

Gram Vikas Trust - Sikshana Project

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Project: Replication of Sikshana in a second node in the State of Gujarat

Sikshana is a unique effort started by the Gram Vikas Trust that aims at improving learning levels in the government primary schools through better access and delivery of education. The program has grown in second years to cover 30 schools and 4747 kids, becoming one of the top such interventions in the State of Gujarat. Sikshana aims to build a participatory and gender-sensitive teaching/learning approach to foster critical thinking and problem-solving skills.

Mission & Objectives

To evolve a sustainable and replicable model for an effective and decentralized public education system based on good management practices

Location

Bharuch (Vagra Block)

Sikshana aims to improve the quality of education in Government primary schools at a typical cost of Rs. 60,100/- per annum per school. The improvement is measured in quantified scales in each school under standard test conditions. The program is essentially focused on decentralization and empowerment of the adopted schools. Gram Vikas Trust acts primarily as a facilitator and not as provider of solutions.

Rationale of the project:

Decentralization and empowerment of the schools can lead to a healthy public education system. At present, the expense incurred by the government in educating a child in this system works out to anywhere between Rs 7000 to Rs 10,000 per annum. For a typical school of 150 kids, this amounts to Rs 10 lakhs or more. A program which seeks to get optimum learning levels at a cost of Rs 60,100 inclusive of the direct and monitoring costs- is an eminently desirable one, if the targets are realized.

The failure of the public education system in India is well documented in various studies and also the academic statistics maintained by the state education department finds the government schools lacking the minimum standards prescribed by the state itself.

The GVT Sikshana project approach has been significantly successful in one clusters of schools already adopted by GVT - Sikshana in and around Jhagadia block of Bharuch district. The current proposal seeks to extend its scope to a second cluster in Vagra block of Bharuch district in order to establish its validity statistically over a larger number of schools and in all environments.

Objective

To improve the academic standards in the government higher primary schools specifically in the areas of ability to read and write, basic computation and expression as per the minimum learning levels defined by the department of education.

Target Group

The program targets children studying in Government primary schools of the age group 5 to 13. These kids belong to the most deprived sections of the society as parents who have the means to raise as little as Rs 50 per month normally choose to place their children in private schools.

Project Location

The location will be Vagra block of Bharuch district of Gujarat 30 higher primary schools in that school district will be selected for the project and an MOU with the Department of Education has already been signed to implement the GVT-Sikshana Project at these schools.

Deliverables

- ✚ Fluency in reading and writing non –text book Kannada of the appropriate level in 3rd and 7th Standard (year 1 estimated impact on 700 children)
- ✚ Basic Computational skills with two digits in III Standard (year 1 estimated impact on 300 children)
- ✚ Lingual skills in English at IV Standard: Vocabulary of 500 words and ability to construct simple sentences (year 1 estimated impact on 300 children)
- ✚ Attain 65% in APF model testing as adopted by Dept of Education or 10% increase every year , as applicable
- ✚ 90% plus students to get Grades B or above in all subjects in VII Standard Final Examinations (year 1 estimated impact on 500 children)
- ✚ **Time schedule:** Bench marks to be attained in two years and maintained in the Third.

An estimated 4747 children will be the target student population during the duration of the project.

Duration

3 – 5 years

Sustainability Plan

Sikshana is essentially a program aimed at evolving a sustainable and replicable model for the public education system at the primary level. It has been in existence for about one and half years, with the coverage increasing from three in the first year of its operation to 15 in the second. Sikshana has been able to show significant and measurable improvement in the learning levels at a typical cost of not more than Rs 55100 per annum in a typical school of 150 kids.

The schools which have gone through this program for one and half years are showing encouraging results, indicating that it is feasible to have a permanent and lasting impact over a 5 to 7 year period.

Sikshana feels that sustainability in the field can be ensured through the following options:

- ✚ The enhancements achieved may be irreversible and the school may not need continued support on the same scale. The presence of some schools of excellence within the public school system proves this point.
- ✚ The school may need substantially less external resources to maintain the momentum, which may be within the reach of the local community. It has been seen that some of the communities in the school zone have shown the capability to raise such amounts, over and above the amount which Sikshana project have deployed.

Bi-annual progress reports will be generated on the entire cluster of schools. APF model testing will be resorted to in all schools in at least two levels twice—once at the start of the year and the other at the end. These will be carried out by competent and independent agencies. Results will be announced as received from them. Un-audited financial results will be furnished during the middle of the year and the audited statements provided by end June of each year.

- ✚ And thirdly the department and the government are closely watching the impact of the intervention and if shown as a successful model then there is a good possibility that they may cover the incremental expense to implement the Sikshana practices.

Proposed Budget

Even though Sikshana calculates the program cost on a per child basis typically the activities and expenses are at the school level and as such it will be helpful to calculate the budget at a school level and based on the 5years of work with nearly 30 schools, a typical budget per school is as shown below which assumes that 150 - 200 children are there in a school. The school budget will change based on the actual school strength.

Sikshana Project Budget for the year 2013-14				
Sr.	Description of Expenses per School	Unit Cost in Rs. Per School		% distri.
A	Mandatory		22100	
1	Writing Sheets	3000		5.40%
2	Library	3000		5.40%
3	Competitions	1000		1.80%
4	Scholarships	3600		6.50%
5	Spot Prizes	2000		3.60%
6	Teacher Training	5000		9.10%
7	Exams / Assessments	3000		5.40%
8	Ram Shop (Stationary item)	1500		2.70%
B	Optional		18500	
1	Educational Tours	3500		6.40%
2	Para Teachers	9000		16.30%
3	Sports / Music	3000		5.40%
4	Teaching Aid	3000		5.40%
	School Defined Initiative	5000		
	School Fund		45600	73.70%
1	Mentoring & Monitoring		12000	21.80%
2	Admin		2500	4.50%
	Total		60100	
	Grand Total for 30 Schools Rs.		1803000	

Financial outlay for the project

No. of Primary Schools	No. of Students*	Cost Per child/year	Total Cost of the project for 1 year
30	4747	379.80	Rs. 18,03,000

Work Plan

Goal: To improve the academic standards in the government higher primary schools specifically in the areas of ability to read, write, basic computation and expression as per the minimum learning level defined by the department of education						
Measurable Outcome(s): <ul style="list-style-type: none"> ✚ Fluency in reading and writing non –text book Kannada of the appropriate level in 3rd and 7th Standard ✚ Basic Computational skills with two digits in III Standard ✚ Lingual skills in English at IV Standard: Vocabulary of 500 words and ability to construct simple sentences ✚ Attain 65% in APF model testing as adopted by Dept of Education or 10% increase every year , as applicable ✚ 90% plus students to get Grades B or above in all subjects in VII Standard Final Examinations 						
The same activities are planned for the 2nd and 3rd year with minor modifications in the program as necessary depending on the feedback from the 1st year implementation of the program.						
Major Objectives	Key Tasks	Lead Person	Timeframe (Start and End Date by Month)			
			Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar
1 TQM (Total Quality Management) Concepts to be introduced in all the schools	a) TQM training program for all teachers (current estimate is 600 teachers from 105 schools)	Sikshana TQM Training Staff	Conduct a TQM workshop and have schools draft their goals	Monitor milestones	Monitor milestones	Feedback TQM session at end of the academic year
	b) Goals and Vision statement to be displayed in each school	School Staff	Create the display board with vision/goals	Check progress against set milestones	Check progress against set milestones	Report goals achieved at end of the year
2. Fluency in reading non-text Kannada and English at the appropriate level (current estimate is that 4000 children will be impacted every year in 3 rd and 7 th class from the 105 schools)	Subscribe Kannada and English newspaper to the school and use them in the school assembly daily by having children read the news headlines	School Staff	Start the program at the beginning of the school year	Continue the program	Continue the program	Continue the program
	Take children to large book stores and let them create their own library	School Staff and Sikshana Mentor	Have select children from class 5,6 and 7 to create their own library. Those students become library monitors	Library monitors ensures all children read at least one book per week. Class 7 students summarize in one page each book they read	Library monitors ensures all children read at least one book per week. Class 7 students summarize in one page each book they read	Library monitors ensures all children read at least one book per week. Class 7 students summarize in one page each book they read
	Verify the compliance to the program by the school staff	Sikshana Mentor	Create a baseline for class 3 and 7 for each of the school	Monitor progress	Monitor progress	Report end of year progress

3) Improve the overall learning levels in the school. Measurement parameters: 1. 65% or above in the APF model testing by independent agency 2. 90% of the children in class 7 will score B or above in the final exam	a)Implementation of the following motivational programs of Sikshana : 1. Sheet bank initiative 2. Spot prizes 3. Delhi trip for quiz winners 4. Annual prizes 5. Educational tour 6. Teaching Aids 7. Computer initiative 8. Para teachers 9. Other initiatives as determined by the school staff with an eye towards increasing the learning levels in that school.	School Staff	Sheet bank initiative Spot Prizes Teaching Aids Computer initiative Para teachers Other teacher initiatives	Sheet bank initiative Spot Prizes Teaching Aids Computer initiative Para teachers Delhi trip quiz and tour Other teacher initiatives	Sheet bank initiative Spot Prizes Teaching Aids Computer initiative Para teachers Educational tour Other teacher initiatives	Sheet bank initiative Spot Prizes Teaching Aids Computer initiative Para teachers Annual prizes Other teacher initiatives
	b)Compliance of the program	Sikshana Mentor	Monitor and suggest changes	Monitor and suggest changes	Monitor and suggest changes	Monitor and suggest changes
	c) Assessments	Independent testing agency	First Assessment			Second Assessment and report
	d)Department Exams	School Staff		First Semester Exams		Final Exam and report

4. PROJECT MONITORING & EVALUATION

- Monitoring and evaluation, both **programmatic and financial** will be conducted **on a quarterly basis** to ensure that intervention is on track to meet desired impact. Cheques for the project will be released in two instalments. Each disbursement will be audited and then the next instalment will be released.
- **A six monthly programme report** on the project will be provided to donor.
- **A final financial utilization certificate** that lists out all the budget heads under the specific programme and its utilization will be provided to donor on completion of the term.
- **A final programme report** on the project will be provided to donor. The report will detail activities conducted in the project duration, their impact and recommendations for future support.

Results from 2013-2014 academic year of Government school under Sikshana Project



Shikshana Progress report

Highlights:

- 1) Monitoring of project activities
- 2) Home visit of children's
- 3) Activities in the project school.
- 4) Mentor participation in “Van Bhojan” and “Tithi Bhojan”with children & school staff.
- 5) Para teachers in the project school.
- 6) Overall Observation in Shikshana school performance

1) Monitoring of project activities:

Monitoring of project activity was the primary focus as we have done meeting with the school and help them to understand major focus of Shikshana activity and objective of doing this activity in school, Our mentor have visited regularly the project school, interact with students and teachers.



2) Home visit of children's:

Home visits have been done by GVT staff, to know whether family members have any idea regarding education of their child, they encourage and support child's learning or they want their children to work with them in the field as a laborer. Most of the parents are ready for higher education of the children because they know that nowadays education is very important to become successful in life, even they are encouraging girl children also for education, by this we can say that attitudes of people are changing, the other objective of visiting families is to build rapport with the village people.



3) Activities in the school:

During this month we mainly focused on these activities.

Writing sheet

Star activity

Prize Distribution

Story writing

Drawing competition

Indoor games/Outdoor games

How to use Dictionary?

English grammar

General knowledge

Writing sheet activity:

We have prepared file folder for each student these file folders are monitored by mentors regularly as well in some school teachers also monitor it. For the motivation of students mentors have also provided some interesting story books, pictured story, general knowledge like life of scientists, etc. so, that they can develop their writing habit. To improve their listening skill mentors sometimes speaks the stories and students write it. All this efforts are helpful in improving the interest of students in writing. In school teachers provide writing sheet 4 times a week to the students,

sometimes the students take the writing sheet and write and keep it in its place by their own. So it will not become burden of teachers. It shows improvements like:

- Good handwritings
- Neat writings
- Speed in writing
- Another is while writing they do read stories, paragraph which again improves in reading skill.
- We also put innovative newspaper cutting on notice board of every school which kind of help children to read on different issues, it also includes the teachers, where the teachers read and convey the same to children



Star Activity

Mentors have introduced the three Stars in each school with the importance of star. Stars are provided to each teacher (Class room wise) in school. Stars are given to the students according their work. Teachers also discussed that stars are very good for providing motivation to the students. Some parents have also noticed stars given to their child and ask about the stars. In some school students do their work proper to get the



Prize Distribution

Students of school are rewarded by stationary that have participated in star activity and have more number of stars. We have given the prizes by counting the stars from each class Three students from Fulwadi School and are rewarded by drawing book.



Story Writing

Story writing is very helpful tool to motivate students for writing, students mainly write in the writing sheet from their text book. Somehow it will become boring activity on long term bases so to make it more interesting; mentors have provided pictorial stories in English and Gujarati language. Stories are helpful to improve reading and writing skill of students. After writing the story students tell the story in front of the class which help them to come out of stage fear.



Drawing Competition

To build rapport with students mentors have organized drawing competition in schools. Students like this type of competition because they find it more interesting. After drawing competition every students have to write something about the picture, this can help them to improve their thinking power. We can see the Happiness in the face of each student while they color the picture and write the story in writing sheet from the picture



Indoor games

Indoor games like spelling competition, quiz competition, mathematical games, Apple pass game and other games which help in participation of students in class rooms and also helps to remove stage fear of students. Also some outdoor games played by mentor which are helpful in improving leadership qualities in students. These types of games are helpful in rapport building with students, students come closer and also share their problems.



Use of dictionary:

Students of Fulwadi School don't have any idea about dictionary and use of the dictionary. Mentor guide them how to use dictionary and how will the dictionary are helpful to improve their English so that they can learn some words and also it is different activity. Also mentors give some words to by heart them.

English Grammar

Some teachers ask the mentor, to teach the students, as teacher fined it will be help full to them. In English grammar basically mentor teaches them to write their names in English and other basic grammar.

General knowledge

Just like the story writing we provide some general knowledge things, like life of Scientists', and other general knowledge, we provide some copies of the same and give it to students to write in the writing sheet, after they write the mentor discuss about it so that the students get more information out from the text books.

4) Participated in Van Bhojan/ Tithi Bhojan

Mentor also interested in the schools activities and happily participates in their activities. In schools they have organized Van Bhojan/ Tithi Bhojan, this activity is like

a picnic, whole school goes to a nearby place with food and other stuff, make food, eat all together, play. The school teacher invites us to join them.



Mentor is happy to work with these children. Sometimes we do not get support from the teachers but we never get disappointed and work with dedication. The idea of Shikshana project is very good and it is very helpful for these students. We are trying our best that each student from our school will easily read and write. We assure that our Shikshana project will reach to its best peak.

5) Para teachers:

We have given Para teacher in Fulwadi primary Schools, there are many schools in Bharuch district in which teacher and student ration is not up to mark, according to Sarva Shiksha Abhiyan (SSA), there should be 1:30 teacher student ratio for ideal learning of children otherwise children will have to bear the cost of not having teachers in the schools because lack of teacher will lead miss management in schools and one teacher will not able to pay equal attention to all the students in the school, in Fulwadi schools total number of children were 206 and 6 teacher so we have given one Para teacher there.

Para teacher is a person within the village, who is have enough qualification and wants to teach children, we took interview of that person and then we take him as Para teacher in school, monitoring of Para teacher will done by principal himself in school.

We are getting more and more response from school teachers as well as children, they enjoy Activity takes by mentor in schools, teacher are satisfied with the work our mentor do in schools, we have seen improvement in writing and reading skills of the children, we have seen children who have very much fond of stars, they do participate in various activity to get more and more star from the mentors as well as schools teachers.

Teachers training (Total management quality):

Teacher training is again a part of Shikshana project, where we provide training to teachers covering the concept a like;

- Sharing life experience and future dreams
 - Life skills games
 - Belief system
 - Movie show (Shaurya)
 - Farm visit (innovative farming)
 - Imagination
 - Good quality and contribution in life (family, friends, colleagues, work place)
- Oral feedback

Observation in teachers training:

- The teachers were very cooperative and participative.
- When they were sharing their life experience it helps them to realize what have they achieve till now and what are the aims that still need be fulfill.
- The speaker had ability to control the discussion when it went out of the direction.
- They were very friendly while sharing their experiences.
- One or two teachers were little negative in thoughts, but end of the session convinced by the Speaker.
- This kind of training would help them to look differently towards the children in school.

Once they know them self, they will understand the children properly

Suggestions by shikshana school teachers:

- School teacher suggested in the meeting that if we could organize a Educational tours for the children.
- It will help children to learn more out side their villages.
- They don't get a chance to move out of their villages, the eucation tour will be a great platform for them to know more and more.