

Impact Assessment Report of ANEW program

Conducted by:

TABLE OF CONTENTS

List of Figures and Graphs	2
Abbreviations	4
Acknowledgment.....	5
Executive Summary	6
ANew Program Overview.....	10
Introduction: Solving India's education Conundrum.....	14
Objectives, Approach and Methodology of the Study	20
Key Findings and Recommendations from the study.....	26
3.1 School Transformation.....	28
3.2 Digital Enablement	59
3.3 Gandhi Fellowship intervention.....	76
Conclusion	100
Annexures.....	103
About Sattva	105

LIST OF FIGURES AND GRAPHS

List of figures

Figure 1: Tata Communications' CSR Vision.....	10
Figure 2: ANEW Program's area of work.....	11
Figure 3: ANEW Programs.....	12
Figure 4: Outreach of ANEW Program	12
Figure 5: State-wise map of % of government school children in Grade 5 who can read grade 2 level text.....	14
Figure 6: Factors affecting low reading levels.....	15
Figure 7: Factors affecting student learning.....	15
Figure 8: Initiatives in Haryana to enhance student learning outcomes.....	18
Figure 9: Key objectives of the study	20
Figure 10: Study approach	20
Figure 11: Nature of the study	21
Figure 12: Framework for the study.....	21
Figure 13: Data collection tools and stakeholders.....	23
Figure 14: Sample coverage on the ground.....	23
Figure 15: Demographic composition of the respondents	28
Figure 16: How often do you go to Library?	42
Figure 18: What are the various teaching methodologies your teacher uses in the classroom? ...	46
Figure 19: Educational Initiatives Student data	47
Figure 20: Observation of learning outcomes from the School Transformation intervention	48
Figure 21: Improvement of soft-skills of students.....	48
Figure 22: What would you say about your academic performance from last year?	49
Figure 23: How often do your parents ask you about the activities that are conducted in school? ..	49
Figure 24: A systematic process to identify and map the needs of students, teachers, parents and government.....	52
Figure 25: Categorization of the specific socio-emotional skills	52
Figure 26: An inclusive approach towards designing program activities.....	53
Figure 27: Bottom-up approach and selection of projects	53
Figure 28: A logical framework approach	54
Figure 29: Demographic composition of respondents.....	59
Figure 30: How would you rate the working conditions of the tablets in the ANEW TAB-LAB at your school?	64
Figure 31: Logical framework approach.....	73
Figure 32: Demographics of the Respondents for Gandhi fellowship study.....	76
Figure 33: Gandhi Fellowship Theory of Change.....	77
Figure 34: Gandhi Fellowship implementation process.....	81
Figure 35: Areas of feedback in the fellowship program	87
Figure 36: Suggested approach towards implementation of ANEW Program	100

List of Graphs

Graph 1: Activities associated with Bal Sansad in school	40
Graph 2: Activities associated with Assembly in the school	41
Graph 3: Perception of students about BaLA paintings in schools	42
Graph 4: Perceived frequency of usage of BaLA paintings among students	42
Graph 5: Perception on activities in library among the students.....	42
Graph 6: Percieved responses of the students on reasons for attending school	50
Graph 7: Reported Aspirations of parents towards their child's education.....	50
Graph 8: Accessibility to tablets/tech tools prior to DEP among the students.....	63
Graph 9: Subjects included in the tablets for the students	65

Graph 10: Perception of students on the content in the tablets.....	65
Graph 11: Perception among the students with respect to help provided by the teachers on tablets	66
Graph 12: Frequency of usage of tablets in a week as reported by students	66
Graph 13: Time duration of usage of tablets per session as reported by students	67
Graph 14: The type of content accessed by the students on the tablets as reported by students	67
Graph 15: Level of awareness of usage of technology for education among tablab students as compared to non-tab lab students	69
Graph 16: Reasons for going to school as reported by tab lab students and non- tab lab students	70
Graph 17: Perceived helpfulness of tablets in improving learning of the students as reported by the students	70
Graph 18: Perception of their academic performance among tab lab and non-tab lab students...	71
Graph 19: Reasons for applying to Gandhi Fellowship as reported by the fellows	79
Graph 20: Sources of mobilization of the youth for Gandhi Fellowship	81
Graph 21: Methods of selection of youth into Gandhi Fellowship.....	82
Graph 22: Perception of their program leaders among the fellows as reported by the fellows.....	82
Graph 23: Perception of fellows on planning processes in the fellowship	84
Graph 24: Frequency of usage of My Journey App as reported by fellows	85
Graph 25: Processes to assess fellow progress as reported by CURRENT FELLOWS.....	86
Graph 26: Processes to assess fellow progress as reported by ALUMNI	86
Graph 27: Usefulness of assessment processes as reported by alumni and current fellows.....	86
Graph 28: Frequency of taking feedback on fellowship from the fellows as reported by the fellows	87
Graph 29: Perceived improvement in understanding of challenges with respect to social sector after attending fellowship, as reported by fellows.....	88
Graph 30: Perceived change in engagement with community after attending fellowship , as reported by fellows	89
Graph 31: Perceived change in risk taking behavior after attending fellowship	89
Graph 32: Level of problem solving skills among the current fellows	90
Graph 33: Level of problem solving skills among the alumni.....	90
Graph 34: Responses to ways of engaging with community reported by the current fellows.....	91
Graph 35: Responses to ways of engaging with community by the alumni	91
Graph 36: Level of team work skills among the current fellows.....	92
Graph 37: Level of team work skills among the alumni	92
Graph 38: Level of leadership skills among the current fellows.....	93
Graph 39: Level of leadership skills among the alumni	93
Graph 40: Perceived improvement in the ability to act on stereotypes in the communities.....	93
Graph 41: Perceived improvement in understanding of self and career goals.....	94
Graph 42: Perceived improvement in self-confidence of the fellows	94
Graph 43: Perceived change in career aspirations of the fellows	95
Graph 44: Status of employment of alumni after attending the fellowship	95
Graph 45: Usefulness of the skills on the job learnt in fellowship as perceived by the alumni	96
Graph 46: Usefulness of fellowship activities on the job as perceived by alumni.....	96
Graph 47: Willingness to recommend Gandhi Fellowship to others	96

ABBREVIATIONS

KEF: Kaivalya Education Foundation

ANEW: A New Education Worldview

HT: Head Teacher

HM: Headmaster

BEO: Block Education Officer

SCERT: State Council of Educational Research and Training

PM: Program Manager

PL: Program Leader

LC: Learning Curriculum

LJ: Learning Journey

CRI: Classroom Immersion

CI: Community Immersion

PTM: Parent Teacher Meeting

SSA: Sarva Shiksha Abhiyan

CoE: Centre of Excellence

TIPPS: Teacher Instructional Practices and Processes System

TNAT: Teacher Need Assessment Tool

MoU: Memorandum of Understanding

ACKNOWLEDGMENT

We would like to thank the young people who participated in the study along with their parents and guardians who were very patient to speak to us over the phone. We would also like to thank the on-ground staff of Kaivalya Education Foundation (KEF) - Gandhi Fellows and Program Leaders for facilitating this interaction with the parents and children. This study would not have been possible without their cooperation. We would also like to thank Arun Poddar, core team member and the Program Managers at KEF, Ritwik Chhatterjee, Narendra Sharma and Rachana Singh for their constant cooperation and support in the entirety of the project.

We express our gratitude to all the field investigators who worked with us throughout the study and being very patient with making the telephonic calls to a large sample size. Without their support and cooperation, collecting data would have been impossible, especially during these trying times of the COVID-19 pandemic.

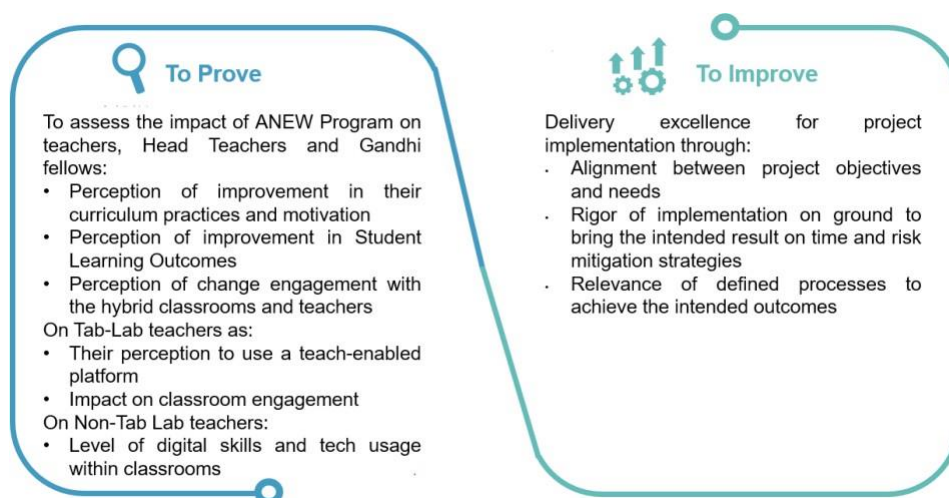
Lastly, this study would not have been possible without Tata Communications. We thank Supriya Singh and Shaurya Patel, for their participation in the discussion around Tata Communications vision and mission and how ANEW started. We would like to express sincere thanks to Shaurya for his continuous engagement with Sattva and patience throughout this engagement.

EXECUTIVE SUMMARY

INTRODUCTION

KEF commissioned Sattva to conduct an Impact assessment of the ANEW programs which aims to facilitate holistic school reform in 110 government schools across Gurugram District (Haryana) by equipping teachers with evolved teaching practices, integrating technology into the curriculum of first generation learners, improving learning levels of students, reducing dropout rates, and enhancing community ownership. The project is implemented with the support of Gandhi Fellows. The three core components of the project are: School Transformation, Gandhi Fellowship, Digital Enablement of Stakeholders.

The purpose of the study is to evaluate the operational effectiveness of the program, impact created by the program and to provide actionable recommendations on strengthening the program and any required course corrections. The scope of the study can be seen below:



Sattva used Organization for Economic Co-operation and Development's Development Assistance Committee (DAC) framework¹ to study relevance, effectiveness and impact of the program. As a part of data collection process, Sattva engaged with primary and secondary stakeholders for the interventions. The coverage of data collection process is seen in the table below:

	Stakeholders	Data Collection Tool	# Planned	# Actual
Gandhi Fellowship	Gandhi Fellows (Current)	Survey	23	23
		In-depth Interview	3	3
	Gandhi Fellows (Alumni)	Survey	16	16
		In-depth Interview	3	3
Tab-Lab Program	Program Leaders	In-depth Interview	5	5
	Tab-lab Teachers	In-depth Interview	7	6
	Tab-lab Students	Survey (Pilot)	2	2
		Survey	60	45
	Non-Tab-lab students	Survey	60	60
	SCERT	In-depth Interview	1	0
	Parents	In-depth Interview	8	8
STP	SMC Members	In-depth Interview	6	6
	Non-SMC Member	In-depth Interview	5	5
	Students	Survey (Pilot)	3	2
		Survey	90	90
All Programs	Teachers	In-depth Interview	15	11
	KEF Program Team	In-depth Interview	3	3
	TCL Team	In-depth Interview	2	2
	BEO	In-depth Interview	1	1
	District Officer	In-depth Interview	1	0
	Centre of Excellence Team	In-depth Interview	3	2

1 OECD, DAC Framework

Key Insights from the study



ANEW Program

	FINDINGS	RECOMMENDATIONS
<i>Relevance</i>	The Interventions are relevant as per the need for improving student learning outcomes	Institutionalize a systematic process, a Needs Assessment exercise, to identify the needs and aspirations of the primary and secondary stakeholders of the program prior to implementing the program as well as during the program.
<i>Effectiveness</i>	The effectiveness of the interventions need to be strengthened by enabling a robust concurrent monitoring and evaluation mechanism for evidence based decision making towards course correction	Strengthen the monitoring and evaluation mechanism for the program across stakeholders along with proper documentation of the program processes.
<i>Impact</i>	There is a positive perception among the stakeholders on the support received by fellows, however, a direct impact of ANEW program on student learning outcomes needs to be established and aligned with the stakeholders	Emphasizing on the partnership with government and a buy-in from local administration will encourage discipline among teachers with respect to the School Transformation intervention activities



School Transformation intervention

	FINDINGS	RECOMMENDATIONS
<i>Relevance</i>	There is a scope for improvement in enabling the processes to systematically identify and align the needs of the target group with program objectives and activities	Institutionalize a systematic process, a Needs Assessment exercise , to identify the needs and aspirations of the primary and secondary stakeholders of the program prior to implementing the program as well as during the program
<i>Effectiveness</i>	There is a scope to strengthen the implementation of the initiative activities and devising a concurrent monitoring and evaluation mechanism for the intervention	Adopt a collaborative and inclusive approach towards design of the program activities by including community, teachers and other relevant stakeholders in program design
<i>Impact</i>	School Transformation intervention has augmented the positive impact on teaching quality and learning outcomes created by Saksham Haryana initiative, through additional support of fellows and learning from leadership skills training, as reported by parents, teachers and government stakeholders	Adopt a logical framework approach to clearly differentiate between inputs, outputs and outcomes with defined timelines to measure outputs and outcomes for Gandhi Fellows and teachers



Digital Enablement intervention

	FINDINGS	RECOMMENDATIONS
<i>Relevance</i>	This initiative is relevant as per the needs identified during the Impact Assessment, among teachers and students. However, there is a gap in alignment of the program objectives and the ed-tech model being implemented to improve the student learning outcomes	Institutionalize a systematic, needs assessment exercise , to identify the needs and aspirations of the teachers and students with respect to using tech for learning and teaching
<i>Effectiveness</i>	There is scope of improvement in enabling a concurrent M&E mechanism for the program	Redefine and realign the design and scope of the initiative as per the needs identified among teachers and students
<i>Impact</i>	There is a perceived impact on improvement in childrens' interest in attending tab-lab classes and better understanding of content. However, no direct impact of learning from Ed-tech on improvement of student learning outcomes could be established	Adopt a collaborative and inclusive approach towards design of the activities of the initiative by including community, teachers and other relevant stakeholders in program design



Gandhi Fellowship intervention

	FINDINGS	RECOMMENDATIONS
<i>Relevance</i>	There is a scope of strengthening the alignment of emerging demand side needs (ecosystem players) and supply side needs (graduates) for the fellowship program	Institutionalize a systematic process to conduct a needs assessment to align the supply (Gandhi Fellows) needs and demand (ecosystem, employers) needs for program design
<i>Effectiveness</i>	There is a scope of improvement in enabling a robust and concurrent M&E mechanism for the program	Adopt a collaborative and inclusive approach towards design of the Gandhi Fellowship initiative by including industry experts, social entrepreneurs, selected employers and youths in the design of the fellowship
<i>Impact</i>	Overall, there is a positive impact of attending the fellowship in terms of improving problem solving ability, community engagement ability, leadership skills, team-work skills among the fellows	Allow flexibility in the activities/themes of the initiative to achieve the objective of enabling holistic social change leaders through the fellowship by enabling the fellows to explore and work in other thematic areas as well

A black and white photograph of a woman and two children outdoors. The woman, wearing a dark jacket, is pointing at a large sheet of paper laid out on a table. Two children, a girl in a light-colored hoodie and a boy in a dark jacket, are looking at the paper. The background shows trees and a building.

1

ANew Program overview

ANEW PROGRAM OVERVIEW

Tata Communications

Tata Communications is a leading digital ecosystem enabler providing integrated, globally managed tech solutions that underpin today's fast-growing digital economy. The company enables the digital transformation of enterprises globally, through borderless growth, boosting product innovation and customer experience, improving organization's productivity and efficiency, building its agility, and in risk management.

With its solutions-orientated approach and well- managed service capabilities and cutting-edge infrastructure, Tata Communications drives the next level of intelligence powered by cloud, mobility, Internet of Things (IoT), collaboration, security, and network services.

Tata Communications CSR

Tata Communications' CSR vision is to 'create empowered and connected societies for Sustainable Development through Next Practices'. The company's CSR vision focuses on digital enablement, empowerment of women and enabling affirmative actions, with an aim to impact a million lives by 2022. CSR at Tata Communications derives inspiration from Tata Group's philosophy 'to improve the quality of life of the communities they serve globally through long term stakeholder value creation based on leadership with trust'. In line with this philosophy, Tata Communications leverages its core expertise, partnerships, infrastructure and other resources to create long term shared value for the communities it serves, focusing primarily on underserved, socially and economically backward groups, especially women, children, youth, Scheduled Caste & Scheduled Tribes. Tata Communications identifies education, employability and sustainable livelihoods and healthcare as their key focus areas through:



Figure 1: Tata Communications' CSR Vision

Kaivalya Education Foundation

Kaivalya Education Foundation (KEF), established in 2008, is a change management organization that supports public education system leaders to transform the underperforming public schools by developing leadership, enhancing skills, improving key processes and deploying appropriate technologies. KEF's mission is to steer transformation of government schools in India into high performing environments for children. The organization commenced operations with 12 fellows and 75 -schools in two districts of Rajasthan.

KEF's work

It started interventions in public schools with its flagship Principal Leadership Development Program (which now works as School Leadership Development Program) and seven years later, it has demonstrated consistent improvement in learning outcomes of students across 12 locations in 5 states. In 2015, District Transformation Program (DTP) was started to

strengthen district level institutions so that they positively impact schools at the block level to deliver quality at schools. The program works simultaneously in creating robust governance mechanisms, building capabilities of middle management and constructive community action to make districts as the unit of change in the Indian education system. KEF has also partnered with NITI Aayog to implement DTP in 25 of the Aspirational districts of the country. In 2016, State transformation Program (School Transformation intervention) was started to strengthen state level institutions so that they positively impact schools at the state level to enable quality learning. The program works with state & district level institutions to build a skilled and engaged teacher workforce that delivers 21st century skills, by redefining organization structures, building capabilities and improving processes. So far, the program has scaled its partnership and has its presence to 11 states of India. KEF believes that as a nation, it is important to develop a cadre of young leaders exposed to the complexities of bringing change in social and public systems. Hence, through the Gandhi Fellowship Program, KEF recruits' graduates from top colleges of India to work closely with Government education officials, Head Teachers (HTs), and Teachers across all 3 programs of state/district/school leadership development program.



Figure 2: ANEW Program's area of work

KEF signed a Memorandum of Understanding (MoU) with the state government of Haryana for a period of 5 years (2016-2021) to improve the learning outcomes of over 30,000 students studying in 110 rural and peri-urban government schools of Gurugram and developing leadership capacity of state government officials of Haryana through School Transformation Program and State Transformation Program. KEF also partnered with Tata communication limited for funding as well operational support.

Partnership between KEF and Tata Communications in Haryana

ANEW Program

A New Education World initiative (ANEW), initiated in 2016, is a school transformation program aiming to facilitate holistic school reform in 110 government schools across Gurugram District (Haryana) by equipping teachers with evolved teaching practices, integrating technology into the curriculum of first generation learners, improving learning levels of students, reducing dropout rates, and enhancing community ownership.

The project is implemented with the support of Gandhi Fellows, young individuals between 20 and 25 years old, who pursue the fellowship program for a period of 2 years. The vision of ANEW requires their consistent engagement with district education officers, head teachers, teachers, children, parents and communities to ensure successful and sustainable social impact.

The three core components of the project are: School Transformation, Gandhi Fellowship, Digital Enablement. KEF has facilitated educational transformation in 110 government schools in Gurugram district of Haryana through leadership development of HTs, teachers, district education officers and engagement of youth (Gandhi Fellows). The three programs

will provide a platform to teachers, HTs and education officers to become effective education leaders to improve student learning. These leaders will leverage their roles to significantly impact Student Learning Outcomes (SLOs) of the students enrolled in the schools.

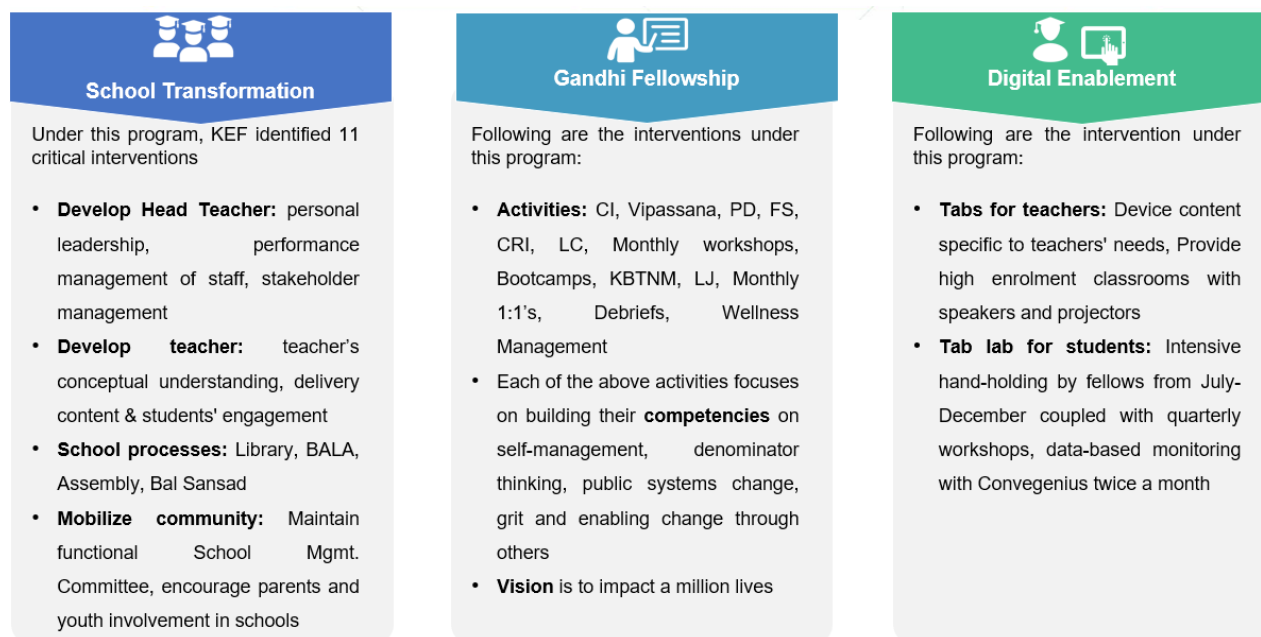


Figure 3: ANEW Programs

Tata Communications has partnered with KEF as a funder for ANEW Program. Apart from funding, Tata Communications plays a crucial role in giving vast array of experience and expertise of **Tata Communications leadership**. The program has engaged the leadership in a mentorship program for KEF's Gandhi Fellowship, further supporting in development of KEF employees' **Learning & Development** modules and provision of **master class** for Gandhi Fellows. Senior leadership of Tata Communications volunteers to deliver a master class/session to Gandhi Fellows on themes such as business ethics, serving the world through commercial business, etc. Tata Communications also involves its employees in organizing **employee engagement** in ANEW. Employees who are passionate about adding value to the schools of Gurugram volunteer to beautify the school campus and train the school stakeholders.

Outreach of ANEW program

The ANEW program has been implemented in 110 schools in four blocks of Gurugram district. Following is a detailed map showing the outreach of the program:

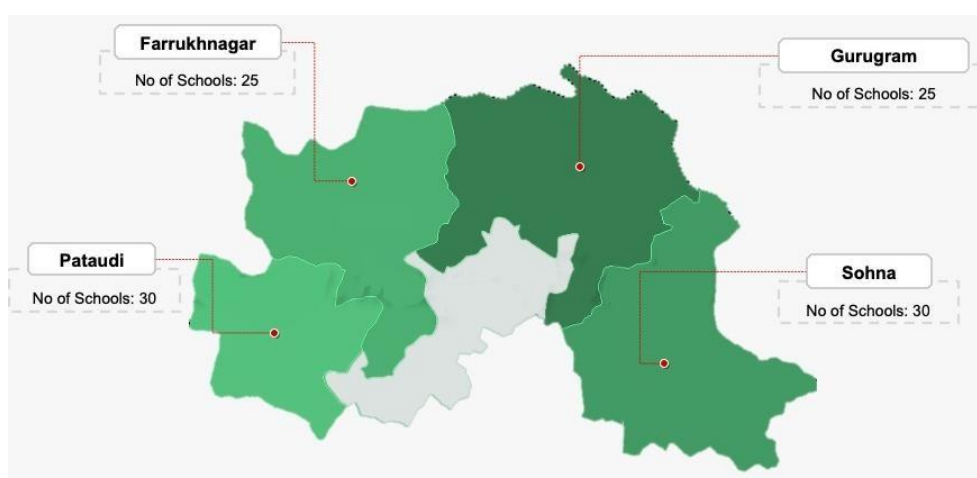


Figure 4: Outreach of ANEW Program



2

Introduction: Solving India's Education conundrum

INTRODUCTION: SOLVING INDIA'S EDUCATION CONUNDRUM

Overview

India has made great progress in universalizing access to primary education, starting with the District Primary Education Program in 1994 and Sarva Shiksha Abhiyan initiative in 2000. However, while there has been significant growth in India's literacy rates in the past few years, the scenario is very different with respect to rural education.² According to the 'World Development Report 2018: 'Learning to Realize Education's Promise', "India ranks second after Malawi in a list of 12 countries wherein a grade II child could not read a single word of a text".³ Annual Status of Education Report (ASER)⁴ 2019 reported in their 2018 annual survey, that only 50% of Grade V students from rural India could read a Grade II level text. Furthermore, only 16% students in Grade I could read a text at the prescribed level, while 40% could not recognize letters.⁵ Thus, there is an urgent need to develop the reading levels of the students to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" as per Sustainable development Goal 4, i.e., quality education.

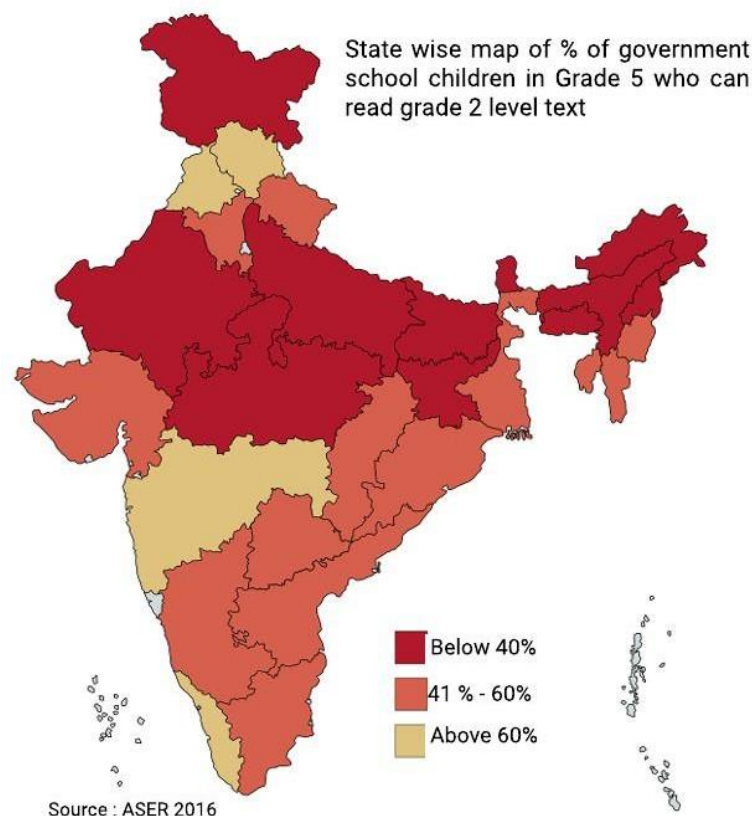


Figure 5: State-wise map of % of government school children in Grade 5 who can read grade 2 level text

² [What is the rural education scenario in India and how can we change it?](#) India Today, 2019

³ [Millions miss opportunities due to 'learning crisis' in global education: World Bank](#), Deccan Chronicle, 2017

⁴ ASER is an annual survey that is conducted across India to get estimates around children's enrolment and learning levels in every district and state in India. It is important to get an insight from this report as to where the Indian education system stands in terms of providing quality education to children from low socio-economic backgrounds

⁵ [Key Findings, ASER Report 2019](#), Drishti IAS

⁶ With respect to SDG 4 in India, the country has made progress through its programs on free and compulsory education to students between 6-14 years of age. Initiatives like SSA, RTE have seen significant improvement in enrolment rates across the country. However, there are underlying challenges that still need to be addressed. Furthermore, SDG Goal 4 has been incorporated and contextualized in the New Education Policy (NEP) as a step towards inclusive and equitable quality education

The impact on low reading levels can be attributed to various factors and can be categorized as short-term, medium-term, and long-term as shown in the image below.

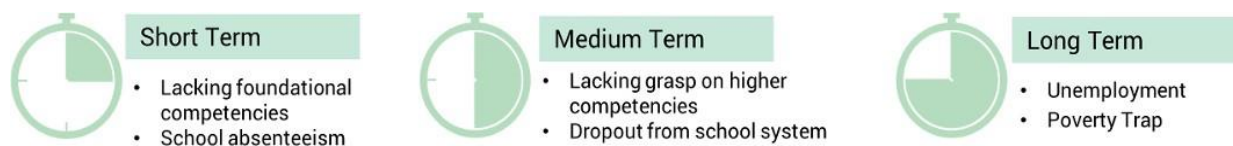


Figure 6: Factors affecting low reading levels

Early childhood is a time when developmental changes are happening, where a child learns and grows. Thus, lacking in foundational competencies can severely impact their life as they grow.⁷ School absenteeism is a major concern especially in rural India where children would often skip school due to physical ailments or family problems which ultimately leads to withdrawal from the school.⁸ Furthermore, other factors such as failure to grasp higher competencies and school dropouts ultimately lead to unemployment, creating a trap of poverty which is evident today in the context of India where there is a clear gap of income inequality.

Student learning is affected at various levels, starting from a household to a system level.

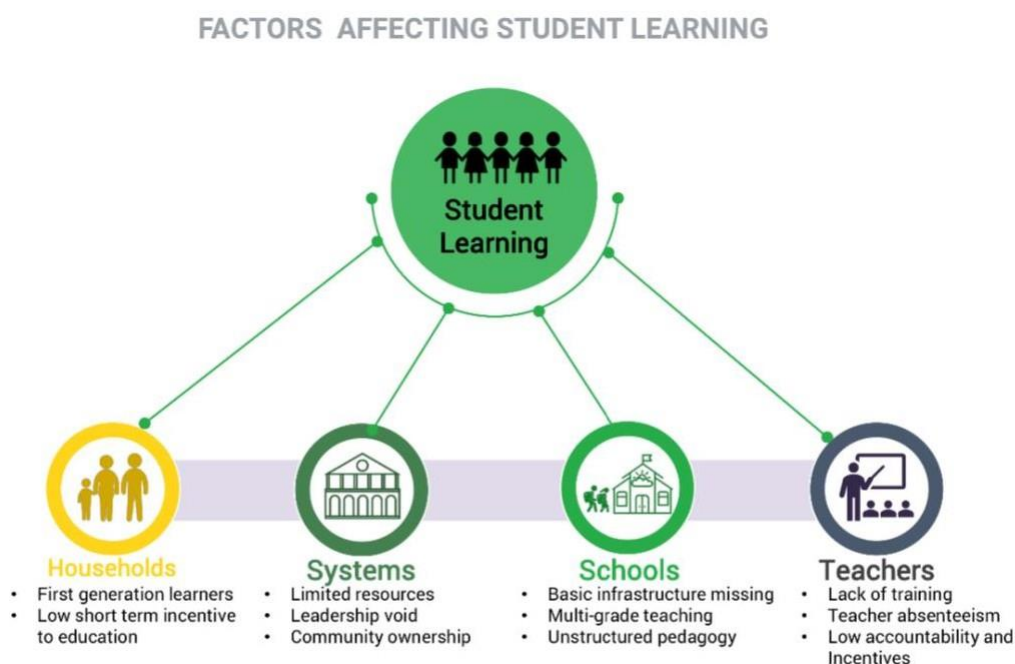


Figure 7: Factors affecting student learning

- Household-level:** Low short-term incentives such as lack of parental guidance can affect the learning of the students. Providing information to parents aim to impart schooling outcomes by creating a change in parents' behaviors' in some way. For example, a program in Madagascar enabled schools to provide statistical information to parents in parent-teacher meetings about the economic benefits of attending schools. The study showed that parents and students receiving statistical information showed significant improvement in their attendance scores.⁹

⁷ [Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation](#), Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, n.d.

⁸ [Does attendance affect the academic performance of students?](#), India Today, 2019

⁹ [Information, Role Models and Perceived Returns to Education: Experimental Evidence from Madagascar](#), N. Guyen. Poverty Action Lab, 2008

- **School-level:** Schools lack basic infrastructure, unstructured pedagogy and promote multi-grade teaching. These can be attributed to factors such as student absenteeism, lack of interest in classrooms to study, thereby, creating a varied understanding of classroom teaching which demands for individual attention from teachers. Introducing new curriculums, incorporating computer-assisted or instructional approach aim to improve education content.¹⁰
- **Teacher-level:** Lack of effective teacher training, and teacher absenteeism contributes towards affecting a child's learning in the classroom. Teacher incentives are extremely weak in developing countries, thus, being one of the factors leading to low student performance. A study on "Teacher Incentives in the Developing World" in 2008 shows that providing teacher incentives and promoting accountability enable teachers to come to school on a regular basis and improve their performance. For example, providing in-kind rewards to teachers in Kenya based on students' exam scores was found to be effective.¹¹ Further, involving skilled youth leaders as change makers who are passionate to create large-scale social impact at the grassroots can serve as an aid/support to enable quality learning at schools especially in under-resourced schools.
- **System-level:** Absence of a robust governance mechanism with lack of rigor in leadership leads to a detrimental effect on learning outcomes. A study conducted by World Bank on "The Theory and Evidence on School-Based Management" shows that school-based management committees can improve the quality of learning and teaching in schools by handling decision-making processes such as budgeting, staffing, etc. to parents, teachers or even community members.¹²

Solutions to overcome the challenges

In recent times, India has made great progress in the areas of access to schooling especially in elementary education. Use of technologies for learning in the classroom have been implemented across the world as a means to create personalized learning for students.¹³ There are multiple initiatives by the Government and CSRs to address the problems at various levels enabling low-cost and affordable solutions in pursuit of improving learning outcomes of students in schools, especially in rural India. Some examples of such initiatives are Sarva Shiksha Abhiyan, Right to Education Act, Mission Million Books (started by the Chinese conglomerate, Alibaba), improving infrastructures to providing scholarships by India's biggest conglomerates, Reliance Industries, 'Smart Initiative' by Samsung which is helping students in rural India by providing Smart Class technology.¹⁴

Teaching at the right level for each child

Pratham's "Teaching at the Right Level" (TaRL) model has been termed as effective. Students are divided into groups and teaching-learning activities and materials are provided to the students based on their learning levels. An instructor (school teacher/volunteer) is assigned to every group. Each group is based on their learning levels and aimed at enabling them to move to the next level and beyond.¹⁵

Following are the findings of the program as per the report by Poverty Action Lab¹⁶:

- **"Teaching at the Right Level programs, which target instruction to students' learning levels, improve fundamental reading and math skills"**
 - The program benefitted all students, however, the lowest-performing students learned the most
 - Using level-appropriate learning activities and materials and continually assessing student' progress in reading and math and regrouping them accordingly has resulted in a positive impact on the students' learning
- **"A range of tailored instruction implementation models have proved effective"**
 - Students between grades 2-4 who received two hours of after-school remedial instruction for two academic years had significant improvements in math and language test scores of 0.75 standard deviations

¹⁰ [The challenge of education and learning in the developing world](#), K, Michael. B, Conner. G, Rachel. ScienceMag. 2013

¹¹ [Teacher incentives in developing world](#), G, Paul. H, Alaka. K, Michael. Harvard University, 2008

¹² [Decentralized decision-making in schools](#), Barrera-Orsorio, F. F, Tazeen. A.P, Harry. S, Lucrecia. Research Gate. 2009

¹³ [The challenge of education and learning in the developing world](#), K, Michael. B, Conner. G, Rachel. ScienceMag. 2013

¹⁴ [How CSR Activities are Changing the Face of Indian Education](#), N, Komal. Entrepreneur Asia Pacific. 2017

¹⁵ [Teaching at the Right Level: Solutions for low learning levels in India](#), B, Rukmini. D, Esther. 2015. Ideas for India

¹⁶ [Teaching at the Right Level to improve learning](#), JPAL, n.d.

- “Education technology that personalizes content based on individual student’s learning levels also improves learning”

Technology for enhanced learning

There have been multiple interventions where technology has been utilized to enhance student learning outcomes by creating platforms for teachers to improve pedagogical skills and enabling interactive learning platforms for students. One such initiative is **Class Saathi** is a learning platform using minimal technology, increased engagement in the classroom and outside between various stakeholders such as students, parents, teachers and government administrators. This app creates increased participation and attendance in the class with content aligned to the school curriculum of which quiz is an integral part, thus, ensuring heavy engagement, interest, and curiosity of students.¹⁷ Another example is using **Augmented and virtual reality** to make lessons and classroom more interesting. This mode of teaching has been used in a school in Bangalore for students from grades 4-8. This method has proved to deliver better lessons by using technology. While this method was challenging due to linguistic barriers, use of visual media was found to be effective.¹⁸

Leveraging skilled youths to enable innovative solutions for grassroot-level socio-economic challenges

Various fellowship or volunteering programs in India have been introduced to create opportunities for the Indian youth to advance a social impact mission. With existing challenges in the Indian education system along with keeping up with fast-changing business needs especially those interlinked to technology, soft skills, etc.,¹⁹ there was a need to create a pool of leaders to eliminate educational inequity in the country. Teach for India, SBI Youth for India are some of the known fellowship programs which aim to create a pool of social change leaders working at the grassroots level in these programs, fellows work in any specific area of their choice and carry out projects to make an impact by working with key stakeholders starting from a household-level (parents) to a system-level (communities, students, principals, etc.).

¹⁷ [Affordable Classroom Solution that can increase learning outcomes](#). Jyoti. CSR Box, 2019

¹⁸ [IT superpower India has the world's least tech-savvy classrooms](#). B, Ananya. Qz.com. 2018

¹⁹ [India Is Creating Millions Of High Skilled Jobs. But Its Education System Isn't Keeping Up](#). M, Prakash. Forbes. 2018

Initiatives for enhanced student learning outcomes in Haryana²⁰

A study conducted by Educational Initiatives in 2014 reported that only 40% students in elementary schools in Haryana had acquired grade-level competency. This number has now drastically changed to 88%²¹ with initiatives taken by the government as well as non-profits. Haryana is witnessing an educational reform at a rural level²² with initiatives like Saksham, Sampark Baithak and Digi-learning enhancement programs being implemented across rural schools with an aim to improve student learning outcomes. Following are some programs and its outcomes which have been successful and can be taken as a case study to inform interventions in this region:

PROGRAM	DESCRIPTION	OUTCOMES
Saksham Haryana	The Saksham Haryana approach stands out in terms of adopting not only a systemic lens to transform the school education system, but adding an element of gamification to motivate the stakeholders on ground	<ul style="list-style-type: none"> Achieve grade-level competencies for 80% students in the state through remedial education, strengthening academic review and monitoring mechanism in the state to nominate itself as Saksham Ghoshana
Sampark Baithak	A mobile application for children in primary schools to help them study during the lockdown period due to COVID-19	<ul style="list-style-type: none"> Beneficial in terms of the design being simple and interesting through cartoons and films Making learning fun and interactive for children while at home Increased knowledge-sharing among teachers by sharing classroom innovations, celebrate achievements and ask questions for community members to solve
Digi-Learning Enhancement Program	Developed for showcasing and disseminating all educational e-resources, including textbooks, audio, video, periodicals, and a variety of other print and non-print materials	<ul style="list-style-type: none"> Enable use of ICT in the teaching-learning process

Figure 8: Initiatives in Haryana to enhance student learning outcomes

²⁰ [How Haryana transformed dismal student learning outcomes in its government schools](#), Shruti Kedia, YourStory. 2019; [80% Haryana declared 'Saksham' for achieving grade-level competency](#). Ajay Sura, Times of India. 2019; [Haryana education minister launches mobile study app for primary school students](#). Times of India. 2020; [Sampark Baithak](#). Sampark Foundation. 2020

²¹ [Haryana Holds the Blueprint For Improving Govt Schools Across India. We Tell You Why](#). Wangchuk, R.N., The Better India. 2019

²² [How Haryana transformed dismal student learning outcomes in its government schools](#), K, Shruti, YourStory, 2019



3

Scope, Approach and Methodology of the study

OBJECTIVES, APPROACH AND METHODOLOGY OF THE STUDY

Key Objectives of the Impact Assessment study

KEF commissioned Sattva to evaluate the impact of the program after three years of implementation of ANEW program in 110 government schools in Haryana to enable evidence-based actionable recommendations for the design and implementation of the program and maximize its impact and scale-up the program effectively.

Key objectives

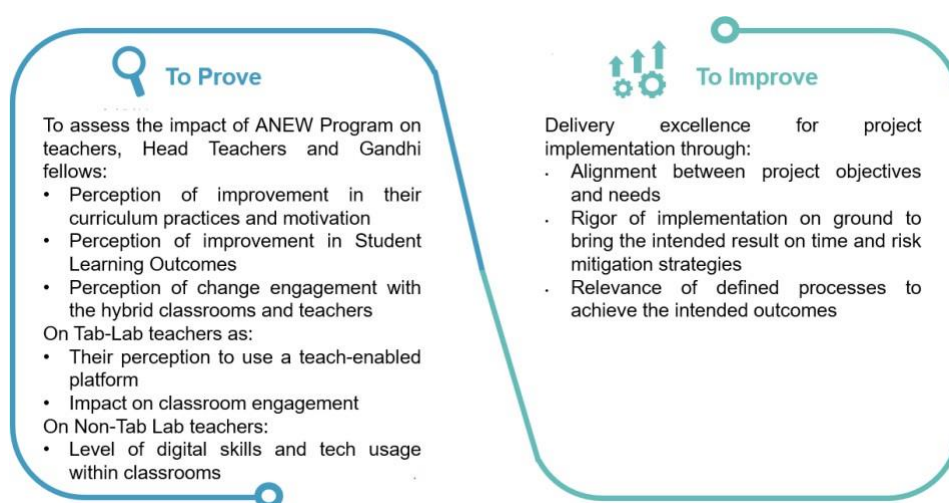


Figure 9: Key objectives of the study

Impact Assessment Study Approach

The approach to execute the study had the following key components:

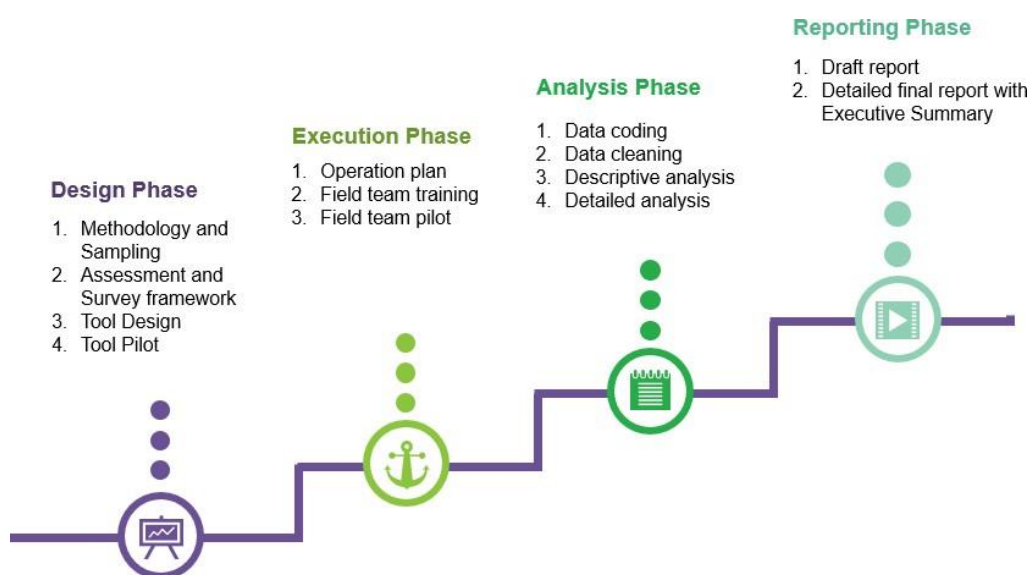


Figure 10: Study approach

Design of the Study

A two-fold approach for the study was adopted for the study, as detailed out below:

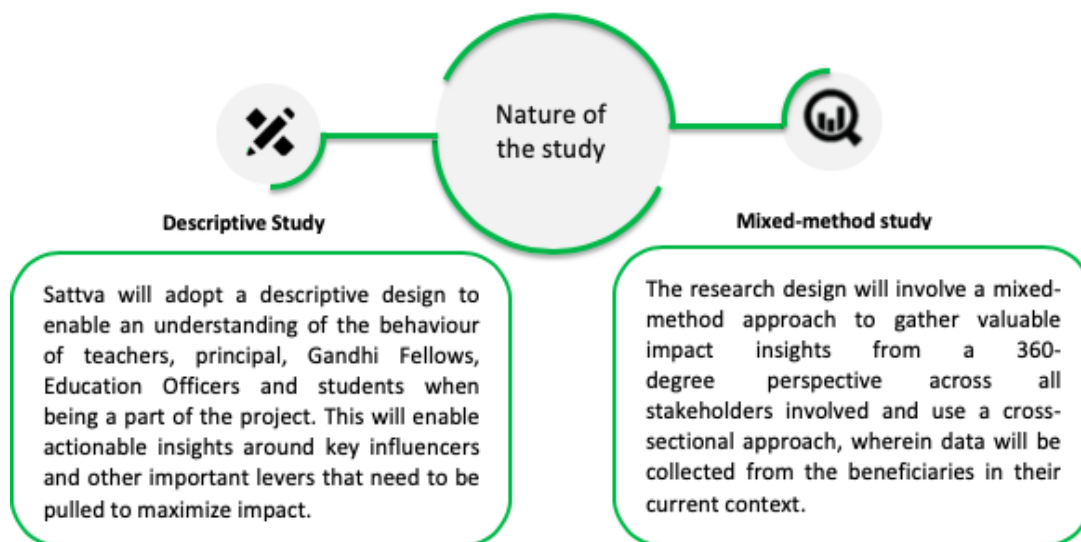


Figure 11: Nature of the study

Framework for Impact Assessment Study

The Organization for Economic Cooperation and Development's (OECD) Development Assistance Committee (DAC) framework²³ was contextualized for the study, which is detailed out below:

Relevance	Effectiveness	Impact
<p>Measures the extent to which the organisation uses the resources (monetary, human resources, etc.) provided to the project to suit the priorities of the target group, program recipients and funder</p> <ul style="list-style-type: none"> The need of the target group has been identified in a systematic manner The project objectives and activities are aligned with the needs identified of the target group There is a well-defined selection-criteria to identify the beneficiaries for the program 	<p>Measures the extent to which the implementing organisation attains the project objectives</p> <ul style="list-style-type: none"> Implementing process is well-defined and both management and the field team has absolute sync and clarity on it There is a monitoring and evaluation function/team that defined the measurable metrics to ensure the outcomes of the projects are achieved within timelines Project team has clear visibility of the key factors influencing the achievement or non-achievement of the program objectives 	<p>Measures the positive and negative changes produced by the program, which is directly or indirectly intended</p> <ul style="list-style-type: none"> Awareness and knowledge among primary beneficiaries brought about by the program Behavioural change among the beneficiaries Socio-economic impact on the individual and community at large

Figure 12: Framework for the study

²³ DAC is a unique international forum of many of the largest funders of aid. The framework was developed by OECD DAC to:

- Improve resource use for development
- Demonstrate accountability to political authorities and general public
- Another criteria was added to the DAC Framework called "Coherence". Coherence refers to the compatibility of the interventions with other interventions in country/sector/institution. This criteria however remains out of scope for this study.

Rationale behind using the DAC framework

The Organization for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC)²⁴ laid out the evaluation criterion of relevance, effectiveness, efficiency, impact and sustainability in the 1991 OECD DAC Principles for Evaluation of Development Assistance. This later defined the terms in the 2002 Glossary of Key Terms in Evaluation and Results Based Management. The five criteria are the core themes to evaluate international development and humanitarian projects, programs and policies. Apart from development practitioners, this framework is also used by evaluators and commissioners in the areas of public policy.

Sattva has contextualized the DAC framework to carry out the impact assessment study as per the standards set and aligned at the global level, thereby, ensuring rigor and credibility in evaluation results.

Sampling Approach

Sattva adopted a **Census Sampling**²⁵ approach for sample selection for Gandhi Fellowship intervention and Digital Enablement Intervention. The Census sampling approach was taken because of the population size for each of the intervention was less than 30 (Gandhi Fellows- 24, Digital Enablement schools-7).

For School Transformation intervention, **Convenient Sampling** approach was taken to select the schools for impact assessment. A school under each Gandhi fellow was randomly selected. The students for both Digital Enablement and School Transformation initiative were taken as 30 from each school. As a rule of thumb in statistics and central limit theorem, a sample of 30 or more respondents is adequate for the data to follow a normal distribution curve and give statistically significant results.

Data Sources

Primary Source of Data: The data collected from various stakeholders during the study using data collection tools designed by Sattva will be treated as primary data.

Secondary Source of Data: Two sets of secondary data²⁶ will be used for the study-

- The internal project related documents from KEF
- The data from other sources related to best practices in teaching/curriculum development/classroom delivery, i.e. industry analysis.

²⁴ [Better criteria for better evaluation](#), OECD

²⁵ It is defined as the study of every unit in a population. It is known as complete enumeration, which means a “complete count”.

²⁶ Refers to the data that is collected from other sources (originally collected for research purposes) such as newspaper articles, journals, reports, government records etc.

Data Collection Tools and Stakeholder

Stakeholders	Interview	FGD	Survey
Students			✓
Teachers	✓		
Headmasters	✓		
Gandhi Fellows and Alumni	✓		✓
Community Members	✓		
Non-Tab-lab Teachers	✓		
Non-Tab-lab Students			✓
BEO	✓		
SCERT	✓		
KEF and TCL team		✓	

Figure 13: Data collection tools and stakeholders

Sample Coverage on the Ground

	Stakeholders	Data Collection Tool	# Planned	# Actual
Gandhi Fellowship	Gandhi Fellows (Current)	Survey	23	23
		In-depth Interview	3	3
	Gandhi Fellows (Alumni)	Survey	16	16
		In-depth Interview	3	3
Tab-Lab Program	Program Leaders	In-depth Interview	5	5
	Tab-lab Teachers	In-depth Interview	7	6
	Tab-lab Students	Survey (Pilot)	2	2
		Survey	60	45
	Non-Tab-lab students	Survey	60	60
	SCERT	In-depth Interview	1	0
	Parents	In-depth Interview	8	8
STP	SMC Members	In-depth Interview	6	6
	Non-SMC Member	In-depth Interview	5	5
	Students	Survey (Pilot)	3	2
		Survey	90	90
All Programs	Teachers	In-depth Interview	15	11
	KEF Program Team	In-depth Interview	3	3
	TCL Team	In-depth Interview	2	2
	BEO	In-depth Interview	1	1
	District Officer	In-depth Interview	1	0
	Centre of Excellence Team	In-depth Interview	3	2

Figure 14: Sample coverage on the ground

Limitations of the study

- **Remote data collection:**

- Due to COVID-19, remote data collection was adopted for the study. Telephonic interviews and surveys were conducted with the stakeholders, including students. Sattva conducted multiple levels of training for the data collection team to ensure quality data collection over phone. However, there could be minor errors in responses from students as they are very young. Sattva rechecked the data and reached out to the students whose data needed to be revisited.
- study has been conducted virtually. All the findings and insights are on the basis of desk review and virtual data collection.

- **Sample size:**

- Planned sample for teachers could not be covered for the study because of the unavailability of a few teachers due to personal reasons. While we could not cover all the teachers (11/15 were covered) for the In-Depth Interviews, however, the discussion with rest of the teachers were held in-depth to give adequate understanding to the findings. Further, for qualitative research a sample of more than five is considered significant for valid insights. Glaser and Strauss (1967) recommended the concept of saturation for achieving an appropriate sample size in qualitative studies.²⁷ Other guidelines have also been recommended. For phenomenological studies²⁸, Creswell recommends 5 to 25 interviews.²⁹ There is no formalized rule when determining an appropriate sample size in qualitative research.
- Planned sample size for Tab-lab students (50/60 Tab-lab students were achieved) could not be covered due to migration of families from Gurugram block (Narsingpur and Darbaripur due to the COVID-19 pandemic.) However, the number of students covered were statistically significant since the rule of thumb for the data to be significant must be a minimum of 30.

Ethical Consideration for the Impact Assessment Study

- As part of data collection, team members ensured ethical data collection by explaining the purpose of the study to the stakeholders and ensured informed consent from the participants.
- The interview sessions were conducted in an environment that ensures the privacy of the respondents as per their convenience and comfort.
- Only the respondents who gave consent for being part of the study were considered i.e. the participation of respondents were voluntary and were not compelled to answer any question.
- The respondents were assured about the confidentiality of their information and the usage of data.
- Remote data collection can be a challenge with respect to explaining the questions to the respondents, however, responses have been recorded with utmost diligence.

²⁷[The discovery of grounded theory: Strategies for qualitative research](#), Glaser, B. G. & Strauss, A. L. Babson.edu.1967

²⁸ A phenomenological study is the study of an individual's lived experiences of a phenomena. Here, the phenomena can be referred to the initiatives under the ANEW program experienced by different stakeholders.

²⁹ [Qualitative inquiry and research design: Choosing among five approaches \(2nd Edition\)](#), J.W, Creswell. Sage Publications. 2007



4

Key Findings and Recommendations from the study

KEY FINDINGS AND RECOMMENDATIONS FROM THE STUDY

The chapter focuses on the findings from the ground for the three components of ANEW program, as per the DAC framework criteria. It has been divided into three sections: 3.1 School Transformation, 3.2 Digital Enablement and 3.3 Gandhi Fellowship. Each of the section comprises of detailed findings for the component and recommendations and way forward. The findings from the ground have been triangulated through discussions with multiple stakeholders and are supported by secondary research.

Below is the snapshot of findings for each of the component. The subsequent sections focus on detailed findings for each component.

Snapshot of findings for the three components of ANEW program

ANEW component	Key Findings	Recommendations
School Transformation	<ul style="list-style-type: none"> School Transformation intervention is aligned with the need for building capacity among the teachers with respect to leadership and digital know-how and is aligned with the need for improvement in student learning outcomes through extra-curricular activities. There is a scope of strengthening the rigor in recording, collation and utilization of monitoring data collected through My Journey App and to map and measure outcome indicators (short term, medium term and long term) for improving the effectiveness of the program. School Transformation intervention has augmented the positive impact on teaching quality and learning outcomes created by Saksham Haryana initiative, through additional support of fellows and learning from leadership skills training, as reported by parents, teachers and government stakeholders 	<ul style="list-style-type: none"> Institutionalize a systematic process, a Needs Assessment exercise, to identify the needs and aspirations of the primary and secondary stakeholders of the program prior to implementing the program as well as during the program Adopt a collaborative and inclusive approach towards design of the program activities by including community, teachers and other relevant stakeholders in program design Adopt a logical framework approach to clearly differentiate between inputs, outputs and outcomes with defined timelines to measure outputs and outcomes for Gandhi Fellows and teachers
Digital Enablement	<ul style="list-style-type: none"> Digital Enablement intervention is aligned with the need for integrating technology as a medium to improve quality of teaching and learning at school. For standardization and rigor in implementation, there is a scope of improvement in defining and documenting systems and processes. There is a need to clearly define output and outcomes indicators for the intervention to 	<ul style="list-style-type: none"> Institutionalize a systematic, needs assessment exercise, to identify the needs and aspirations of the teachers and students with respect to using tech for learning and teaching Redefine and realign the design and scope of the initiative as per the needs identified among teachers and students

	<p>enable a robust monitoring and evaluation mechanism.</p> <ul style="list-style-type: none"> • There is a perceived impact on improvement in childrens' interest in attending tab-lab classes and better understanding of content. However, no direct impact of learning from Ed-tech on improvement of student learning outcomes could be established 	<ul style="list-style-type: none"> • Adopt a collaborative and inclusive approach towards design of the activities of the initiative by including community, teachers and other relevant stakeholders in program design
Gandhi Fellowship	<ul style="list-style-type: none"> • Gandhi Fellowship is aligned with the need for skilled youth to enable 21st century ideas and innovative actionable changes in the current education system and creating social change. • There is a need to clearly define output and outcomes indicators for the intervention to enable a robust monitoring and evaluation mechanism for measuring effectiveness of the program. • Impact measurement mechanisms need to be institutionalized to establish the short term, medium term and long-term impact of support from fellows on student learning outcomes and also to measure the changes in fellows. • There is a positive impact of attending the fellowship in terms of improving problem solving ability, community engagement ability, leadership skills, team-work skills among the fellows 	<ul style="list-style-type: none"> • Institutionalize a systematic process to conduct a needs assessment to align the supply (Gandhi Fellows) needs and demand (ecosystem, employers) needs for program design • Adopt a collaborative and inclusive approach towards design of the Gandhi Fellowship initiative • Allow flexibility in the activities of the initiative to align with the program objectives

3.1 School Transformation

This section aims to highlight the key findings of the Impact Assessment study of KEF's School Transformation component across four blocks in the Gurugram district of Haryana.

Sattva surveyed a total of 90 **students** who were a part of this program. In-depth interviews were held with 6 **SMC** members, 5 **non-SMC** members and 11 **Head Teachers** from schools where the School Transformation intervention program was being implemented. The sample considered for the survey is representative of the beneficiaries impacted by the program undertaken by KEF.

Section 3.1 focuses on detailed explanation of the findings generated for the School Transformation Program for each of the component of DAC framework- the *"Relevance"*, *"Effectiveness"* and *"Impact"* of the program.

Socio-demographics composition of the respondents

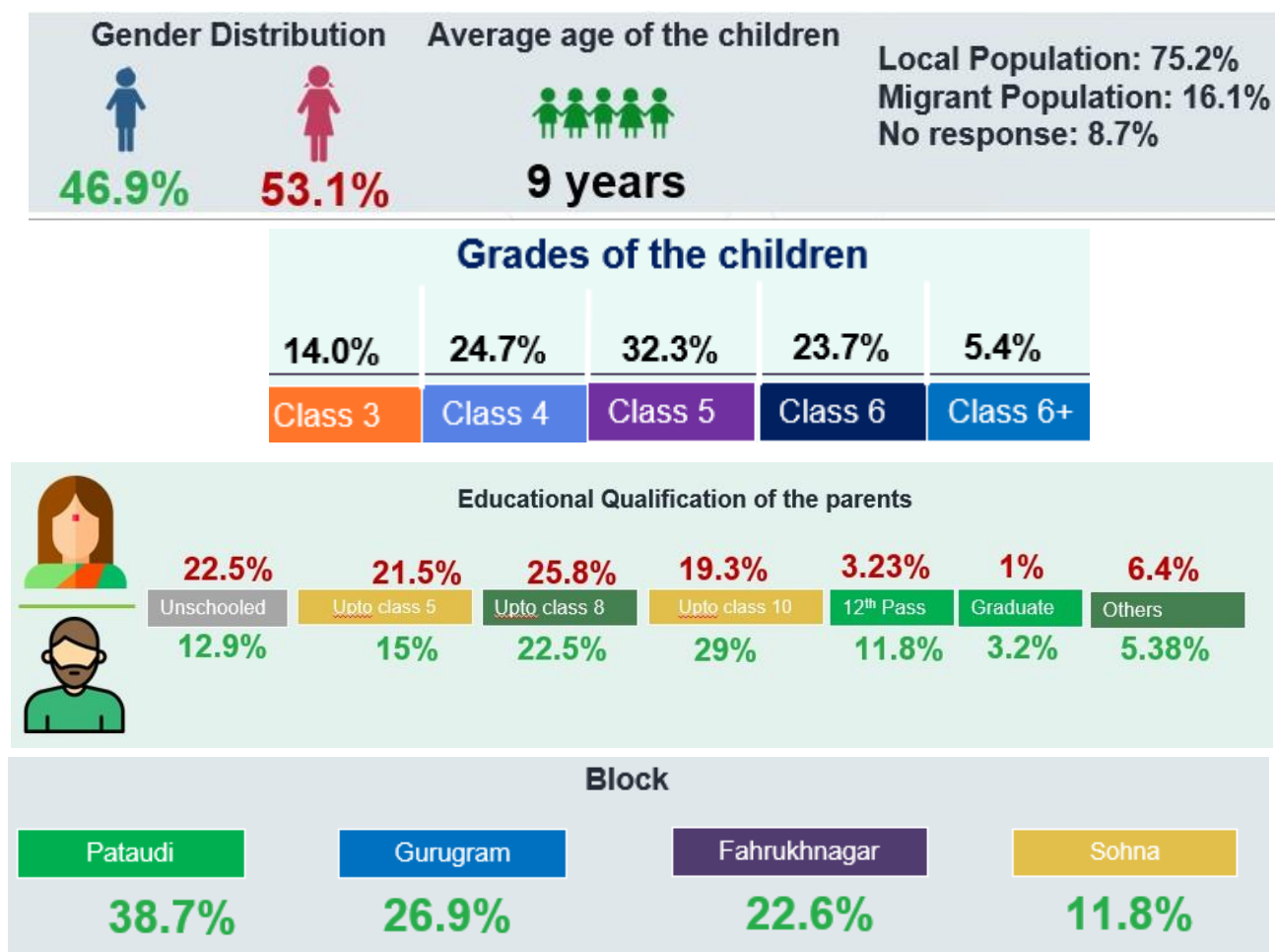


Figure 15: Demographic composition of the respondents

Relevance

Relevance assesses the extent to which the program ensures suitability to the needs of the target group, pertinence to the market conditions and maximization of impact as part of design and execution.

Following are the key indicators for the criteria:

- Identification of the needs of the community for the intervention in a systematic and scientific manner periodically
- Alignment of project objectives and activities with the identified needs of the community
- A well-defined selection criterion for the intervention schools, fellows and community members.

To triangulate the data from ground, stakeholders across the spectrum of the education ecosystem with respect to ANEW program were included in the study to arrive at the insights. Following are the stakeholders included for this section: Students, teachers, parents, Block Education Officer (BEO), District Education Officer and Program Team.

Key Insight

- School Transformation intervention is aligned with the need for building capacity among the teachers with respect to leadership and digital know-how
- School Transformation intervention is aligned with the need for improvement in student learning outcomes through extra-curricular activities
- There is a scope for improvement in enabling the processes to systematically and concurrently identify and align the needs of the target group with program objectives and activities

Detailed Findings

School Transformation intervention addresses the need for leadership skills training and using tech for quality teaching, among the teachers. However, any further pedagogical skills training is reported as not needed as they are already a part of other peer capacity building initiatives for teachers

Objectives of School Transformation initiative

The objective of School Transformation program is to enhance HTs' motivation, build teacher's capacity and engage community to improve student learning outcomes.

Needs identified from the teachers by Sattva

As per Sattva's discussion with teachers, all of them expressed that there is a shortage of staff in schools to carry out tasks involving administrative functions to teaching in classrooms. They also expressed the need to build their leadership skills further.

- The need for more pedagogical skill training has been reported to be redundant because the teachers are already engaged in other capacity building programs of the state government such as the Saksham program. Teachers reported that they

already received sufficient pedagogy-related training from the Government. Hence, additional pedagogical training is not required

- Teachers and the District Education Officer (DEO) expressed the need for a greater number of leadership skills trainings as they have been helpful in improving their skills with respect to school management. Teachers are not adequately trained to perform their fundamental duty of teaching. As the training of teacher was provided infrequently and once a year, the training was also limited in its comprehensiveness and the concepts it could cover. There was delay in the reach of teacher learning material to schools in beginning of the year, such as workbooks, textbooks, planning, which led to a loss of 2 to 3 months of preparing the classroom sessions and even teaching. Further, teachers are reported to be overwhelmed with non-academic tasks and administrative tasks. A report by the National University of Educational and Administration (NUEPA) published in September 2018, highlighted that the number of hours which the teacher spent on teaching was less than a fifth of yearly school hours. The rest of the time of teachers was being spent in non-teaching activities, i.e., 42.6%, and remaining hours were spent in non-teaching school related activities and department activities.³⁰
- **Need for more staff in schools:** This can be corroborated from the discussion with teachers as well, that there is indeed a need for more staff in schools. Currently, one teacher handles a minimum of five classes, which is not enough to provide quality classroom teaching to students. However, it is to be noted that need for desks, toilet facilities, infrastructure and staff remain out of scope for KEF.
- As many as 1347 schools were functioning without a principal and 28,240 teaching posts were lying vacant across government schools in Haryana as reported according to the data published by the Union Ministry of Human Resource Development in 2018.³¹ According to the former Haryana Education Minister, Geeta Bhukkal said that students have been enrolling in private schools over the past few years due to the shortage of teachers, poor infrastructure in government schools in Haryana, thus, being one of the few reasons for shutting down of 623 primary and middle schools in the state since 2011.³²

Alignment in needs identified and objectives of School Transformation intervention

Evaluation findings reported that support from fellows with respect to facilitating School Transformation intervention teachers in carrying out school-related activities were found to be helpful since there is - a severe shortage of -teachers in schools. Sattva's discussion with teachers reported the following:

- **Leadership skills workshops by KEF are aligned with the needs:** Teachers reported that workshops given to them by KEF on school leadership, how to manage schools, audiovisual learning, etc. were found to be helpful.
- **Support from fellows for improved conceptual understanding:** School teacher's understanding of concepts of different subjects are cleared with support from fellows. Concepts which were previously understood as misconceptions are cleared during workshops as well as from the field support given by fellows.
- **Fellow support in schools** is aligned with the need for shortage of teachers in the schools, as reported by the teachers.
- **Teacher Instructional Practices and Processes System (TIPPS) for teacher delivery to improve classroom delivery skills:** Teachers practice video-based feedbacks using TIPPS indicators. Fellows provide support in giving them feedbacks on the videos which helps teachers to improve their session delivery skills. The frequency of creating such feedbacks could not be determined from Sattva's discussion with the teachers and Program team.

³⁰ [How Haryana transformed dismal student learning outcomes in its government schools](#). K, Shruti. YourStory. 2019

³¹ [Daily Pioneer](#). 2018

³² [Hindustan Times](#). R, Sunil. 2020

School Transformation intervention for students focuses on the need for extra-curricular activities to improve students' engagement in school and higher parental involvement to enable improved students learning outcomes.

However, there is a need for clear definition on the role of extra-curricular activities and mapping the types of skills being developed among the students through School Transformation intervention to improve their learning outcomes in the long term.

Objectives of School Transformation initiative from students' perspective

The objective of School Transformation initiative is to enhance school HTs' motivation, build teacher capacity and sustain community engagement to improve student learning outcomes.

Needs identified from parents and teachers

• Parents

- **Infrastructural inadequacy in schools:** Need for desks and proper toilet facilities in schools were expressed by **parents**. Sattva's discussion with parents reported that there is a need for proper desks and toilet facilities in schools. While this cannot be said for all schools, however, in some schools, students sit on floors. Further, there is an absence of a regular flow of water in the toilets. Currently, the intervention schools do not have computers and printers which is required to carry out basic administrative tasks
- The above statement is however contradictory as per newspaper articles, which suggests that Haryana has been one of the most progressive states in providing educational infrastructure (playground, drinking water, toilet facilities) in schools.³³ This can also be validated from the District Report Card by Unified District Information System for Education (UDISE) 2016-17 for Haryana, especially Gurugram, which shows that primary schools have fared well in terms having toilets, drinking water facilities, presence of playgrounds, schools with electricity, etc.³⁴

□ Teachers

- **Low attention span among students and need for activity-based learning:** Teachers want the students to be more attentive in class. Discussion with teachers reported that students have a low attention span and gets distracted easily. This could have happened in the way information was being presented to the students, thus, affecting the process in which teaching, and learning took place.³⁵ While lack of attention can affect a students' academic performance, incorporating activity-based learning in a gamified form can develop better attentiveness.³⁶ Further, some of the teachers expressed the need to increase activity-based learning. Currently, it is a challenge because there are a lot of students as compared to the teachers. Support from Gandhi fellows was needed to motivate the students to come to school and enable interactive and creative ways of learning
- **Low parental involvement** in school processes and in their child's education: Discussion with the Block Education Officer revealed that parents are seldom involved in their child's education. Thus, he expressed that something be done to make them more involved in school-related activities such as parent-teacher meetings, prize distribution ceremonies, etc. A lot of the students belong to the migrant labour class, with parents having minimum (Upto grade 5 or 8) or no education. Thus, it is difficult to generate awareness among them about the importance of engaging in their child's education, thereby, leading to an improvement in students learning outcomes. As reported by Anjali Mody, a

³³[Times of India](#). 2019

NOTE: Sattva has not established these needs as this was a telephonic conversation held with parents and can only be referred to as "perceived needs". However, if this is an established problem in the intervention schools, then adequate attention needs to be given.

³⁴ [Elementary education in India: Where do we stand?](#) UDISE. 2016-17

³⁵ [Educational Dangers of Shrinking Attention Spans](#). B, Jill. M, Ann. Education Week. 2017

³⁶ [How to Increase Attention Span and Concentration among Kids?](#). T, Sameera. SpellQuiz. 2019

reporter from Scroll, it was observed that parents work long hours and cannot give enough time to their children.³⁷ PISA 2012 reported that parents 'can help children achieve their full potential by engaging for some time in talking and reading with them'.³⁸

“I would like to rate the infrastructure of the school 1/5. It is in poor condition and sanitation is a letdown. There is no water in toilets and no electricity. Students prefer to go when they want to use the toilet. The quality of mid-day meals is also not up to the mark” – SMC member, GPS Jatauli

“Students are not very attentive in the class. They get distracted easily and as a result do not understand the lessons taught in the class well. Further, the students are also doing their homework properly and motivating them for the same becomes a challenge.” – Head Teachers

□ **Alignment in needs identified and School Transformation intervention objectives & activities**

- Activities under School Transformation intervention by their design, are focused on improving the soft skills among students and improving their interest in attending schools and in their studies. Further, the activity on SMC mobilization and fellow support in schools focuses on higher involvement of parents and enable support for teachers in school.
- **Library, Assembly, baLA:** These activities are implemented across intervention schools to meet the need of building confidence among students and ensuring that students feel a sense of security in the school. Initiatives like baLA was introduced in government-run schools in India to develop the school's physical environment as a learning aid since schools are looked at as spaces for specialized learning.³⁹ Utilizing building spaces and creating an engaging layout attracts a child towards the school, thereby, creating a myriad of opportunities and a potential to interact with it and learn.⁴⁰
- **SMC:** SMCs were created to act as a facilitator between the school and the community to enable higher engagement of parents in school processes as well as involved in their child's education. Involvement and participation of communities in schools is recognized by the government, thus, making it a core mandate for various government schemes and programs. Ensuring a bottom-up approach creates greater transparency and accountability.⁴¹

□ **Gap**

- The objectives and activities have been defined under the State Transformation Program for students, there is a gap in achieving clarity on the skills being developed among the students through these activities and their role in improving the student learning outcomes in the long term. As per the discussion with KEF program team, the objective of School Transformation intervention for students was also reported as building socio-emotional

³⁷ [Teachers blame poor parents for dismal learning standards in Haryana's state schools](#). M, Anjali. Scroll.in. 2016

³⁸ [Let's Read Them a Story! The Parent Factor in Education](#). PISA, OECD. 2012

³⁹ [Building as Learning Aid](#). Teachers of India. 2017

⁴⁰ [Study of Impact of Building as Learning Aid \(BaLA\) Project interventions on Students' Learning Outcomes](#). G, Dr. Jatinder. K, Dr. Kanwalpreet. Panjab University, Chandigarh. 2016-17

⁴¹ [School Management Committees: Bringing in Accountability in Schools and Overall Education - Learning from the field](#). Oxfam India. 2015

learning skills among the students. However, in the current model of the program, there is an absence of a clear definition and categorization of socio-emotional learning skills and the mapping of each School Transformation intervention activity for each of the skills.

“I am not sure of other activities being done under School Transformation intervention, but I know of teacher training and I know the fellows who visit the school. While the fellows are helpful and we need more such youth on the ground for enabling change in schools, however, we have not been able to fill this gap. There is a need to bring in library activities and more alignment in fellow work and presence with school needs” – Kalpana Singh, DEO, Gurugram

“Learning outcomes of the students are being improved by Saksham Haryana Program through teacher training and focus on students. While the presence of fellows helps the teachers in overcoming any difficulty in teaching or school management, however, currently there is a gap in terms of understanding the usefulness of School Transformation intervention program with respect to Learning outcome improvement among students. There is a need to align the program with other on-going programs and complement their objectives.” – Anand Singh, BEO, Farukh Nagar

Prior discussions are held with Government officials to align on the need for intervention and verbal feedbacks are taken from the teachers periodically for upgradation.

However, there is a scope of strengthening the needs assessment exercise by institutionalizing a systematic and scientific process to identify the academic needs of the teachers and students, across the stakeholders

Process for identifying needs as reported by KEF Program team:

- KEF met with Government officials (Block Education Officer, State Council of Educational Research and Training) before commencing the program implementation to speak about teacher and HM needs as following:
 - Needs such as building leadership skills for teachers were identified in an informal manner through discussions
 - Increased access to **quality learning**: While initial discussions between the two parties reported that the government was focused on improving enrolment numbers in schools in the beginning, however, the -focus shifted to improving quality learning to understand **students' competency levels**. This shift developed due to infrastructural changes undergone in schools in terms of availability of technology, building of playgrounds and overall infrastructural development.
- It was reported that keeping in mind the vision of KEF and the government of Haryana, students should build **21st century skills** as part of the concept of holistic development. However, there is no evidence of a formal study happening in the context of Haryana as Sattva did not receive any documents for the same.
- Discussion with the Program team reported that there is an absence of a needs assessment process to gather qualitative or quantitative data which documents teachers needs in a periodic manner. It can be assumed that the discussion happened verbally between the two parties (KEF and Government).
- Workshops/program activities are modified as per the conveyed requirement of the teachers post-workshop.

A Needs Assessment exercise is considered as a standard practice prior to interventions. It is crucial for conducting successful implementation of community development, humanitarian projects, etc. Conducting a prior Needs Assessment before the start

of the program will lead to effective program planning, monitoring and evaluation, project accountability. This is also a key step to a project planning cycle.⁴²

There is an awareness among the stakeholders (Students, Teachers, Parents, DEO, BEO) about KEF's work with respect to presence of Gandhi Fellows in schools and community.

However, there is a scope of strengthening the involvement in intervention design and alignment on the objectives and activities of School Transformation initiative in schools in enabling improved students learning outcomes, across all the stakeholders for better stakeholder buy-in

Findings from the study from the discussions reported that:

- Teachers did not have a detailed understanding about KEF initiatives such as baLA and TNAT apart from the fact that Gandhi Fellows were involved in the school to support the teachers
- Parents reported lack in awareness about KEF initiatives
- The above statements imply that involvement of parents and teachers in the program design phase will bring more awareness and accountability to the initiatives done by the ANEW team

With respect to the intervention design, it is important to note that adopting an inclusive approach, i.e. involving all stakeholders in the design, implementation and evaluation will lead to better development outcomes.⁴³

“I am not sure of other activities being done under School Transformation intervention, but I know of teacher training and I know the fellows who visit the school. While the fellows are helpful and we need more such youth on the ground for enabling change in schools, however, we have not been able to fill this gap. There is a need to bring in library activities and more alignment in fellow work and presence with school needs” – DEO

The geography of operations (Rural and Peri-Urban) and target group (Government School children and teachers) are pre-defined by the Government of Haryana and are aligned as per the objectives of KEF's School Transformation intervention

Selection of schools

- **Geography** of program and classes/target group have been pre-defined by KEF as per their vision and model
 - A mix of both urban and rural locations: Out of four blocks, Gurugram is an urban location, while Pataudi, Farrukhnagar are rural and Sohna is a mix of rural and urban
 - Migrant populations: Target population includes local as well as migrant citizens hailing from Bihar and Uttar Pradesh
- **Target schools have been pre-defined** by the Government: Schools for the program was selected by the Government of Haryana before the implementation of the program. Government schools were chosen from selected economically backward areas in Gurugram district of Haryana

⁴² [Why needs assessments are so very important](#). Data Driven Aid. 2015

⁴³ [Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations](#). USAID. 2018

- KEF intervenes only at **learning level**
 - To improve foundational learning
 - Classes 3rd and 5th selected for the program for math and language

The selection process for head teachers for capacity building and leadership skills training is pre-defined and standard.

However, there is a scope of improvement in the process to include head teachers as per their skill level and allow for other teachers to participate in the trainings

Selection of teachers

- Based on a school's performance (students learning outcomes, infrastructure, teacher performance, etc.), head teachers get shortlisted from the pool of schools selected by the Haryana government
- Teachers and not necessarily HTs received training to build their leadership skills.
- HTs are chosen since as they are the leaders of the schools and will be able take and integrate their learnings within the school

Effectiveness of the intervention

Effectiveness assesses the extent to which the objectives of the program have been achieved; Identification of supporting processes and systems influencing the achievement/non-achievement of objectives

Following are the key indicators for the criteria:

- The programs are designed with defined processes and systems to bring the desired outcomes in a timely manner.
- Project team has clear visibility of the key factors influencing the achievement or non-achievement of objectives.
- The centers are adequately equipped to improve the quality of implementation and achieve the goals of the program
- The program includes a monitoring and evaluation function/ team to measure the progress of the intervention

Key Insights

- Detailed IC4 framework with activities and outputs enables clear understanding of the roles and responsibilities of the internal stakeholders (Gandhi Fellows and Program team) and a tech-driven process (My Journey App) to record monitoring data enables monitoring mechanism.
- There is an absence of outcome indicators (short term, medium term and long term) to be measured for each of the stakeholders for establishing the causal impact systematically and enable evidence-based decision-making.
- There is a lack of rigor in recording, collation and utilization of monitoring data through My Journey App and therefore, the achievement of objectives(planned vs actual) could not be established.
- The current evaluation reports on improvement in student learning outcomes does not establish a causal relationship between School Transformation intervention activities and improvement in student learning outcomes.

Detailed Findings

A detailed IC4 framework has been designed to map the activities by each stakeholder and milestones for intervention monitoring.

However, the framework needs incorporation of outcomes of the intervention for impact measurement

- According to the DAC criteria, creating a causal link between outcomes, inputs, outputs, activities and impacts, referred to as a “result chain”, helps the program team to think through how the resources provided and activities the stakeholders

are engaged in are meant to produce desired changes. Creating a result chain is a first step to building a results framework.⁴⁴

- **IC4 Framework:** KEF developed IC4 framework which defines the micro-milestones of School Transformation intervention activities and processes defining the output indicators for the intervention. However, the framework does not lay out the short term, medium term and long-term outcomes. The timelines of measuring the output for each activity have not been defined in the framework shared. Although the document mentions that each activity be carried out in a span of three months, however, it is not clear whether it was actually implemented for the said number of months
- There is a gap reported in understanding of the outcomes of School Transformation Intervention of the BEO, as per the discussion. In the words of BEO, Mr Anand Singh, *“I am not sure what is the objective of KEF with respect to working in schools. While I understand the importance of Gandhi Fellows and they are also supportive, however, I am not certain how KEF is making an impact on student learning outcome. Moreover, the work which is being done by KEF is being overshadowed by Saksham Haryana Program. Therefore, KEF should clearly define the outcomes of their intervention in alignment with Saksham Haryana so that both of the initiatives can help the schools together and lead to holistic development.”*

The implementation processes with timelines are defined by KEF in MoU with Tata Communications and IC4 framework. However, a detailed document capturing end-to-end implementation process of School Transformation intervention with key risks and mitigation strategy is needed for standardization and ease of replication of the processes

The MoU shared by KEF for School Transformation intervention consists of the following:

- Workshop plans with teachers have been defined in the MoU between KEF and Tata Communications
- The planned timelines for the workshops for FY2018-2019 and FY2019-2020 have been defined in the MoU.
- The method and frequency of capacity building workshops has been defined and aligned with Tata Communications in MoU. As stated in the MoU, the program’s methodology of engagement would be to conduct workshops for capacity building. This involves providing workshops (8-10 days of workshops in a year) as well as learning materials such as audio, video and print.

IC4 framework:

- The IC4 framework has been designed with activities and roles and responsibilities of each of the stakeholders. However, key risks and mitigation strategies have not been mapped as a part of program design framework.
- A detailed document depicting program implementation processes including key risks and mitigation strategy is absent, as per the findings of the study.
- Presence of well-defined document/process document is helpful in replication of the processes. Creating and maintaining Standard Operating Procedures (SOPs) lead to producing a product that is consistent and predictable.⁴⁵ It is created to achieve uniformity of the performance of a specific program/function⁴⁶ depending on a program’s objectives.

Clearly defined and documented roles and responsibilities of fellows in the School Transformation initiative leads to consistent understanding of R&Rs among the fellows and ease of implementation of the program

- Fellows act as the **key implementing agents** in providing school support (creating planning sheets for School Transformation intervention activities, providing field support, etc.) as well as in the community

⁴⁴ [Development results: An overview of results measurement and management](#). OECD. 2013

⁴⁵ [Importance and Benefits of Standard Operating Procedures](#). Intuit Quickbooks. N.d.

⁴⁶ [How to implement standard operating procedures \(SOPs\)?](#). Comply. 2017

- Fellows play an integral role in shaping up the activities under School Transformation intervention. The inputs which teachers received in their capacity building workshops are followed-up by fellows in the form of field support (reinforcement) at the school level. They work directly with HTs, teachers and the community
- One fellow works in five schools, visiting each school once a week, thereby, enabling constant engagement between all stakeholders involved in the School Transformation intervention processes
- Fellow support in planning and tracking of TNAT/TIPPS concepts. These activities were developed to build capacities of teachers. Fellows work with teachers to improve on their delivery skills and clear misconceptions of teachers on any subject-matter

Individual Key Responsibility Areas of PLs and PMs have been defined and enable the PLs and PMs to manage on-ground operations systematically

However, a document with well-defined roles and responsibilities of PLs and PMs for the initiative is needed for standardization in understanding of R&Rs across the stakeholders within the organization

- **Overall roles and responsibilities** for KEF to implement ANEW program have been given in the MoU
- While overall roles and responsibilities for the program have been highlighted, a detailed roles & responsibilities for PLs was found in Individual Key Responsibility Areas (KRAs) sheet that was shared by KEF. KRAs have been divided in terms of “Product” and “People”, which was further divided into the targets that were aimed to be achieved over a particular period of time (six-monthly). Defined roles and responsibilities for PMs could not be established as KRAs were not shared. However, a broad level of understanding could be established from the verbal discussion with the Program team.
- Program team discussions reported PMs and PLs to give workshops to teachers on pedagogical and leadership skills
- Workshops are conducted by the ANEW team with the presence of external representatives such as SCERT depending on the content being delivered during a workshop
- Discussion with the program team reported that to be able to conduct these workshops, PMs and PLs have taken up online courses to gain the skills and knowledge, which is ultimately passed on to teachers during the workshops.
- These online courses are provided by KEF’s external partners such as Emory University, Azim Premji University, etc.

The processes to mobilize and hold discussions with SMC/Non-SMC members need rigor with respect to informing the parents about the meeting and frequency of conducting the meetings to enable greater role and inclusion of parents in school activities and the studies of their child

- **There is no well-defined system** to inform parents about school activities/events: While parents are informed about school activities/events in an informal manner, there is an absence of a standardized process of informing about such events. For example, parents are informed about school activities through various means such as telephonic calls, writing in schools diaries, parent-teacher meetings, sometimes fellows or SMC members communicate to parents and even the students inform their parents.
- SMC members visit schools only when teachers call them for meetings (discussions around improvements in infrastructure, curriculum, mid-day meal provisions)
- Mobilization does not happen in most cases as SMC meetings do not occur on a regular basis as reported by SMC members and thus, the frequency of these meetings could not be determined. As per the mandate given by Ministry of Human Resource Development, SMCs are required to meet at least once a month.⁴⁷ Most of the SMC meetings gets merged with Parent-Teacher meetings. Some SMC members reported no awareness of their roles and responsibilities, thus, indicating that there is an absence of a defined structure to mobilize them.

⁴⁷ [School Education – Right to Education Act \(RTE\), 2009 - Constitution of School Management Committee – Orders](#), MHRD. 2011

- SMCs are considered to play a crucial role in creating accountability in schools, especially in government schools. It acts as a decentralized model to keep a track and monitor the functioning of schools and to oversee that the school grants are used effectively.⁴⁸ Involving parents in their child's education significantly improves a child's academic performance.⁴⁹ A study conducted in 7 Haryana government schools reported that parents were not aware of SMCs and could not tell how often the meetings happen.⁵⁰

“SMC meetings take place with committee members in 3 months where Sarpanch and every panch participate and we have a discussion” – SMC Member

“We do not have meetings regularly. We go to the school only when the teacher calls us for discussion regarding school activities” – SMC Member

“I have been an SMC member for some time now. However, I have not been given any SMC-related work till date” – SMC member, Farukkh Nagar

The capacity building trainings for the head teachers taken by KEF's PMs and PLs are reported to be satisfactory and the trainers have adequate knowledge, as reported by the teachers

- As reported by the Program team, Program Managers and Program Leaders conduct **teacher trainings** on pedagogical, leadership skills, TIPPS and TNAT for school head teachers.
- Occasionally, **external experts** are brought in from SCERT and ChalkLit. Experts from **ChalkLit** are called to explain the functionalities of the app since teachers have been using this app to teach better in classrooms with the learning resources and tools that they receive from the app. The same applies for SCERT experts.
- Overall, the teachers who attended the workshops have reported to be satisfied with the training quality due to the engaging factor through activity-based learning.

“I am satisfied with the training quality at the workshops. I would give 5/5 for the training” – Head Teacher, GPS Farukkh Nagar

Well-defined process for training of Program Managers and Program Leaders for teacher training

- PMs and PLs build their capacity by doing online courses, knowledge-sharing among team members, etc.
- To decide what type of courses should be taken by PMs and PLs, an internal discussion happens among core team members at KEF and each PM and PL is then assigned to any or all of these categories according to their needs and aspirations – People, Product and Stakeholder Management
- Training under each of these categories is given by an external partner. For example, on the “People” front, KEF has tied up with Emory University to give training on socio-emotional and ethical practices, how to work on the well-being of people, etc. These are 5-6-day workshops. Training period is defined by the external partner and is not in the ambit of KEF to decide on the timelines

⁴⁸ [Role of school management committee in India under the Right To Education Act](#). Church of North India, Synodical Board of Social Services & Development Links (OPC) Pvt. Ltd. 2018

⁴⁹ [Parent involvement: The key to improved student achievement](#). H, R, Steven. B, J, Daniel. 1998

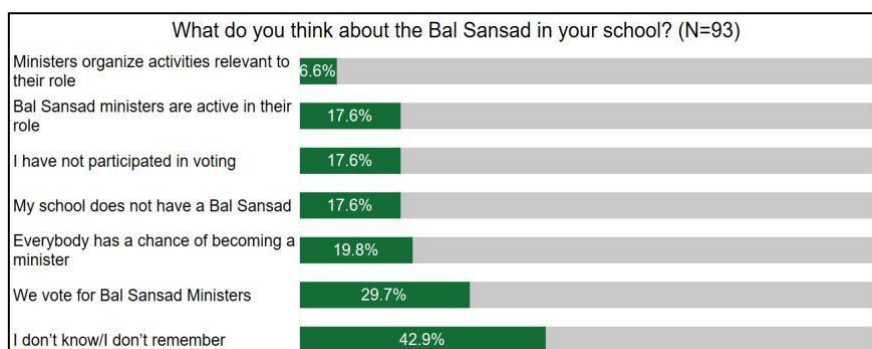
⁵⁰ [How functional are School Management Committees in the present context?](#). T, Sijan. Centre for Civil Society. 2012

Gandhi Fellows and PLs are equipped, supportive and helpful for the teachers for School Transformation intervention, as reported by the head teachers

- At a school-level, Gandhi Fellows are responsible for giving internal trainings to teachers: Fellows provide a support in terms of following-up with teachers on the trainings that they receive from the KEF internal team
- PLs guide fellows on different aspects of training (overall guidance) and provide support in terms of any challenges faced in schools, communicating with teachers in case anything comes up which fellows are not able to handle by themselves
- Fellows guide teachers on how to make videos (TIPPS as a tool) for self-reflection to improve on their delivery skills and keep a track of teachers conceptual understanding (TNAT) as well
 - Fellows are equipped to keep a track of both the tools via the micro-milestones on My Journey App
 - In order to be able to give feedback to the teachers, fellows receive training on the tools
 - The training is given by the PM where both fellows and PLs attend
 - Teachers reported that fellows have been extremely supportive in helping them improve their skills in terms of teaching
- Teachers reported to be overall satisfied with the support they have received from the fellows.

“The fellow who come to the school are very helpful and valuable. They help in designing and teaching our classroom activities. I learnt from the fellow on how I can rectify the mistakes of a child without bringing their moral down” – Head Teacher, GPS Naharpur Kasan

There is a need to re-define and strengthen the Bal Sansad component to integrate the program in curriculum and enable leadership skills among the children

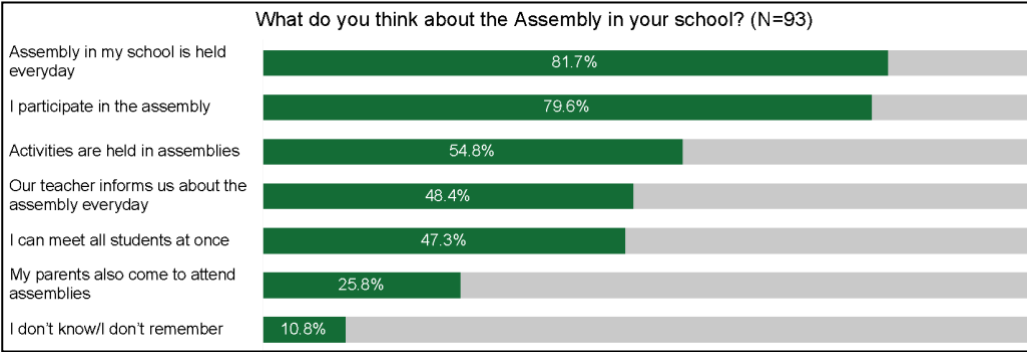


Graph 1: Activities associated with Bal Sansad in school

- 43% are not aware of this activity, while 30% students have voted for a minister.
- Survey responses suggests that not many students are aware of this activity in schools
- Discussions with teachers reported teachers to be not aware about this activity as well, thus, indicating to strengthen this process further to create awareness among the stakeholders
- There is inconsistency among the activities organized by the Bal Sansad ministers, who are appointed as a part of Bal Sansad activity which is relevant to their role (6.6%)
- It can be assumed that Bal Sansad ministers do not organize activities relevant to their roles since this activity is not well-defined in schools.
- Bal Sansad is a student parliamentary body within the school which identifies issues within the school, initiates problem-solving approaches and work towards creating a change. This enables a democratic voice of the student body.⁵¹

⁵¹ [“For the children, by the children and of the children: Students understanding democracy”](#), S, Ananya. American India Foundation. 2019

For majority of the students, Assembly happens every day and they participate. However, there is a need to strengthen parents' involvement in Assembly-related activities



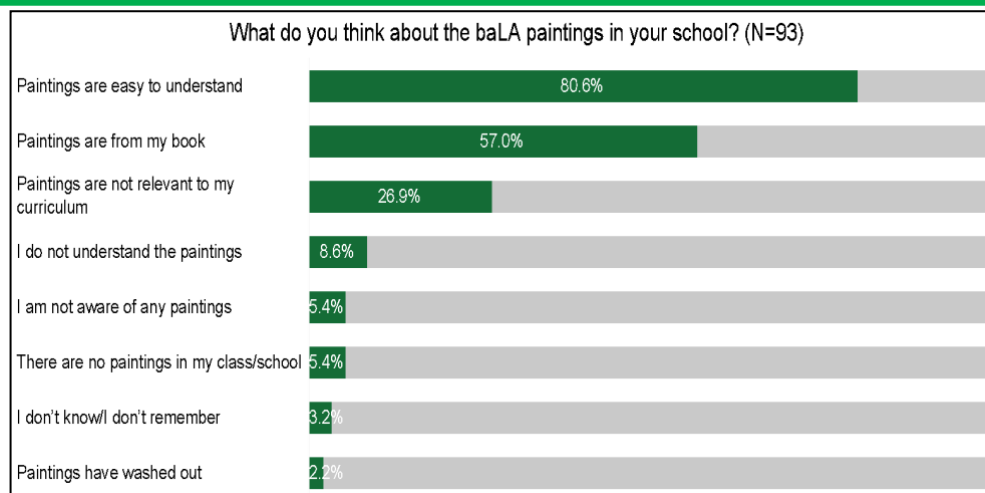
Graph 2: Activities associated with Assembly in the school

- Almost 80% students reported to be participating in Assembly indicating a healthy attendance rate.
- Students reported attending assembly as a mandatory process. The students also expressed that they sing national anthem and sometimes also speak on stage such as news.
- Around 25% parents come to attend Assembly. Thus, indicating that there is a need to strengthen the process to involve parents in Assembly-related events more frequently in line with the objective of increasing parent involvement in education of the child and overall build a strong community support
- An article on ‘Assembly tips for teachers and administrators’ states that involving parents in school assemblies are an important step in building a strong school community.⁵²

“I do not have the time to go to school for Assembly. I leave for work early in the morning and come back later in the evening. I do not visit the school for any other purpose except occasionally to speak to teacher for 5 minutes” – SMC member

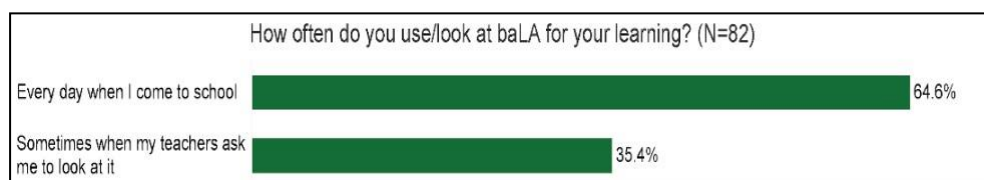
⁵² [Assembly tips for teachers and administrators](#). Education World. 1996

baLA paintings are easy to understand and are being looked at voluntarily by the majority of the students, thus enabling the school space to be used as a learning aid for the students



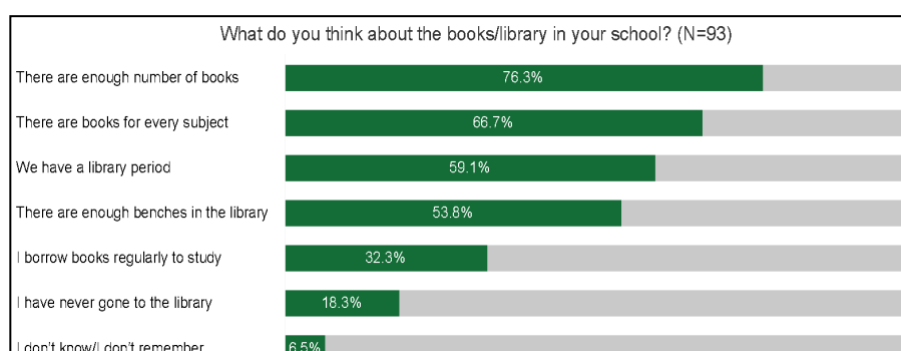
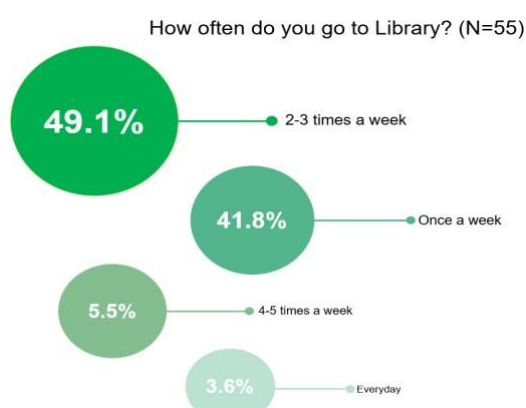
Graph 3: Perception of students about BaLA paintings in schools

- 67% students look at baLA every day for their learning when they come to school
- While 86% students understand the content on the walls, only 57% are aware of the contents being relevant to their curriculum
- Discussions with parents revealed that their understanding of baLA as a form of learning for the students is low. They perceive it to be just paintings which are present on school walls



Graph 4: Perceived frequency of usage of BaLA paintings among students

There is a scope of strengthening the utilization of library with respect to visits to the library as well as usage of library resources in studies of the students



Graph 5: Perception on activities in library among the students

- Of the students who responded going to the library in the survey, majority of the students said that there are enough books in library. About 49% students visit the library 2-3 times a week.
- However, the teachers, DEO and parents reported a gap in going to the library and infrastructure at school libraries. The DEO expressed the need for introduction of library initiative in schools whereas parents expressed that there are not enough number of books in the library.

- A mixed response was reported by the teachers on library activity, out of the total number of head teachers Sattva team spoke to, 3 teachers responded positively about the library intervention citing that books have been provided and they are keen on utilizing it for students' benefit. In some cases, teachers have reported that library processes were not implemented at all. However, in a few cases, the library had been initially set up by KEF but later managed/expanded by other organizations and individuals.

“My child goes to the library, however, there are no books available in the library” – SMC member

“There has been no such activity done yet in our school” – Head Teachers, GPS Ullawas, Gudhana, Baghera, Gairatpur Bas

While there is a standardized process for monitoring the progress of School Transformation activities, there is a scope of improvement in strengthening the process to track the progress as per IC4 framework milestones for each of the stakeholders.

(A) School Transformation activities

Findings on monitoring mechanisms for School Transformation activities are discussed below:

- Micro-milestones of activities of SMCs, Library, baLA, Bal Sansad and Assembly are tracked via **My Journey App**. This app is used by the Gandhi Fellows and information is entered to the app during their school visits.
 - This app allows the fellow to an assessment of a project of their choice, followed by selecting the micro-milestones (from IC4 Framework) they plan to achieve for the upcoming weeks.
 - After their project is over, fellows feed in information on the app such as time taken to complete the project, stakeholders involved, etc.
 - However, the tracked data sample from My Journey App could not be established during the Impact Assessment study.
- The dashboard of My Journey App can be viewed by PMs and PLs to oversee fellow/school progress in terms of the micro-milestones set for each School Transformation intervention activity
- MindTree is a tech-based system which monitors the smooth functioning of the My Journey App
 - The team at MindTree communicates with a tech PL which is allocated for every location. Any challenge/tech-related issues is communicated by them to MindTree.
- Goodera (partnership with Tata Communications): they have a platform where ANEW team uploads all the details of their programs highlighting program progresses (frequency of workshops, meetings) on a quarterly basis.
- However, the Goodera being shared with Sattva contained entries on enrollment and retention of the students by the fellows. No quarterly tracked data for defined milestones in IC4 framework could be established during the study.
- It was reported by the BEO that there is an absence of regular conversations regarding progress of the program between BEO and ANEW team
- Monitoring of ANEW program at funder level is systematic
 - Bi-weekly calls with Tata Communications' account manager on project progress
 - Half-yearly meetings with Tata Communications' CSR Head- update on the programs, challenges, and way forward

(B) Students

- No separate attendance of students in School Transformation activities are being tracked from a Program Management perspective. This is indicative for the need of a robust process to track the participation of students in the activities (such as Library, Bal Sansad, Assembly) because the attendance has been found to be inconsistent as per the survey findings.

There is a scope of strengthening the evaluation mechanism of transformations achieved at the student level, especially with respect to the students' participation in School Transformation intervention activities

- Annually, third-party baseline and endline assessment are conducted by Educational Initiatives to assess Student Learning Outcomes (SLOs). The evaluations conducted by EI use comparative analysis approach to establish the difference in learning outcomes among control and treatment group. However, the study does not take into account and control for the external factors such as tuitions, parents qualification, presence of Saksham Haryana program while establishing the impact of the ANEW interventions on treatment students, as established during the conversation with the data SPOC at KEF. To be able to establish impact of ANEW interventions, there is a need to redefine the approach for measuring the change in SLOs from School Transformation intervention interventions.
- The program objectives, as reported by the program team, are also to enable socio-emotional learning among the students for a holistic approach towards their development. However, currently the evaluation process does not map and measure the change in soft skills that happen in the students due to the ANEW interventions in school.
- While the program team reported conducting Formative assessment, no data around results of assessment, frequency of conducting the assessments and question papers could be established during the study.
- Fellow observations are done to understand the progress of School Transformation intervention activities. However, the frequency of these visits could not be determined, and no documented evidence could be established during the study.
 - Fellows make use of the My Journey App while visiting the schools, as reported by the program. Each activity has their micro milestones set in the app through which fellows fill in their observations (such as "Is there an in-charge for Library?") under the "initial" and "set-up" stage as mentioned in the IC4 Framework
 - A follow-up mechanism is observed by the next batch of fellows who verifies the observations put by the previous batch of fellows. The observations are not used for course-corrections since the curriculum is fixed. However, as reported by the Program team, instructional aspects (such as instructions given by teachers to the students) can be corrected through the inputs given by fellows on the App

There is a standardized process to evaluate the change in skills of teachers, however, there is a scope for improvement in terms of frequency of evaluation

- TNAT (pen and paper test on content delivery, concepts) and TIPPS (self-reflection videos to improve delivery skills) are two mechanisms through which teacher skills are evaluated, as reported by the fellows and program team.
- There is no defined frequency of TNAT and TIPPS and an after-support mechanism in place once the TNAT results are out. The evaluation results on TNAT could not be established during the impact assessment study.
- Further, during the conversation with teachers, there was a low recall of reported among them regarding TIPPS and TNAT processes. Some of the teachers reported being part of these in 2016 or 2-3 times only until now since the inception of the program. The regularity in the process is important for the teachers to understand and be able to relate the impact of TIPPS and TNAT in their day-to-day teaching.
- There is an absence of a systematic process to map and measure the change the leadership and pedagogical skills of the teachers from baseline to endline of the School Transformation intervention program.

There is an absence of a formal process to take and document the feedback from teachers/HMs

During program

- Unplanned feedback process: Teachers reported that unannounced visits by ANEW team poses challenges among teachers with respect to giving constructive feedbacks. They need time to think, reflect and then provide inputs on the aspects of the initiatives which need to be course corrected.

After program

- During the discussion with teachers, it was reported that verbal feedback is taken by fellows on library management and the need for more time from fellows in school processes. Since the feedback is on ad-hoc basis and verbal, no plan of action is created around this
- Having a feedback mechanism can determine a learner's level of understanding classroom content, thereby, developing their skills in order to plan the next steps of achieving an intended goal. This mechanism can improve achievement in learning.⁵³ John Hattie and Helen Timperley (2007) provided evidence on feedback mechanism as one of the major influences on learning and environment. However, the type of feedback and the way it is given has a different effect, which can be positive or negative. In his study, the model of feedback is analyzed where he suggests that feedback can be a mechanism to enhance its effectiveness in classrooms.⁵⁴

“Sometimes we are not informed about school visits by KEF in advance and there is no planned schedule around it. It becomes difficult to immediately reflect back and give feedback on the program” – Head Teacher, GPS Jatola, Fehrkhnnagar

Impact of the interventions

Impact assesses the extent and type of (behavioral and attitudinal, skills and learnings, socio economic) change produced in the lives of target group and community through the program directly and indirectly.

Following are the key indicators for the criteria:

- Knowledge, awareness and behavior change brought about by the programs
- Improvement in learning outcomes of students, pedagogical skills of the teachers and change in aspirations of the beneficiaries and community with respect to education.

Key Insight

School Transformation intervention has augmented the positive impact on teaching quality and learning outcomes created by Saksham Haryana initiative, through additional support of fellows and learning from leadership skills training, as perceived by parents, teachers and government stakeholders

Detailed Findings

While pedagogical awareness remains the same as before the intervention, improvement in ability to use tech for teaching, has been reported among the teachers

Teacher’s perspective

- Creating self-reflection videos (TIPPS) videos has been helpful to the teachers in becoming aware about their skills and the need to work upon their skills if needed, as reported during in-depth interviews. Teachers along with the fellow’s support were able to make self-reflection videos on their skills with the teaching-learning materials that they received from ANEW team. On the basis of self-reflection video, the teachers are able to work on the areas where improvement is required. The teachers also reported learning some activities in mathematics and overall children management through the trainings and support given by the fellows in school.

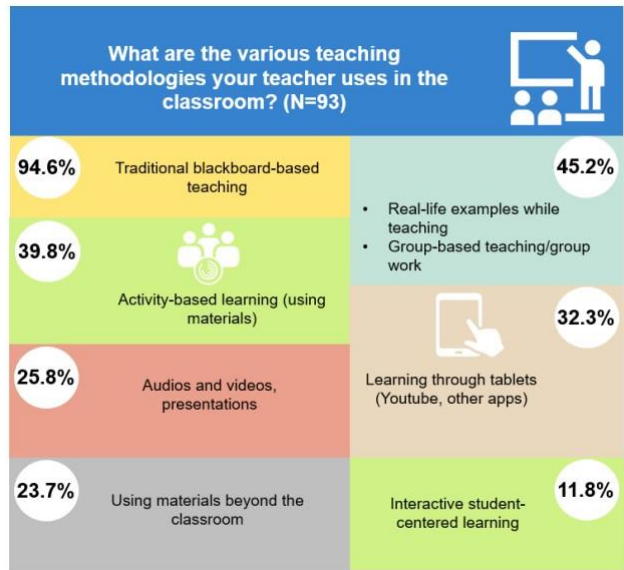


Figure 17: What are the various teaching

Community’s perspective

- Parents are engaged in daily labor job and do not have time to engage in productive interaction with teachers. It is challenging to ascertain a perspective from parents regarding a change in pedagogical awareness/knowledge/skill of the teachers as their engagement has been reported to be low and a low frequency has been reported in PTMs because of time-constraints from their jobs. However, students act as a medium to discuss the quality of teachers with parents. Students have reported to be satisfied with teaching quality in schools. Apart from students, two SMC members have noticed

a change in teachers in their methods of teaching (use of tech to teach).

“Being an SMC member and a part time teacher in the school, I felt that there has been a considerable amount of improvement in terms of teaching. Teachers have become more

“We had made TIPPS videos only twice since the inception of the program. Fellow gave feedback when he visited the school and we used it to improve our teaching skills” – Head Teacher, GPS Ghatta

“I have never interacted with the teacher. My child tells me about how she teaches in the class. He seems to like her way of teacher” –Non -SMC member

There is a scope of increased usage of 21st century teaching methods in the classroom such as experiential learning tools, AI-enabled teaching tools and activity-based learning methods

- As per the survey responses by the students, not much improvement has been seen in terms of using other methods of teaching in everyday classroom teaching. 94.6% students reported the use of traditional blackboard teaching after the implementation of the School Transformation intervention program.
- Activity based learning, using TLM, has been reported to be low, with 39.8% of the students reporting that their teacher uses this methodology of teaching. Teachers also expressed concerns in using activity-based learning method in a

large class size. However, they reported using activity-based approaches whenever possible, especially in mathematics.

- Some of the teachers reported using projectors to show educational movies/YouTube videos to students. There is absence of a well-defined curriculum/handbook/guideline for teachers to refer to for enabling consistent use of projectors and TLM/other activities for teaching for each chapter among all the teachers.
- It is essential to equip students with tools necessary to navigate the 21st century world. Thus, including web-related tools, teaching students critical and problem-solving skills, creating mind maps or a short animation ensures that the brain remains engaged.⁵⁵

The learning outcomes have improved among the students where the ANEW intervention is being/was implemented as compared to control schools, as per the results shared by Educational Initiatives study (see footnote) *

- A baseline and endline assessment study have been conducted by Educational Initiatives in partnership with KEF. Intervention schools have been defined as the schools receiving interventions from KEF and control schools are without interventions from KEF.
- As per the study results, there is a significant change in learning levels of students in both class 3 and 5 in language and Mathematics. The performance percentage of students increased from 39.3% to 62.4% from baseline to endline for class 3 language students in intervention with a medium effect of treatment as compared to control students. Similarly, for class 5 language students the difference in treatment and control school student learning outcome is 5.5 percentage points indicating a medium effect of treatment as compared to control. For mathematics as well, the treatment school students perform 5 percentage points higher as compared to control students.
- While the learning outcomes have improved in treatment schools and are better as compared to control school student, the study does not correlate the interventions by KEF with possible changes in learning outcomes. Further the study does not control for external factors which could be influencing the outcomes, as observed by Sattva

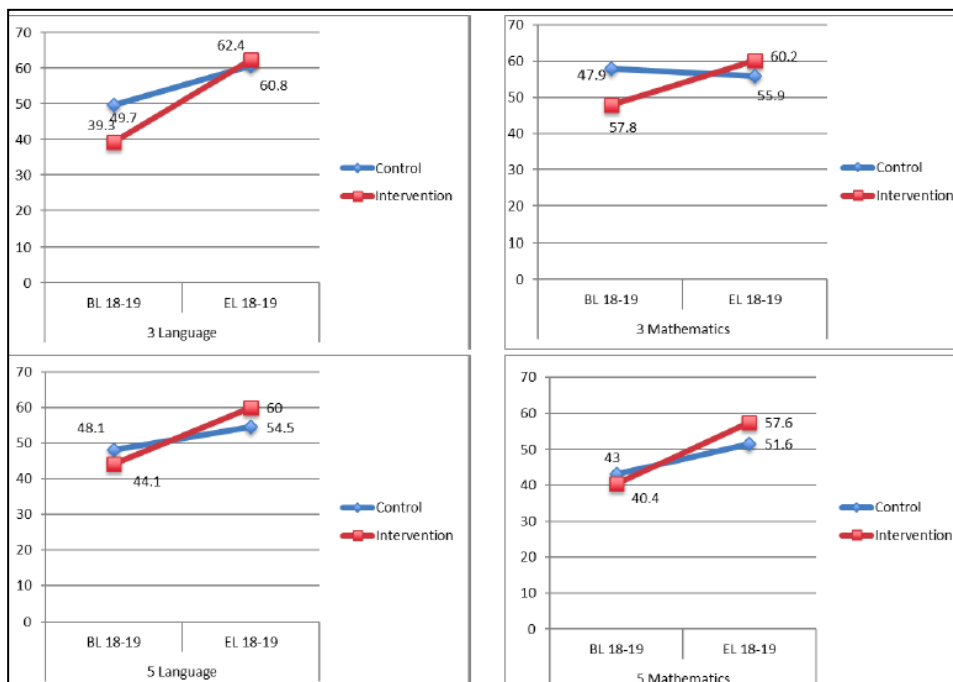


Figure 18: Educational Initiatives Student data

⁵⁵ [The Importance of Interactive Learning in School](#). QA Education. 2017

Note*: The study results are as reported by Educational Initiatives in the study conducted for the year 2018-19 and has been provided by KEF to Sattva. The onus of verifying the authenticity of the data lies with KEF. Sattva is not accountable for the authenticity of this data.

While there is an improvement in the soft skills of students, no major changes were observed in their learning outcomes from the School Transformation intervention program,

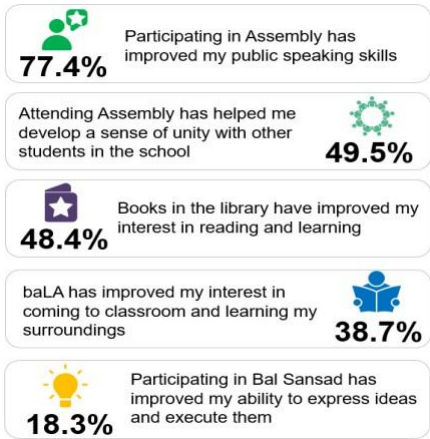


Figure 19: Observation of learning outcomes from the School Transformation intervention

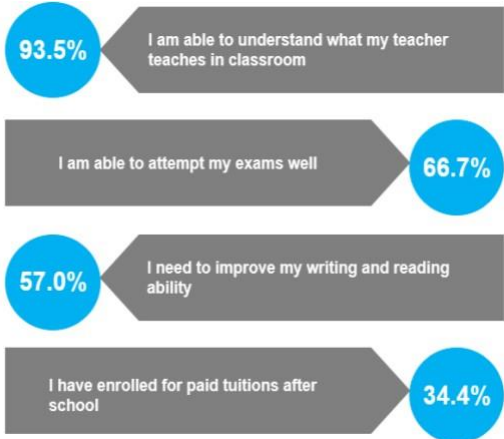


Figure 20: Improvement of soft-skills of students

(A) Perceived impacts

- There has been no major change among students with respect to learning outcomes after School Transformation intervention as seen by the teachers. Teachers reported that students were **always motivated** to come to school. However, presence of School Transformation intervention has boosted their motivation further. Activities such as baLA were found to have created a sense of excitement in the students. From parents’ perspective, students have become more vocal about what they learn in school and have remained engaged in updating about the happenings in school to their parents.
- From the lens of understanding what is taught in the classroom, 93.5% students reported to have understood what the teachers teaches in the classroom. This can be corroborated to the use of TIPPS to improve teacher’s delivery skills.

“I feel that Saksham Haryana and its content has created a change in SLOs. However, to create a change in learning outcomes through School Transformation intervention, the implementation processes needs to be regularized” –SMC member

“Little effect has been seen in change in learning outcomes through School Transformation intervention program. However, students enjoy learning through activities and technology, they are also fond of Fellows” –SMC member

“Creating videos which are used for self-reflection has revealed a creative side in us. Our ability to think-through a problem has increased” –Head Teachers who used TIPPS

What would you say about your academic performance from last year? (N=93)

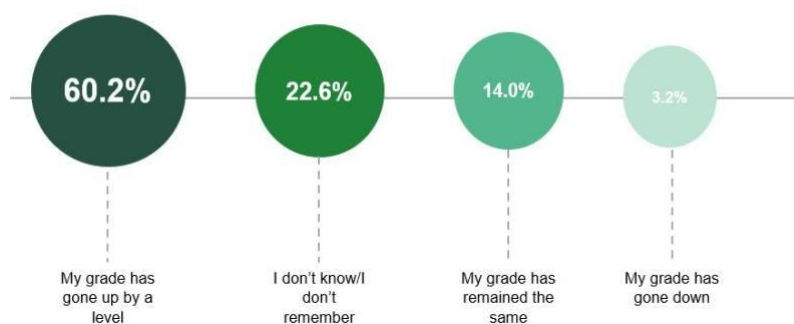


Figure 21: What would you say about your academic performance from last year?

- Change in grade-level was attributed to the implementation of Saksham program by the teachers
- School Transformation intervention has created an interest among students through audio-visual and interactive learning in class because of the trainings provided to the teachers
- According to the BEO, School Transformation intervention program should work in tandem with Saksham program to make the initiative relevant

While there has been an improvement in the involvement of parents in education due to the visit by Gandhi Fellow visits in the community, external factors such as such as long working hours and their nature of work is creating a roadblock for parents from being consistently involved in their child's education

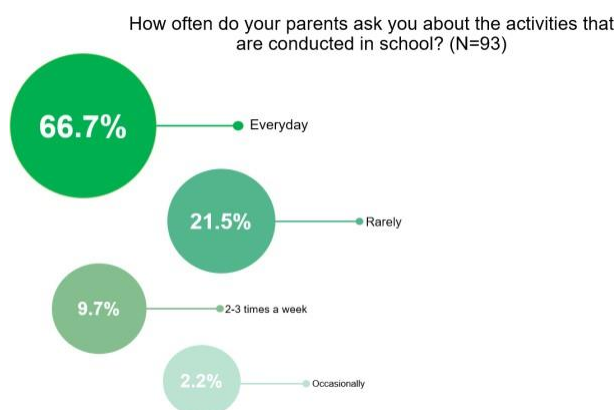


Figure 22: How often do your parents ask you about the activities that are conducted in school?

- During the discussion with parents, it was reported that they are starting to get more involved in their child's education. Upon asking what has created this change in involvement, they reported Gandhi Fellows to be visiting their community from time-to-time, living with them, getting involved in their activities and discussing regarding their child's progress in the school. Apart from attending Independence/Republic day celebrations, parents reported that they do not visit the school for other functions (if any).
- School Transformation intervention has not created much change among non-SMC parents. However, internal initiatives (follow-ups, PTMs) from teachers have made parent's more involved in their child's education. There is a mixed participation rate in different schools for parent-teacher meetings and participation rate varies from 80% to 30% across School Transformation intervention schools. This

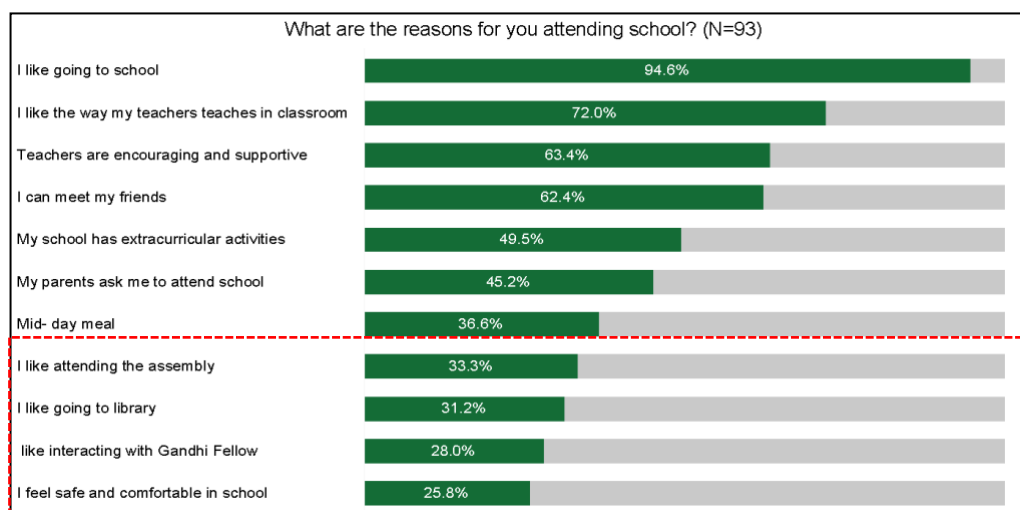
change can also be attributed to the involvement of SMC members who serve as a link between school and community. SMC encourages parents to be more involved in their child's education and school processes such as attending PTMs

- Parents' awareness about education has not increased significantly – Parents reported that they cannot devote time to their child in terms of being involved in their education due to pressure from work. While mothers try to help out the child with their homework, they can contribute only to some capacity since they are not well-educated⁵⁶. Discussion with parents reported that there is a willingness to create more awareness about education and taking out time to be involved in their child's education. However, their utmost priority was seen to be earning a stable income to sustain themselves.
- SMC members reported to be actively involved in their child's education (support in homework, discussing school activities)
 - They ensure that they are updated about their child's progress by interacting actively with teachers in PTMs.

⁵⁶ NOTE: Refer to the demographic information for data on mother's educational qualification

- Some SMC members are ad-hoc teachers⁵⁷ in schools, thus, allowing them to have better interactions with teachers
- Involvement as an SMC member gives parents a chance to make decisions, however, non-SMC members are not included in such decision-making processes of school operations/child's education. Collective decisions are taken by teachers and SMC members with respect to school infrastructure (constructing kitchens, calling plumbers)

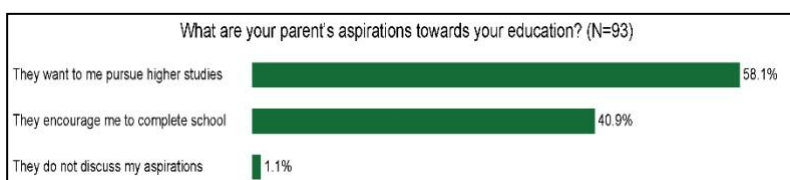
Activities under School Transformation intervention have not been perceived as a major enabler of motivation among students to attend the school



Graph 6: Perceived responses of the students on reasons for attending school

- For majority of the students, school is seen as a medium to learn as they not get a learning environment at home and hence are motivated to attend the school. Some of the students also said they like to going to school because they have their friends there.
- Willingness to go to schools because of assembly, library, interaction with fellows and feeling a sense of security among students is only 30%, as reported by the survey responses.
- According to parents, their children like going to school as they get to play with their friends and participate in games and the way the teacher teaches in the classroom. Teachers reported moderate interest among the children to be actively presence in the school. While they come to school regularly, however, there is lack of concentration or motivation among them. Activity based learning, use of tech and playground activities have been reported to be some of the motivators for children to come to school.

The aspirations of the parents have remained the same as before as majority of the parents have always aspired for their child to pursue higher education



Graph 7: Reported Aspirations of parents towards their child's education

⁵⁷ They are not permanently employed in the schools. But teach from time-to-time

- It can be established from the graph that there has been a mixed response in terms of willingness of parents to see their child pursue higher studies
- There is a certain level of encouragement (58%) from parents to pursue higher education. Discussion with parents reported that everyone aspires to see their children to study more and pursue a job better than what they are doing

Recommendations and Way Forward

RELEVANCE

1. Institute a systematic process, Needs Assessment exercise, prior to implementing the program as well during the program.

Areas of Improvement

Absence of a systematic process to identify and map the needs of the students and teachers

Way Forward

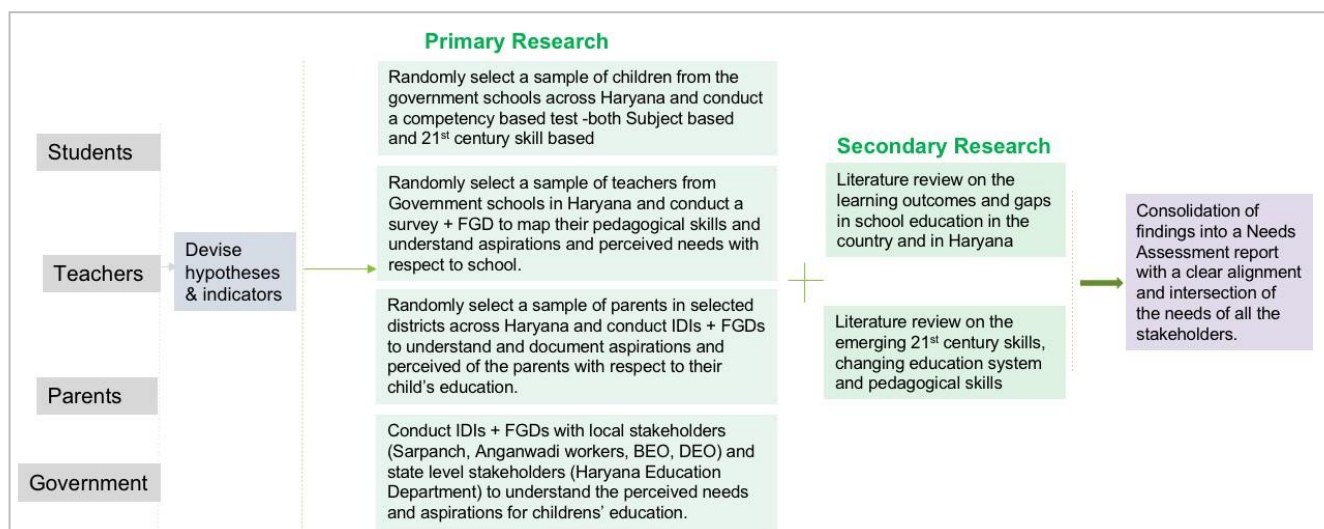


Figure 23: A systematic process to identify and map the needs of students, teachers, parents and government

2. Achieve clarity on the teacher and child competencies being transformed through research and evidence-based approach

Area of Improvement

Presently, the long-term outcome of the program is seen as improving student learning outcome. However, the activities in School Transformation intervention are primarily focusing on socio-emotional skills of the children. There is a gap in categorization of the specific socio-emotional skills being transformed and further mapping of these skills for each child. Similarly, while broadly the pedagogical and leadership skills have been defined for the teachers, there is a gap in clear bucketing of the skills.

Way Forward



Figure 24: Categorization of the specific socio-emotional skills

3. Adopt a collaborative and inclusive approach towards design of the program activities.

Area of Improvement

Presently, as per the discussion with the BEO, DEO, teachers and parents, there is an absence of clarity among the stakeholders about the program design and activities. The program is being run parallel to multiple government intervention and hence there is a lack of clarity among the stakeholders on activities specific to KEF and their role in school transformation. The teachers and parents, during the discussions, were only able to associate Gandhi Fellows with the program or support received from KEF.

Further, the programs which have been designed with community inclusive/stakeholder inclusive approach have been found to be more coherent, transparent, accepted and successful among the stakeholders.⁵⁸ Engagement of the community members as collaborators is powerful on various levels. Adopting a bottom up approach towards program design to identify critical needs and factors/enablers to address the needs has the potential to improve a target population's participation and interest in the program.⁵⁹ A shift has happened from supply-driven approaches to demand-driven approaches, and from centralized command-and-control approach to resources and services to co-management or local management of resources and services. This shift intends to increase equity, cost effectiveness, empowerment and efficiency. efficiency, equity, empowerment, and cost effectiveness.⁶⁰



Figure 25: An inclusive approach towards designing program activities

Way Forward

Approach towards collaborative and inclusive program design:

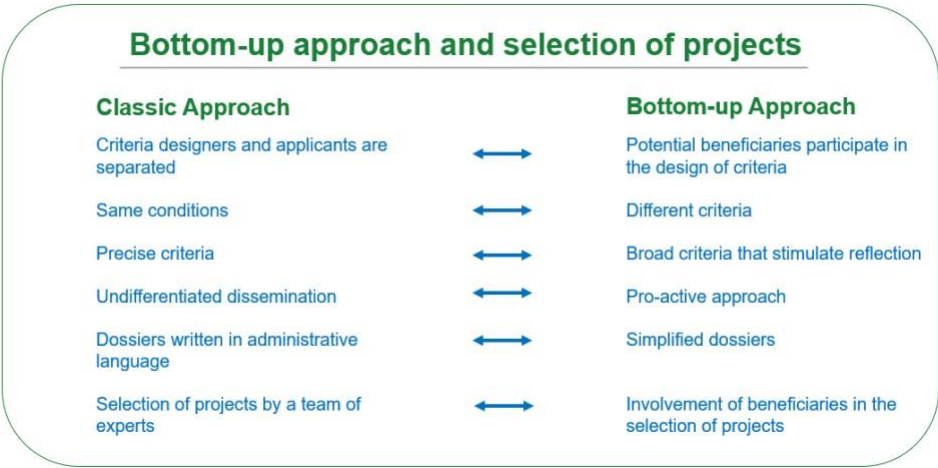


Figure 26: Bottom-up approach and selection of projects

⁵⁸ Lucia Zundans-Fraser & Alan Bain (2016) The role of collaboration in a comprehensive programme design process in inclusive education, International Journal of Inclusive Education, 20:2, 136-148, DOI: [10.1080/13603116.2015.1075610](https://doi.org/10.1080/13603116.2015.1075610)

⁵⁹Lakhanpaul M, Bird D, Culley L, et al. The use of a collaborative structured methodology for the development of a multifaceted intervention programme, Chapter 2, Overview of project design, collaborative approach and methods. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK260081/>

⁶⁰ [Designing Community Based Development](#). N, Deepa. 1995.

4. **Align and complement the program with Saksham Haryana with focus on inculcating 21st century skills enabling synergies between the on-going interventions in the state and intervention schools and adopting a collaborative approach with other ecosystem player to prevent overlaps and redundancy in program design.**

Area of Improvement

During the in-depth interviews with the teachers, Saksham Haryana program was recognized as the key player in improving student learning outcomes. There was a gap observed among teachers to be able to differentiate/clearly identify the impact of ANEW interventions. Similarly, in conversation with BEO of Farrukhnagar and DEO of Gurgaon, a gap was observed in the BEO's understanding of the intervention in School Transformation intervention apart from teacher training. Further, it was reported that, leadership trainings are also being held as a part of other interventions.

Way Forward

- Collaborate with Saksham Haryana (SH) team and align the interventions as per SH's and KEF's objectives
- Make clear distinction in terms of program outputs and outcomes among the stakeholders.
- Propose the intervention as complementary to Saksham Haryana program with a focus on softer aspects/skills to be strengthened among children for better learning outcomes and their holistic development.

EFFECTIVENESS

1. **Adopt a logical framework approach to clearly differentiate between inputs, outputs and outcomes with defined timelines to measure outputs and outcomes for Gandhi fellows and teachers.**

Area of Improvement

The IC4 framework shared by KEF details out the key activities to be conducted in School Transformation intervention program along with outputs and outcomes. However, there is a gap in clear distinction between inputs, outputs and outcomes to track the progress of the program. Further, the framework does not define timeline for each of the activity to happen on ground.

Way Forward

Logical Framework approach, as a methodology, has been defined as a systematic and visual approach to designing, executing and assessing the programs in short term, medium term and long term.⁶¹ A log frame matrix forms the basis of an actionable work plan to guide implementation along with defined means of verifications, throughout the program lifecycle with defined timelines.

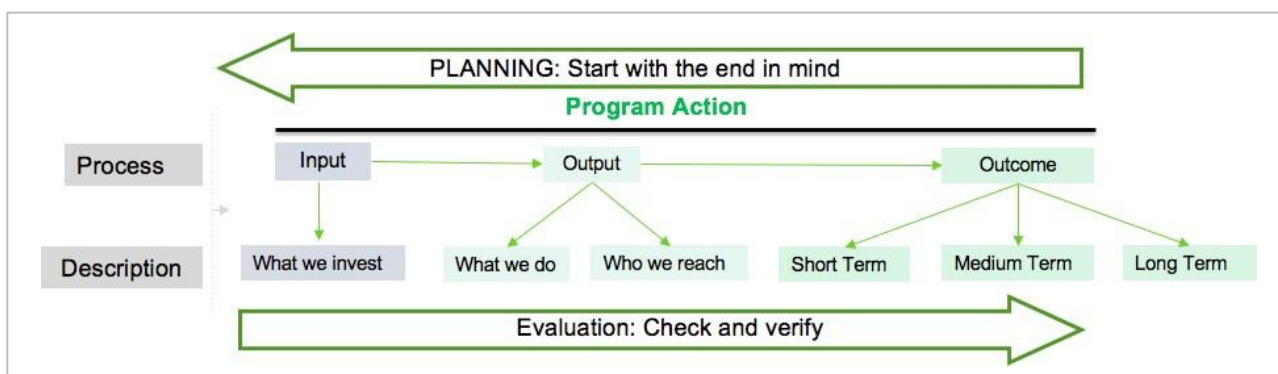


Figure 27: A logical framework approach

⁶¹ Greta Jensen, [Log frame guide](#), BOND, 2010

2 ANEW Program Team: Strengthen the documentation of the program processes and share with all the stakeholders

Area of Improvement

During the study, a step by step implementation with integration and intersection of the roles and responsibilities of all the stakeholders and defined timelines could not be established.

Way Forward

It is recommended to create a standard operating procedure for the program as the program involves multiple stakeholders in implementation. Creation of a well-defined SOP for the program will enable easier understanding of the program, inter-connectedness of each of the activity with step by step implementation along with clear outline of roles and responsibilities of each of the stakeholder for the program. – [SOP template sample](#)

3 Create a handbook of curriculum/activities for the School Transformation intervention program for reference of teachers and parents

Area of Improvement

Presently, there is lack of clarity among the teachers, DEO and parents about the activities that are being conducted under School Transformation intervention program with respect to teacher-level interventions and children-level interventions. During the FGD with parents, it was reported that they have not attended any of the activities in school assembly.

Way Forward

It is recommended to create a handbook for teachers and parents outlining each of the activities to be done by the month/week basis and process to conduct the same. Further, adding a checklist/observation list post the activity to be marked by the teachers will help in creating accountability and also the perception of clear impact of ANEW intervention.

Similarly, there is a need to share/create awareness of the activities/initiatives being taken by ANEW team at parents level. A sample for manual/handbook for teachers can be seen here: [Teacher's manual for ECCE and early grades](#)

4 Strengthen the allocation of Gandhi Fellows and Program leaders for school visits and observations

Area of Improvement

During discussion with multiple stakeholders, a concern was expressed regarding the time being by Gandhi Fellow in a school and visit of program leaders in the schools. Gandhi fellows expressed that managing five schools at once becomes a challenge and allows for less time and attention in one school. Similarly, the teachers and DEO also reported that there are times the fellow does not visit the school or the fellow is required for more time. Further, a gap was observed in terms of plans of program leaders visits to schools.

Way Forward

Focusing on quality over quantity and increasing the Gandhi fellowship batch size or reducing the number of schools being targeted is recommended. Further, a well-defined plan of school visits for both fellows and program leaders to be devised and circulated among the stakeholders (DEO, BEO, School teachers) for better coordination and reduced misalignment.

5 Improve the frequency of trainings and the number of trainings for leadership and pedagogical training

Area of Improvement

During the discussion with teachers and DEO, a lower recall on recent trainings was reported. In some of the cases, the teachers reported that in last 3 years, they have attended 2-3 trainings only. Further, DEO reported the need for increased number of training with more frequent trainings to maximize the impact of the program.

Way Forward

Collaborate and devise a well-defined plan for teacher training for each year along with the topics to be trained upon and circulate the same among the teachers for better involvement and reduced misalignment.

6. Strengthen the component of library and Bal Sansad from student participation perspective and assembly component from parents' participation perspective

Area of Improvement

As per the primary data, an inconsistency was observed with respect to usage of library as well as awareness or understanding of Bal Sansad among the students. Further, in conversation with DEO, it was reported that there is a scope of improvement in library component by the ANEW team. Currently, the libraries are not fully functional and have not been integrated in the school system and is not a common practice among teachers and students, as reported.

During the conversation with parents, it is reported that they have not attended assembly event in the school. The same was corroborated by the students during survey.

Way Forward

Library

- Integrate library into other extra-curricular activities in the school and build the capacity of the teachers to conduct and manage library activities to improve usage of library among the children.
- *Program to look at:*
 - Akshara Foundation's [Classroom Library program](#) and the research report of Akshara Foundation on [The Library Program Learnings](#) on findings and recommendations
 - Centre for Learning guide's to set up an open school library : [The Manual](#)

Bal Sansad

- Encouraging teachers to integrating Bal Sansad in school activities
- Forming a Bal Sansad
- For approaches to child participation in Bal Sansad: [Approaches to child participation](#)
- Bal Sansad success story: [Yes, Prime Minister](#)

Assembly⁶²

- To increase the involvement of parents, it is recommended that themed events are organized such a sports day or health eating or environment day, where the child is supported by their parents to create content on the topic and present it during the assembly or open day at school.
- For students, define the core values to be inculcated through the assembly and devise a well-defined plan to conduct assemblies with student participation.

7. ANEW Program Team: Strengthen the component of SMC/community engagement with respect to rigor in implementation and higher involvement of parents in child's education.

Area of Improvement

During the discussion with SMC members and parents, it was observed that there is an absence of regularity in the meeting and a lack of well-defined plan for the SMC meetings.

Way Forward

- Motivation of parents towards being a part of the School Management Committee needs to be fostered. To achieve this objective a common understanding regarding the importance of community participation in School Management needs to be developed amongst community members through conducting orientation meetings with parents.

⁶² Please find a case-study on school assembly in the Annexure-IV

- There is a gap with respect to members not adequately prepared or equipped to carry out their roles and responsibilities, necessitating the need for capacity building among the members and their defined roles and responsibilities as members.
- Devising well-defined plan for SMC meetings by school and KEF for each academic year is recommended.
- Further, create a parent champion to document and track the discussions during the meetings to form an actionable work plan/plan of change for the school.
- *Potential Partners/ Models to follow:* [Saajha model of engaging parents in child's education](#)

8. Strengthen the monitoring and evaluation mechanism for the program across stakeholders , thereby aligning on the reporting structure for the program on the basis on output and outcomes defined for each activity across the stakeholders.

Area of Improvement

Current mechanism of monitoring and evaluation is observed to be disintegrated and not being tracked and measured as per output and outcome indicators defined. Further, there is a gap in understanding and alignment of the progress of the activities among the stakeholders.

Way Forward

As the program involves multiple stakeholders, it is recommended that ANEW team institutionalizes a concurrent monitoring and evaluation mechanism with centralized database to share and align the progress with all the stakeholders, as per the defined output and outcome indicators.

For measuring outputs

My journey app/School Transformation intervention progress check 7 Across the stakeholders 7 Realtime monitoring 7 Month to month progress review with all the stakeholders jointly

For measuring outcomes

- Define short term, medium term and long-term outcomes of the program on teachers and students.
- Conduct internal formative assessments focused on assessing learning outcomes and soft skills in a systematic manner for students.
- Conduct teacher assessments (observatory + application based) and use data for course correction.

Broadly defined output and input indicators for each of the stakeholders are given in the annexure

9. Enable a process to include documented feedbacks from the primary and secondary stakeholders in the progress report.

Area of Improvement

During discussion with multiple stakeholders, a formal mechanism to take and document the feedback from teachers and parents was found to be absent.

Way Forward

It is recommended to devise a well-defined process to take feedback from the teachers and parents periodically and document it for informed and evidence-based course correction.

IMPACT

1. Facilitate online training platforms for teachers for more inclusive and widespread teacher trainings and increased knowledge sharing/cross-learning among the teachers across schools.

Area of Improvement

During the discussion with teachers, it was reported that while head teachers, if there is an opportunity, would share the learnings from trainings to teachers, however there was no official process around it. Further, a need was expressed with respect to enabling training for remaining teachers as well and cross learnings.

Way Forward

Initiate online training for the teachers by their competency and preference of topics. Further, initiate online pre and post training self- assessments to track the progress of the teachers and online forums (teacher learning hubs) for further discussions/cross learnings.

2 Enable and build capacity for teacher and community ownership for continuation of the activities in schools without the support of fellows.

Area of Improvement

During the discussion with fellows and teachers, it was reported that the progress on School Transformation intervention activities slows down if the fellow is not present. The fellows expressed concerns on sustainability of the interventions once they are not in the schools as the teachers do not take up the activities and there are times that the activities or SMC meetings do not happen at all.

Way Forward

- Alignment of the activities with Saksham Haryana program will inculcate higher sense of accountability among the teachers
- Emphasizing on the partnership with Government and getting a buy-in from local administration will encourage discipline among the teachers with respect to the School Transformation intervention activities.
- Evidence based approach to establishing credibility of the program and differentiating the impact of program with Saksham Haryana will increase the confidence of the teachers in taking up the School Transformation intervention program.
- Create teacher champions and parent champions in each school/community and build their capacity to drive the intervention.
- Online forums/ continuous online support to teachers and parents from ANEW team on the implementation of the activities.

3.2 Digital Enablement

Section 3.2 focuses on giving a detailed explanation of the findings from the study on “*Relevance*”, “*Effectiveness*” and “*Impact*” of the ANEW Digital Enablement initiative.

Sattva surveyed a total of 50 **Tab Lab students** and 60 **Non-Tab Lab students** who were a part of this program. In-depth interviews were held with 8 **parents** and 6 **Head Teachers** from Tab-Lab schools. The sample considered for the survey is representative of the beneficiaries impacted by the program undertaken by KEF.

Socio-demographics composition of the respondents

Both tab lab and non-tab lab students, who participated in the survey, are similar in socio-demographic characteristics. The survey respondents consist of equal percentage of boys and girls with average age being 9 years. The educational qualification of the father and mother is reported to be similar for both the cohorts with higher percentage of parents being educated up to class 10 or below. The representation of respondents for tab-lab from Sohna is lower due to the unavailability of students as most of the families migrated back to their homes. Majority of the students are from class 4th-6th.

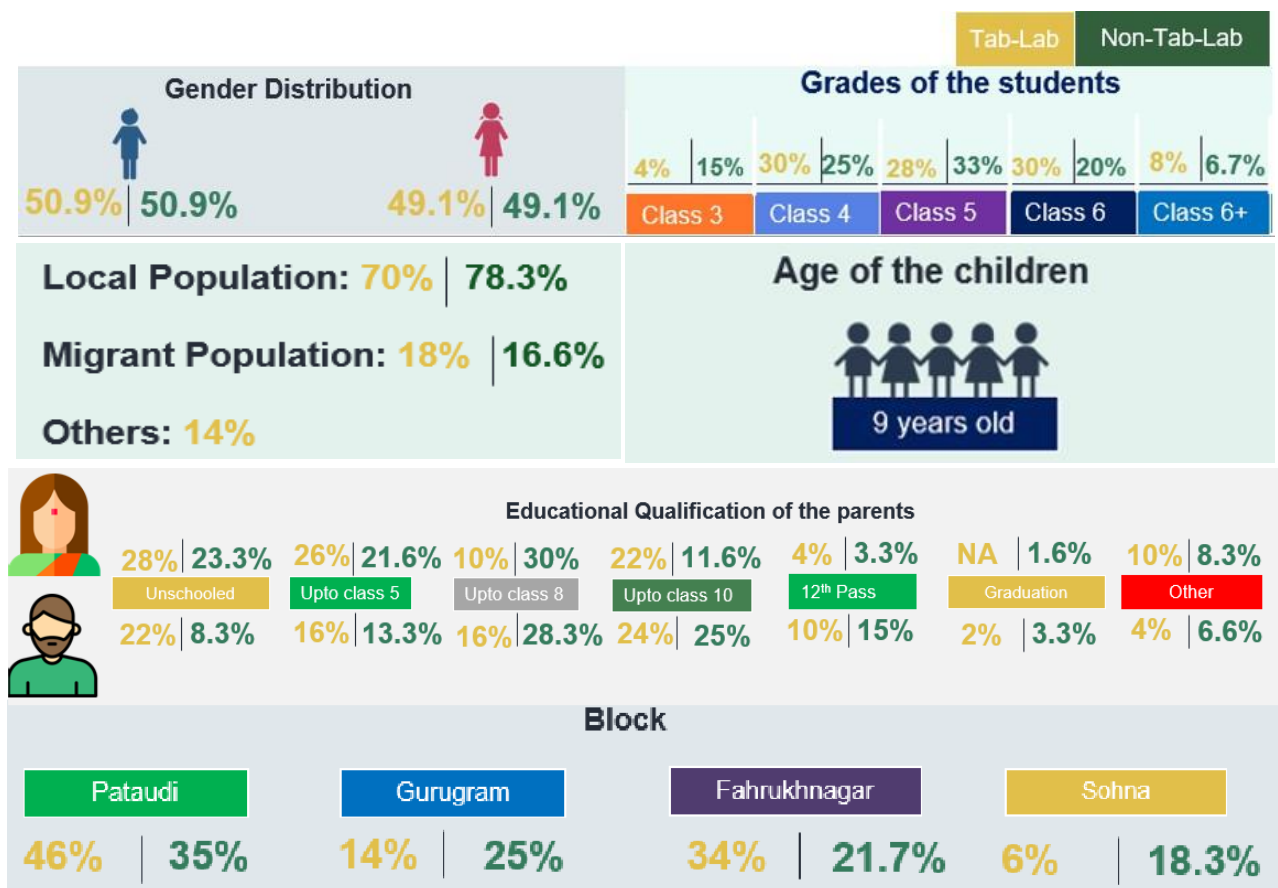


Figure 28: Demographic composition of respondents

Relevance

Relevance assesses the extent to which the program ensures suitability to the needs of the target group, pertinence to the market conditions and maximization of impact as part of design and execution.

Following are the key indicators for the criteria:

- Identification of the needs of the community for the intervention in a systematic and scientific manner periodically
- Alignment of project objectives and activities with the identified needs of the community
- A well-defined selection criterion for the intervention schools and community members.

To triangulate the data from ground, stakeholders across the spectrum of the education ecosystem with respect to ANEW program were included in the study to arrive at the insights. Following are the stakeholders included for this section: Students, teachers, parents, Block Education Officer (BEO), District Education Officer and Program Team.

Key Insight

- **Digital Enablement intervention is aligned with the need for integrating technology as a medium to improve quality of teaching and learning at school.**
- **There is a scope for improvement in enabling the processes to systematically and concurrently identify and align the needs of the target group with program objectives and activities**

Detailed Findings

Digital Enablement intervention is aligned with the need for integration of technology as a medium for adaptive learning among students and digitizing administrative tasks for teachers

Objective of Digital Enablement Intervention

The objectives of Digital Enablement intervention have been defined in MoU as following:

- Building leadership in education by facilitating sustainable changes in the leadership abilities of HTs, Teachers & Education officers.
- Demonstrating a low-cost comprehensive model of technology through Tab-Labs and digital enablement of Head-Teachers to impact learning outcomes in students

Needs identified among the teachers, Government officials and parents during the study

- Teachers expressed the following needs:
 - Need for tech for administration purposes for teachers and interactive mediums for learning is necessary for students: marking attendance, sending emails, daily planning sheets were some of the needs expressed by teachers. Further, they also reported that tech-enabled mediums for interactive learning be introduced to enhance the engagement of the students in classroom and bring better clarity on the concepts

- Need for more staff: All interviewed teachers reported the need for more staff. Performing administrative work along with managing and teaching, they expressed the difficulty to multi-task
- BEO of Fehrurkhnagar expressed the following needs:
 - Better infrastructural facilities (computers, printers): Currently, the intervention schools do not have computers and printers which is required to carry out basic administrative tasks.
 - Need for **more staff** in schools: This can be corroborated from the discussion with teachers as well, that there is indeed a need for more staff in schools. For example, one teacher handles a minimum of five classes, which is not enough to provide quality classroom teaching to students.
- Parents expressed the following needs:
 - A need to **incorporate tech** into the curriculum for better exposure/awareness: Parents feel that it is important to be equipped digitally to keep up with the times, i.e. in the digital world we live in. In fact, the need for tech was expressed immensely during the current time of the pandemic since students were not being able to attend school. Integrating technology ensures that learning has a fun element in it, along with keeping students engaging.⁶³ According to the Haryana government, the need to equip schools with digital labs would ensure an immersive learning environment and help them curb the language barrier and enable students to access a larger platform for various tools and resources needed to enhance their knowledge.⁶⁴
 - Quality teachers: Parents expressed the need for more qualified teachers in terms of their ability to focus on individual student learning. Discussion with parents reported that they have not observed changes in the SLOs of their children within the current teaching in the classroom

Alignment in needs

Implementation of tab-lab in schools has enabled mediums of learning through technology for students. Further, provision of tablets to head teachers is aligned with the need for using tech to handle day-to-day tasks and also enhance their teaching skills.

- Tab-labs were set up in schools to
 - Introduce ICT as a learning medium to enhance digital literacy among students and teachers by providing head teachers with tablets and a dedicated tab lab classroom for students
 - Personalized learning experience for students in terms of receiving individual tablets during tab lab sessions where each student gets to reading stories, perform exercises in the beginning and at the end of every chapter
- Following are some components in Tab lab which lead to interactive-based learning
 - **Reading stories/games:** Activities including story-reading and educational games may be used as teaching aids to engage students and encourage them to participate⁶⁵. While story-reading may be used to help students comprehend material⁶⁶, process concepts and enhance their imagination, games may improve students' memory, reasoning and build vocabulary⁶⁷.
 - **Teacher-assisted sessions:** Within a classroom environment, teachers using audio-visual and digital aids to enhance student attention, enables them to understand complex or intangible concepts and improve student participation in class⁶⁸. In this manner, the flipped classroom model applies in which the classroom space is interactive in nature, where students are encouraged towards creative engagement and application of concepts⁶⁹.

⁶³ Gurugram schools warm to laptops, tablets in classrooms. Hindustan Times. 2017

⁶⁴ Digital Tab lab for schools- Govt. of Haryana. S.I. India Awards. 2019

⁶⁵ Benefits of Educational Games in the Classroom. Bright Hub Learning. Published June 16, 2016. Accessed August 20, 2020.

⁶⁶ Idol, L. and Croll, V.J., 1987. Story-mapping training as a means of improving reading comprehension. Learning Disability Quarterly, 10(3), pp.214-229. Available from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.943.6253&rep=rep1&type=pdf>

⁶⁷ Huyen, N.T.T. and Nga, K.T.T., 2003. Learning vocabulary through games. Asian EFL Journal, 5(4), pp.90-105. Available from: https://www.researchgate.net/profile/Syamsul_Fozy_Osman/post/How_useful_is_a_language_game_in_improving_English/attachment/t/59d63b7fc49f478072ea749e/AS:273742461112326@1442276697107/download/learning+vocab+through+games.pdf

⁶⁸ Long, T., Logan, J. and Waugh, M., 2016. Students' perceptions of the value of using videos as a pre-class learning experience in the flipped classroom. TechTrends, 60(3), pp.245-252. Available from: https://www.researchgate.net/profile/Taotao_Long/publication/297601145_Students%27_Perceptions_of_the_Value_of_Using_Videos_as_a_Pre-class_Learning_Experience_in_the_Flipped_Classroom/links/5727ab5908aef9c00b8b4e9a.pdf

⁶⁹ Office of Medical Education Research and Development. [What, why and how to implement a flipped classroom model](#). Accessed August 19, 2020.

- **Curriculum-aligned content:** To engage the students outside the classroom environment, sharing audiovisual and interactive content may be shared with students as a part of their homework⁷⁰. Students could actively learn through interactive features which lets students take their time, and the use of guiding questions while interacting with the audiovisual content shared outside of the classroom⁷¹.
- Tablets were given to HTs to digitally equip them with skills such as sending emails, creating excel sheets and accessing resources for their learning and development

Prior discussions are held with Government officials to align on the need for intervention and verbal feedbacks are taken from the teachers periodically for upgradation.

However, there is a scope of strengthening the needs assessment exercise by institutionalizing a systematic and scientific process to identify the capacity of students and teachers to learn through tabs, concepts which require adaptive content, and the tasks which can be digitized for administration

- The ANEW team met with Government officials (BEO, SCERT) before the beginning of the program in 2017 to speak about teacher and HM and student's needs, as reported by the Program team. Needs such as building digital skills/literacy for teachers and students were identified in an informal manner through discussions
- Discussion with the Program team reported that there is an absence of a needs assessment process to gather qualitative or quantitative data which documents teachers and students needs in a periodic manner. It can be assumed that the discussion happened verbally between the two parties (ANEW team and Government) and that no transcripts were created to document the discussion.

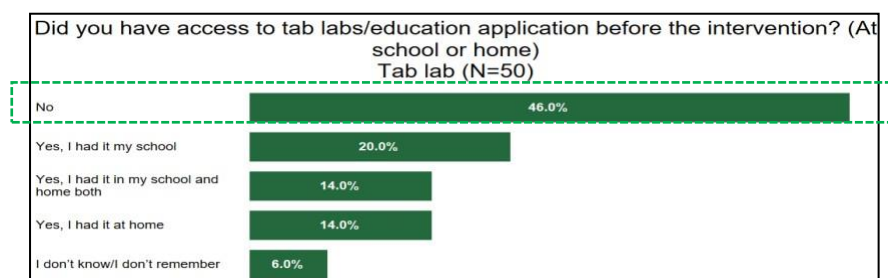
Gaps in activities and needs

- Teachers reported tablets as not very useful in terms of using it for administrative purposes such as creating attendance sheets. However, a detailed discussion could not be established from the teachers.
- Adaptive learning among the students is not being enabled through current design of the intervention as the students revise the chapters as directed by teachers
- As per the Impact Assessment study, it was reported that:
 - Teachers think of Tab-labs as a medium of revision tool only since they already teach the same content through textbooks
 - While some parents are aware that their child uses tablets in schools, their understanding about the purpose of using the tablets is not clear, i.e. to improve the student learning outcomes. The same could be established from the conversations held with the BEO and DEO.

⁷⁰ [This is how digital education is fixing education system in India](#). India Today. Published September 2, 2019. Accessed August 19, 2020.

⁷¹ Brame, Cynthia J. Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content. CBE – Life Sciences. Winter 2016, 15:es6, 1-6. Available from: <https://www.lifescied.org/doi/pdf/10.1187/cbe.16-03-0125>

Digital Enablement targets right schools and the students who are in need digital mediums of learning for improving their learning outcomes



Graph 8: Accessibility to tablets/tech tools prior to DEP among the students

Selection of schools

- Target schools have been pre-defined by the Government
 - Selecting schools from economically backward areas
- Geography of intervention and classes/target group pre-defined by KEF as per their vision and model
 - Mix of both urban and rural locations
 - Migrant populations
- While selection of schools was pre-defined, survey responses suggest that maximum students have reported to not have access to tablets/education application before the program as shown in the graph above

Effectiveness of the interventions

Effectiveness assesses the extent to which the objectives of the program have been achieved; Identification of supporting processes and systems influencing the achievement/non-achievement of objectives

Following are the key indicators for the criteria:

- The programs are designed with defined processes and systems to bring the desired outcomes in a timely manner.
- Project team has clear visibility of the key factors influencing the achievement or non-achievement of objectives.
- The centers are adequately equipped to improve the quality of implementation and achieve the goals of the program
- The program includes a monitoring and evaluation function/ team to measure the progress of the intervention

Key Insights

- Overall, for standardization and rigor, there is a scope of improvement in defining and documenting systems and processes for implementation of the intervention
- There is a need to clearly define output and outcomes indicators for the intervention to enable a robust monitoring and evaluation mechanism.
- There is a need to clearly define the end-to-end implementation process and assignment of roles and responsibilities among the stakeholders.
- Impact measurement mechanisms need to be institutionalized to understand the impact of learning through tech on student learning outcomes and ease of managing administrative tasks among teachers

Detailed Findings

The output indicators have been broadly defined in MoU, however, there is a scope of improvement in clearly defining and differentiating between the output and outcome indicators for the Digital Enablement initiative to enable a robust monitoring and evaluation mechanism

- The process to map and define the output and outcome indicators (Short term, medium term, and long term) from multi-stakeholder perspective using Logical Framework Approach is absent.

The infrastructure is reported to be adequate to facilitate the initiative, however, concerns around security of the tablets were reported by the teachers

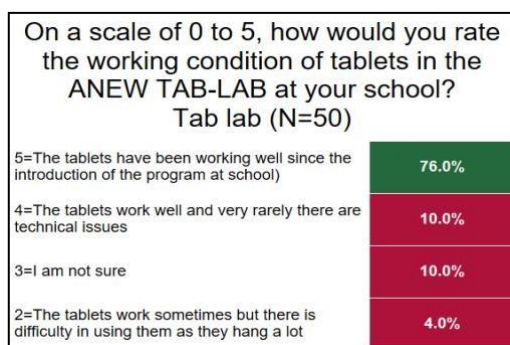
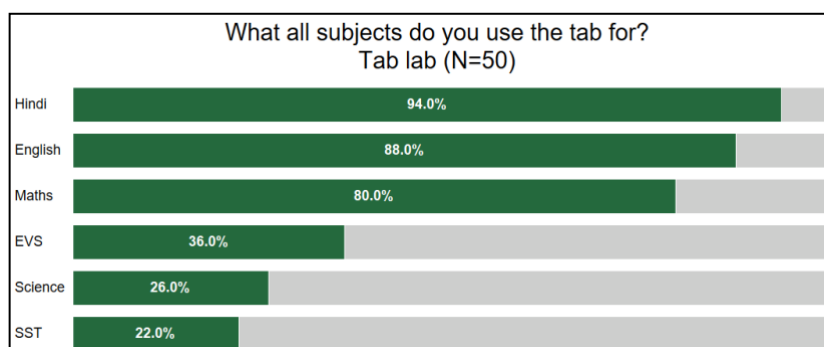


Figure 29: How would you rate the working conditions of the tablets in the ANEW TAB-LAB at your school?

- **Students:** 76% reported tablets to be in good working conditions
- Discussion with **teachers** reported the following
 - One teacher reported to have bought chargers for the tabs
 - Need for chairs in class as students sit on the floor
 - Tablets are locked inside cabinets for safe keeping. However, a need for stricter security measures were expressed by teachers as there is no one to guard it during the pandemic

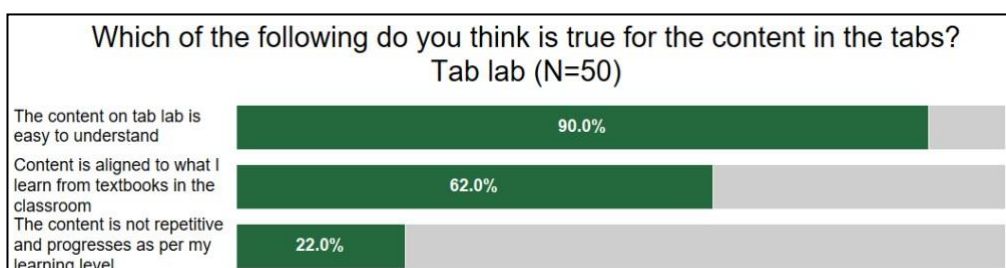
The alignment of content on tablets with school curriculum enables the students to improve their understanding of the concepts taught in the classroom, thus making tablets as a useful medium for enhanced learning



Graph 9: Subjects included in the tablets for the students

- External content team- ConveGenius was responsible for putting together the content for Maths, Hindi and English
- KEF aligns internally on the following
 - Contextualizing content according to priorities of a school
 - Mapping content with Saksham and SCERT syllabus: Content of school textbooks are looked at before designing the content in the tablet

***The content in the tablet is easy to understand, as reported by students.
There is a scope of strengthening the utility of tablets for personalized learning through enabling adaptive content on the device***



Graph 10: Perception of students on the content in the tablets

- 90% students reported tab lab content as easy to understand because of the video format
- Less than 70% say that there is alignment of tablet content with school textbooks.

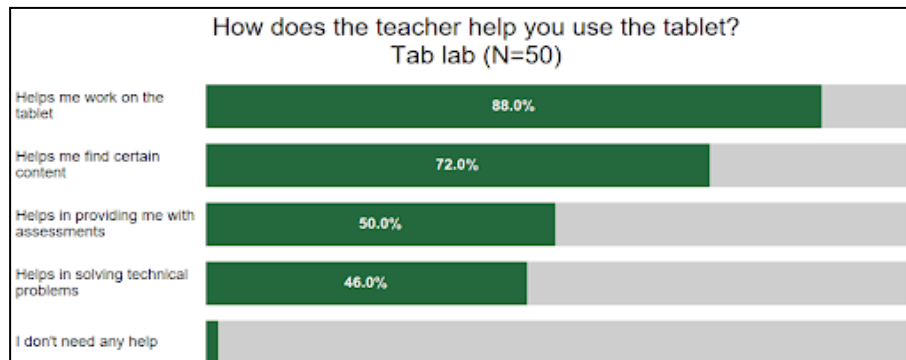
Discussion with teachers reported the following:

- Content is not set as per the learning levels of the student. Chapters in the tablet are picked by teachers and every child learns the same content at the same time
- Every student has to do the same kind of assessments whether they are performing well or poor in the class. There are no personalized assessments to understand the learning level of the child. Using adaptive learning in technology responds to a student's performance to adjust to help him/her facilitate learning in real time.⁷² According to a report by Bill and Melinda Gates Foundation on using adaptive learning to improve outcomes, 'students learn best when the content is tailored to their individual needs, interests and skills'.⁷³

⁷² [Adaptive Learning Technology Can Change Your Classroom](#). McGraw Hill. 2019

⁷³ [Institutional case studies: Using adaptive learning to improve outcomes](#). G, Cory. Bill and Melinda Gates Foundation. 2016

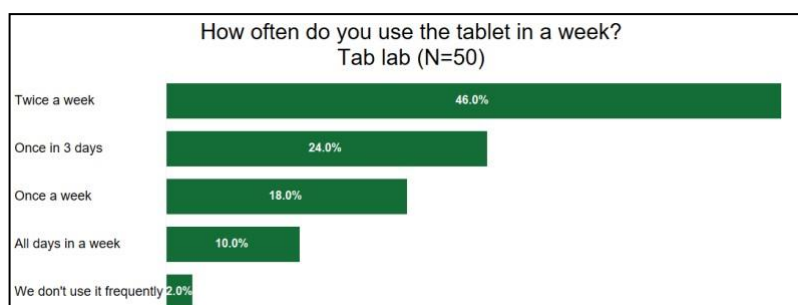
Teachers are adequately skilled to support the students to navigate through the content on tablets. There is a scope of strengthening the ability of the teachers to check students' progress on tablet with respect to usage time and assessment results to enable them to take up tab-lab classes in absence of Gandhi fellows as well.



Graph 11: Perception among the students with respect to help provided by the teachers on tablets

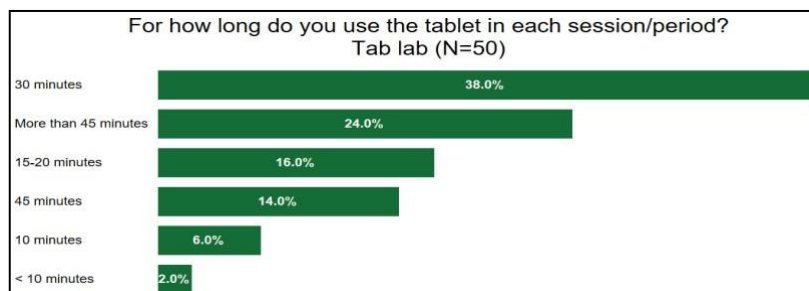
- Teachers reported that they are able to navigate through tablets. Whenever they are not able to, they seek help from Gandhi Fellows. Teachers, during the conversation cited knowledge on the content on the tablets, however, in terms of viewing student progress and checking on the assessments given by the students, teachers' knowledge was reported low.
- Assessments on tab-lab are not integrated into the main assessments in school and hence the teachers are not involved in the assessment rigorously.
- Further, higher level of attention was reported towards Saksham tests by the teachers. The teachers reported issue such as chaos in the class and mismatch of the content in the tablet with flow of chapters in the book and hence low uptake of tab-lab classes, especially in case of no fellow support. Fellow was absent for 2-3 months due to health issues and hence tab lab classes were not happening in GPS Darbaripur). Thus, indicating an inconsistency in terms of using tablets without the presence of fellows

Integration of tab-lab classes in time-table enables rigor and regularity in the implementation. However, inconsistency in time usage and components usage such as Google BOLO, reading stories and watching needs to be strengthened for enabling a standardized process of implementation



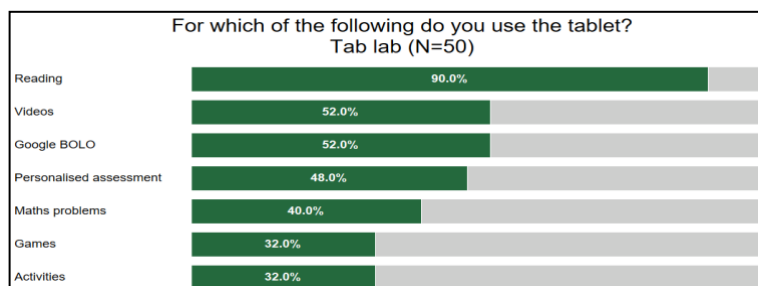
Graph 12: Frequency of usage of tablets in a week as reported by students

- Tablet usage in a week varies from twice in a week to once in 3 days in a week, thus indicating an inconsistency in frequency since according to the process, there is a defined frequency for using tablets in tab lab sessions



Graph 13: Time duration of usage of tablets per session as reported by students

- While 38% students reported to have used the tablets for 30 minutes, 24% used for more than 45 minutes, thus, indicating a need to standardize the duration for which tablets are given to students in Tab-Lab classrooms



Graph 14: The type of content accessed by the students on the tablets as reported by students

- Majority of the children reported to be reading on the tablet, while 52% only reported watching videos on the tab-lab.
- There is inconsistency in coverage of students on using Google BOLO with only 52% of the students reported using the app.
- 48% of the children report using personalized assessment, indicating a lack of standardized process in usage of Tablet for improving learning levels

There is a scope for strengthening the monitoring process with respect to attendance in tab-lab class and utilization of student usage data to correct the inconsistencies and inform the course of the intervention

• Progress of Tab-lab program

- Usage reports prepared by ConveGenius for students given to teachers by fellows, when asked (not defined by the time): The usage reports of using the tablet (total number of hours used, etc.) by students are given by fellows to teachers only when asked. However, a well-defined frequency of sharing the usage reports could not be determined from Sattva's discussion with teachers.
- Dashboard of the student assessments (number of chapters completed, number of students, number of classes done) can be accessed only by fellows. It cannot be accessed by teachers directly due to the lack of internet facility on the tablet. The data shared with Sattva was for FY 2018-19 on usage of the tablet and learning levels. Monthly tracked data could not be shared during the study.
- Attendance is taken for students in the morning and after lunch break. No separate attendance taken for Tab-lab classes and monitored.

There is a scope of institutionalizing an impact measurement mechanism to understand the changes (pre and post/comparative) through the use of tablets on student learning outcomes and digital skills of the teachers

- While the assessments within the tablets are present, there is an inconsistency in uptake of the assessments and utilization of data from assessment results to improve student learning outcomes. It was reported by the teachers that the assessments within the tablets are not taken into consideration to understand the scope of improvement in learning levels of the student.
- An observational approach is adopted to notice behavior change among teachers with respect to using digital medium. However, there is no process in place to track the progress in a systematic way to be able to create an actionable change
- During the discussion with teachers, it was reported that verbal feedback is taken by fellows. PLs accompany fellows on a need basis to schools to speak to teachers regarding the performance of students in terms of their studies as reported by teachers. However, the frequency has not been defined. According to the teachers, verbal feedback is taken by fellows and is accompanied by the PL on a need basis. However, the frequency has not been defined.
- Students who are interested give their feedback on voluntary basis.
- Following are some feedbacks given by teachers during the impact assessment study,
 - Content-related challenges (need more contextualization of tablet content with that of the Saksham content)
 - Regularity of fellow visits to schools: Teachers reported that there are some fellows who do not come to the school frequently and do not inform the same as well to schools
- No formal processes to report and document risks were reported during the program team discussions
- The program team reported awareness of the risks on the ground and have on-boarded a consulting organization to conduct a landscaping study to finalize the approach to the program. Mitigation strategies will be designed as per the findings of landscaping study. A risk mitigation plan is essential to identify, analyze and respond to risk factors that might appear in the life cycle of a project. A proper risk management strategy will enable control over possible future events.⁷⁴

Impact of the interventions

Assess the extent and type of (behavioral and attitudinal, skills and learnings, socio economic) change produced in the lives of target group and community through the program directly and indirectly.

Following are the key indicators for the criteria:

- Knowledge, awareness and behavior change brought about by the programs
- Improvement in learning outcomes of students, pedagogical skills of the teachers and change in aspirations of the beneficiaries and community with respect to education.

Key Insight

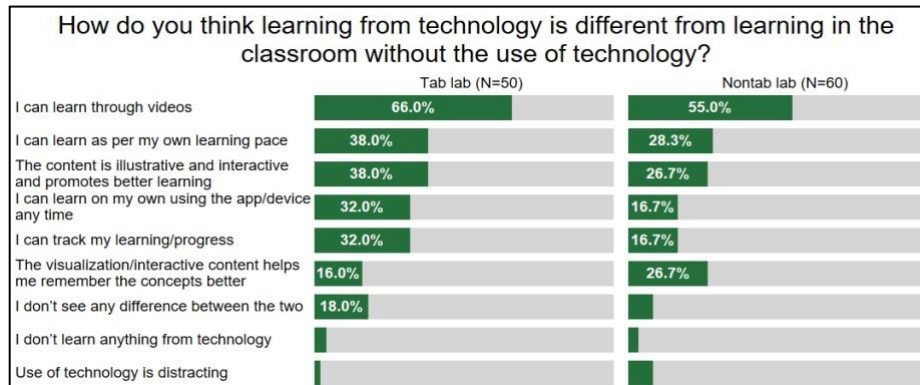
There is a perceived impact among teachers on improvement in childrens' interest in attending tab-lab classes and better understanding of content.

However, no direct impact of learning from Ed-tech on improvement of student learning outcomes could be established

⁷⁴ [Why is Project Risk Management Important?](#). G, Adarsh. LinkedIn. 2016

Detailed Findings

Students: Tab-lab students show higher awareness of usage of technology for learning, especially in form of learning through videos as compared to Non-Tab lab students



- 64% Tab-lab students are aware of tablets and use them for their learning as compared to 33.3% of Non-tab lab students
- Use of traditional methods of classroom learning is more popular among Non-tab lab students (40%) as compared to Tab-lab students (14%). Thus, indicating that that tab-lab intervention was rightfully implemented across the treatment schools.

Graph 15: Level of awareness of usage of technology for education among tab lab students as compared to non-tab lab students

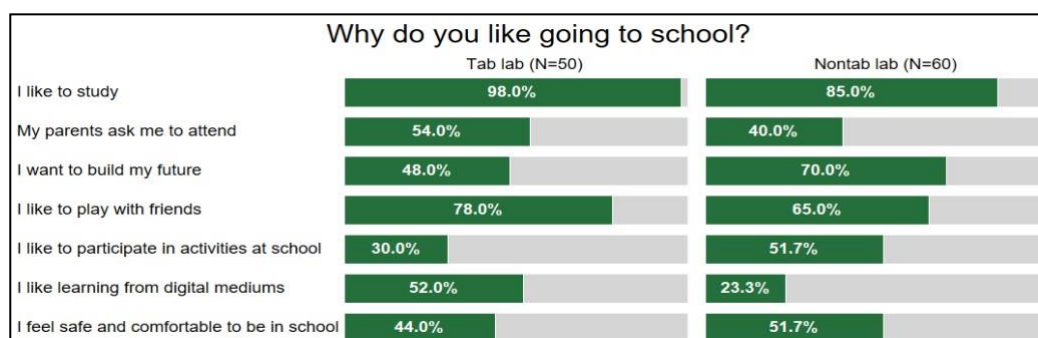
Digital Enablement intervention has enabled the teachers to become equipped to create lesson plans, send emails and teach students using tablets in tab-lab classes

- Both tab-lab and Non-tab lab teachers reported to have been using ed-tech platforms such as Google BOLO, ChalkLit, Sampark before the intervention, as reported from the discussion with tab-lab and non-tab lab teachers. Teachers have said that they had been aware of such apps before the intervention.
- The tab-lab teachers have the knowledge to teach students using tablets as compared to non-tab teachers. While both tab-lab and non-tab lab teachers appear to be digitally equipped, the functionalities of the tablet provided by ANEW team is more familiar to tab-lab teachers. Usage of apps such as ChalkLit provides tools, resources and learning materials to teachers which allows them to teach better in the classroom.⁷⁵ More than 2,35,000 teachers were trained on this app by Million Sparks Foundation, impacting 16 million students across 6 states in India.⁷⁶
- In terms of demonstrating skills for administration purposes, tab-lab teachers reported that they use the tablet to create lesson plans before every session. Further, they use the tablet to send out emails to government officials.
- In terms of demonstrating skills to use tech for teaching, tab-lab teachers reported to use the tablet as a form of a revision tool to reinforce the lessons taught in school.
- Discussion with tab-lab teachers reported that the tablet is not being used for administrative purposes such as recording attendance, budgeting, assessments, resource planning, etc.

⁷⁵ ChalkLit: 9 Ways This App Enhances Classroom Learning By Aiding School Teachers. C, Prahlad. Youth ki Awaaz. 2019

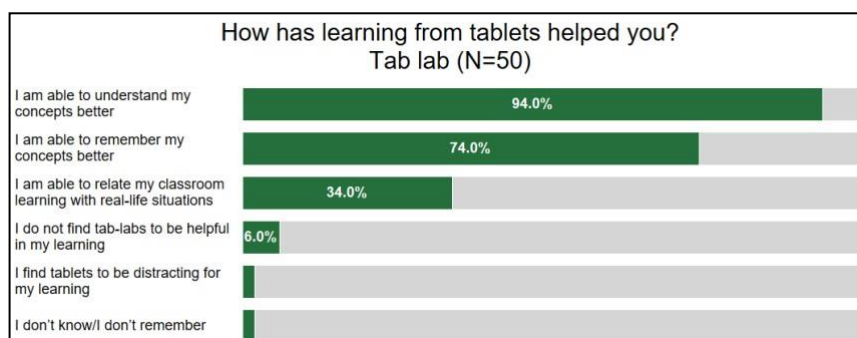
⁷⁶ ChalkLit: Mobile platform enabling lifelong learning and continuous capacity building for educators. CSR Box. N.d

Tab Lab students reported to have higher motivation to attend school as compared to Non-Tab Lab students



- The graph above indicates that students in Tab-labs are more likely to come to school because:
 - They like to study (98%)
 - They like learning from digital mediums (52%)
- The above data can be corroborated to the discussion between Sattva and tab-lab teachers, which reported that student attendance has increased after the implementation of the program. The reasons cited by teachers were that they look forward to the tab-lab sessions and show eagerness to attend the class. A Study on the 'Effects of technology on student motivation and engagement in classroom-based learning' in England showed that students feel motivated to learn through the use of technology in the classroom.⁷⁷ A study on the 'Increasing Motivation and Engagement in Elementary and Middle School Students through Technology-Supported Learning Environments' revealed that students are more likely to engage in an activity just because technology was being used.⁷⁸

Tab Lab program has enabled a change in retention of knowledge/concepts among Tab Lab students. However, academic/learning progress has remained consistent across both Tab Lab and Non-Tab Lab students



Graph 17: Perceived helpfulness of tablets in improving learning of the students as reported by the students

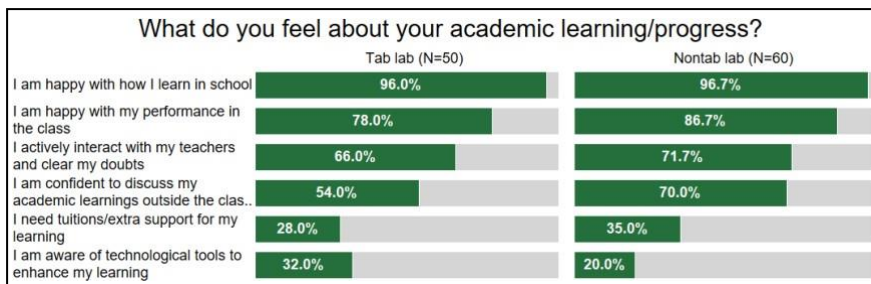
- Tablets are a form of a revision tool which helps students understand concepts taught in a regular classroom as perceived by teachers
- Findings from the student survey reported that 94% students were able to understand the concepts better on the tablet, while 74% reported to have retained the concepts better, thus indicating that learning through the tablet has enabled better retention of knowledge/concepts among the Tab-Lab students
- Findings from an empirical study on the effect of integrating tablet devices in the

university curriculum in London reported that use of tablets had a positive outlook with respect to knowledge retention and their ability to apply information or engage in a deeper learning⁷⁹

⁷⁷ The Effects Of Technology On Student Motivation And Engagement In Classroom-Based Learning. F, James. University of New England. 2017

⁷⁸ Increasing Motivation and Engagement in Elementary and Middle School Students through Technology-Supported Learning Environments. G, Linda. G, Nicole. K, Mary. M, Rachel. EricEd. n.d

⁷⁹ Do mobile learning devices enhance learning in higher education anatomy classrooms? W, Kate. B, Phil. Middlesex University. N.d.



Graph 18: Perception of their academic performance among tab lab and non-tab lab students

- While tablets are seen as an interactive and a gamified medium of enabling learning, however, teachers reported to be unsure about how this can be attributed to their academic learning/progress
- As per the assessment study conducted internally, no significant difference in the learning outcomes of tab-lab and non-tab students could be established

- The non-significant change could be attributed to inconsistent usage of tablets, as reported in primary research as well as discussion with teachers along with absence of regular assessments by the learning level of the child on the tablet.
- As per the responses to the survey in the impact assessment study, similar percentage of tab-lab and non-tab lab students reported being happy with their performance in the class

Recommendations and Way Forward

RELEVANCE

1. Conduct a systematic needs assessment with the teachers and students to understand the motivation, aspirations and type of Ed-tech model to be implemented in schools

Area of Improvement

The objective of tab-lab is to enhance the student learning outcomes of the children through integration of Ed-tech in school education. However, during the discussion with teachers, a clear understanding and utility of tablets for student learning outcomes could not be established. Further, the teachers reported that the tablets are being used for revision of the classroom topics rather than for personalized learning of the children. Some of the teachers also reported that they see a gap in their role in tab-lab class and for the majority of the time the class is observed by the fellows as it becomes challenging for them to manage the class in this setting.

Further, for administrative work, the head teachers reported to be using other apps for emailing etc. and reported no reduction in their administrative (paperwork) post introduction of tab-lab.

Way Forward

- Conduct a needs assessment exercise to map the learning levels of students for both Language and Maths. Analyze the variation in learning levels to establish the need for adaptive learning model through Ed-tech.
- Conduct a survey and FGDs with teachers to understand their motivation and perceived usefulness of the Ed-tech adaptive learning model of teaching.
- Conduct FGDs/IDIs with government stakeholders to understand their perception on utility of ed-tech in schools and the type of preferred model for ed-tech in schools.
- Conduct secondary research to validate the primary research findings. A report on Ed-tech Solutions by Central Square Foundation: [Insight from rapid evaluation for Ed-tech products](#)

2. Redefine objectives and design of the intervention as per the needs identified from the needs assessment exercise

Area of Improvement

Currently, the students are using the model on 1:1 basis with an absence of an adaptive learning-based approach. All the student study the same topic being taught in the class as revision, thus, contradicting the purpose of personalized and adaptive Ed-tech learning through a tablet model.

Way Forward

As per the needs and aspirations identified, it is recommended to redefine the objective and design of the intervention. Depending on the variation in learning levels of children and aspirations of teachers, the intervention could be a blended model learning approach (through provision of infrastructure such as projector, K-Yan) or adaptive learning approach tailored as per the learning level of each child through tablets.

EFFECTIVENESS

1. Adopt a logical framework approach to define inputs, outputs and outcomes for the tab-lab program

Area of Improvement

The annual proposal shared by KEF charts out the key activities to be monitored through 2018-19 for the tab-lab program, however, the plan lacks the flow of inputs to outputs to outcomes in a logical manner. Further, for each of the activities, short term, medium term and long term outcome indicators have not been defined for impact measurement.

Way Forward

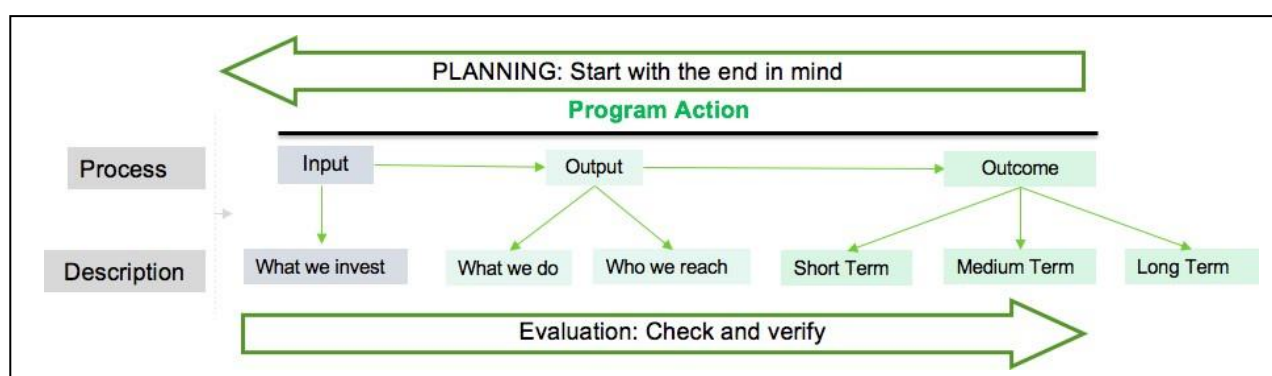


Figure 30: Logical framework approach

2. Strengthen the monitoring and evaluation mechanism for the program

Area of Improvement

In the document shared by ANEW team, while broad level outcomes have been outlined, the outcomes have not been tracked and measured for the program as no data could be established for the same. Further, there has been an inconsistency reported in terms of usage of tablets among the students, as per the survey results.

Way Forward

For monitoring

- Propose a minimum usage time for all the schools with the mandate remarks on reasons for low usage of the tablets.
- Periodic defined checks with teachers on the usage of tablets for schoolwork.

For evaluation

- In tab-lab model, it is recommended to utilize the embedded assessments to track the progress of the children as per their learning level.
- Measuring outcomes such as improvement in retention, increased interest in classroom, increased participation in class for the program for the students by conducting a baseline and endline assessment study for the program.
- For teachers, conduct an impact assessment to understand the utility and perceived benefits of tablets for school

3. Build capacity among teachers to operationalize the program on their own

Area of Improvement

In the discussions with fellows and teachers, it was reported that teachers have less motivation to conduct tab-lab classes. In one of the schools, tab-lab classes have not been conducted because the fellow has not been able to go to school for one month.

Way Forward

- Conduct workshops on alignment in program objectives and potential impact of technology on learning outcomes
- Establish buy-in from BEO and DEO to integrate Ed-tech in school learning to encourage teachers to use tab-labs.
- Conduct capacity building trainings on utilization of the content on tab-lab for improving student-learning outcomes.

IMPACT

1. Increase the usefulness of tab-lab initiative for teachers to enable tech tools/features which help them in performing administrative tasks on the tabs

Area of Improvement

In the discussions with teachers, it was understood that the tablets given to them were helpful in making lesson plans, sending out emails etc. However, the use of technology to plan for resources, making budget or make electronic records of children in form of attendance, their performance etc. is currently missing.

Way Forward

- KEF could take an initiative of digitizing administrative tasks for teachers along with the Government of Haryana through research on tech tools available in the India and foreign markets. For example: [Teacher Aide Pro](#), [Chalk box Administrator](#) and integration of these tools into tech-driven management of schools, especially for the times such as COVID-19.
- KEF could conduct training of teachers on using Google drive and MS excel to create a repository of school documents and utilize excel sheets for creating resource plan, budget and electronic records of children. Some of the resources for reference: [Google Teacher Center](#), [Google Teaching Resources](#)

2. Create awareness and give a curated list of quality and accredited online courses/open source platforms available for lessons on activity based learning, teaching tools and 21st century teaching methods to teachers for their learning beyond DEP activities

Area of Improvement

In the discussions with teachers, while some of the teachers are aware of platforms such as YouTube to get ideas on conducting activity based classroom sessions. However, their knowledge on other sources/platforms of similar good quality courses is limited, as reported during the discussions.

Way Forward

- KEF could create a learning and development plan for teachers with respect to equipping them with adequate digital skills, school management skills and modern teaching methods. These plan could be personalized as per the teachers' skills and requirements using teachers assessment tools and findings from needs assessment studies. MS excel could be used to create a progress tracker for the teachers.
- KEF could initiate a research on courses/platform available in India or abroad for teachers to avail learning through technology, especially during COVID-19 times to make a curated list for the teachers.
- Create awareness among the teachers on latest online courses/tools available to improve teaching skills, digital skills etc. through guidance from Gandhi Fellows.
- Share an online newsletter/updates on the latest courses/tools and developments in the education sector with the teachers including some of the examples/case studies on teaching techniques being used by other teachers across the world.

3. Conduct awareness and alignment workshops with parents and teachers to help them understand the potential impact of tablets/mobile applications such as Read Along in improvement of learning outcomes of their child

Area of Improvement

In the discussions with the teachers and parents, while the use of technology in learning is understood as complementary to traditional classroom learning, little is understood in terms of its role to improve student learning outcomes and enabling personalized learning for the child.

Way Forward

- Conduct awareness sessions/create thematic days such as learning through tech on Parent Teacher Meeting or SMC meetings to educate parents on the usefulness of the tablets in improving the student learning outcomes.
- Conduct awareness sessions/educate parents about the online tools available such as Read Along to enable extra support for their children to read and learn on their own at home using technology.

4. Discuss and integrate learning progress report of the child on tablet as a weightage to their academic performance, during SMC meetings and Parent Teacher Meeting for better buy-in among teachers and parents and overall alignment of usefulness of tablets/Ed-tech in improving student learning outcomes

Area of Improvement

In the discussions with teachers and parents, the progress being made in child's learning through the usage of tech was not understood. The teachers understand the tablets as a means of revision for all children and parents see it as visual aid for studying. However, the adherence to looking at child's learning on tablet is weak currently among the teachers and the parents also lack understanding of the impact of learning through tablets on their child's learning outcomes as there is a gap in communication from teacher's end.

Way Forward

- KEF could discuss and initiate a discussion with Government of Haryana to allow for the weightage of integrated assessments on tablet with overall academic performance of the child.
- KEF could devise processes in place to enable e-report cards/progress report of the child on the tablets which could be discussed with parents during SMC meetings or Parent teacher meeting in schools.

3.3 Gandhi Fellowship intervention

Section 3.3 focuses on giving a detailed explanation of the findings generated from the Impact Assessment study on “*Relevance*”, “*Effectiveness*” and “*Impact*” of the Gandhi Fellowship program.

Sattva surveyed a total of **39 respondents** - 24 current Gandhi Fellows and 15 Alumni who were a part of the fellowship program and engaged in in-depth interviews with 5 PLs, 3 Alumni, 3 current fellows and the Program team. The sample considered for the survey is representative of the beneficiaries impacted by the program undertaken by KEF.

Socio-Demographic composition of the respondents

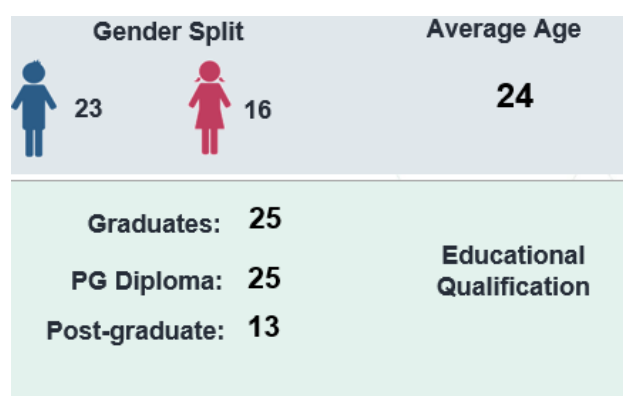


Figure 31: Demographics of the Respondents for Gandhi fellowship study

Relevance

Relevance assesses the extent to which the program ensures suitability to the needs of the target group, pertinence to the market conditions and maximization of impact as part of design and execution.

Following are the key indicators for the criteria:

- Identification of the needs of the community for the intervention in a systematic and scientific manner periodically
- Alignment of project objectives and activities with the identified needs of the community
- A well-defined selection criteria for the intervention schools, fellows and community members.

Sattva has looked at the following lenses to arrive at some key observations as discussed below: Gandhi Fellows, Alumni, Program Leaders and Program Team.

Key Insights

- Gandhi Fellowship is aligned with the need for skilled youth to enable 21st century ideas and innovative actionable changes in the current education system
- Gandhi Fellowship is aligned with the need of youth for a platform to gain grassroots exposure of the socio-economic challenges and become social change leaders
- There is a scope of strengthening process to align the emerging demand side needs (ecosystem players) and supply side needs (graduates) for the fellowship program

Detailed Findings

Gandhi Fellowship is aligned with the need for youth as social change leaders at national level. While the program is holistic and enables social change leaders, it can be further strengthened by integrating projects of other thematic areas to achieve the objective of enabling fellows into social change leaders.

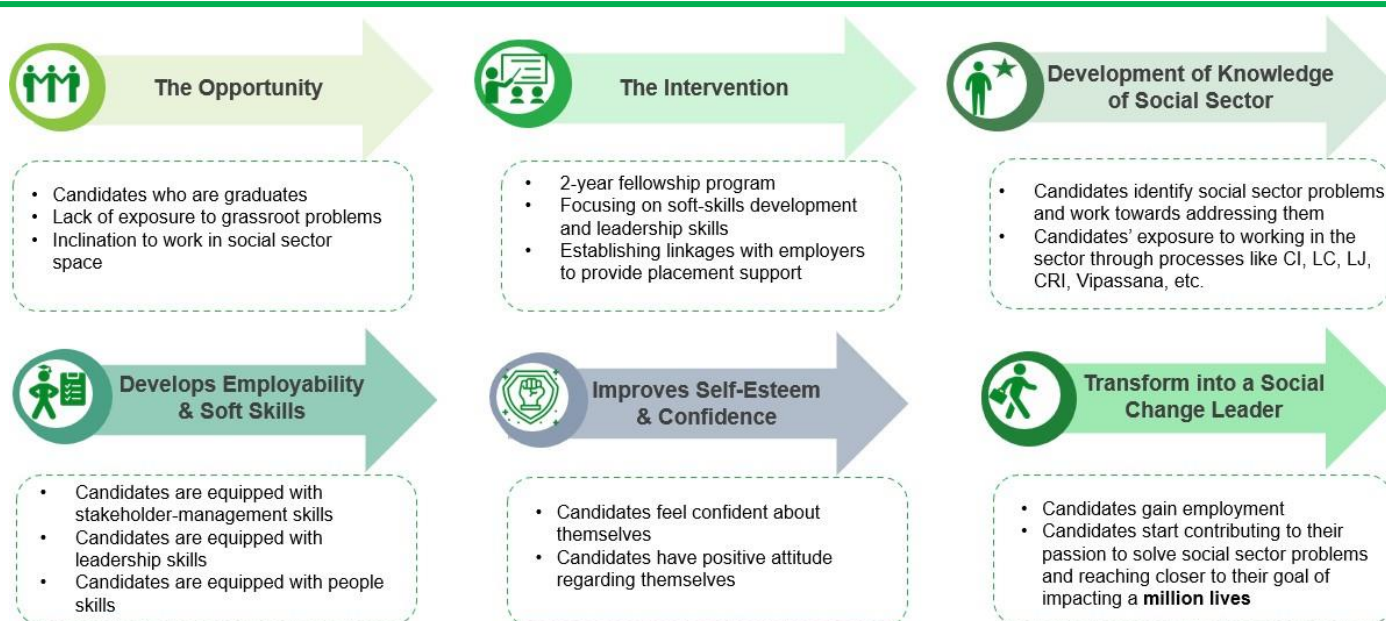


Figure 32: Gandhi Fellowship Theory of Change

Fellowship objectives

The objective of the Gandhi Fellowship initiative is to build the next generation of youth leaders by providing them the opportunity to bring change in the public education system.

Fellows expressed the following needs

During Sattva's discussion with the current fellows and alumni, it was reported that they were looking for opportunities to delve into the social sector

- The fellows reported that this fellowship would help them bring clarity about what they wanted to do, i.e. be a part of

the social sector and change lives of the less fortunate citizens of this country

- The fellows reported the need for understanding systemic change and enabling social change on-ground across the thematic areas such as in healthcare, livelihood.

There is a need for fellowships at the national level to create a pool of social change leaders. A study by Ashoka focuses on the potential of youth to serve as social change leaders and the need to support the youth of the country to take on leadership roles and create a difference in their communities and subsequently changing the mindset of the society at large. The study further addresses the issue of the potential of youth being undervalued and overlooked as a key resource to improve the society.⁸⁰ Various other impact evaluation studies of fellowship programs in India reveal that providing platforms to youth to build their skills has been beneficial and effective. Giving space to innovate and grow and explore complex problems is critical. The impact study further stated that the fellowship served as a catalyst for the individual's personal growth, i.e. increase in knowledge and confidence. It also demonstrated that fellows continued to remain change agents even after the completion of the fellowship and give back to the society.⁸¹

Alignment in needs and fellowship objectives

- While the fellowship enables opportunities to work towards educational challenges, however, exposure to other thematic areas is limited.
- The design of the fellowship enables grassroots knowledge, leadership skills, and technical skills such as PowerPoint skills, excel skills
- The intervention was set-up on the basis of a macro-understanding of the fellowship:
 - The current intervention has been set up on the basis of a macro understanding for the need to train youth and give them hands-on experience to solve social sector challenges
- The core founding team at KEF conducted a secondary research study for a year to
 - Understand the scope of the intervention in alignment with the market demands
 - Ways to design an intervention to enable youth social change leaders
- There is an absence of a systematic process internal mapping of the needs of the youths:
As reported by the Program team, there is an absence of in-depth understanding of the need to train the youth to become social change leaders through a periodic primary research.

Need for mapping needs on supply and demand side⁸²

It is important to map the skills possessed by an individual (in this case, a Gandhi Fellow) to the skills relevant to work in a particular industry. In order to achieve this, following are some foundations of a policy framework for developing a skilled workforce which leads to better education and training and bringing in the element of productivity:

- Availability of a good-quality education as a starter for future training
- Close matching of skills supply to the industry needs
- Enabling employers to adjust to changes in technology and markets
- Anticipating and preparing for future skills needs of the future

The fellow selection criteria have been kept open and looks for youths with deep interest in social sector, passion for social change, alignment with values of KEF and right attitude to take on the on-ground challenges

- The minimum educational qualification to join the fellowship is a graduate degree

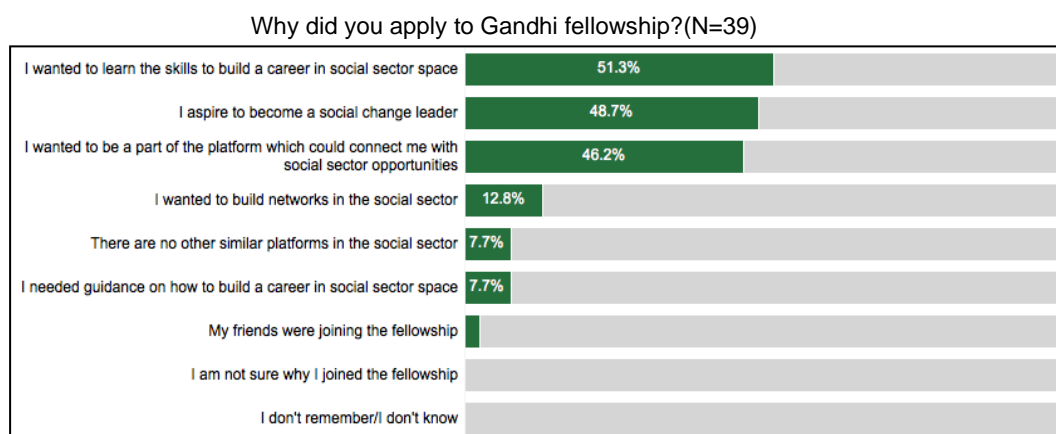
⁸⁰ [Ashoka's big idea: Transforming the world through social entrepreneurship](#). S, Pritha. Cloudfront.net. 2006

⁸¹ [Social sector fellowships – Why they matter?](#). M, Renuka. India Development Review. 2017

⁸² [A Skilled Workforce for Strong, Sustainable and Balanced Growth](#). OECD. 2010

- Gandhi Fellows were mobilized from A-grade Indian colleges as reported by the Program Team. During the hiring process, KEF further ensures that there is a component of gender inclusivity for equal participation into the fellowship program. However, proportion of male: female ratio of candidates has not been defined and documented
 - As per the discussion with the Program team, candidates are selected from A-grade colleges across India
 - These colleges are a mix of Engineering colleges, Liberal Arts universities, etc.
- During the discussion with the fellows, it was observed that they come from diverse educational backgrounds majoring in courses like English, Engineering, Social Work, Computer Science, etc.

Right candidates have been selected for the fellowship



Graph 19: Reasons for applying to Gandhi Fellowship as reported by the fellows

It can be observed from the graph that:

- Fellows wanted to join Gandhi Fellowship to understand the social sector space, learn skills to solve large scale social problems, aspired to become a social change leader and wanted to be a part of such a platform (i.e. Gandhi Fellowship) to connect them with relevant opportunities in social sector
- There is an indication that fellows who joined the fellowship after 2018 were not inclined to build networks in the social sector, while 33.3% alumni wanted to build connections

Effectiveness of the interventions

Effectiveness assesses the extent to which the objectives of the program have been achieved; Identification of supporting processes and systems influencing the achievement/non-achievement of objectives.

Following are the key indicators for the criteria:

- The programs are designed with defined processes and systems to bring the desired outcomes in a timely manner.
- Project team has clear visibility of the key factors influencing the achievement or non-achievement of objectives.
- The centers are adequately equipped to improve the quality of implementation and achieve the goals of the program
- The program includes a monitoring and evaluation function/ team to measure the progress of the intervention

Key Insights

- Overall, the well-defined end-to-end process of implementation enables clear understanding and alignment between stakeholders on the processes for the initiative.
- There is a need to clearly define output and outcomes indicators for the intervention to enable a robust monitoring and evaluation mechanism for measuring effectiveness of the program.
- There is a need to strengthen the processes for building capacity of PLs and improve their capacity for rigorous implementation of the program
- Impact measurement mechanisms need to be institutionalized to establish the short term, medium term and long term impact of support from fellows on student learning outcomes and also to measure the changes in technical and soft skills in fellows.

Detailed Findings

There is a need to define and establish the link between output and outcome indicators for the fellowship to enable evidence-based decision making

- Currently, the output indicators of the fellowship are mapped and aligned with activities performed by fellows in School Transformation intervention in IC4 framework.
- The outcome indicators of the fellowship are mapped and measured in the form of change in knowledge or skills through assessments given to the fellows during the intervention. The assessments are based on fellow reflection, peer review and feedback by the PLs on each of the component of Gandhi fellowship curriculum.
- As per the conversation with the Centre of Excellence team, it has been found that there is a missing link between long term outcomes and the current activities of the fellowship. It was reported that, the objective of the fellowship is to create social change leaders and presently the outcome indicators have not been developed to map this change through the intervention.
- A report by World Bank suggests that developing a results-based framework can serve as a key tool in the development sector space. It enables development practitioners to establish key strategic objectives and then link it to the programs/interventions to the outcomes mapped and the results that directly outline the objectives.⁸³

⁸³ [Designing a results framework for achieving results: A how-to guide](#), Independent Evaluation Group Strategy, Learning, and Communication International Bank for Reconstruction and Development/World Bank. 2012

There is a defined process for the implementation of the intervention, however, there is a need for documentation of end-to-end delivery of the program for standardization and ease of replication

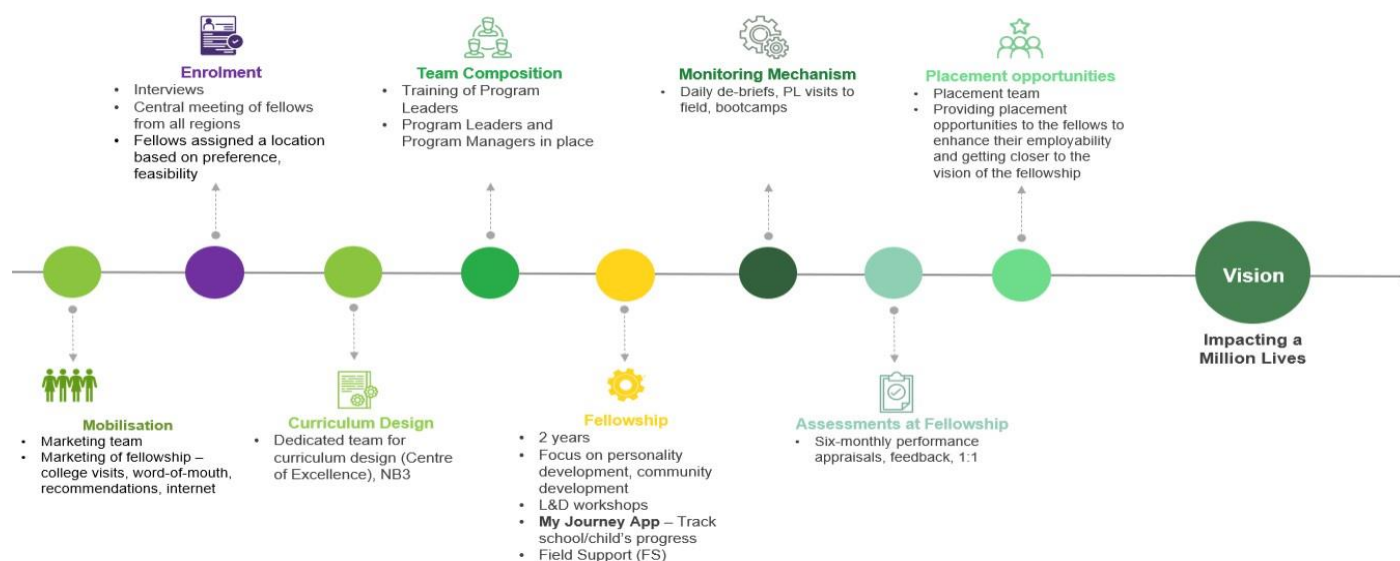
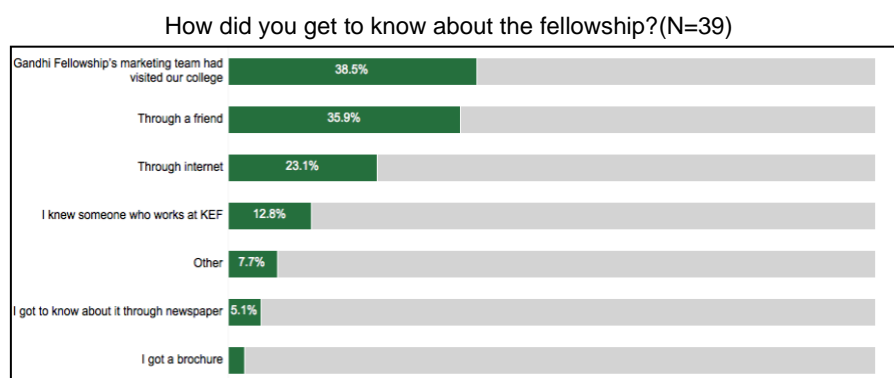


Figure 33: Gandhi Fellowship implementation process

The process for implementation of fellowship intervention are defined and aligned with the fellows, program leaders and program managers. While there is an understanding of the processes of implementation of Gandhi Fellowship initiative, a document or SOP defining the end-to-end process of implementation including the risks and mitigation strategy could not be established during the study. Creating SOPs will give clarity on the initiative by providing a step-by-step process of the entire implementation process, thereby, creating an end-outcome which is complete, useful and accepted.⁸⁴



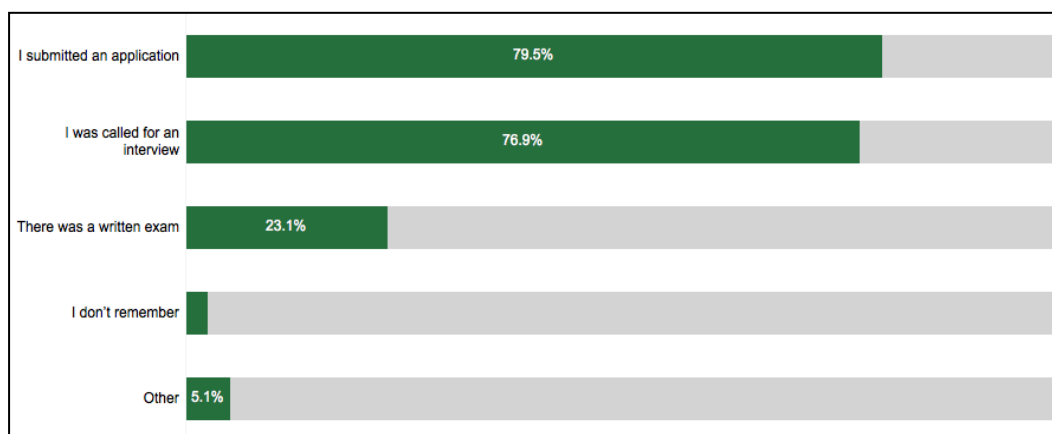
Graph 20: Sources of mobilization of the youth for Gandhi Fellowship

- There is a two-way process at KEF to mobilize candidates for the program
 - Marketing team in place who visits A-grade colleges across India: KEF has a dedicated marketing team in place who visits colleges and universities within the targeted geographical areas
 - Word-of-mouth
- 38.5% reported that the marketing team had visited their college and 35.9% joined through word-of-mouth
- While colleges and universities have been identified as major spots for mobilization, however there is a gap in terms of a defined selection criteria for the type of colleges to be included.

⁸⁴ [Developing Effective Standard Operating Procedures](#). G, David. Cornell University. N.d.

- Also, there is a gap in exploration/leveraging other youth platforms to mobilize candidates from other economic backgrounds from remote areas.
- 79.5% reported they submitted an application and 76.9% was called for an interview. However, 23.1% reported there was a written exam, indicating absence of a well-defined and standard process of enrolment

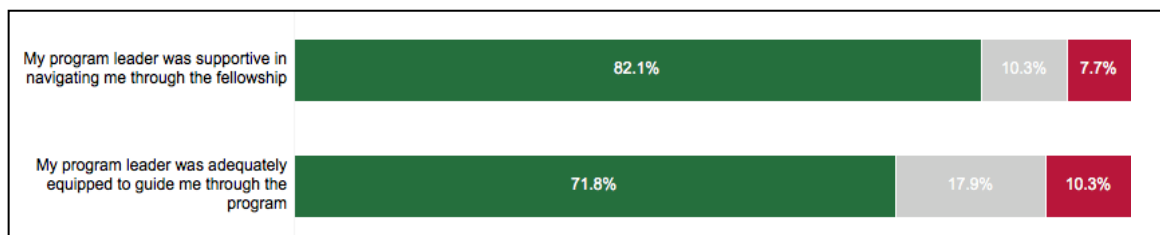
How were you selected for the program? (N=39)



Graph 21: Methods of selection of youth into Gandhi Fellowship

- Findings from the survey reported that 79.5% fellows submitted an application and 76.9% fellows were called for an interview. However, there has been an inconsistency in the enrolment process since it has been observed from the above graph that out of all the participants from the study, 23.1% gave a written exam.
- The Program team reported that KEF follows a process of “Value Alignment” while enrolling potential candidates for the fellowship
 - During the mobilization process, KEF seeks to enroll students who align with their values, i.e. the ability to empathize with a situation, self-awareness – understanding their strengths and weaknesses, and the drive or willingness to create large-scale social change on-ground
- It was reported during Sattva’s discussion with PLs that the new PLs (under 1 year) who joined KEF did not receive adequate training except for an induction session. Learning and Development workshops are designed for PLs based on a PLs KRAs, as reported by the Program team. On the other hand, fellows reported the need for capacity building workshops for PLs to manage the fellows better in terms of providing guidance for their careers and managing their aspirations and goals
- During Sattva’s discussion with PLs, it was observed that the PLs have very minimum experience in terms of people management as well as program management which leads to a gap in understanding of the processes as well as ground problems

Agree| Neither agree nor disagree| Disagree (N=39)



Graph 22: Perception of their program leaders among the fellows as reported by the fellows

“We come from different backgrounds. Some have understanding about the social sector and some do not. Further, there is a variation in the age groups. These differences at times lead to a rift between us while working in teams. PLs role becomes crucial here and there is a need for strengthening people skills with respect to this aspect ” –Gandhi Fellow

“We need more capacity building with respect to mentorship support and how to analyze the data since we deal with on day-to-day basis and have a little understanding of the same. ” –Program leader

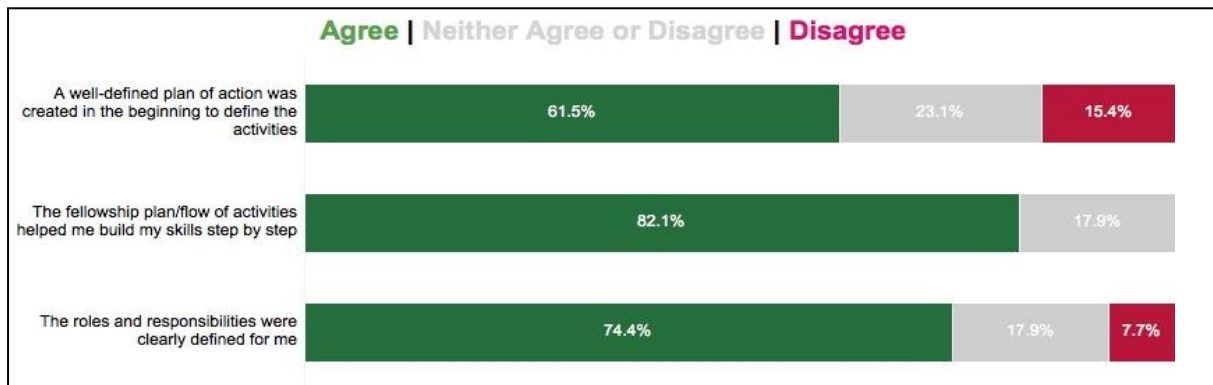
- The CoE team consists of the grievance team, experiential learning team and boot camp team (including conducting workshops). The curriculum for the fellowship is designed by the Centre of Excellences (CoE). As reported by the CoE team, the curriculum is discussed with PMs and leadership team of KEF. However, discussion with external stakeholders such as Government stakeholders, other fellowship organizations, employers etc. is not conducted. Further, internal review of curriculums is done with consultations from the leadership team including PMs
- Fellows expressed the need for the curriculum to focus more on building skills rather than on understanding aspirations and personality building, which was the case in the first semester.

“LC in the 1st year was very enriching as I was new to the social sector. However, in the 2nd year, the structure of the course did not change much. Curriculums on design thinking or a learning circle could have helped in terms of building knowledge, however, this did not happen and as a result I could build the skills I wanted to build. ” –Alumni

Adequate and secure residing facilities and a grievance team in place to Gandhi fellows, enable a secured and comfortable stay for fellows at their allotted location, during the fellowship

- Designated field offices for each district
 - Every location of the Gandhi Fellowship intervention has its own field office
- Accommodations provided for fellows
 - Separate accommodation is provided by KEF for both males and females with adequate electricity and water services, along with the availability of a cook, a cleaner and a well set-up kitchen.
 - KEF also has a strict POSH policy in place to give a secure working environment to the fellows
- Ensuring safety of fellows
 - To ensure the safety of the fellows, police registration for every fellow is done after they are assigned their field locations
 - Health insurance is provided to the fellows
- Grievance team in place
 - A grievance team is in place to take up any issue expressed by fellows: Around 20-25 grievances were said to have been reported by fellows in one semester on administration related queries.
 - The fellows report the issue to their PLs assigned to them which are communicated to the grievances team.

How much would you agree with the following? N=39



Graph 23: Perception of fellows on planning processes in the fellowship

- Experiential learning to expose fellows to grassroots realities
 - The fellowship is designed to enable experiential learning of ground realities in the two-year journey of the fellows. Thus, the five pillars or traits of the program come into play to build their capacities to become a social change leader. Following are the traits explained in detail:
- Self-Management: Recognizing one's thoughts and emotions to influence each other's behavior. Processes focused under these traits are wellness management, monthly workshops, leadership curriculum- 2, 3 & 4 and monthly 1:1
- Denominator-Thinking: The processes involved are KBTNM, Bootcamp 3 & 4 and LJ
- Enabling Change Through Others: Ability of the fellows to build their competencies. The processes involved are de-briefs, field support, Community Immersion (CI) -2 and Bootcamp 1 & 2
- Public Systems Change: Understanding systems at a core level and bringing a change in the existing system at scale. Processes involved are Classroom Immersion (CRI) 1, 2, 3 & 4, Community Immersion (CI)- 3 & 4 and Leadership Curriculum (LC) 1
- Grit: Passion, resilience and determination to maintain discipline and optimism to achieve their goals even in discomforting situations.
- Program team reported that bi-monthly workshops are conducted by PMs on growth mindset, reflecting upon beliefs that might influence their behavior, attentive listening, socio-emotional ethical practices, private dream articulation, etc.
- Bootcamps in Bagar, Rajasthan are held after every semester involving an induction process, Individual Development Plans, KBTNM and preparing for placements
 - Bootcamps are conducted for fellows after every semester at a central location
 - Fellows across locations come for this meet where subject matter expertise is brought in to enhance their knowledge. Further, grievances are addressed during this meet

Stanford Social Innovation review says that while students learn theoretical skills in the classroom, there is a need to gather experiential learning, coaching and guided reflection to discover and build their abilities. Abilities such as moral imagination, empathy, commit to a social purpose, systemic thinking, credibility and accountability, resilience, reflection and inspiring others are some competencies which are currently considered relevant.⁸⁵
- There needs to be a well-defined plan of action and clearly defined roles and responsibilities of fellows, as reported by the fellows. This will ensure that there is a directed and meaningful learning experience.

“While the fellowship experience is enriching for both fellows and PLs, a common dialogue culture is missing. What I mean to say is that more focused conversation should be organized such as session on NCF. This would enable increased knowledge for all since I have observed that this is something that is missing” –Program Leader

⁸⁵ [Critical Competences for Social Impact Leaders](#). K, Romy. Stanford Social Innovation Review. 2016

There is a need to enable a streamlined and rigorous process to monitor the progress of Gandhi Fellows and PLs for a centralized data-driven mechanism to track the progress on output indicators and identify the gaps areas

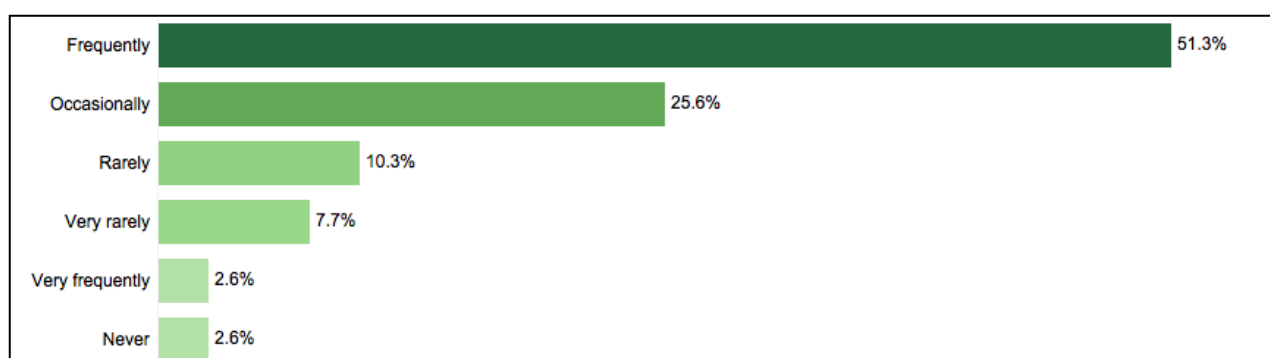
The My Journey App is an M&E tool where fellows select micro-milestones that they are trying to achieve for a baseline assessment that they aim to do during their time in the fellowship. These micro-milestones are pre-installed in the app. After they complete the assessment, the fellow feeds in information such as time taken to achieve the micro-milestones, stakeholders involved, etc. Based on this information, PLs get an access to the dashboard to analyze their progress.

- Repetition of project updates: Project updates are required to be filled on multiple platforms such as on My Journey App, performance management sheet, PPTs, emails, as reported by fellows
 - At multiple stages, the same information is being tracked for the fellows which has been reported as repetitive and time consuming, during the discussion with fellows
 - The fellows recommend a more streamlined and one-time process to fill up the monitoring data

“As my progress is already tracked on the performance management sheet, in 1:1s with the PLs, I found the task of entering my progress on the My Journey App to be time consuming” –Gandhi Fellow

- **Inconsistency of PL visits to field locations:** PL visits reported to have been inconsistent. However, there were unannounced visits to schools
 - Fellows communicated that there has been an inconsistency in terms of PL visits to their locations. There are, however, unannounced visits to schools to check whether the fellow has visited the school and is carrying out his/her tasks. However, no defined number of field visits could be determined. Apart from PL visit, visit by PMs to the field depend on whether there is a need for his/her support on-ground. With respect to checking the attendance of fellows in schools, fellows are required to sign on a register to mark their attendance.
- **PL monitoring and interaction with stakeholders:** Weekly verbal 1:1s are held with PMs. However, there is no documentation of the weekly debriefs Progress on their activities are added to the performance management sheet against the KRAs set. Regarding PLs interaction with teachers and the government on fellows’ performance in schools, no formal process is present.
- Given the frequency of the usage of My Journey App for filling up the output data, there is a lack of consistency, as per the survey results
 - The graph below shows that 51% fellows (current and alumni) use it frequently while remaining use the app at different frequencies. This has been reported the same in case of alumni

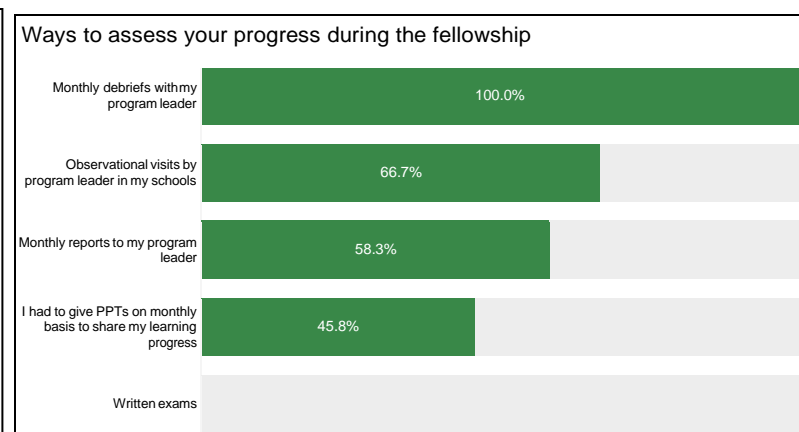
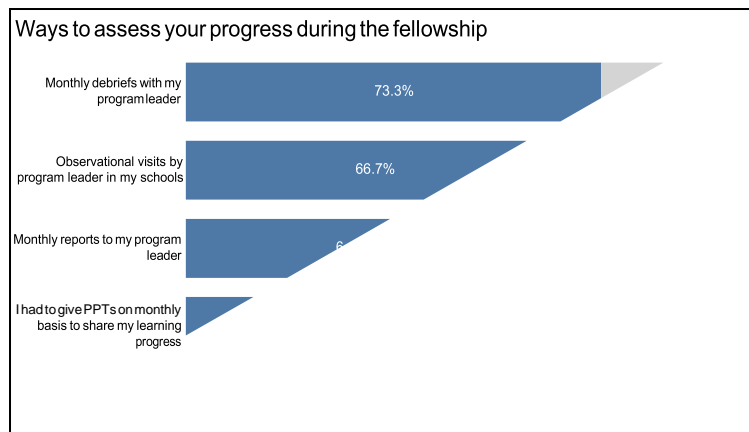
Frequency of using My Journey App (N=39)



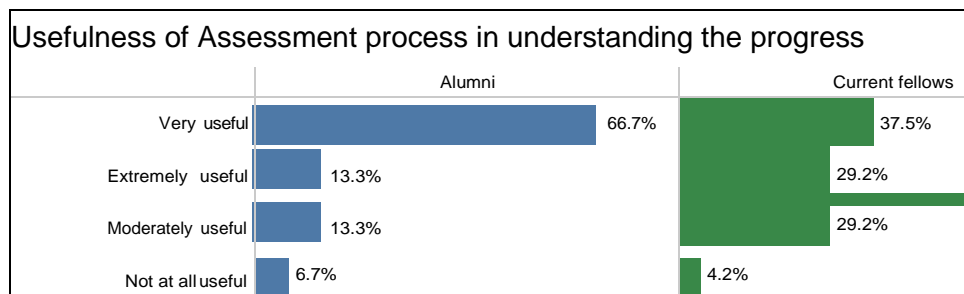
Graph 24: Frequency of usage of My Journey App as reported by fellows

- Monitoring of ANEW program at funder level is systematic, as reported by the Program team
 - Bi-weekly calls with Tata Communications’ account manager on project progress and key updates
 - Bi-yearly meetings with Tata Communications’ CSR Head- update on the programs, challenges, and way forward

- There is an internal assessment for the fellows which is conducted once in six months designed by the team at Centre of Excellences. The processes include self-evaluations, peer reviews 1:1 with PMs and contacting fellows by the placement team to check on their employability skills
 - As reported by the Program team, the purpose of this evaluation is about building self-awareness. Thus, after the process of analysis of the evaluation is done by PMs and PLs, a discussion is initiated with fellows on how to become more self-aware
 - The assessment process is filled in the performance management sheet where scoring (0-4) is given by Fellows. It is self-reflective rather than application based/case study based.



- Sattva's discussion with Program Leaders and Fellows reported that processes such as de-briefs to understand the experience of fellows, their learning are conducted verbally, indicating that there is an existing gap to document fellows' learnings and progress.



Graph 27: Usefulness of assessment processes as reported by alumni and current fellows

Around 66% of the current fellows reported the assessments being useful whereas 66.7% of the alumni reported assessments being extremely useful. The fellows reported that the questions where they have to reflect on their learnings enables them to understand how far they have come in their journey of fellowship. However, there is a scope of improving the aspects of assessment to enable the understanding of development of problem solving skills in larger context through case based questions etc.

There is a scope of improvement in frequency and mechanism of taking feedback from the fellows to increase the usefulness of the feedback for course correction.

There is a scope of improvement in process of grievance resolution for the fellows to enable confidentiality for the fellows, a direct platform to reach grievance team and for promptness in the issues to be filed and resolved

- Feedback from fellows

How frequently is/was your feedback taken on the Gandhi Fellowship program? (N=39)



Graph 28: Frequency of taking feedback on fellowship from the fellows as reported by the fellows






Areas of feedback given on the fellowship program (n=39)		
	Current Fellows	Alumni
 Project execution plans	70.8%	93.3%
 Quality of activities	62.5%	73.3%
 Community-related challenges	66.7%	66.7%
 Interactions with teachers in schools	70.8%	53.3%
 Management with respect to school activities	66.7%	53.3%
 Program management	45.8%	46.7%

Figure 34: Areas of feedback in the fellowship program

- Verbal 1:1s with PMs to get feedback from the fellows.
- KEF does not have a direct connect with BEO and DEO for a feedback, thus, indicating that there are no regular feedbacks taken from them
- Conversations with the CoE team reported admin issues (dysfunctional scooters, maintenance challenges) followed by finance-related issues have been the most common grievances. 20-25 grievances in one semester
- Grievances are addressed by the grievance team through reporting of grievance by the fellow to their PL. The complaint is forwarded by the PL to grievance team which is time consuming and does not allow for an independent platform for the fellows to get their grievances addressed.

Impact of the interventions

Impact assesses the extent and type of (behavioral and attitudinal, skills and learnings, socio economic) change produced in the lives of target group and community through the program directly and indirectly

Following are the key indicators for the criteria:

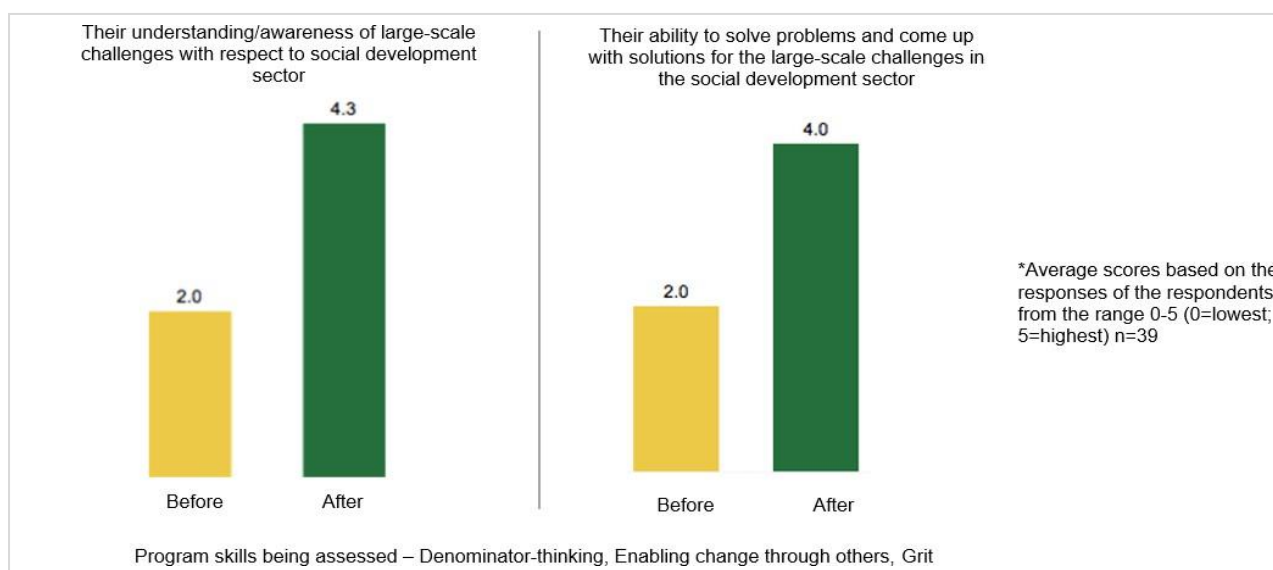
- Knowledge, awareness and behavior change brought about by the programs
- Improvement in the ability to solve complex problems, engage with communities, leadership and teamwork skills among the fellows

Key Insight

Overall, there is a positive impact of attending the fellowship in terms of improving problem solving ability, community engagement ability, leadership skills, team work skills among the fellows

Detailed Findings

There is a perceived increase in the ability of the fellows to identify and solve grassroot level socio-economic challenges. Further, Alumni report a higher change in awareness as compared to current fellows



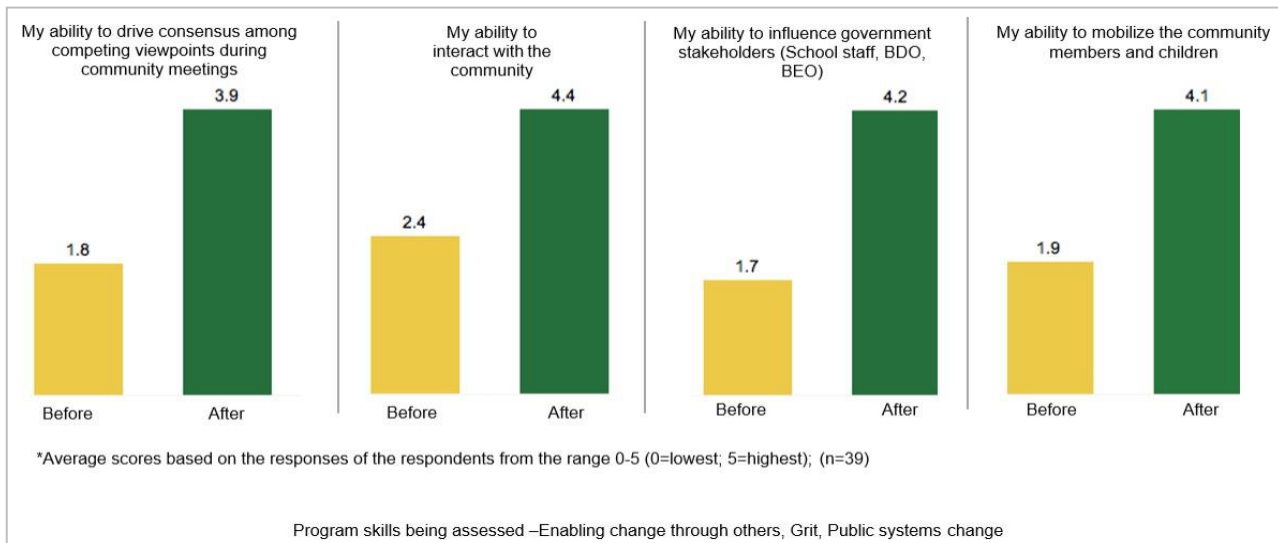
Graph 29: Perceived improvement in understanding of challenges with respect to social sector after attending fellowship, as reported by fellows

- During the conversation with the fellows, it was reported that being graduates from college and not coming with any background in social sector, the ground experience that Gandhi fellowship given is instrumental in terms of understanding the social problems.
- The community immersion program enables the fellows to live and experience the difficulties of the communities and provides them a platform to solve their day-to-day problems.
- Further, during their time at school, while there are planned activities but teachers often ask them for tasks that they have not been trained for which gives them an opportunity to tackle problems in an uncertain environment.

“In my community where I lived, there was a problem of electricity cuts. On some days there won't be any electricity. My presence enabled the community members to use solar bulbs/lanterns for electricity as did not have much awareness about it. Going to the community, gave me a perspective of their life and the kind of problems

they face ” –Gandhi Fellow

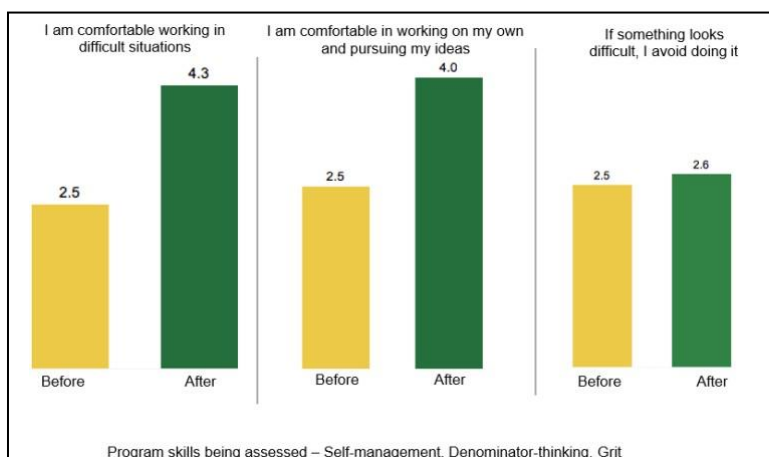
Fellows perceive a positive change in their ability to engage with the community after attending the program



Graph 30: Perceived change in engagement with community after attending fellowship , as reported by fellows

- During the conversation with the fellows, it was reported that community and classroom immersion programs enable them to improve their engagement with the community as well as Government stakeholders. They reported that earlier they had hesitation with respect to interacting with the DEO/BEO but now they are able to manage the conversations very well.
- Further, the fellows reported to be sharing a good rapport with the children as well as their parents. The same was corroborated in the conversations of Sattva with parents, children and teachers.
- The experience of living in the community and in a household of a community member has reported to play a crucial role in helping the fellow under the behavior of the community and leverage these insights while doing community mobilization and community engagements.

Fellows perceive a positive change in their risk-taking behavior after attending the program, however, need to develop the ability to take up difficult tasks on their own

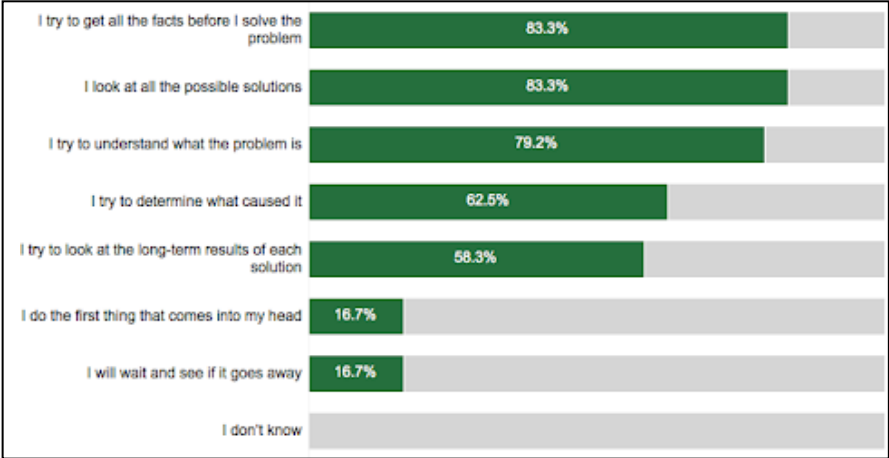


Graph 31: Perceived change in risk taking behavior after attending fellowship

- Exposure to grass root level problems and the experiential nature of the fellowship curriculum, enables the fellows to come up the solutions to problem in an uncertain setting.
- Further, living the minimal resources during community immersion program leads to development of comfort in staying and working in difficult situations, as reported by the fellows.
- Further, the alumni reported that attending Vipassana gives them overall calm and patience while facing a risky situation

Majority of the fellows are aware of problem-solving skills, as per the survey

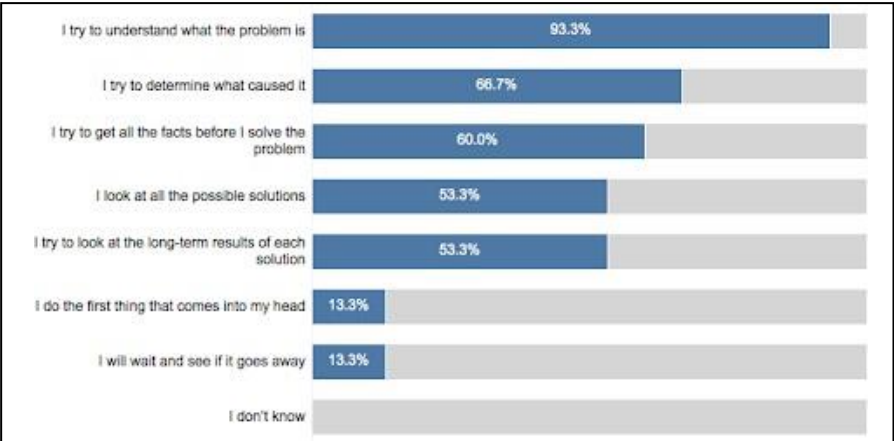
Current fellows (N=24)



Graph 32: Level of problem solving skills among the current fellows

- In the application-based question asked by Sattva, the problem-solving skills were reported to be adequate among both the current fellows and alumni.
- While alumni focus on the nature of the problem and cause behind it, fellows report a tendency to look at solutions after understanding the problem.
- A very few of the current fellows and alumni report that they would *react* to a problem instead of responding to the problem indicating a good understanding on the approach towards problem solving.

Alumni (N=15)



Graph 33: Level of problem solving skills among the alumni

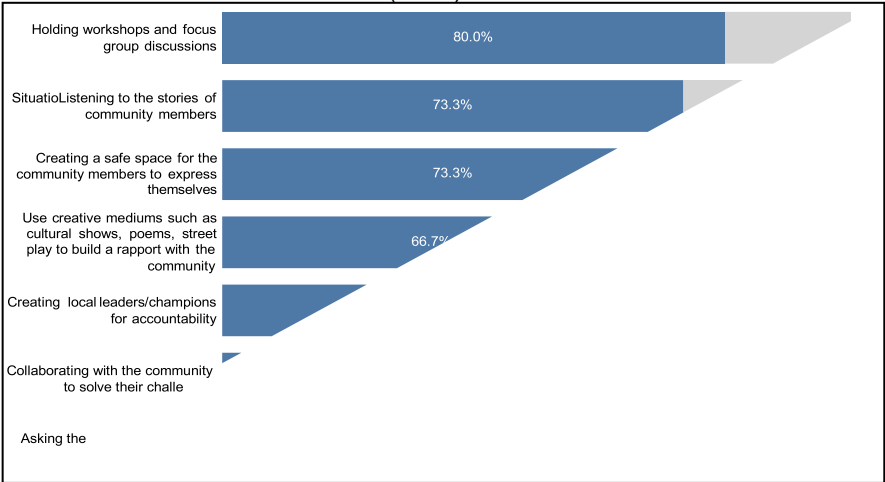
There is scope for improvement in skills of Gandhi Fellows for community mobilization with respect to enabling local leaders and utilizing creative mediums. Furthermore, adopting a collaborative approach with community is lower among the alumni

Current fellows (N=24)



Graph 34: Responses to ways of engaging with community reported by the current fellows

Alumni (N=15)

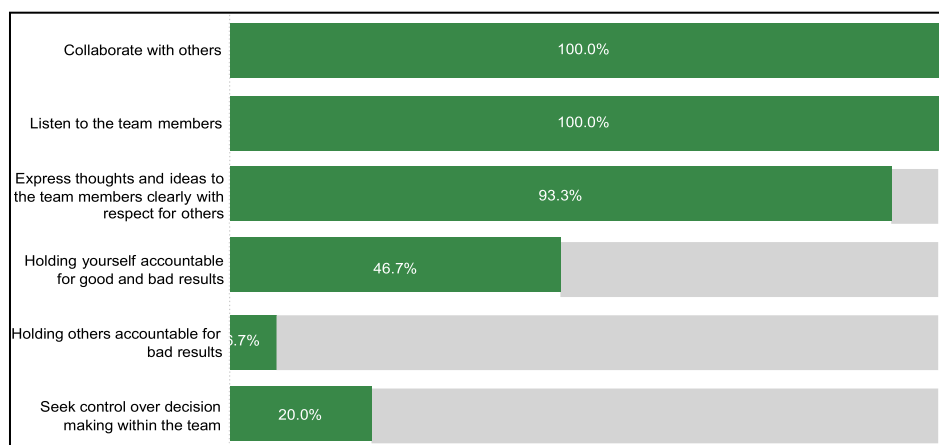


Graph 35: Responses to ways of engaging with community by the alumni

- As per the survey responses, current fellows in majority prioritize collaboration with the community to solve their challenges, as opposed to alumni, where only 40% of them report prioritizing community collaboration while engaging with the community.
- While 79.2% of the current fellows responded to creating local leaders for accountability, 66.2% of the of the alumni reported the same, indicating a need for focus on enabling sustainable models of community engagement and overall social development.
- Overall, there is still a scope in improving the approach towards community engagement with respect to using creative mediums to engage and listening to the community members.

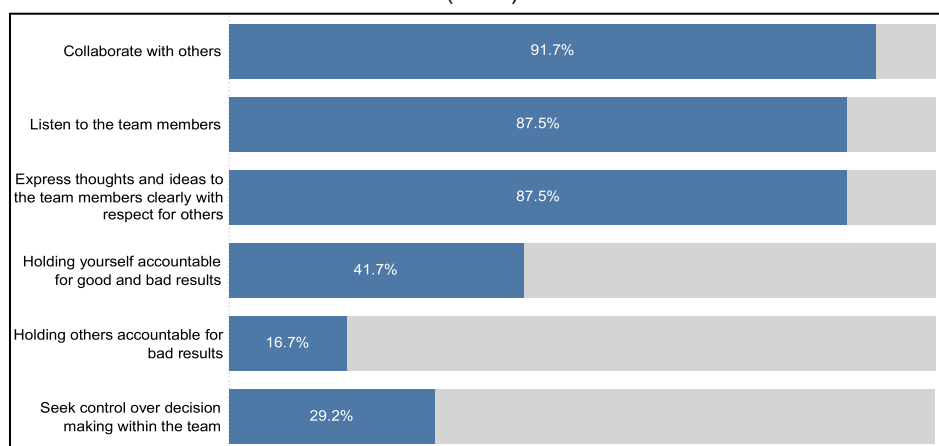
Fellows have a team-work spirit and value collaboration, listening to team members, clear expression of thoughts and adaptive approach towards team-work

Current fellows (N=24)



Graph 36: Level of team work skills among the current fellows

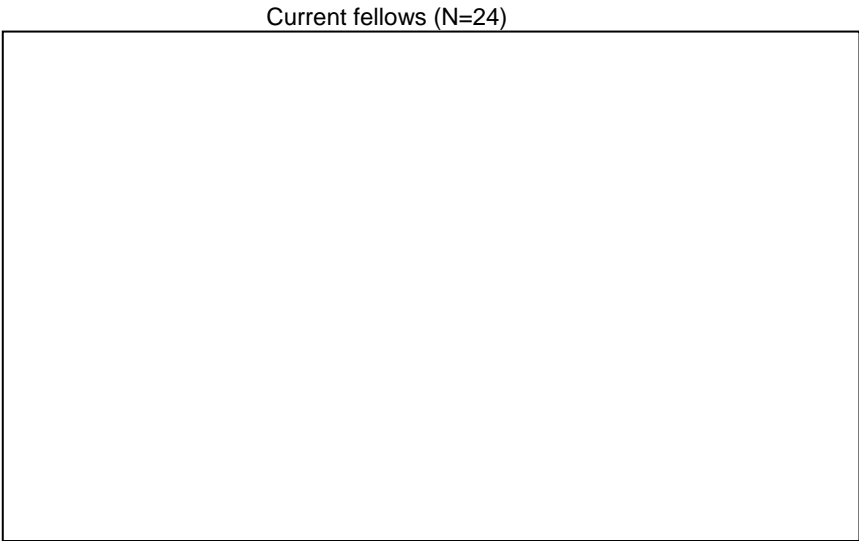
Alumni (N=15)



Graph 37: Level of team work skills among the alumni

- Overall, a team spirit is reported by the current fellows and alumni with collaboration with others being the topmost action to be taken while working with others.
- Further, the second most important characteristics is listening to team members, as per the responses by the fellows.
- As per the survey responses, accountability is seen as the improvement area among both the fellows and alumni, as 46.7% respond to holding themselves accountable for good and bad results among the current fellows, while 41.7% of the alumni reported the same.

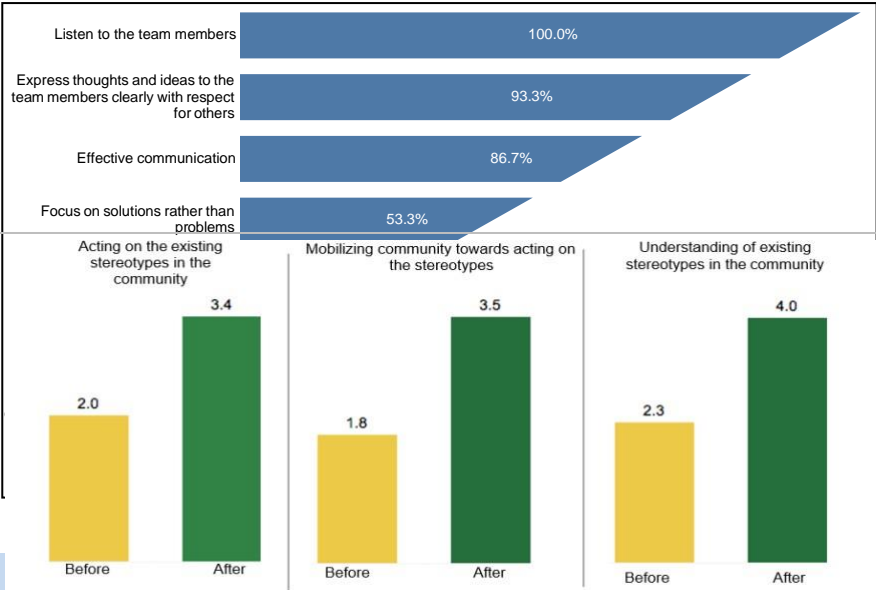
Fellows report knowledge of leadership skills through listening to team members, collaboration and effective communication. There is a scope of improvement in adopting a solution focused approach and learning accountability towards risky/failed situation



Graph 38: Level of leadership skills among the current fellows

- Fellows take initiatives to work on a problem from the 1st year of the fellowship in processes such as LJ1 and LJ2. They get an opportunity to work with an NGO with a group of 10 fellows from different locations to understand the NGOs leadership, operations and are involved in fieldwork
- As per the survey responses, fellows demonstrate leadership skills with respect to listening to team members as the topmost priority.
- Further, clarity in communication to team with respect to your ideas has been selected as the second most important thing while leading a team.
- However, there is a scope of improvement in accountability among both the cohorts which has been seen as a trend in the previous insights as well.

Alumni (N=18)



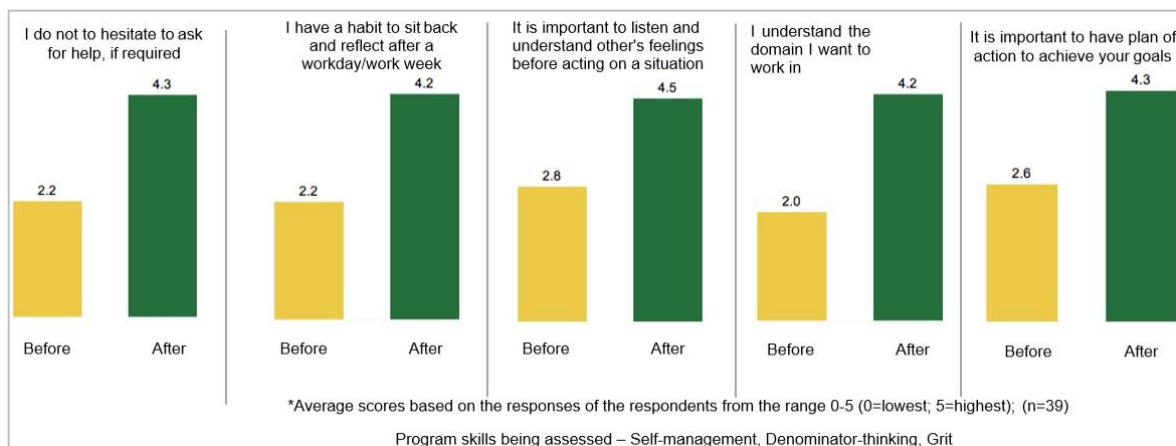
Program skills being assessed – Self-management, Denominator-thinking, Enabling change through others, Grit, Public systems

Improvement in the communities, after attending

Graph 40: Perceived improvement in the ability to act on stereotypes in the communities

- Attending community immersion program has enabled the fellows to understand the existing community stereotypes. Most common ones to be recognized are discrimination with the girl child, other superstitions with respect to not allowing the females inside kitchens during menstruation, etc.
- While there has been a greater improvement in terms of understanding the existing stereotypes, however, the ability to mobilize the community or act on these has not improved considerably mainly because there is a challenge in altering the beliefs of the community in short span of time.

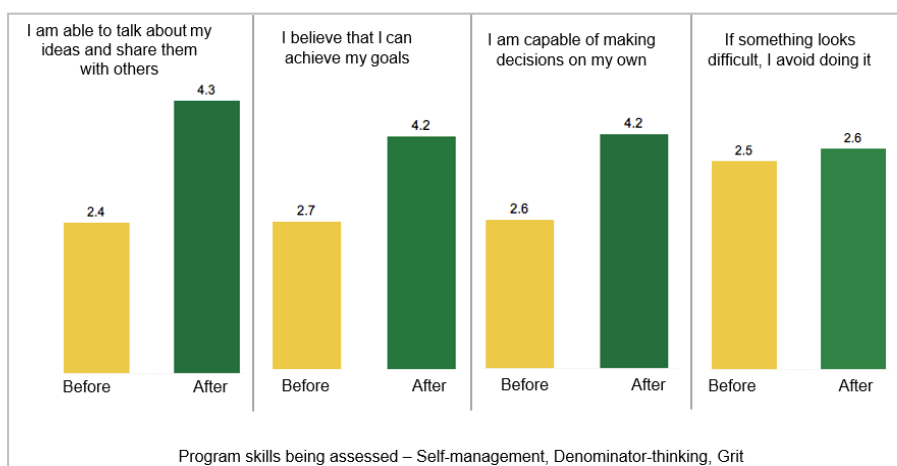
Fellows perceive a positive change (70%) towards becoming more helpful, reflective towards their work and getting a better understanding of their career path, after attending the fellowship



Graph 41: Perceived improvement in understanding of self and career goals

- Fellows expressed the usefulness of the boot camp held after the 3rd semester which gave them a clarity about their future career plans
- The coming of TNMP team to prepare them for placements session by conducting mock interviews were found to be helpful. Fellows said to have developed a clarity on their domain interest. They are divided into groups based on their interests. The group themes are entrepreneurs and intrapreneurs- CSRs, Consultants and NGOs. Fellows are free to join whichever theme they want to base on their interests and given situation-based assessments to solve and design strategies around it

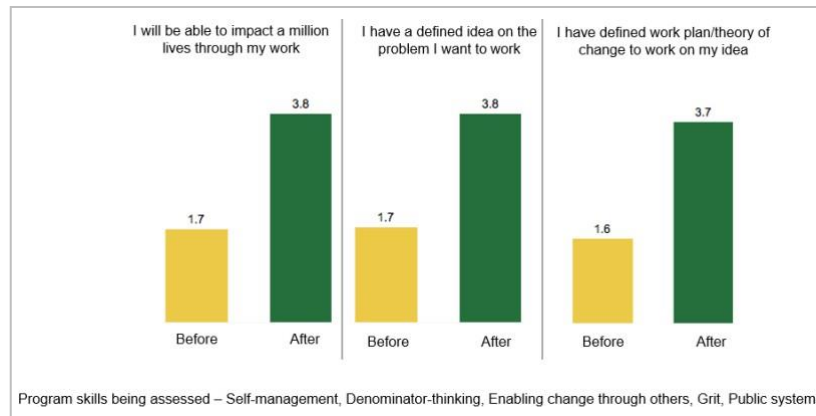
There is a perceived improvement (42%) in self-confidence of the fellows. Taking on challenging situations is seen as an area for improvement, as per the survey responses



Graph 42: Perceived improvement in self-confidence of the fellows

- Fellows have expressed that the fellowship has opened avenues for them. The process of networking is very strong, and every batch is connected with each other, thus, supporting each other to make sound decisions
- Interaction with high level stakeholders such as those in the government have helped them gain confidence in themselves, build leadership skills

There is a perceived change (129%) in aspirations of the fellows, after the attending the program



Graph 43: Perceived change in career aspirations of the fellows

- Attending the fellowship, gives confidence to the fellows to be able work on a large-scale social problem, as report the fellows. As the fellows helps them build networks and understand grassroots problems in-depth.
- However, while there is an aspiration which mainly comes from attending the fellowship, there is a lower response in ideating and planning the work on a large-scale problem which could be attributed to being new to the social sector.
- Fellows expect to be able to work on their ideas after working on the job for 2-3 years.

Majority of the alumni have got the job after attending the fellowship immediately after the fellowship or during the fellowship

What are you doing currently? (n=18)

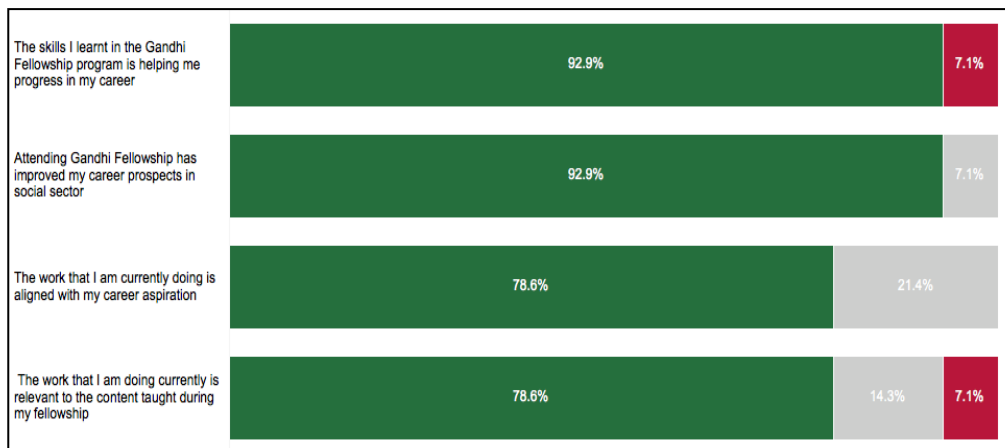


Graph 44: Status of employment of alumni after attending the fellowship

- The survey reported 86.7% alumni to have started a social enterprise after the Gandhi Fellowship program
- Further, 80% of alumni have a work experience of 1-2 after completing the program, whereas 20% have a work experience of less than one year

The work currently pursued by alumni is aligned and relevant to the content taught during the fellowship. Furthermore, skills acquired throughout the fellowship has been aligned with respect to receiving improved career prospects and progressing in the social sector

Agree | Neither agree nor disagree | Disagree (n=18)

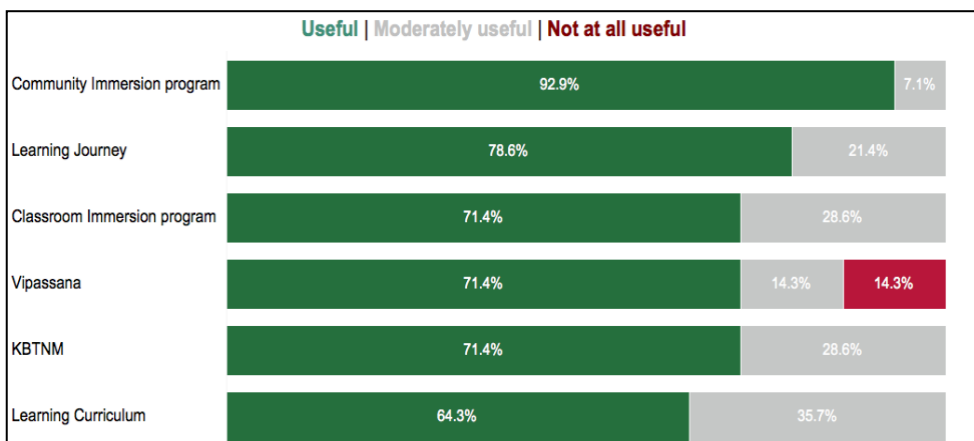


Graph 45: Usefulness of the skills on the job learnt in fellowship as perceived by the alumni

- Majority of the alumni report that joining the fellowship has enabled better opportunities in the social sector as the employers prefer somebody from grassroots level experience.
- Less than 80% alumni report the skills being useful in their current job, especially with respect to ground knowledge and understanding the behavioral aspect of the community indicating a better alignment of skills required on the job or the opportunities being availed by the fellows.

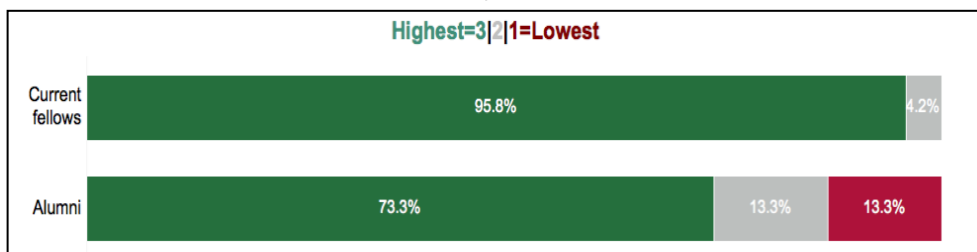
Majority of the alumni who are working perceive the courses to be useful on their job

How much have the following been useful on the job? (n=18)



Graph 46: Usefulness of fellowship activities on the job as perceived by alumni

On a scale of 1-3, how much would you recommend Gandhi Fellowship? (N=39)



Graph 47: Willingness to recommend Gandhi Fellowship to others

- Community immersion program has been reported to most useful in terms of development of skills relevant to the job. Further, learning journey and classroom immersion programs have been reported to be useful.
- Vipassana, LC, KBTNM have been reported to be less useful on the job.
- While the skills learnt during vipassana have been reported to be useful while managing stressful situation. However, for many of the fellows Vipassana is reported to be one-time experience and applicability of it day-to-day life especially post fellowship, is low.
- While current fellows in higher percentage would recommend the fellowship to others as compared to alumni indicating that the changes done in the NB3 curriculum have been fruitful in terms of skill development and satisfaction of the fellows from the fellowship. Further, alumni reported the lower satisfaction because of increased exposure of social sector in the job and realizing the skills the fellowship could have incorporated.

Recommendations and Way Forward

RELEVANCE

1. Institutionalize a systematic process to conduct a needs assessment to align the supply (Gandhi Fellows) needs and Demand (Ecosystem, Employers) needs for program design.

Area of Improvement

Currently, there is an absence of a systematic process to identify the needs of the graduates for the fellowship program and emerging skills required for solving social sector problems from ecosystem perspective.

Way Forward

- Conduct an assessment with mixed methods approach to capture the skill gaps in youth, aspirations of the youth and expectations of the youth from a fellowship program.
- Conduct a qualitative assessment with ecosystem players such as industry experts, sector experts, employers (NGOs, Consulting organizations, Research Organizations) to understand the skill requirements with respect to current and futuristic skills.
- Conduct an assessment with the schools/teachers to understand the kind of support they would require from a fellow/ (aspirations and expectations)
- Consolidate the findings of the study with secondary research for utilization in program design.

2. Adopt a collaborative and inclusive approach towards program design for fellowship

Area of Improvement

Currently, there is an absence of a process/platform to involve primary and secondary stakeholders in design of the fellowship program.

Way Forward

It is recommended to include industry experts, select graduates (ideathon) employers(select NGOs, consulting organizations) for a day's workshop/platform to give their recommendations/suggestions for the fellowship program.

3. Allow flexibility in the program activities to align with the program objectives

Area of Improvement

The objective of the program is to create social change leaders. However, the program largely emphasizes on education and some of the fellows during the discussion expressed the want to learn and work on other thematic areas.

Way Forward

It is recommended to redefine the projects/immersion program from a systemic lens and giving the fellows a flexibility to work in any thematic area which would in long term lead to improved education/participation in education in the community.

EFFECTIVENESS

1. Document the end-to-end process of implementation of Gandhi fellowship program

Area of Improvement

The NB3 curriculum shared by ANEW team gives a detailed insight into the topics/activities for the fellowship. However, there is an absence of a document giving the details of end-to-end implementation process for a financial year, as established during the study.

Way Forward

It is recommended that KEF devises and documents a detailed SOP with inputs and roles and responsibilities of each stakeholder clearly defined.

2. Strengthen the process of mapping outcome indicators of the program by adopting a logical framework approach

Area of Improvement

As per the discussion with curriculum design team, it was established that currently there is a lack of understanding and establishing the long-term outcomes of the program through the current activities of the fellowship. While there is a detailed assessment being mapped for the Gandhi fellows and PLs, it looks into the outcomes/changes felt during the program.

Way Forward

Adopt a logical framework to clearly define input, output and outcomes as short term, medium term and long term for the fellowship program.

3. Strengthen the monitoring and evaluation mechanism for the fellowship program

Area of Improvement

As per the study and discussions with fellows, program leaders and curriculum team, it is established that there is a lack of centralized monitoring and evaluation mechanism to track the fellow progress. Further, there is a lack of documentation of debriefs and plan of action around the observations of fellows from the ground.

Way Forward

- Defining the output and outcome indicators for the fellows with respect to School Transformation intervention and Fellowship program to be entered into My Journey App.
- Standardization of data entry process in My Journey App among the fellows with respect to school progress.
- Real time monitoring of data and utilization and discussion on the data entered in the app on monthly basis with all the fellows, teachers and other relevant stakeholders.
- Streamline the process of recording progress fellow at both School Transformation intervention and Fellowship program to enable a single dashboard to view the fellow progress as well as enable actionable insights and feedback basis the dashboard.
- Document the debrief with the PLs for monitoring as well as progress purposes. These could be working minutes of meetings from each discussion.
- Enable case study-based assessment to understand the ability of the fellows to large scale social problems and diverse social problems.

4. Strengthen the feedback and grievance redressal mechanism for fellows

Area of Improvement

As per the study and discussions with fellows, program leaders and grievance redressal team, the fellows give verbal feedback and in case of any issue to be reported, it is routed through the PL and is not documented. There is an absence of direct system to reach out to grievances team by online filing of complaints by the fellows.

Way Forward

- Enable documented 360-degree feedback mechanism for course correction by taking feedback on fellow performance from teachers, government stakeholders and program leaders. Additionally, document the feedback from fellows to their PLs, or on the program structure etc.
- Further, integrate/digitize the process of the grievance filing and redressal from the fellows for quick turnaround and a more transparent and independent process of complaint filing.

IMPACT

1. Strengthen the tech component in the fellowship curriculum by giving primer courses on using of AI/Machine learning/Data analytics in social change

Area of Improvement

In today's world, use of data, AI and machine learning has become ubiquitous and very important. Presently, while the fellowship focuses on holistic development of the fellows through focus on immersive learning and socio-emotional learning, however, with increasing demand for these skills, it is imperative to give some background to the fellows on the usage of these in driving social change.

Way Forward

- KEF could organize online sessions/expert sessions by the entrepreneurs or university researchers who are working towards enabling solutions through the use of tech in social sector.
- KEF could integrate a list of basic courses (could be optional for fellows) on data analytics, AI and Machine learning with a special focus on social sector in the fellowship curriculum.

2. Connect and enable mentorship for the fellows with social entrepreneurs and individuals in social impact space to give them early exposure to real life application of ideas/features of entrepreneurship and world of work

Area of Improvement

During the discussion with the fellows, it was reported that majority of them would want to go for entrepreneurship. While currently the design of the fellowship itself provides an independent space to the fellows to innovate and create solutions to socio-economic problems on the ground, however, there is a gap in receiving mentorship support from the industry experts/individuals already working in social entrepreneurship space/social impact space.

Way Forward

- KEF could initiate a collaboration with social enterprises and social impact organization for 1:1 mentorship of the fellows during the second year of the fellowship.
- The in-built mentor support could be given to selected fellows who are interested in receiving such a support. The interactions with the mentor could be done on monthly basis with defined number of interactions and defined scope of engagement between mentor and mentee.

3. Strengthen the focus on inculcating the behavior on taking accountability of the tasks at hand among the fellows

Area of Improvement

From the Impact Assessment findings, approximately 45% of the fellows reported that they would hold themselves accountable for good and bad results while leading a team/or a project indicating the need to focus on this component for enhanced leadership skills among the fellows.

Way Forward

- KEF could strengthen the focus on Accountability by including a dedicated session on Accountability skills in leaders for increasing the knowledge/skills among the fellows.
- Program leaders and program managers could initiate activities/processes for the fellows by giving them more accountability for everyday tasks at school and by giving them guidance on the same.

4. Strengthen the component of learning and working with Government officials, especially at policy level with institutionalization of 2 sessions per semester by experts in Education policy/Government stakeholders

Area of Improvement

Currently the fellows have limited interactions with the Government officials, mostly with respect to the progress of the program. There is a gap in terms of giving a deeper understanding of the process of policy making and implementation of policy on-ground.

Way Forward

- Knowledge sharing sessions could be organized with the Government officials on giving a perspective on policy making and implementation of policy.
- A Q&A session could also be integrated within these sessions to give a platform to the fellows to ask their questions, discuss ideas and their observations on the ground for better alignment and greater clarity on the challenges on the ground and the scope of work and impact creation.

5. Strengthen the component of KBTNM by extending consistent support to fellows in form of mentorship and funding to implement their ideas on ground

Area of Improvement

Currently, there is a gap in understanding the outcomes of KBTNM and support received by fellows to work on their ideas. The fellows come from diverse background and different skill sets. Further, given the emergence of usage of technology on-ground and increasing need for innovative and sustainable solutions on ground, the fellows could be given an opportunity to come together, leverage the diversity and create solutions. These solutions could be recognized as a contribution of KEF to the social sector by their fellows, increasing the visibility of KEF and a greater value-add to the local community. Further, the most innovative solution could avail early funding from the investors/industry experts to implement their solutions on ground.

Way Forward

- Create Innovation teams within the fellows coming from diverse background along with a member from Centre of Excellence team to work on creating innovative solutions or products for on-ground socio-economic problems.
- The solutions/products showcased during KBTNM could be patented or could get funding from the investors/industry experts for operationalizing them on-ground, depending on the scope of the Ideathon.

Overall, Sattva recommends an evidence based, inclusive and collaborative approach towards the implementation of the ANEW program as given below:

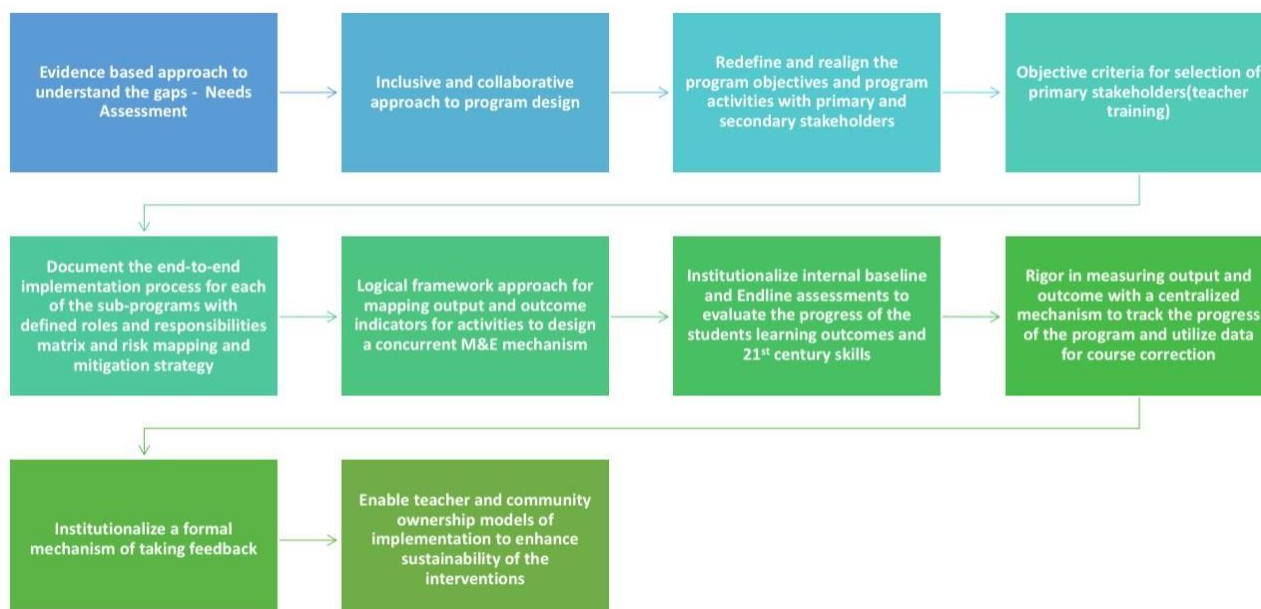


Figure 35: Suggested approach towards implementation of ANEW Program

CONCLUSION

As India strives to become a global superpower, the providence of the country lies in enabling the younger population to become ready for the future through enabling their holistic development from the childhood itself. Presently, while India has achieved near to perfect enrollment rates in its primary schools, there exists a significant gap in the learning outcomes from the primary level, as highlighted in the introduction section of this report. Building strong foundational skills in reading and numeracy among the children is imperative for their adequate academic and as well as individual growth later in life. The problem of low learning levels is augmented for the children in rural areas, especially from poor socio-economic backgrounds, majorly due to lack of access to quality learning, lower involvement of parents in their education and lack of supplementary educational support after school.

With the realization of importance of developing foundational reading and numeracy skills as a crucial support for the development of the child and their education, there have been several initiatives by the Government. The educational policies and reforms in the past decade have emphasized on the addressing the challenges to improve the low quality of classroom teaching and learning, limited capacity to research and innovate, misbalanced growth and lack of access to adequate learning opportunities. There has been increasing focus on using technology as a medium to enable interactive and adaptive learning among the students. To improve the quality of education, the Central rules to Right to Education Act of 2005, has been revised to include the focus on grade-wise and subject-wise learning outcomes. The learning outcomes for each of the classes in language and other subjects have been finalized and standardized to share across all the states and union territories. Further, to identify the learning gaps in the students of class 3, 5 and 8, National Achievement Survey (NAS) has been initiated which focuses on mapping the learning outcomes of the children at district level and design data driven strategies to address the gap. To improve teaching quality and enable quality learning in classroom, MHRD has created a digital platform called DIKSHA for knowledge sharing digitally. Another digital initiative taken by Government is e-PATHSHALA where repository of NCERT textbooks and others learning resources have been created to provide educational resources for teaching and students in form of audio, videos, periodicals etc. NISTHA is another such initiative, which is an integrated teacher training program to improve the learning outcomes at the primary level. To enable innovation, the Government has initiated Rashtriya Aavishkar Abhiyan (RAA) program to engage children in the age group of 6-18 years in science, mathematics and technology through experimentation, observation, model building etc. by conducting activities inside and outside classroom. Another initiative taken by the central government is Padhe Bharat Badhe Bharat, to support the state on early grade level reading, comprehension and writing as well as early mathematics initiative to support the children in foundational years of their schooling.⁸⁶At the state level, Government of Haryana has launched Saksham Haryana program to enable improvement in student learning outcomes. The government has taken the much-required steps towards enabling systemic change of its education system. The program is outcome based and the blocks where 80% of the students attain grade level proficiency in Hindi and mathematics, the blocks are declared as 'Saksham'.⁸⁷The program is focusing at building teachers capacity, introducing activity based learning in classroom. the Government of Haryana has taken a much-needed step toward the systemic transformation of education. Working with governance consulting firm Samagra, one of the government's goals was to diagnose learning levels in in each administrative block of Haryana and to motivate achievement of grade-level, or Saksham, status. Aligned with vision of central and state government, A New Education Worldview (ANEW) program was initiated by KEF in 2017, in collaboration with Tata Communications to solve the challenges in the education of the children from a holistic perspective. The program aims to work on the problem through a systemic approach and works with the stakeholders across the education ecosystem. ANEW program by its design accelerates the impact created by Saksham Haryana initiative and enables holistic development in student through h required support to teachers in innovating their classroom sessions and digitizing their day-to-day tasks, inculcating socio-emotional learning skills among the students and enabling learning through technology. There is an opportunity to enable improvement in student learning outcomes through 21st century teaching methods such as activity based learning, AI-enabled learning, interactive learning and experiential learning as well as work towards building the socio-emotional learning skills such as self-awareness, time management, social awareness, relationship skills and responsible decision making skills among the children to support their holistic growth and increase the possibility of a brighter future.

To understand the impact created by the program thus far, KEF and Tata Communications commissioned Sattva to conduct an impact assessment study of its interventions under the ANEW program: School Transformation Program, Digital

⁸⁶ [15 initiatives taken by Central Government to improve teaching standards in India: HRD Minister, India Today](#), 2019

⁸⁷ [Systemic Transformation in Haryana Government Schools through 'Gamified Approach' in large scale assessments](#), Graymatters

Enablement and Gandhi Fellowship. For the Impact Assessment study, Sattva adopted OECD's DAC framework and mixed methods approach to understand the Relevance, Effectiveness and Impact of the program both quantitatively and qualitatively. The study included a 360-degree view from the ground by conducting discussions with the stakeholders across the spectrum: Students, Teachers, Parents, State Government Education Department Officials, Funder, ANEW Program team, Fellows.

The study inferred the following insights with respect to ANEW program for each of the component of the DAC framework:

The interventions of ANEW program are relevant as per the need of improving student learning outcomes:

- As per the results of the study, the activities under each of the interventions are addressing the need of improving students learning outcomes. The interventions under ANEW program focus on building teachers' capacity, leveraging the skilled youths and integrating tech as a medium to learn, which have also been identified as the solutions for solving India's education challenges , thereby establishing the relevance of the interventions.
- However, as per the standard industry practices, conducting a needs assessment for a data-driven and community specific approach to the design of the program is recommended for bringing in objectivity in the process and a greater community buy-in.

The effectiveness of the interventions need to be strengthened by enabling a robust concurrent monitoring and evaluation mechanism for evidence based decision making towards program course correction:

- While the interventions are relevant to the needs of the target group, there is a need for enabling rigorous and robust mechanisms of implementation of the interventions for effectiveness.

For all the three interventions, there is a need to incorporate a process to map of output and outcome indicators systematically at the ANEW program level as well as at the intervention level. Further, data collection process for the output indicators needs to be strengthened to be able to utilize and analyze the data. This will enable real time monitoring of the progress of the intervention and will also give an insight into key gaps areas for course correction of the program.

There is a positive perception among the stakeholders on the support received by fellows, however, a direct impact of ANEW program on student learning outcomes needs to be established and aligned with the stakeholders:

- There is a positive perception among the students, teachers and parents with respect to the presence of fellows in the schools and their interactions with the parents. Students reported attending assembly has helped them in improving their confidence, baLA improves the perception of children on classroom infrastructure and has enabled a medium to learn from the walls.
- There is a gap in understanding of the impact created by ANEW program on the student learning outcomes. As per the study results, teachers have reported to be positively impact by the support of fellows in the school with respect to managing students, TIPPS to reflect on their classroom delivery, however, irregular frequency of the sessions and attending a workshop or two, have not been able to create a substantial impact on the teaching delivery, as reported by the teachers. Similarly, in case of parents, it was reported that while Gandhi fellows are helpful, there was a lack of clarity on initiatives on ground with respect to ANEW program and thus their direct impact on student learning outcomes could not be perceived.

Way forward

In the light of the insights derived for the program, recommendations along with the recommendation design to further strengthen the impact of the program on ground have been given by Sattva team respectively.

It is to be noted that some of the recommendations would require incurrence of additional cost and thus, those are to be prioritized as per the available budget and resources.

ANNEXURES

Annexure I: Data Collection Tools (to be shared as a separate attachment)

Annexure II: Outputs and Outcomes for each stakeholder for School Transformation initiative

1. Student level:

Output: Attendance of the student in each of the activities being organized by KEF (to be filled by Fellow/teacher)

Outcome: Baseline, Midline and Endline Evaluation

- Change in confidence, teamwork, empathy, etiquettes, communication, inter-personal skills among the students after attending the activities.
- Change in motivation among students to come to schools
- Perceived change in quality of teaching/change in interest in a class among students
- Change in student learning outcomes

2. Teacher level:

Output: Number of sessions of assembly, library, Bal Sansad conducted

- Average frequency of usage of baLA in classroom learning and teaching
- Number of visits by Gandhi fellow to school in a week
- Number of visits by PL to school in a week
- Number of teacher trainings attended
- Number of TNATs given/participated
- Number of videos/classes conducted using learnings from trainings

Outcome: Baseline, Midline and Endline Evaluation

- Change in confidence of making video-based lessons/ creative lessons
- Perceived change in knowledge of multiple pedagogical techniques
- Situation based knowledge of utilization of pedagogical techniques
- Situation based knowledge of managing classroom/peculiarities of children
- Perceived change in interest of children in classroom learning
- Perceived change in confidence etc. among children
- Motivation to continue the activities in school
- Perceived usefulness of activities in enabling holistic development of students in school

3. Gandhi Fellows level:

Output: Number of visits to each school

- Number of sessions of assembly, library, Bal Sansad conducted in the schools
- Number of TIPPS training conducted
- Number of parents met/engaged every week
- Submission of observation documents and steps taken to PL

Outcome: Baseline, Midline and Endline Evaluation

- Change in confidence of making video-based lessons/ creative lessons
- Perceived change in knowledge of multiple pedagogical techniques
- Situation based knowledge of utilization of pedagogical techniques
- Situation based knowledge of managing classroom/peculiarities of children
- Perceived change in interest of children in classroom learning

4. PL level:

Output:

- Number of visits to each school
- Number of TIPPS training observed
- Number of parents met/engaged every week
- Number of meetings held with teachers to discuss the progress
- Number of debriefs conducted
- Number of debrief conducted with planned agenda and documented and actionable MoM(working)

Outcome: Baseline, Midline and Endline Evaluation

- Change in confidence of making video-based lessons/ creative lessons
- Perceived change in knowledge of multiple pedagogical techniques
- Situation based knowledge of utilization of pedagogical techniques
- Situation based knowledge of managing classroom/peculiarities of children
- Perceived change in interest of children in classroom learning

5. Government administration level:

Output:

- Number of meetings with the program team KEF
- Number of MoM shared
- Number of meetings/engagements with Gandhi fellows
- Number of visits to schools

Annexure III: Case studies within the report

Implementation of school assembly in England

At St Martin's CE Primary School, a small setting in rural Berkshire, children in years 5 and 6 are taking the lead when it comes to assemblies. The initiative sees each child take a turn in leading an individual assembly on a subject of their choice that links to at least one of the school's core values: courage, friendship, creativity and respect. The topics chosen are wide and varied, reflecting the children's diverse interests. As headteacher Katy Bartlett explains, "Children have chosen to focus on topics as diverse as Disney, Harry Potter, the RAF and Nelson Mandela." The children appreciate the freedom of being able to break free from the curriculum, "We have the choice to cover different subjects that might not be part of our normal lessons." says Thomas – a pupil at the school who, for his own assembly, opted to go with the topic of YouTube.

Values

Some children choose to work on their assemblies in pairs, whilst others prefer to work independently. The children plan and prepare their assemblies in their own time as a piece of homework with minimal input from their teacher. The requirement for all assemblies to make wider connections to the core school values gives the children a forum in which they can demonstrate their own understanding and interpretation of what those values are in a variety of contexts. "We try to weave the school values through all aspects of school life," says Bartlett, "and this gives the children an opportunity to demonstrate their understanding of those concepts." The pupils themselves have responded positively to the initiative, and look forward to taking their turn in front of the school once they reach upper key stage 2.*

ABOUT SATTVA

Sattva co-creates inclusive businesses that are scalable, sustainable and globally relevant. We serve as a bridge between business and social goals, by designing and implementing solutions that can bring long-lasting impact. Sattva works with corporations and social organizations to help them design and co-create solutions on the ground across Education, Skill development, Rural Livelihoods, WASH and Food Security. Our work with BOP communities today extends across India, Nepal and Africa and we are engaged with leading multi-laterals, social organizations and corporations across the globe. More info about Sattva on www.sattva.co.in

Key Highlights:

- Strong engagement with corporations engaging over 25 corporations and influencing the deployment of over 200 crores of programs
- Engaged with key corporations across sectors such as Tata Capital, Tata Communications Limited, Coca Cola, Asian Paints, ACC Cement and others.
- Empaneled by Indian Institute of Corporate Affairs as a key knowledge partner for CSR Advisory and CSR Training, BSE Samman platform and other initiatives.
- Sattva's knowledge products including white papers, articles and case studies have been published in leading international journals and have been included in award-winning compendiums

