memorize them.</p> <p>*Classroom Organisation and Participation Only a few children in the class participate in the discussion with the teacher. Special attention is not given to children who are not speaking. Despite repeated attempts by teachers, some students of the class are unable to speak. In one of the schools visited, none of the eight children in class spoke. The teacher said –“Do not ask them such questions; no one will speak”.</p> <p>*Use of TLM In addition to the books, children do not get to use any learning materials. Most teachers also accepted this fact.</p> <p>Teachers sometimes use TLM, but no observation could be made in this regard.</p> <p>Schools do not have a library or even if it exists, it is not used.</p> <p>*Addressing Diversity in CR In some places, students at different learning levels are combined in groups. The teachers say that weaker children learn from the sharper ones.</p>	<p>The children sit in the classroom only. They speak in a frank manner. Most were able to answer questions. They were also asking questions.</p> <p>Occasionally the children get a chance to work in small groups. In one of the schools, writing exercises were done by dividing the children into groups.</p> <p>Occasionally TLM is also used. One teacher said- If children are not able to learn, we put in special efforts on the same point for few days. We try to teach them using one way or another</p> <p>In these schools, a group of weak and sharp children has also been formed. Some teachers said that they do not allow children to realise this.</p>	<p>All the children do their work happily and there was no pressure on any child. All the children show friendly behavior towards each other.</p> <p>Often the teaching is done in groups. The teachers collaborate when the group is in trouble.</p> <p>There were many TLM walls in the classroom. Children are taught with the help of pictures, charts, cards. Environmental objects are used as TLM. Learning materials in addition to the textbook are used.</p> <p>In every room, some books from the library were found open, which indicates that every day children learn by using the library.</p> <p>Special attention is given to the learning of each child. Teachers observe where the children are facing difficulties and try to teach them by coming to their level. Teachers are committed to the learning of children. They work with the children even during</p>
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<p>*Record Keeping The progress of children is recorded on the CCE booklet provided by the education department. This is done through a bi-weekly/monthly examination. However, it is not used to improve the learning of children.</p> <p>*Specific Curricular Components</p> <p>*Teacher Training Teachers are trained every year by the department. One-day training is also held at the Panchayat level as required, but it does not appear in the teaching. One teacher said –“I attend trainings but I still teach from my own perspective.”</p>	<p>The marking of children's learning is done on the CCE booklet. The annual records of all children are also kept, the level of children is recorded every month in the check list. The children's portfolios were also maintained.</p> <p>There is a workshop every month organized by the Sarva Shiksha Abhiyan. There they take the lesson plan and solve any problems they face.</p>	<p>the summer break by going to different places in the villages.</p> <p>The available TLM is taken into account when planning the activities to be done in the class. Children work in various groups based on their age and their learning level.</p> <p>The portfolio of each child is maintained. By looking at it, it can be ascertained how the child has progressed from class 1 to 8.</p> <p>Children mark their attendance themselves. They mark their presence by drawing flowers and leaves or some form below the date on a chart.</p> <p>Children are also taught essential IT skills using computers.</p> <p>There are regular periods of games in which the children play the game of their choice. Special attention is given to children's creativity. Everyday the children make something.</p>
<p>Institutional Perspective</p>		
<p>*Decision Making School principals take all the decisions. There is an organisational division among teachers with focus on – prayer meetings, MDM, examinations, medical etc.</p>	<p>School principals take all the decisions. There is an organisational division among teachers with focus on – prayer meetings, MDM, examinations, medical etc.</p>	<p>All teachers contribute to decisions taken about school. Sometimes the community also has a partnership in these decisions.</p>

<p>*Planning A timetable for teaching is made. Teachers teach their classes accordingly.</p> <p>Make teaching plans on the CCE register provided by the Department. Every teacher does this for his/her class.</p>	<p>A timetable for teaching is made. Teachers teach their classes accordingly.</p> <p>Make teaching plans on the CCE register provided by the Department. Every teacher does this for his/her class.</p>	<p>The teaching is done in multi-level groups. A teacher teaches the same children throughout the day. Every teacher has a detailed daily teaching plan. In this plan, the work to be done with every group is mentioned.</p> <p>Every child has a portfolio in which his/her progress of learning is updated in a timely manner.</p>
<p>*Record Keeping Various types of records are kept which are updated by the HM or a teacher in-charge.</p> <p>The teachers and the principal have to report to the Nyaya Panchayat on a monthly basis, and a report is prepared for the same.</p>	<p>Various types of records are kept which are updated by the HM or a teacher in-charge.</p> <p>The teachers and the principal have to report to the Nyaya Panchayat on a monthly basis, and a report is prepared for the same.</p> <p>Teachers meet once a month in which their plans are shared and educational reform is discussed.</p>	<p>Teachers write daily reports about their teaching, share them in the evening, give feedback to each other, and plan the next day's activities.</p> <p>School teachers visit the community and discuss the progress of the children with their parents.</p> <p>The SMC has been formed with a general consensus. Most of the members have information about their function and responsibilities.</p>
<p>*SMC The SMC has been formed in the designated manner. It generally does not contribute much towards the school's functioning. Only the chairperson and the headmaster take decisions.</p> <p>Most members of the SMC are not aware of their roles and obligations. Some said that</p>	<p>Before the formation of the SMC, there was a mass meeting of the people of the village. The work of the SMC was explained, and then the chairperson and members were elected with a consensus.</p> <p>Every new moon is scheduled for the meeting of the SMC. There are 10 to 12 people present in</p>	<p>The meeting of the SMC is held every month, usually on the new moon. Reminder notifications</p>

<p>we were called to sign on the register only.</p> <p>A monthly meeting of the SMC is scheduled on every new moon. Only two to four people are present in the meeting. The principal writes down the proceedings. The rest are just asked to sign.</p>	<p>the meeting. The development of the school is discussed.</p> <p>The chairperson of SMC has some information about the functions and obligations of the committee. The members of the SMC and the chairperson visit the school. Ways to improve teaching are discussed with the teachers.</p>	<p>are sent by phone or through children.</p> <p>Usually all the members participate in the meeting. There are discussions about learning and about children in the meeting.</p>
<p>*Involvement of Parents and Community Parents only come to school when called, especially in the case of an event.</p>	<p>Some parents sometimes visit the school and inquire about their child's learning.</p> <p>GSK organises educational fairs and sports events with the help of the community.</p>	<p>Members of the SMC often visit the school. They keep a tab on the activities of the school.</p> <p>Parents have an ongoing association with the school. They often visit and inquire about their child's learning.</p> <p>GSK organises educational fairs and sports events with the help of the community.</p>

While it may appear that Uday schools have a lot going in their favour when compared to government schools in terms of availability of teaching staff and pedagogical resources, there are many other direr things to be considered in this regard. The teachers at Uday schools work in difficult conditions, in some cases away from family, and can never enjoy a level of job security that a government school teacher possesses. Despite all this, the teachers display an extraordinary level of dedication and devotion that is augmented by the general organisational setup of GSK, all of which helps the organisation achieve targets. It must be added at this point that the involvement of the community was far greater in Vistaar schools than in Non-Vistaar ones, likely because of GSK's involvement and years of experience in utilising the community's support in bringing about educational improvement.

In government schools, there is a strong hierarchy of things and those found defying it are made to toe the line. Students are generally respectful of the teachers and the teachers have a sense of endearment towards the students as well, however, that does not mean that the teachers spare the rod entirely.

Thoughts on GSK Programme

The fact is that GSK has extensive experience in working in education with the community as a participant. It should document the work it is doing, as there is much to share. While going through the organisation's website, we came across a number of resources (<http://graminshiksha.org.in/resources.php>) outlining the organisation's philosophy and ideology on various topics pertaining to education such as homework, multi-grade teaching, uniforms etc. Recording and sharing of GSK work will give it visibility and support. GSK has, over a period, developed certain practices to improve the quality of education, effectiveness of teachers and partnership with the community. These should be shared in the public domain.

The resource teachers and the GSK core team all claim to excel in organisation and management, and rightfully so. However, as an organisation invested in education, GSK as a team, should develop a collective vision that focuses on how they want to see the organisation grow.

A common vision, shared agendas and team development would lead to better relationships with Vistaar schools. As of now, the resource teachers assigned to schools work more because of personal relationships and the work suffers when the resource teacher is substituted by another.

Thus far, this issue has not caused a major problem, as the expanse of Vistaar schools is limited. GSK should work towards building more professional teams and document its work as it expands its programme.

Final Thoughts

Before listing the suggestions for future, we would like to appreciate all the good work being done by Gramin Shiksha Kendra in building strong, educated communities in Sawai Madhopur. Everyone in the team, from teachers to coordinators, is motivated and focused towards improving the quality of education and for increasing accessibility to educational resources. The teachers in all the Uday schools spend a major chunk of their time working devotedly towards building better learning resources for their students. One of the Ignus team members went so far as to call it a "तपस्या". By setting up the 'STEAM Lab', GSK is providing much needed exposure to students - something that they would have otherwise completely missed out on in their school life.

GSK has the right amount of resources and groundwork necessary to take their programmes to the next level.

Suggestions for Future

The suggestions for the future contain a priority roadmap followed by three broad categories of recommendations for Uday school teachers, for resource teachers and for the overall programme. These suggestions are meant to be overlapping.

Priority Roadmap

1. GSK should mould its programme in the shape of a model that allows anyone to understand the programme easily. An important focus of this process should be replicability. The whole process should be documented in detail such that it allows a third party to replicate it with ease. □
2. The organisation should lay great emphasis on the capacity building of its employees. For this purpose, a visioning exercise is necessary wherein a common organisational vision is developed, and the underlying beliefs and assumptions are articulated. The approaches to different components of education should be deliberated and the organisation's viewpoint documented. □
3. The organisation's programmes should be looked at in 2-month cycles. Such short-term, goal-oriented planning boosts employee morale and helps achieve targets quickly. □
4. In order to monitor the performance of the organisation's employees, performance □standards should be developed for each level. These should ideally emerge out of the visioning exercise mentioned above. Plans should be developed for providing need-based support to the employees. The current method of exposure visits should be evolved and be more focussed. □
5. The programme should ideally be aligned with the centre and state policies and frameworks. This allows for smooth functioning in tandem with the governmental setup. □
6. Theme-specific teams should be created within the organisation. The various possible themes could be - monitoring, academic inputs, assessments, support etc. These teams work on an organisational level and provide guidance to the ground team as and when required, along with ensuring their professional development.

7. GSK should have an over-arching plan for its programmes. Under the current setup the projects are planned and carried out in a discrete, unconnected manner; an organisational plan will add depth to their structure. □
8. Perhaps GSK could look at publishing a regular newsletter about the events that they organise and to mark how the organisation is expanding its scope. This will help in adhere to the vision as well as in seeking donor grants.

For Uday School Teachers

1. Uday school teachers (including resource teachers) need capacity building on contemporary teaching-learning methods, classroom organisation and analysing assessment to improve learning.
2. They need to learn to plan activities that promote learning for every child by making use of locally available resources.
3. They should know how to connect teaching to higher order learning outcomes.
4. The planning and recording of classroom processes need to be simplified in order to save the teachers' time so that they can undertake other personal improvement activities such as reading and engaging in meaningful discussions to develop critical thinking and analysis capabilities.
5. The 'multi-grade' pedagogy in use at the moment is essentially managed as mono-grade where children work in same-level groups. It would be beneficial to organise at least one session every day when multi-level activities are conducted. E.g. younger and older students are combined in groups and asked to –
 - f. make a story (in which each member can contribute),
 - g. write it down (which is done by the older students with the younger ones watching and dictating) and
 - h. present it to the class (read aloud by the younger ones, being supported by older members where necessary).
9. Similarly, in drawing a scale map of the compound, younger ones could do the measurement while the older ones convert it into a scale map.

For Resource Teachers

1. The resource teachers need capacity building on child development and developing teachers as professionals.
2. They need training on organising training workshops, conducting training and making it effective for the participants.
3. Their professional and personal growth has to be envisioned.
4. They need training on improving their observation and critical thinking capabilities.
5. They need to work on documenting practice, writing reflections and improving reading to grow professionally and to support their teams.

For GSK's Programme

1. A procedural guideline for each Uday school should be developed. It should contain information related to admission of students, how to divide them into classrooms, how to track their learning, how to make use of different learning tools, how to use library and other tools etc.
2. A written vision document should be developed. Clear and detailed notes on different themes related to education should be developed, mainly on - students, teachers, learning material, e-material and TLM.
3. STEAM Lab personnel should make use of locally available resources, expand the scientific ideas to the personal life of the student and not just the conventional experiments listed in the book.
4. A document on the organisation's idea of an ideal school should be developed. This can contain the organisation's views about community, schools, children, teachers etc.
5. A learning objective-based written curriculum should be developed for Uday schools.
6. GSK should strongly focus on developing an organisational vision in each and every member of the organisation.
7. Evaluation criteria should be developed and tools for self-evaluation and intra-organisation assessment should be made.
8. For Vistaar programme - The goals should be clarified. There is a need to appreciate the strengths and limitations of government schools, build a theory of how government

teachers, schools and the system 'learn' to be different, the stages by which they grow and the role GSK could play at each stage. If expansion has to take place within the district, a holistic Situational Analysis is required to provide a basis for the strategy. Based on this, the goals, objectives, strategies, activities, targets, indicators, monitoring and a response mechanism will need to be evolved. A strategic plan on how to expand the program should be made. It should contain a proper timeline detailing each step on the way. Each component involved in the programme should have a thematic team (TLM team, community involvement team, subject-specific teams). The resource persons should divide responsibilities among themselves.

9. For the sustainability of the organization, the following should be developed - a procedural guideline for schools, curriculum, recruitment policy, an induction-training package, and a continuous professional development package for each employee.
10. A deeper understanding of critical issues in educational inequality will help sharpen GSK's overall education programme. It would be ideal to look at designing systems where daily attendance is not required (since it might be difficult for the poor to attend every day), where community's knowledge heritage and the fund of outside knowledge that children bring with them are utilised, local language is encouraged, a library rather than the textbook provides the base, equity has a much sharper focus and children work in teams across levels.
11. The focus in GSK's programmes has to go beyond approximating the state's requirements, as they are often very limited. On the other hand, there is also a need to understand what the RTE expectation of 'children will learn through activity, exploration and projects' implies.

Annexure

List of Schools

School category	Name of school	Number of students (enrollment)	Number of teachers
Non-Vistaar	Kutalpura Jayan	288	13
	Goth Bihari	165	10
	Gothra	113	13
Vistaar Schools	Rawal	196	16
	Danganwada	182	6
	Mai Khurd	249	8
Uday Schools	Girirajpura	68	5
	Faria	68	10
	Jaganpura	200	12

List of Researchers

Team leaders

1. Surendra Prasad Singh (Ignus Pahal)
2. Vishnu Gopal (GSK)
3. Mukesh Bhargav (Ignus Pahal)
4. Hoshila Prasad (Ignus Pahal)
5. Gurjot Singh Sidhu (Ignus Pahal)

GSK core team

1. Shubham Garg
2. Lokesh Rathore

GSK resource teachers

1. Rajesh Kumawat
2. Kamal Saini
3. Vimal Kumar
4. Mamta Sahu
5. Suresh
6. Vijay Singh

GSK academic team

1. Amruta Beluse
2. Ekta Dhankher
3. Sarojini Oram

Ignus Pahal academic team

1. Virendra Kumar Singh
2. Vinay Kumar Singh

