BAJAJ Education Initiative

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Impact Report

Reforming the Schools

**Improving Learning Outcomes
and Strengthening School Management Committees
in Government Schools of Mewat region of Alwar district**

A Bajaj CSR & Ibtada Initiatiative

Prepared by
CULP (Centre for Unfolding Learning Potentials), Jaipur

June 2021

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Improving Learning Outcomes and Strengthening Outcomes and Strengthening School Management Committees in Government Schools of Mewat region of Alwar district.

(A Bajaj CSR and Ibtada Initiative)

An Impact Report

By

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CULP (Centre for Unfolding Learning Potentials), Jaipur

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Improving Learning Outcomes and Strengthening School Management Committees in Government Schools

CONTEXT

Policy of the government in the field of education has been to provide equal access to quality education and to improve the management and planning of education. Nevertheless, improving the quality of education has remained undoubtedly a challenging task. Many assessments including ASER report has shown miserable achievements in the learning of students. ASER 2014 reveals that only 42.5% students in Class III can read class I level text and only 27.7% students in class III who can do 2digit subtraction problems. School environment and classroom processes are in pathetic condition.

There are arguments that favor enhancing the participation of the community (which includes parents) in the management or affairs of schools, especially those that are government-controlled. Such participation in education is seen as a way to increase resources, improve accountability of schools to the community they serve, ensure a more cost-effective use of resources and, more importantly, be responsive to local needs. Such participation is expected to improve equitable access, retention, quality and performance of schools.

Taking these aspects into consideration IBTADA in collaboration with Bajaj CSR initiated a program in July 2017 on Improving Learning Outcomes and Strengthening School Management Committees in 100 Government Schools in Alwar district of Rajasthan.
The reason of choosing the Mewat area (A larger part falls in Alwar district) for the intervention was being a backward area in terms of community awareness, assertiveness and demand, the status of govt. schools is all the poorer. The participation of community in school affairs is negligible. Though the parents complain about poor learning levels of their wards at schools, they do not approach the school collectively. The SMCs (School Management Committees) have been formed in papers without any proper meetings. Ibtada assessed that SMC members were not even aware of their membership. The past experiences of working in the field of education has shown that community participation such as through SMCs have improved many things at

The program aimed at strengthening the Right to Education in government schools. It entails building capacities of teachers, better teaching learning environment in schools; improving the learning outcomes of students and strengthening the SMC.

the schools. To make the school better, strengthening of SMCs is required.

The proposed intervention was expected to cater to the educational needs of poor and backward rural families, especially the Meo Muslims, scheduled castes, immigrants from

Pakistan and other deprived rural residents and expected to benefit about 15000 school children. The project was decided to be implemented in 100 schools in 2 blocks (*Ramgarh* and *Kishangarhbas*) of Alwar in this project for three years. To assess the situation on different parameters a baseline study was conducted prior to the project interventions. The purpose of the baseline study was to capture a real picture of the schools, classroom processes, teachers, learning level of children, and School management committee before the intervention. The data received through the baseline was intended to be used for comparison with a subsequent picture to show if a change has occurred in schools, teachers, children and SMCs during the period of the project. 8 schools (4 Primary and 4 upper Primary) were selected from Ramgarh block and 8 schools (4 Primary and 4 upper Primary) from Kishangarhbas. Thus, a total of 16 schools (16% of total program coverage) were selected for this baseline study through mix of

The Need

The findings of the baseline study (2017) conducted before the program implementation, reveal that the situation in sampled school was grim in respect to school infrastructure, classroom processes, teacher's initiatives and interaction with children, learning levels of students and the existence and role of SMCs. It would be relevant to place some important findings here to understand the need of the intervention before the beginning of the project. In the light of these findings, it would be justifiable to examine the out-come of the interventions as well as the intensity and efforts put during the entire project period.

School facilities
- *Inadequate basic infrastructure in 93.8%schools which need minor/major repair.*
- *Water facility available in 70% schools.*
- *Library books were there but library as such was not functional.*
- *TLM not available in 94% schools.*
- *Classes were multigrade due to inadequate staff.*
- *Baal Sansad was not constituted.*

Classrooms
- *Pre-dominance of one-way communication, no use of TLM*
- *Rote learning, limited interaction between teacher and student.*

Learning Levels
- *The average percentage score in Hindi was 30.4% and for Math it was 24.8%*
- *Only 32% children in class V were able to read with understanding. Writing competencies were poorer (15% in class IV and 25% in class V)*

Head teachers and teachers
- *Academic leadership was missing in head teachers.*
- *Teachers needed to be capacitated in pedagogy and classroom processes.*

SMCs
- *43% members were not aware about their membership*
- *50% members were unaware about any SMC meeting held*
- *97% members and 80% of office bearers not aware about SDP*
- *85% members and 67% office bearers did not receive and training.*

After examining the revealing data on different components, the project interventions were ascertained and strategized to achieve the desired project goals within the stipulated time frame.

purposive quota and random selection method.

PROJECT DESIGN AND MANAGEMENT STRUCTURE

The Program was implemented in 100 government schools of two blocks (*Ramgarh* and *Kishangarhbas*) of Alwar district; 50 schools in each block. Out of these 100 schools, 45 schools were primary (class 1 to 5) and 55 were upper primary schools (class 1 to 8).

The project was designed in such a way that it should cater to almost all the needs of a school ultimately improving the learning outcome of the students. The seven areas determined to be implemented in each of the select schools were:

- Teaching with class 1& 2 students to improve basic literacy and numeracy with teachers in select government schools.
- Remedial teaching with class 3 to 5 students who did not attain the desired learning levels.
- Formulation and functionalization of *Bal Sansad* in each project school
- Improvement of quality of Morning Assembly in the schools.
- Making existing library functional and handing over the responsibility of running it to the students.
- Improvement in physical infrastructure of school by providing initial amount to the school and motivating SMC and local community to raise desired amount for the infra development.
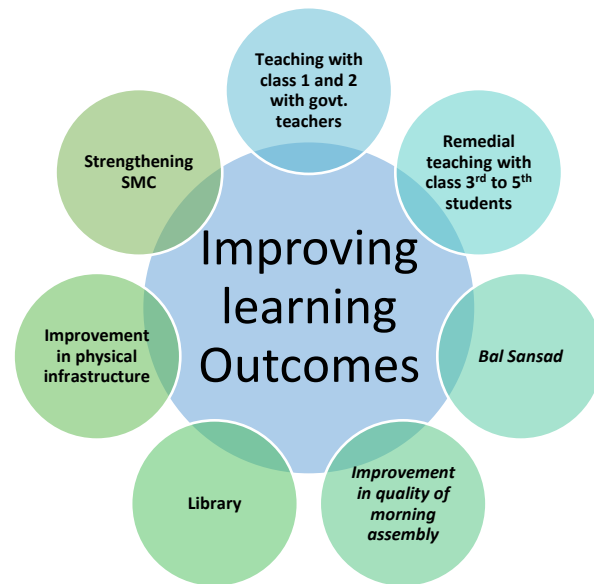
Management

The Motivator-Led model, as it was named, was the back-bone of the interventions and the delivery of goods was on her/his shoulders, since they were directly responsible for the action in the field. A balanced combination of Motivators and Field Coordinators was placed within the select government schools, for actively working with school administrations, SMCs and local communities.

Motivator

Keeping the quality aspect in view One Education Motivator was placed to work extensively with two schools. The motivator worked both in the school on teaching learning processes and she was also responsible to mobilize the community and works with the SMC to strengthen its activities along with promoting different student's activities. The basic qualification of the motivator was graduation but having degree in education or post-graduation was an added advantage. To become a motivator, a willing candidate had to complete a rigorous training of 20 days living up to the expectations of trainers and selectors.

Typically, a motivator was expected to spend 3 days in a school in a week. Another three days she had to move to her second school. During the school timing she was primarily responsible to teach classes 1 and 2 in a close association and collaboration with teachers of language (Hindi) and Mathematics, whom were referred to as the Point Teachers. With these point teachers she would prepare plan of action, day wise teaching plan for all the six days (three days with her and rest of the three days the point teacher would work on the plan). In the next week they would review the weeks work and the issues emerged and started work on that. S/he also helped to constitute the *Baal Sansad*, promotes activities in the morning assembly, arts and crafts work and use of library with all students.

Another assignment of motivator was teaching those students of Class III to V who were legging behind in coping with the required learning levels. An assessment of learning levels of students of these classes was done and based on results, groups of students were formed and remedial teaching is done. Remedial teaching package is delivered in 20-25 weeks to bring the students up to the level of basic reading writing and arithmetic (three R's).

Field Coordinator

The motivator was supported by Field Coordinator. Each field coordinator worked with 4 motivators covering 8 schools was responsible for the monitoring of the program in the field and to support motivators on academic issues if required, and also engaged with school teachers, HMs/Principles and SMCs.
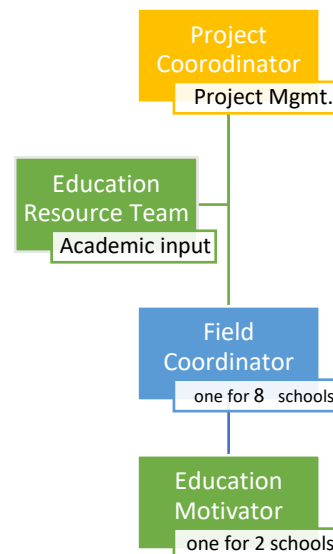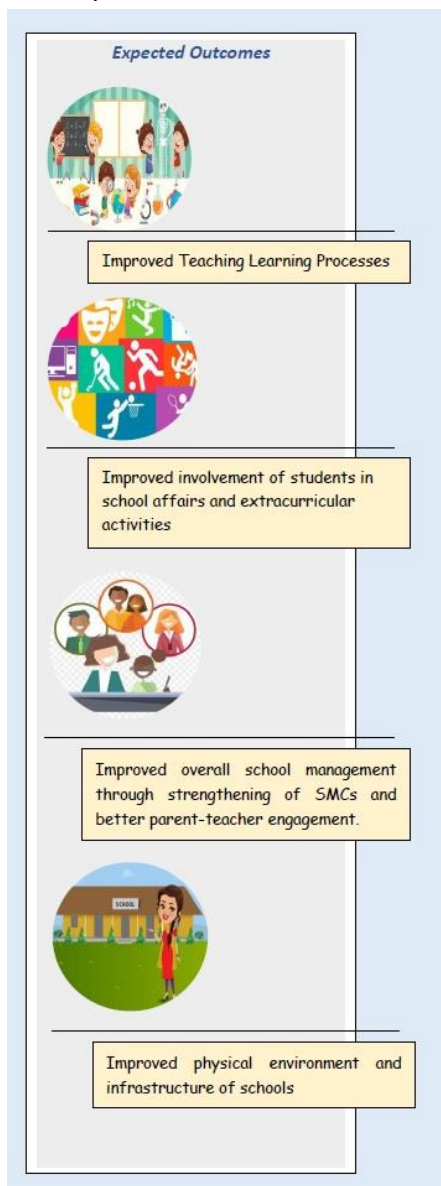
Education Resource Team

A group of Resource Persons form Ibtada team worked as the resource team, responsible for the development of interactive teaching packages and teachers' guidelines to improve existing teaching-learning processes, training of motivators and other project staff for working with schools as well as local communities, training of government school staff for improving school management and using the new teaching packages, and a series of planned activities/events with students, school staff and SMC members and office bearers. The Resource Team provided its regular academic guidance to Field Coordinators and Motivators.

Project Coordinator

A project coordinator responsible for overall project management and guidance was placed from the senior management of the organization.

KEY INTERVENTIONS

The planned interventions in tune with the expected outcomes were designed and implemented like development of interactive teaching packages and teachers' guidelines to improve existing teaching-learning processes, training of motivators and other Project staff for working with schools as well as local communities, training of government school staff for improving school management and using the new teaching packages, and a series of planned activities/events with students, school staff and SMC members and office bearers. Following activities were conducted under the project in three-year period:

Expected Outcomes

Improved Teaching Learning Processes

Improved involvement of students in school affairs and extracurricular activities

Improved overall school management through strengthening of SMCs and better parent-teacher engagement.

Improved physical environment and infrastructure of schools

### I. Improved Teaching Learning Processes

Classroom Teaching: In terms of academic interventions, Ibtada developed teaching learning packages for class I and II. Government teachers (point teachers of Hindi and Math) were provided training on these packages and both Teacher and Motivator imparted this package for improved learning. The package was developed as *Shikshak Sandarshika* or Teacher guide book for classes I and 2 for both the subjects.

These guide books provide a complete roadmap of academic activities need to be done with the students and consist of each and every minute detail of transaction. Activities have been divided in months and further in weeks. Apart from discussing the method of concept development the *sandarshikas* also discuss about the rationale of teaching the mentioned concepts for the teacher in a simple way e.g. In the beginning of class 1 guidebook of Hindi language it discusses the Four Block Approach for developing reading writing and oral language development approach and established the need to design and implement the activities for each day/week.

So, the teacher remains aware of her progress with children and dedicate her time on working on typical concepts in a given time frame. The motivator and the point teacher worked on a prepared fortnight plan of teaching which was further divided in to day wise written one. This approach made students interested in classroom, teacher got clear roadmap of how to develop concepts in students in an interesting way using the required TLM resulting in the increased learning levels of students of class 1 and 2 which proved beneficial for them to learn more difficult concepts of higher grades.
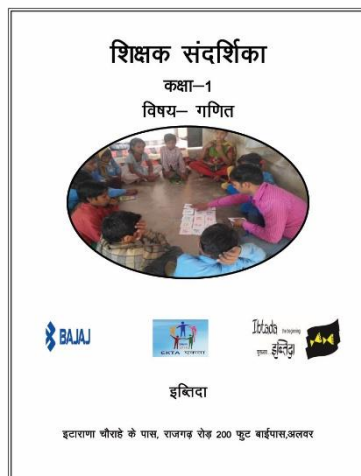
The intervention was duly supported by training to Point teachers as they were imparted total three-day training, one day orientation on the subject pedagogy of Hindi & Math and two-day training on class 1 & 2 (Hindi & Math) package *(Shikshak Sandarshika)*. Apart from it one day voluntary training of teachers on academic issues on Sunday

were also held with other than the point teachers who were willing to contribute in a constructive way.

Based on the assessment of the Class III to V students, in each project school groups of students were formed and remedial teaching was introduced. Remedial teaching package was delivered in 20-25 weeks to bring the students up to the level of basic reading writing and arithmetic (three R's). For remedial teaching work books of Hindi & Math were developed. In Hindi it had two levels A (for those students who are unable to read & write) and level B (who completed level A activities). Math only had one workbook.

II. functional Library

Libraries are integral part of any educational institutions and schools have also been provided with a considerable number of books for different levels of students but in most of the cases the books were seldom available to students and even students usually don't have reading habits. It was observed at the beginning of the project a separate room for the library was not available in any school and only 69% schools had more than 100 books in their stock.

As an important component of the project and as an integral part of the teaching learning process the Education Motivator with the help of school HMs and teachers re-established the library and tried to allocate a separate room for the purpose, provided that it is available in the school. The concept of community participation in the library activities was an inbuilt feature. It was expected that the parents and other community members including SMC members must visit to the library, its activities like Book exhibition, bal mela and summer camps. They were also expected to raise small funds to purchase more books for the students. Apart from this an interesting aspect of the functioning of the library was the integration with the Bal Sansad. Bal Sansad after the formation had to appoint a Minister for Library who was responsible for smooth functioning of the library, raising the issues of library requirements with school management and maintaining the record of issue and receive of the books to the students, promoting the use of books during

the morning assembly for storytelling, help in organizing book and Bal melas etc. The teachers were provided with a *Shikshak Sandarshika* which consisted of the importance of the library and some of the activities can be done with children using the library books. The project team played a pivotal role in helping schools to re-establish the library and in its management since the team was trained by the Room to Read trainers on the school library management. It was also ensured to provide almirah, durries, green board to every library. It was also ensured that a library has 500 to 600 books available for the students.

III. Effectiveness of School Assembly

The morning assembly has become a customary assembly of children at the daily beginning of the classes with no excitement and newness. In most of the schools it consists of national song & anthem, *Sarasvati Vandana*, moral stories, oath and some famous quotes etc. students' also get bored with these routinized activities. National Curriculum Framework (NCF-2005) also laid emphasis on the necessity of the revamping the conduction of the assembly in schools. In accordance with the same spirit the project also emphasized upon to introduce new features to the daily activities of the assembly by including the activities like *Bal Geets*, English poems, storytelling, quiz, talks based on the general knowledge and awareness, small plays, games and yog and importantly, discussions on the requirements of school in terms of facilities and academic requirements.

The Education Motivators and Coordinators would sit with the HMs and teachers to plan and prepare for the activities to be done in the assembly with an objective to make them interesting for the students by ensuring the participation of every student.

IV. Bal Sansad

A major component of the project was constitution of Bal Sansad in each intervention school. Though the concept was there and some schools also have these bodies in schools but only on papers or defunct. In Baseline study 56% head teachers (N=9) accepted that they have Bal Sansad in their schools. Children of only 1 school (6.3%) gave positive response about availability of Bal Sansad. The importance of such student body was felt by the project team and they convinced the school teachers to constitute the Sansad in their school. A Shikshak Sandarshika on Bal Sansad was developed which consists of the concept, rationale and utility of the Bal Sansad for the school and has details of election process, rules and regulations for the candidates, limitations and roles and responsibilities of the members elect. There

was also a two-day training program developed for the Bal Sansad members per year. In three years 1031 Sansad members were trained in roles and responsibilities and the execution of their duties effectively. Teachers and Education Motivators along with HMs and even the members of the parliament ensured the regular meetings of ministers and issues of ministries being handled were discussed. The End line study shows that *"100 percent of head teachers shared with more conviction that they have Bal Sansad in school, and it is working effectively. Students of all 100 percent sample schools were also accepted during FGD that Bal Sansad is available in schools and it's active."*

## V. Ownership of Community in School Development and Management

One of the major and the most important intervention of this project was the strengthening the defunct SMCs. The Right to Education Act (RtE) of 2009 also enumerates the role of the SMCs as a very important component of school education. To provide for the participation of the parents in the governance of the academics and activities of the school the RtE Act has

empowered the SMC. The project team especially the Education Motivators and the coordinators made serious efforts to encourage community, parents through series of meetings, personal contacts to understand their roles and responsibilities as members and its importance in school improvement but also it was in the interest of children's academic and other development. The efforts were made to better the relationship between school and community.

Teachers were also apprehensive of increased participation of the community as they saw it an interference in school matters. So, they were initially unwilling to change the situation. The regular joint interaction with HMs and members helped change the perception of both the stakeholders. As a result of the effort where only 15 percent members were aware of their roles and responsibilities as members before the intervention were increased to 96 percent. In this process different types of trainings of members were held. In the year 2017-18 one day training of members, one day exposure of members and Leadership training of office bearers were held with 958 participants. Similarly in the year 2018-19 one day member training was held with 608 members and in the year 2019-20 trainings of one day member and women members were held with 402 and 143 participants respectively. These trainings proved useful in actual functioning of SMCs.

VI. Improved Infrastructure for Child Friendly Environment
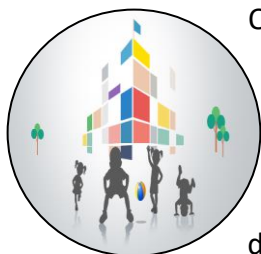
One of the major project components was to make efforts to ensure that the school premise should have a better-looking infrastructure and essential functioning amenities. The project intervened for the beautification of the building, BALA (Building as Learning Aid), minor repair works in school building (floor, roof, windows, gate etc.), usability of the toilets etc. It was decided at the start of the project that this would be done by financial support from the project, community contribution and SMC's active involvement. The project provided Rs. 40000 as a seed money after assessing the need of each project school, rest of the

Before

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amount had to be raised by the community through SMCs who proposed the plan of infra development in their formal meetings along with the expected expenditure. The increased school-community connect paid and a total of 25 Lakh 36000 rupees was collected and used during August 2017 to January 2020 in all the 100 project schools.

VII. Sensitizing the Education Authorities

The role of the head teacher/principle and the teacher is very critical for functioning of any school. Their motivation and capabilities are essential for improving the learning environment of the school, its classroom processes as well as the school's interaction with the community. Since the project was in collaboration with the government through a MoU for undertaking the 100 schools in two blocks for overall improvement, it was imperative to have support of the education functionaries both at the block and district level and at the school level. Without their support interventions could not be carried out effectively. Regular meetings appraising the progress of the project were done and the HMs and teachers were also trained on different aspects of project components and their roles. Through the entire project period

"Average performance score of all classes, in baseline, in Hindi is 30.39% and in the End line, it is 86.63%, which is significantly higher. Similarly, for Math (Baseline-24.79 % versus Intervention - 86.56 %) which is more than three times. This data shows that there is a marked and huge improvement in children average percentage scores due to program intervention.

One major outcome of project is that 75% of children have learning level as per their class. Data shows that in all classes and subjects more than 75 % children are at their class level learning. In Math, it is more than 90 % children are at class level."

(End line Report: Ibtada-Bajaj CSR Govt Schools Programme, 2020)

the following trainings were done; one day Head teachers' orientation with 82 head teachers, PEEO orientation (one day) with 83 PEEOs, Training of head teachers on motivation (one day) with 85 Head Teachers.

KEY ACHIEVEMENTS

The three-year program aimed to Improve Learning Outcomes and Strengthening School Management Committees in Government Schools proved that sincere and coordinated efforts always yield good results. Making government schools functional to their full potential are seldom seen. Transforming 100 schools, who posed every possible challenge to the team, was not possible without the dedication and hard work of the Ibtada team who made this possible to connect school with the community for achieving the goal of increasing their learning levels with overall personality development. Though the Base line and the End line studies are also available to compare and analyze the impacts but in this report the impact has been reported

through an amalgamation of data and the voices of the beneficiaries collected during the action to present a real picture of the impact. Some of the noteworthy key achievements are:

1. Transformed Schools

Learning Level: The intervention was successful as it proved that the concentrated efforts with sincere inputs can yield the desired results. The data of End line Assessment also supports it.

The unbiased opinion and comments especially of point teachers on this transformation strengthens the claim. The point teacher Pooja of Government Primary School, *Pundarka* (Kishangarhbas) narrates her story of the condition of the school, indifferent attitude of village people towards education and learning levels of students. She said *"with the help of Motivators and coordinators, we could turn the table. Classrooms run in its full strength and students are seldom absent. We also learnt the method of teaching these elementary classes using the TLM which we prepare ourselves. The parents are satisfied with the performance of their ward.*

In a discussion with the SMC and community members (including parents) at UPS *Mirasiyon ka Bas*, parents were very happy with the progress of their children. They ask their children to recite poems, songs and ask visitors to check their learning level by putting questions of their level. This confidence shows that the students were doing well in academics as well as the other activities up to their satisfaction.

Classrooms: The effective way of classroom transaction, classroom setting, and its ambience play a vital role in child's learning. The thrust was to bring a change in classroom teaching methods and making them attractive by putting adequate TLM, beautification of walls through depiction of stories and the academic material as per the class standard. At the beginning of the project and as per the Baseline study, in 94% schools, children were sitting in rows in the classes while in End-line study, it was found that sitting arrangement was in semi-circle in all 100% classroom observed. Similar change can also be observed that teachers were found to be sitting on the floor or mat with children or moving around the children to support them in teaching. Classrooms became far richer in terms of the

varieties of the activity being undertaken in the classroom. Group work could be observed in all the project schools.

Teachers: The transformation of teachers of the select government school was like cracking the hard nut, since the interventions demanded hard work and most importantly to do away with old habits of using the obsolete methods of teachings and dealing with students. Regular interactions with the teachers and Head teachers and working with them, demonstrating the things and helping them in each and every functioning of the school paid. Teachers started believe on education motivators and willingly participated in the trainings organized by Ibtada. The change could be felt when someone talk to the teachers and Head teachers of the project schools. They have so much to talk about the hard work and the achievements of their schools after the advent of the project.

The Head Teacher in PS Rampura Ki Dhani has been following the way she has been trained. On sharing her experience over 'Teacher Guidelines' she said that "*It has made teaching Hindi easier. The guidelines explain way of teaching and use of TLM clearly*", she added. She applies it in teaching classes 1-5. She mentioned that the *"students who were incapable in identifying letters can easily read simple sentences now".*

Another enthusiastic head teacher of UPS Pahadi Patan, Sanjeev could not resist to show the changes in the infrastructure due to the project intervention. He proudly said "*The school has achieved 100% enrolment in these years. You can not find any school going children out of school in the catchment area. Students usually do not want to leave school even after the school hours. The learning levels have improved considerably up to the satisfaction of the parents".*

Reviving the Baal Sansad: The project has successfully revived the concept of Bal Sansad in their project schools since the institution was absent or defunct in almost all the schools. The project team prepared the teacher guideline consisting of the objectives, method of the constitution of the body, rules and regulations of the election process and the roles and responsibilities of the members elect. The project team had a serious of discussions with school management on the importance of the Bal Sansad. The Bal Sansad created a buzz amongst the students and helped in keeping the school vibrating through organizing different activities and helping in school's day to day running smoothly apart from providing a hands-on learning opportunity to the members of the Sansad and other students working with them.

"I personally get the information on the children regularly absent, from the information minister and contact the parents of their whereabouts and reason of their absence. The mid-day meal system has been improved. I also ensure that the meetings of the Bal Sansad organized every month positively". Suman-Prime Minister, Bal Sansad, UPS Dhadholi

As the libraries were managed by the minister in-charge of library appointed from the elect members of Bal Sansad. This move paid in terms of increased book transaction amongst the students. During the entire project period over 20000 transactions of library had been reported, which definitely impacted children's learning positively.

The members of Bal Sansad in schools were very confident and vocal. They new their roles and responsibilities and talked about their duties and achievements. This positive and constructive attitude amongst the students was an evidence of its success.

Bal Sansad manages the school affairs

The forum of students manages all sorts of tasks (except teaching) on their own at UPS Nayagaon of Kishangarhbas block. Tasks like cleaning, morning assembly, mid-day meal, sports & athletics and gardening are being managed under the supervision of Bal Sansad. Bal Sansad also manages systematic functioning of a class when the class teacher is on leave. The Ministers in Bal Sansad reply confidently about planning and performance of an individual when asked in the morning assembly. Being satisfied of reply, teachers allow the Ministers to manage working of the day. The Prime Minister calls monthly meeting of Bal Sansad. Description of various departments is formally displayed where the meeting is organized. The head teacher acknowledges role of Bal Sansad in managing the school affairs. Due to support from Bal Sansad, the teachers can perform their work in a better way.

Increased involvement of School Management Committee

As per the Endline data 95.83% members knew that SMCs have 16 members in comparison to the baseline where 14.89% members were aware about it. SMC meetings are happening with 80% regularity and attendance is 70% of members in the meetings. 100 % SMC member and office bearers said that SMC meeting is organized monthly.

(End line Report: Ibtada-Bajaj CSR Govt Schools Programme, 2020)

A greater involvement of SMCs and community members is visible in the project schools. The impact can be felt after interaction with teachers, community members and of course SMC members. They spoke high about the project interventions and clearly states that they were not aware of the fact that they had been a part of SMC constituted in the school, what were its role and responsibilities and its benefits for the schools and children. When SMCs became more active the schools became more vibrant. Some of the impact areas are like; increased enrollment and retention, regularity of teachers, infrastructure development resulting in the increased learning levels. Even the school teachers who were apprehensive about the community involvement in the activities of the school at the beginning of the project are now appreciate

the move. They show the meeting register with confidence, in which minutes of each meeting is penned. Even SMC members accepts the regularity of the meetings and talk about the resolutions passed in the SMCs on different issues.

Poonam (in the picture), SMC chairperson of the UPS Indira Colony (Village Karoli) tells that *"We*

Due to better relationship between Community and schools, 25 lakh 36 thousand rupees were collected and used in two and half years (August 2017 to January 2020) in all the 100 project schools.

meet regularly every month. Due to the activeness of school head teacher Mr. Taiyyab Khan and other SMC members we could be able to add facilities to the school and refurbished the school building. One of our big achievement had been to enroll students back to the government school from the private schools." SMC members of another school UPS, Sankhla talks about the story of school expansion where community contributed 52 thousand rupees for the construction of three classrooms.

School Management Committee of *Pahadi Bas Sirmoli* Transforms Schools and Lives

It began when Ibtada started work in this school. At that time, SMC of this school totally defunct and existed only on paper. The then head teacher of the school was not interested in developing relations with community and parents. SMC meetings were not regular. The project team struggled to cope with the situation but in vain. Project staff adopted different strategy and organized meeting of SMC out of school in community place and talked to them to take initiative to improve the conditions of their school. Members of SMC also attended the exposure and training organized under the project and got inspired with work of other SMCs.

In a due course of time head teacher of the school got transferred and Mr. Juber Khan joined the school. Being a positive person itself he quickly understood the situation and about the project interventions. He assured his and his staff's full cooperation for the improvement of the school. He also assured project staff to develop good relations with community and ready to organized meetings of School Management Committee regularly.

Since then, meetings of school management committee have been organized monthly in a proper way. Progress and

Before

After

attendance of students, work on infrastructure development have been the main issues discussed in the meetings.

The plan for school infrastructure development were also made by SMC and work completed under the supervision of the SMC. For the civil work, SMC collected Rs. 17700 from community and donated to school. Members of SMC and head teacher of school also contacted with some donors to donate some money. They collected Rs. 64500 for school development. At present the school is totally changed with support of community and SMC. The enrollment also got increased from 166 to 300. SMC members also decided to encourage parents to enroll their children to this school instead of the private one.

SMC meeting in progress

Copy of Register of SMC meeting of UPS Sheikhpur (left) and a requisition by UPS Thana Ghoda to Ibtada for fund support by SMC (Right). The prastaav (proposal) is clearly visible in the minutes for the development work to be done in the school. The SMC of Thana Kheda has requested to Ibtada for releasing the project contribution with details of the work to be carried out in the school, as they have collected Rs. 10000 from community.

The intervention ensured the fully functional SMC has its members meet regularly, wide array of issues being taken up for discussion, members visiting schools, observing classroom

process and interacting with teachers about children education. Data shows that SMCs in the project schools are more empowered now in terms of regular meetings, more members participating in meetings and raising issues and taking decisions on them, visiting schools regularly and have concerns about children's learning. This reflects the high role-clarity, quality of participation and functionality of SMCs.

CONCLUSION & WAY FORWARD

A significant change is visible in schools, infrastructure and learning levels of students through active involvement of both the communities and government school system which is evident in the interactions with different stakeholders and visits to the schools. It can be better understood through the comparison between the data of the Baseline and Endline studies.

Interventions	Baseline	Endline
School & Infrastructure		
Boundary wall with gate	19% schools have boundary wall with gate	93% schools have boundary wall with gate
Adequate playground	no school had adequate playground	94% school had adequate playground
Paint/whitewash	94% schools did not have paint/whitewash on walls	94% schools have paint/whitewash on walls
library books	69% schools have more than 100 books in their library	100% schools have more than 100 books in their library.
Bal Sansad	Bal Sansad was available in 6% schools	100% schools have Bal Sansad
Increase in enrolment	Baseline to Endline increase is 8.43%	
Attendance against enrolment	64%	87%
Classroom Processes		
Sitting arrangement	94% classrooms were seen where children were sitting in rows	In semi-circle in all 100% classroom observed.
Teacher's position	100% teachers sitting on a chair with distance from children.	100% teachers sitting on the floor or mat with children or moving around to support them in learning.
Handwritten lesson plan	31% classrooms had written lesson-plans prepared.	100 % of the teachers had written lesson plan prepared.
Increase in teaching time	Teachers spent more than 40 minutes in 37% classrooms	Teachers spent more than 40 minutes in 69% classrooms
Learning outcomes		
Average performance score in Hindi	30%	87%
Average performance score in Math	25%	87 %
Learning level as per the class	-	75%
Teachers		

Clarity on teaching strategy	37% teachers were not clear about the strategies adopted by them	100% teachers were clear about the strategies adopted by them
Parent-teacher interaction	25% teachers mentioned that parents come to meet	62% teachers mentioned that parents come to meet
Use of TLM	In 6% classrooms displayed and used	In 100% classrooms displayed & used
SMCs		
Members aware of their roles	34.04% members were not aware on their membership	100% members were aware of their membership.
Awareness on SMC & functioning	14.89% members were aware about it	95.83% members were aware about it
Regularity of meetings & attendance	40% members not aware about members attending meeting.	Meetings happen with 80% regularity and attendance is 70% of members in the meetings
Satisfaction on child's education	53% SMC members and office bearers satisfied with their child's education	94% SMC members and office bearers satisfied with their child's education
Awareness on SDP	9% members claimed that they were aware of SDP	92% members claimed that they were aware of SDP
Observation of classroom processes	40% SMC member observed classroom process and interacted with teachers.	100% SMC member observed classroom process and interacted with teachers.

In spite of constraints of working with the community and the government structure, the project could be able to bring the desired change in the scenario. The most difficult task is to bring a change of teaching practices of the teacher for rest of her life and to change the attitude of community members towards the education and the school. The cost-effective model and adopted strategies worked effectively and in a short span of three years proved its worth and replicability to more schools in diverse socio-geographical settings. The intervention not only helped in increasing the enrolment, retention but also in enhancing the learning levels of the students especially in the Hindi and Mathematics significantly.

The ownership of the community in school development increased manyfold and they realized their rights which were unknown to them hitherto and now they can demand from the government the desirables in improving the schools which will lead to the enhanced learning capabilities.

The project interventions were implemented for a short duration of only three years and that too only in 100 schools in two blocks but the learnings from the experiences and the results it yielded, requires scaling up of the intervention in more schools through the government initiatives or through a long-term intervention by some other financial sources.

The changes occurred due to the intervention should be shared on appropriate platforms with teachers, education functionaries and the community members part of the SMCs in order to motivate them to become instrumental in the change.