



ENDLINE SURVY REPORT- 2018

MODEL SCHOOL PROJECT AWAR, RAJASTHAN



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PREPARED BY: VIRINCHI DEVELOPMENT SERVICES

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Abbreviations

AMIED	Alwar Mewat Institute of Education and Development
BALA	Building as Learning Aid
CCE	Comprehensive and Continuous Evaluation
FGD	Focus Group Discussion
KPI	Key Performance Indicators
PS	Primary school
PTR/CTR	Pupil Teacher Ratio/Classroom Teacher Ratio
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SC/T/OBC/Gn	Scheduled Caste/Tribe/Other Backward Class/General
SDMC	School Development and Monitoring Committee
SDP	School Development Plan
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Material
WASH	Water Sanitation and Hygiene

Executive Summary

Model school project is a perfect example of how an integrated approach leads to improved learning outcome of children. Project worked towards all four domains of education i.e. making school physical infrastructure child friendly and inclusive, inputting schools with important learning resources, equipping teachers with pedagogical skills and ensuring community and children participation in school functioning.

When the project started in 2015, project schools were lagging behind all important indicators required for making a school child friendly and inclusive. Their physical environment was drab, boring and uninspiring. In 45 percent of the schools there was no proper drinking water while the age appropriate hand washing facility was absolutely missing out of the scenario. Moreover, in 50 percent schools' toilets either were not available or non-functional. In rest of the 50 percent cases the separate toilets for boys and girls were though functional but extremely in filthy and unhygienic conditions. Building as learning aid (BALA) was even not in the purview and many schools heard its purpose first time. The 50 percent of surveyed schools were recorded as lacking adequate set of sports materials. In rest of the 50%, the sports material like cricket bat, rings, volleyball, handball though was available but were old and out of use. Interestingly, none of the school had separate set of sports material for the girls and they had to wait for their term, until boys were putting the sports material down.

Library books and old style book shelves or cupboards though were available in 90% schools but placed at an isolated or dark corner of a store room. They were containing outdated books without any reading corner. Base line survey stated that apparently these self-styled libraries were hardly in use in either of the school. Teaching learning material (TLM) was absent in majority of the schools and where it was available (10 – 12% schools) kept with teachers and their usage was reported minuscule. Science and Mathematics labs were unavailable in all schools. Computers were found in 3 schools but none of them were functional. Majority of the schools were falling much behind RTE norms like all-weather school building, separate toilets for boys and girls, libraries, pupil teacher ratio (PTR), student classroom ratio etc.

Majority of teachers reported no understanding of CCE and child friendly pedagogy. About 75% of teachers reported their apathy about trainings. The reasons for this disinterest being CCE a comprehensive framework without any considerable input from government. They never heard about the trainings like Science and Mathematics, computers, WASH and learn without fear.

Vibrant children groups were found in no surveyed school. Almost 50% schools' teachers even were not aware about the concept of child cabinets. School management committees (SMCs) and school management and development committees (SMDCs) were formed in all schools. But their meetings were irregular with abysmally low participation of members and negligible participation of women. The discussions of SMCs and SMDCs were confined to budget utilisation under different government schemes however their role in school functioning was out of the prospect.

This was reflecting in key school outcomes. For instance, children enrolment and retention rate was low and dropout rate as high as 13%, 22% and 30% in primary, upper primary and secondary level respectively. Transition rate was much below the expectation and learning levels of the children were falling far behind the average.

As the project implementation started in 2015 a gradual but substantive transition was evident across all project schools. They now have gender sensitive, child friendly and inclusive WASH facilities with immense impact on the enrolment and retention rate of children

and especially of girls. With provision of incinerator in girls' toilets, their attendance improved to an optimum level. Communities, teachers and students considered it the best contribution of project. School environment was transformed through BALA which further attracted students of periphery to enrol and retain in them. Sports material provided to the project schools enhanced child participation in district and state level sports completion. So far in three years 129 children (girls and boys) has participated in these competitions. Not only, school specific sports material keeping in view of the interest of all students and especially of girls has immensely increasing their interest in sports. The provision of weekly sports period after project implementation is providing children massive opportunities of playing games. Solar panels and furniture provided in 2018 is well appreciated by all school community members. Solar panels are working well in all schools. However, in four schools' solar panels do not cater entire need and additional support of solar panel expansion is required in these schools.

Project provided each school with large number of library books (more than 1000 in secondary schools and around 500 in primary and upper primary schools). Children bookborrowing records and devoted weekly library period is an evidence for their immense use. Libraries are playing a considerable role in cultivating reading habits among children. The enthusiasm shown by the children during end-line evaluation about reading of these books is an evidence of their increased reading interests. Reading habits are gradually translating in learning outcomes which is evident from better performance in learning level assessment and improved board examination results.

Science and mathematics labs are playing their own role in increasing interest of children in these subjects. Contrary to the findings of baseline survey, many students are now showing interests in pursuing these subjects in higher studies. Demand side is making teachers to use these lab materials in classroom transaction and has started reflecting in performance of children. Computer labs and KYAN are playing binary roles of inculcating basic computer skills among children and playing a complementary role in improving the learning outcomes of children. KYAN is unequivocally receiving considerable appreciation from teachers and students due to its audio-visual effects and interactive features.

Besides, project made considerable contribution in making schools RTE compliant on indicators like separate toilets for boys and girls, safe drinking water, library and sports facilities. Additionally, through leveraging resources from multi-sectoral development programme (MSDP) project helped four schools to comply with student classroom ratio (SCR) norms of RTE.

Capacity building support extended by the project to school teachers were mainly confined to Science and Mathematics labs, Kyan, WASH and positive discipline. They were able to make impact on teachers. Many teachers are using innovative ways to teach children after taking these trainings. However, subject specific pedagogical trainings and capacity building support is an area which project need to focus in future. Additionally, pre and post assessment of participants of trainings was missing which would have given evaluation team better idea about the impact of trainings.

Vibrant children and adolescent groups exist in each of the surveyed school. They organise regular meetings, monitor school WASH facilities cleanliness and functioning, manage libraries, sports activities and many other extra and co-curricular activities besides taking active part in managing school assembly. These groups were capacitated through trainings and other activities. Menstrual hygiene and sanitary pad making training seems to have a great impact on adolescent girls.

Mobilisation of SMCs and SMDCs and making them active is one of the key highlight of project. SMCs and SMDCs are active across all schools. They are not only monitoring school functioning, enrolment and classroom teaching but have raised resources in terms of cash and kind equivalent to as Rs. 46,50,000.

Child friendly and inclusive approach adopted by the project is leading towards improvement in learning outcomes. The learning level assessment of the children conducted during end-line survey shows considerable improvement from baseline and midline surveys. Following table compares baseline, midline and end-line learning outcomes of children:

Learning level Assessment: A comparison between Baseline, Midline and End-line								
Baseline			Midline			End-line		
Students scored > 40%	Students scored < 40%	Scored zero / not attempted questions	Students scored > 40%	Students scored < 40%	Scored zero / not attempted questions	Students scored 40%	Students scored > 40%	Scored zero / not attempted questions
21%	17%	62%	83%	11%	7%	97%	3%	0%

Table 1

The data was also analysed and compared for students scored 100% marks and it was found that there was a gradual but considerable change from baseline to end-line surveys. For instance, in baseline survey only 13% students did all the questions right, in midline this fraction of students was 20% and in final evaluation percentage went up to 24%. It is evident from the data that there is an addition of 11% more students scoring 100% in end-line comparing to baseline. For the convenience of presentation of data this fraction of student is added to the students scored more than 40% here but in the subsequent part of the report they are graphically presented as separate category.

Subject wise performance of the students was also assessed during end-line and it was found that percentage of students scoring 40-60% is 63%, 71% and 79% respectively in Languages, Mathematics and Sciences. A detailed analysis of the results is given in learning level assessment section.

In a nutshell, end-line survey observe that the integrated approach adopted by the project is leading towards eventual goal of **‘improving transition rate of students to higher grades with appropriate learning competencies’**.

A. BACKGROUND OF PROJECT AREA

Alwar is the gateway *district* to *Rajasthan*, a state in the north-west of India. Geographically, Alwar shares its boundaries with Delhi the capital of India and Haryana state. It comprises of 15 blocks (administrative boundaries) with rivers, mountains, plains and semi-arid areas. As per the 2011 Census, the population of the district was 3,674,179 of which male and female are 1,939,026 and 1,735,153 respectively. In an area of 8,380 square kilo-meters (KMs) the density being 38 people per sq. km. Out of the total, 82.19 % population of the district lives in rural areas/villages. The social fabric of the villages is heterogeneous in nature with 8.02% of Schedule Tribe, 18 % of Schedule Caste and 14.8% of Meo Muslim population having a poor record of education.

The adult sex ratio of the district is 895 women per 1000 men which is much lower than the National (940) and of Rajasthan State (926) average. Similarly, the child sex ratio i.e. girls per 1000 boys in the age group of 0-6 years is alarmingly low and stands at 865 (Census of India, 2011). This is again much lower than the state and country ratio. This data is indicative of the persisting male bias in the society affecting the overall status of girls and women.

Moving ahead, nearly half of the women (48.9%) of the district are illiterate however male literacy rate stands at 82%. This is comparable to the state average of 52.1% female and 79.1% male literacy rates and better than the state rural average of 42.2% of female and 76.16% male literacy rates. Of course it is lower to India which is 65.46% female literacy (Census 2011). These figures may present a satisfactory picture pertaining to education in Alwar. Nevertheless, out of the 15 administrative blocks of Alwar, 10 continue to feature as Educationally Backward Block (EBB) indicating a different story.

As a result of the Right to Education Act 2009-2010, the government of Rajasthan took several steps to improve the infrastructure and quality of education in schools. As seen on the government websites like that of Sarva Shiksha Abhiya - SSA (Education for all in English) and Rashtriya Madhyamik Shiksha Abhiyan – RMSA (National Secondary Education Mission in English), there are sufficient number of schools i.e. 5,252 schools for class 1st-12th in Alwar district. Out of which 59.47% schools are in rural areas and the total enrolment in the district is 888,269 out of which 44.82% are girls. Although at elementary level enrolment of girls is 45.93% moving upwards i.e. at the secondary level it drops down to 41.84%. There are multiple reasons for the drop out and low attendance.

The baseline study of 25 schools conducted under the project in 2015 showed that there is improvement in enrolment of girls and boys. Among the disadvantaged groups, highest share of enrolment comes from SCs with 20.2% children at primary and 21% at upper primary level, followed by the Muslim communities with 19.46% at primary level while at upper primary level this percentage is 11.79%. The STs are much behind with only 7.8% at primary and 9.1% children enrolled at upper primary level (District Report Cards 2013-2014 Volume II, pg.481). However, their average attendance is only 70%.

Moreover, the major absentees are from the disadvantaged groups such as Meo Muslim, Scheduled Caste and Scheduled Tribe communities. The baseline survey findings also outlined the fact that 30% of the adolescent girls drop out after eighth grade. Especially among the Meo Muslims the dropout rate of girls was found to be ascending 13%, 22% and 30% at upper primary, secondary and senior Secondary level, indicating higher dropout with progression in grades. The transition rates of children from primary to secondary in these communities has found to be not more than 70%.

There were several factors contributing to this dismal situation for e.g. posts of teachers lying vacant, high absenteeism among teachers, poor student teacher ratio (sometimes 1:100), frequent transfers of teachers, poor quality of education etc. This was also evident in the

findings of the baseline survey that Teaching learning material (TLM) was absent in majority of the schools and was only available in 10 – 12% schools but teachers were not using it.

Furthermore, on the infrastructure front, school buildings were drab and boring not creating an enabling learning environment. Toilets of the 50% sample researched were non-functional and in the remaining they were unclean (not suitable to use). In 40% of the schools there were no proper drinking water facilities and age appropriate hand/utensil washing facilities. The library books though found in 90% schools were kept in dark isolated corners and were not in use. Similarly, 50% schools had sports material which was mainly used by boys. Out of the 25 schools only three had computers which were lying idle. This is corroborated by the data given in the district Report Card 2013-2014 published by the National University of Educational Planning and Administration (NEUPA) that only 50.29% have common toilets, 55.95% schools have exclusive toilets for girls, 50.95% schools have drinking water facilities and only 36.65% schools of the district have library facilities.

The above scenario discouraged parents/children from sending to school. Additionally, on the pretext of burden of domestic work, distance, lack of transport facilities and safety girls were restricted from studying beyond 8th standard and are married at an early age. On the other hand boys were enrolled in schools but their attendance was poor as they did not find schools attractive and gradually drop out. Children especially girls drop out even before gaining basic literacy and numeracy skills. This further led to poor transition of children particularly girls from primary to secondary level and so on.

The overall situation of schools resulted in abysmally low learning levels of children especially in subjects like Math and Science was seen across all grades i.e. 1st to 12th. Moreover, 60% of children have complained of suffering from corporal punishment in the schools studied.

B. THE PROJECT

With above context, Metso India, Plan International (India Chapter) and Alwar Mewat Institute of Education and Development (AMIED) joined hand together to improve water, sanitation, hygiene (WASH) and recreational facilities in 15 schools of Alwar district. Demonstrable models of child friendly and inclusive WASH facilities were developed under the project.

Partnership moved ahead and deepened with the commencement of a new three-year community project. Since, July'15, the model school concept is being implemented in 25 schools of two blocks of Alwar district.

Three-year community project aimed at ***'increasing transition of children particularly girls to higher grades with appropriate learning competencies across twenty-five government schools'*** of Alwar district, Rajasthan. Project adopted following three pronged approach to achieve its goal:

1. Improving child friendly and inclusive learning facilities in all 25 schools
2. Improving pedagogical skills of teachers and,
3. Engaging students, key government officials, SMCs, SMDCs in school planning, monitoring and management

Child friendly and inclusive learning facilities included both infrastructural improvement and learning resources inputs like WASH facilities, BALA, sports material, TLM, libraries, science and mathematics lab, computer labs and KYAN. Teachers capacity building included training on science and mathematics labs, computer labs, WASH behavioural change aspects and fear free learning and positive discipline. SMCs, and SMDCs are engaged in school functioning through varied process like monitoring, resource mobilisation, enrolment campaigns etc. Nevertheless, child cabinets and adolescent groups are formed in each of the project schools and are engaged in various curricular, co-curricular and school monitoring activities.

Three evaluations were planned under the project. This final evaluation study is comprised for three parts. First part discusses evaluation objectives, methodology and sampling. Second part elaborates key findings of the evaluation, third part provides recommendations and learnings for future. Additionally, evaluation includes success stories or the project and annexures of student learning outcome and enrolment data.

C. EVALUATION OBJECTIVES,METHODOLOGY, SAMPLING AND LIMITATIONS

Evaluation objectives were decided by Plan India and AMIED. In a meeting at AMIED office Alwar they were detailed to the evaluation team. Methodology was suggested by VIRINCHI in the same meeting and was jointly agreed by all three parties. Sampling however was collaboratively agreed upon as the schools mainly covered in baseline and midline surveys.

C.1. OBJECTIVES

The overall objective of the study is to assess the effectiveness and impact of the model school project in the 25 government schools of Alwar district, Rajasthan. Followings are the specific objectives of the end-line evaluation:

- To evaluate achievement of project objectives sample schools of the project
- To assess the completion of planned interventions, expected outcome and results, and Key Performance Indicators (KPIs)t.
- To assess and analyze physical infrastructure in the schools in terms of RTE norms
- To assess increase in enrolment and retention and transition and decrease in dropout among children at different levels
- To assess improvement in learning levels of children in both in terms of age and grade appropriate competencies of the children
- To assess usage and efficacy of Science, Mathematics, Computer labs, and libraries
- To assess the school environment and the usage of the status of play materials and sports facilities
- To assess impact of trainings provided to the teachers on fear free learning
- To assess the status of the child groups, SMCs and SMDCs

C.2.METHODOLOGY

As a first step, a thorough desk review of all the available material related to the Project was done. The material was provided by AMIED, which included- Project proposals, baseline and midline evaluation reports, progress reports and monitoring reports.

Desk review was followed by development and adoption of key informant interviews, focus group discussion and individual interview tools. Learning level assessment tools though was mainly based on NCERT papers but was adopted based on the discussion with AMIED team and baseline and midline tools.

Subsequent to tool finalisation data was collected from 10 sample schools, analysed and presented in this report.

C.2.SAMPLE

Sample included same 10 schools covered during baseline and midline survey. A total number of 522 boys and girls from these 10 schools were covered under learning level assessment. List of these 10 sample schools is given at **Annexure 1**.

C.3.LIMITATIONS OF THE STUDY

Despite adequate planning,there remained some limitations of the study. The teachers that were trained during the project on teaching learning skill were different from the ones interviewed. Many teachers and Principal were transferred from project schools.

D. KEY FINDINGS OF THE EVALUATION

All relevant data was collected and analysed keeping in view project outcome, key performance indicators, and outputs of the project. Data collection and analysis included both qualitative and quantitative. All data was collected through customised data collection format (DCF), focussed group discussions (FGDs), observations and interviews. Qualitative data collection and analysis mainly included use and impact of child friendly and inclusive learning facilities, improved skills of teachers on child friendly and inclusive pedagogy and strengthening of school management committees (SMCs) and children groups. Quantitative data collection and analysis mainly covered enrolment and retention, transition rate, and learning level assessment.

A. CHILD FRINDLY AND INCLUSIV LEARNING FACILITIES

To improve the school learning environment, project provided child friendly and inclusive learning facilities to 25 schools under coverage. These facilities cover:water, sanitation and hygiene (WASH), building as learning aid (BALA), library books, science and mathematics labs, smart class and KYAN, teaching learning material (TLM), sports material, furniture, solar panels, utensils for mid-day-meal (MDM) and mattresses for children seating arrangements. Following section explains the impact of these facilities on overall objective of the project and what still need to be improved.

A.1. WATER SANITATION AND HYGIENE (WASH) FACILITIES

Project provided WASH facilities in 15 schools between 2012 – 2013 and in remaining 10



schools between 2015 – 2018. WASH facilities included separate toilets and urinals for boys and girls, incinerator in girls' toilets, age appropriate hand washing platforms and drinking water facilities. In some schools cold drinking water facilities were also provided by local donors.

Evaluation team found WASH infrastructure construction as gender sensitive and inclusive in all sample schools. Toilets werewell segregated

by gender with appropriate numbers of urinals. The distribution of urinals was based upon strength of the school.In of the sample school incinerator were provided in girls' toilets. The water points for young primary school pupil were built at lower height than those for bigger pupil. In Salpur schoolwater point to wash the plates after MDM was separate. In the same school water was recycled in order to recharge ground water.Project team said that such separate utensil washing and recycling facilities is also available in some other project schools.

Water and sanitation facilities improving enrolment and retention of children and especially of girls

each

All sample schools WASH facilities were kept clean. In some 4 sample school sweeper was cleaning them on regular basis. However, in others' sweeper do not come regularly but rather on alternate day or once in a week.

SUCCESS FACTOR

In order to understand the impact of WASH facilities focus group discussion was conducted with children groups, teachers and SMC members. All of them consider WASH facilities as one of the important intervention under project. Children said that they now like their school

and attend school regularly. Girls were especially happy to attend the school. They said 'earlier we have to go for urinals and defecation in open which was a concern of embarrassment and security for us'. They added that during menstrual period they did not use to come school and rather like to stay at home. Now with the provision of toilets and incinerator they come school during those days also. They feel secure now in schools.

SMC members and parents of Jatpur school said that children enrolment and presence has increased immensely since the construction of toilets. They said that their children now do not excuse to come school. Looking at this change in their children behaviour they provided / repaired water pumping machines in some schools. In many schools they contributed in the form of labour in WASH facilities construction. SMC member said availability of water in toilets is very important and since water availability was made by AMIED, toilets are now more clean. Parents and SMC members of Mahuakhurd said that their children have asked them to construct toilets at home and some of them also have constructed toilets in their homes.

Teachers and principal of all sample schools said that improvement in the enrolment in their school is mainly because of WASH facilities. Salpur school Principal said that 'before 2015 their school enrolment was just around 80 and now it has increased almost three times. The attendance of the children was very poor earlier and those who come to school use to go back home during break or even before that. Girls did not use to attend school during periods but now with the provision of toilets and incinerator their presence in school has immensely increased'.

Evaluation team asked a question to the project school children on drinking water quality. All sample school children said that the quality of water is good and they did not have any health problem due to drinking water.

Engagement of the communities in construction of WASH facilities, material purchase and monitoring of the quality was the key factor responsible for such encouraging results.

WASH FACILITIES CLEANING - AN ISSUE

Keeping the toilets/urinals/drinking water/hand-washing platforms functional and clean is a not an easy task in all surveyed schools and especially among primary and upper schools. Funds from SSA and RMSA are not adequate at all. There is provision of an annual amount of RS 5000 from RMSA under the school sanitation head, which includes RS 2000 for labour and RS 3000 for detergents and soaps. Cleaning school premises, classrooms and toilets is required every day. RS 2000 a year for labour is equal to RS 200 a month or RS 6 per day. Sweepers are not willing to work for such low payments. The school principal of Primary school Kaimala shared that teachers have spent RS 500 twice to pay sweepers to clean the toilets and the school premises. Children of this school said sweeper comes in once in a while to clean their school. At Choroti Bas school, it was reported that finding a cleaning person at such low cost is increasingly becoming difficult. GUPS Chorotibas reported that till date the school had hired four cleaning person because no sweeper worked for long due to poor payment.

Project team said, in many project schools, the SMC passes a resolution on 15th August, Independence Day function, for parents of school children to contribute RS 50/year (for Classes I-V) and RS 100/year (for Classes VI-VIII). The amount collected would be deposited in the SMC account and used for maintaining school cleanliness including cleanliness of toilets and urinals, electricity bills, and for buying detergents, soap, cleaning brushes, etc.

A.2. SANITATION MANAGEMENT FUND (SMF)

In the year 2016, after construction and repairing of WASH facilities, it was felt that in the absence of financial resources, the cleanliness and maintenance of these facilities is a challenge. So, Sanitation Management Fund with a contribution of Rs. 10,000 from the project and a matching amount from the community (total 20,000) was proposed to be created in each project school in 2017. In the year 2018 Metso funded additional 20,000 for SMF. It was expected that community would contribute additional 10,000 to raise SMF to 50,000. The idea was to create SMF as a core fund in each project whose interest in long run will be used to counter the above challenge.

In the year 2017 community each school SMF was raised to 20,000 but in the year 2018 community contribution can not be generated by project team. So adding Metso contribution of 20,000 SMF has reached to 40,000. So far, no school has used its interest for the intended purpose. This is one area where project need to give lot of efforts.

A.3. BUILDING AS LEARNING AID (BALA)

The BALA paintings were seen in all the surveyed schools. They were beautifully painted with a lot of information to create a learning environment in school. BALA painting also depict certain valued information that attracts students and especially young pupil to attend school. The paintings include information on all academic subjects like Mathematics, Science, Social Sciences and Languages. In addition, non-academic streams like WASH best practices, entitlements under right to education act, messages on fear free learning and child line toll free number is illustrated.



BALA transforming school environment

This intervention has substantially improved the school environment and has encouraged new enrolments. Enrolments in the project schools has increased from 6716 (3790 girls and 2926 boys) from base year 2015 - 16 to 7822 (4483 girls and 3339 boys) in the year 2017 - 18. This increase in enrolment is seen as the combined impact of WASH facilities and BALA initiative.

A.4. TEACHING LEARNING MATERIAL (TLM)

Availability of TLM is an important part of providing quality education to children. TLM adds many dimensions to teaching and learning and use of TLM improves the learning ability of children.

Evaluation team found TLM in all sample schools. It has been observed that the teachers are using the TLM in all sample schools and have found it to be useful. The TLM provided to schools is effective. Apart from the readymade TLM the schools are also given the raw material to develop TLM. School teachers are using low cost TLM and using it for teaching in their classes. The teachers said that earlier the amount allocated by government was less and it was hard to develop any TLM from this amount. But now with the material support from AMIED they are developing TLM and using it in classes.

Readymade TLM seen in the sample schools include alphabet, number, fruit and number table charts etc. Materials such as card sheets, chart papers, sketch pens, scissors, cutters, crayons, etc. for preparing low cost TLM was also seen by the evaluation team in all sample school.



A.5. LIBRARY

Library books were provided to all schools. Additionally, schools are provided with Almira and book shelves. Evaluation team found story books for all ages, general knowledge, science based fiction,

nonfiction, poetry, prose and some reference books in sample school libraries. The major purpose of providing books to the schools was to inculcate reading habits among children.

In one of the school it was observed that there is a separate room allocated for library. This room has desks and chairs for students. Other schools though have not allocated separate rooms but have a library system wherein the students borrow books. The schools also have a weekly period for library book reading. Teacher takes books from the library to the classes and the class reads the books.

Libraries cultivating reading habits among children

In each school, a proper system of book distribution was found. A register is maintained which records the book borrowing records. Students have a seven-days period to return books. No school has a librarian rather one of the teacher in each school has this as an added responsibility.

As per sample school teachers, students take lot of interest in reading library books and this is reflecting in the progress of the students in the class scores too where they have enhanced their reading skills. The students said that there are many books but they also need some more subject books. ***One of the student said that they are interested in giving competitive exams and cannot afford to buy those books so the library can also include such books that will help students read and compete for such exams.*** Some school teachers also said that library books should have some reference books for teachers.

Libraries are creating a learning environment in schools and improving the reading habits among students, Principal of Bahala School said.

A.6. SCIENCE AND MATH LAB

As per the discussion with project team, Science and Mathematics lab was provided to 10 secondary schools in 2016. In 2018, these labs were provided to additional three secondary schools. Evaluation team found Science and Mathematics lab equipment in all surveyed secondary schools. A good number of equipment are provided to these schools.



As per the discussion with teachers they take equipment in classrooms for teaching. It makes teaching effective when using the equipment as one of the school teacher said Salpur school teacher. Another teacher said that when she uses lab equipment students pay more attention and their retention of information is now much better. Another school teacher said that this is contributing for the increased learning outcome of the children. Children are now better scoring in class test and examination. He gave credit to science and math lab for the better board exam results which has improved significantly in last three years.

Students also said that when teacher teaches in labs or take the help of equipment they understand topic better. One of the girl said, she was afraid of Science and Math subject. But now it is fun learning through these equipments. Many students expressed that they want pursue Science stream in secondary classes

Teacher also said that trainings were provided by Vikram-A-Sarabhai in 2017. Teachers who took the training has transferred. Therefore, training on Science and Math lab in coming year would help in effective use of labs.

In most of the surveyed schools there is no separate room for Science and Math lab. Equipment are kept with library and computers. A separate room for science and mathematics lab would further make effective use of the equipment.

A.7. COMPUTER LAB AND K-YAN

Project team reported during the discussion with evaluation team that in 2016 - 17 ten secondary schools were provided with computers and Kyan and in 2018, remaining three schools were covered under the activity. In all surveyed schools three computer sets, one pen drive and a K-yan was found. The K-yan i.e. a single wire computer projector multimedia device preloaded with state relevant curriculum (of all subjects of the classes 1 - 12) and which turns any classroom wall into a smart and interactive device.

As per the discussion with teachers and students, computers are providing basic computer skills to the students while K-YAN is supplementing the science and math labs and other learning resources for improving the learning outcomes of children. Teachers have reported that K-YAN improves the attention of the children in classroom and they respond better to the questions asked. The important observation of the teachers is that since the use of K-YAN children remember concepts and information better than before

It was observed by the evaluation team that K-YAN is used in all schools effectively. There were teachers in the school trained on using K-YAN. All teachers of the surveyed school praises this multimedia device. In a school K-YAN system was not working and teachers reported that the pre-loaded contents had expired and thus they were not able to use it.

A.8. SPORTS FACILITIES

Not all schools have playground in the intervention schools. But playing outdoor and indoor games is an essential component of student's development. Thus, the project included providing sports items to schools to promote sports in these schools. Different sports kits were provided for the students, these included items for outdoor and indoor games. The different kits provided was; Cricket kit, volley ball kit, hockey kit, tennis, badminton, carom, chess, skipping ropes, rings/discs, Judo mattresses etc.

Sports material is available in all surveyed schools in good condition. There was no segregation found in the sports items for girls and boys. This was good as the children were treated equally without any bias for gender. All the schools were promoting students to participate in interschool competitions and some schools had even won trophies in different

games. In last two years around 60 boys and girls participated district and state level competitions

The teacher also said that the interest of students in sports has grown since the school had received the sports items. The school also became famous when the students brought medal in games. So this is a two-way morale boost for the students as well as the teachers. All schools had a physical trainer to coach the students in physical education. There were few schools in the absence of a playground lent the sports item to the students to play at home.

Through interactions with teachers and students it has been observed that the involvement of students in sports activities has increased considerably.

A.9. SOLAR PANELS

In the year 2018, solar panels were provided 13 secondary and senior secondary schools. The purpose was the power supply during power cut. Evaluation team found that solar panels are provided in all sample secondary schools. With the provision of solar panels as the Principals, teachers, students and SMC members said that there is optimum utilisation of computers and KYANS now. Hardly, we were using computers and KYANS 2 -3 days per week but now they are in use every-day, said a teacher of Mahuakhurd school. Students of all sample secondary schools were really happy with the provisions of solar panels. They said 'this summer was pleasant experience for us as all fans were working even there is no electricity. Interestingly, almost all students were knowing that these solar panels are provided by METSO. Project team said that in Ramgarh, Mahua khurd, Choroti Pahar and Gundpur schools as school buildings are big due to which power supply by the solar panels is not in all class rooms. These schools need additional budget for solar panels.

Solar panels are making a special difference in schools as they are providing power supply in power cut hours. Mahual Khurd Principal said that attendance has really gone up after solar panels as children now want to come schools rather than staying at home where there is no electricity. Increased attendance of the children is likely to improve their learning outcomes. Many SMC community members said that model school project has changed the destiny of their school and so is their children.

Kursi mej mein baith kar acha lagta hai. Main blackboard ko ab ache se dekh sakti hoon. Main is sal Zyada number la kar dikhaongi. (I feel good in table chairs. I can see blackboard better now and can focus on my studies better. I will score much better than last year) Thank Plan India, Metso and AMIED for giving us furniture - Shahina (changed name) from secondary school Mahuwa Khurd

My school enrolment has gone up by ... after solar panels and furniture is provided to school. Private school teachers telling me you are attracting our school children some day you will close us down said Principal Chorotipahar

A.10. FURNITURE

Furniture is provided to class 9 – 12 students in this year. The attractive furniture was found in secondary schools by evaluation team. Furniture is provided to 1968 students of 9 – 12 classes.

Students of sample secondary schools were really happy. Many of them said that their attention in classroom is better now. Other said that they now can see blackboards better. Principle of Salpur school said that children from private school are coming her school. She feels her school now has all facilities' and credit goes to model school.

B. IMPROVING TEACHERS' PEDAGOGICAL SKILLS ON CHILD FRIENDLY AND INCLUSIVE EDUCATION

Various trainings were provided to the teachers to improve their pedagogical skills. Additionally, quality circle meetings were conducted in the year 2017. The trainings provided to teachers mainly included Science and Mathematics lab, Computer labs and KYAN and positive discipline. Following section details the impact of these trainings and quality circle meetings on teachers' pedagogical skills.

Science and Math lab training was unequivocally appreciated by all teachers. They shared that training provided them hands on experience to use equipment. They expressed that training was extensively participatory in which they got chance to learn to use various equipment to explain science and mathematics concepts. One of the surveyed school teacher said 'geometrical and math exercises, and science experiments were useful and interesting. I repeat these exercises in class and students take lot of interest in experimenting with equipment'. Salpur teacher Sushma Arora, said that children take keen interest in learning these subjects when lab equipment's are used. She further added that the idea of second training was good. I forgot many things from previous training but the second training helped me to refresh my memories. Almost all school teachers want to have science and math lab training every year.

KYAN training was also appreciated by the teachers. They learned KYAN operation during this training.

Training to the school teachers and Principals on **fear free learning and positive discipline** was mentioned by many teachers and head teachers. They endorsed that training led them to realize that beating a child was wrong. They rather wish to resort to innovative ways of teaching and disciplining children. Following training, some school Principals has adopted innovative ways of disciplining the children. For instance, in GSS... teachers are incentivising classes to maintain the discipline. They announce the whole class as winner in assembly who is most disciplined during the month.

Teachers are also using innovative ways to make children learn. In one of the surveyed school, evaluation team observed that teachers using different ways and TLM to make children to learn sums of mathematics. Evaluation team entered in class 3rd of a UPS. They found that while teaching simple addition teachers was using a paper made circle which has an inner and outer circle numbered 1 to 20 with an arrow mark in the inner circle. Teacher was using inner circle number for making children to understand how the inner circle number is adding to outer circle and giving a new added value.

In another class 2 of the same school, evaluation team found teachers using alternative ways to teach children 'Matras'. When evaluation team asked teachers how did they learn it, they said, once we understood beating is counterproductive to learning we started innovating new ways of teaching. We pay now much attention in any training organised by AMIED or SSA so that we can use the methods in our school. But teacher also accepted that still controlling anger is much difficult for them and they sometime cannot control their temper. But changed behaviour is definitely there which project team need to build upon and reinforce.

Project team also found that schools has started some redressal steps. For instance, in every school suggestion boxes are installed and redressal committees are formed. Suggestion boxes are used by the children to suggest complains in mid-day-meal, irregularity of teachers, cleaning of WASH facilities and in few cases abusive languages

used by the teachers said a SMC member of, Bahala school. They appreciate teachers who behave and teach well.

Children were also interviewed to understand the impact of fear free learning. Most of the children said that incidences of slapping and abusive languages by the teachers have reduced. But they accepted that incidences of scolding, slapping, made to sit in back benches and make to stand in whole class period are still common.



Even after substantive achievements, project team has to go a long way to achieve the fear free learning schools.

STATUS OF CHILDREN AND ADOLESCENT GROUPS

Children groups or Bal Sansad are formed in all surveyed school. All school children are members of Bal Sansad. A core group called child cabinet and comprised of elected members and ministers is constituted in all schools. Child cabinet members and ministers are elected through proper electoral process using ballot papers. School teachers said 'election process was an enabling experience for the children. They learn democratic behaviour while electing members and ministers of their choice'. Voting was a fun activity for the children said one of the teacher of Jatpur school.

Cabinet members of secondary school Choroti Pahar said, their cabinet have 16 students (8 boys and 8 girls). They meet twice a month. In the meeting they review work of the cabinet of previous period and assign the responsibility to different members and ministers to monitor WASH facilities cleanliness, personal hygiene (like nails, hairs, teeth, uniform cleanliness) in assembly, mid-day-meal, sports activities, library books, assigning responsibilities of news readings and thought of the day etc.

Evaluation team also met Adolescent group (Kishori Samoo) of Choroti Pahad. Members of this group said that the training on menstrual hygiene and sanitary pad making was really good. One of the group member said 'earlier I was very shy in speaking about my periods but now I can talk it to my friends'. Another girl said 'I am making my sanitary pads by myself. Earlier I was using clothes during my periods. Now my mother also use pads made by me.' Group member feels such training should be organised again.

Many girls from children and adolescent groups said that they need training on self-defence and their rights. Interestingly, some girls know about POCSO) when evaluation team asked them question) but they do not know what this act is. They wanted to learn more about it.

Many children group member remembered the WASH training. But they could not re-collect exactly what they learnt in training except of low cost pit making. But when asked did they try to make similar pit in their school or home they said no.

One of the issue observed by evaluation team that some children get chance to participate more in the child cabinet and adolescent group activities. However, others get no or very little opportunities. Project team need to work towards

Pehle mein apne periods ke bare mein kisi ko nahin batati thi. School aane mein bhi bahut jhijhak hoti thi. Ab mujhe is Vishay par bat karne mein koi dikkat nahin hoti

rotational participation of children in children parliament activities. Secondly, this parliament should lead different extra-curricular activities this dimension was lacking in all child cabinets of the surveyed schools.



D. STATUS OF SMCs AND SMDCs

The evaluation team evaluated status of SMCs based on following parameters: SMCs / SMDCs are formed, they are meeting on monthly basis, they are maintaining their minutes, they are monitoring the school grants, they are monitoring enrolment and retention of children and helping to bring out of school children in school, they are monitoring important school facilities and contributing for its development, they are taking keen

interest in the school curricular and co-curricular activities and their school development plan is prepared and reviewed regularly. Taking the learning from midline survey, evaluation team also tried to find out the women participation and say in SMC / SMDC activities.

Evaluation team conducted focussed group discussions with SMCs of each surveyed school to find the answers of above evaluation questions. It was found that SMCs / SMDCs are formed in each school, they meet every month and maintain their minutes. But when it comes to the quality of decisions taken or follow-up of previous meetings in 40% schools no substantial decisions were taken and neither previous meetings were followed-up. It was found that all schools SMCs are managing and monitoring the grants but lead is taken by the school Principal and president of the SMC / SMDC. In most of the cases many members were even not aware on these government grants.

SMCs and SMDCs are taking keen interest in enrolment and retention of the children and monitoring school facilities / infrastructure. Increase in enrolment and retention rate in schools are mainly attributed to improved school infrastructure and special efforts made by

SMC members planning for school development

SMCs / SMDCs towards this direction. All these SMCs have contributed something for school infrastructures. Community contribution is the biggest achievement of SMCs / SMDCs of surveyed school. SMCs are actively participating in all school events and occasionally monitoring teachers' attendance and results of the school and many are participating in school academic transactions. Every SMC / SMDC accepted that they started contributing to schools after the start of Metso – Plan India project.

COMMUNITY CONTRIBUTION

Evaluation team found that community and teachers' contribution is one of the key achievement of the project. community resources have been leveraged by the project team through varied ways. The total community contribution was accounted as equivalent to 4,500,000 (Forty-five Lakhs). The major community contribution included contribution towards sanitation management fund in all schools (10,000 per school), construction / repairing of school playground and school gate in Jatpur school, playground repairing in Bahala school electricity installation in Choroti Pahar, contribution towards

Today, there is a norm in the community that during any marriage ceremony, whatever amount comes in Bhaat (a Hindu marriage ritual of gifting) for the villagers is donated to school.

repairing / reconstruction of school WASH facilities in all schools in the form of cash or kind. Additionally, classrooms were constructed in project schools under multi sectoral development programme (MSDP). It is important to mention here that MSDP was mobilised by the AMIED and SMCs of the project schools as revealed during FGDs and discussion with project team. Nonetheless, in all schools one or other form of community contribution has been done as observed by the evaluation team.

It is important to mention here that community contribution has been raised by the SMCs using many innovative methods. For instance, in Jatpur school, community influenced one individual to donate for a hall in the school rather than spending a hefty amount in '*Mrityu Bhoj*' (food offered after someone's death) for his father and they look forward to mobilize more people regarding the same.

Following table shows the estimated contribution in project school:

Community Contribution during the period 2015-2018*		
Schools	Estimated contribution	Contribution type
GPS Naharpur	20,000	Labor for repairing playground and cash contribution towards sanitation management fund (SMF)
GUPS Desula	1,50,000	Labor contribution towards WASH facilities repairing, cash contribution for SMF, stationary and bags contribution for children, school gate installation, repairing of old fans, contribution towards tutorial support for board students and contribution towards SMF
GUPS Palka	10,000	Contribution towards SMF
GUPS Chorotibas	3,50,000	10 Ceiling fans, School gate, Labor contribution for WASH facilities, school assembly chabutra construction, playground leveling, school gate fixing, SMF contribution
GUPS Kaimala	30,000	Fans, Chairs and SMF contribution
GSSS Bahala	2,50,000	Labor and Material, Water cooler, 200 Mid-day meal utensil, big <i>dari</i> (mat), 17 Chairs, 1 Fan, 115 Sweaters, repairing of school playground, inverter and contribution towards SMF
GSSS Chorotipahar	5,50,000	Fans, Printer/Scanner, Mike set, electricity connection reinstallation, class construction and contribution towards SMF
GSSS Mahuwa Khurd	1,00,000	4 Fans, 6 Plastic chairs, 3 Green Board, 4 Low height table (<i>chowki</i>) for class 1-2, Inverter and an Internet dongle, <i>Daris</i> (mats), labour contribution for school WASH and contribution towards SMF
GSS Salpur	7,00,000	Earth, <i>Bajri</i> , Stones, Cement and Labour contribution for classroom, chabutra, temple and school WASH facilities, Uniform and Shoes for 115 girls, 46 Chairs, 45 Tree saplings, 14 Fans, Almirah etc. and contribution towards SMF
GSS Jatpur	25,00,000	Community hire of 120 Tractors for three days to fill playground, Labor, Mike set, Radio, <i>Dholak-peti</i> , <i>Daris</i> , 15 Fans, Lecturer stand, 10 Chairs and 10 Tables, Tree guard, Uniform for 100 students, Water cooler and contribution towards SMF
	46,60,000	
MSDP funds worth RS 40 lakhs raised to construct four classrooms in GSSS Chorotipahad.		

E. RTE ACT- COMPLIANCE

RTE compliance is one of the key performance indicator (KPI) of the project. So evaluation team evaluated the KPI against following sub-indicators: all weather building, separate toilet for boys and girls, drinking water facilities, library, sports facilities, pupil teacher ratio (PTR), student classroom ratio (SCR), full time head master, physical education, art and work education teacher in UPS.

Followings are the key findings of RTE compliance status:

- All school separate toilets for boys and girls, safe drinking water, library and sports facilities and this is the contribution of project to make them RTE compliant.
- All schools have all weather building and project partly have contributed towards this through leveraging resources from MSDP.
- Only 60% schools fulfil PTR norms
- Only 40% schools fulfil SCR norms and project has contributed towards this through leveraging resources under MSDP
- Out of 09 surveyed schools only 5 have Full Time Head Master
- None of the UPS have part time pArt and work education teachers
- Physical training instructor is available only in 5 schools

F. ENROLMENT

Analysis of enrolment and retention data is critical for any school as it indicates why children (or their parents for their children) choose or leave a school. As many studies shows, factors responsible for increased enrolment and ensuing retention includes attractive school environment, better school facilities (including separate toilets for boys and girls), learning resources (like library, computers, teaching learning material etc.), teaching learning methods and participation of parents in schools.

Project schools, progressed significantly in terms of enrolment and successive retention. In 2015 – 2016 when the project started in its second phase total enrolment in the sample schools was 3385 (female 1727 and boys 1658) however, in 2018 – 2019 the enrolment of project schools has reached to 7609 (girls 4077 and boys 3532). In total, 4224 new students (4077 girls and 1874 boys) enrolled in the sample ten schools. Increase in enrolment is the result of integrated approach adopted by the project.

Enrolment particularly increased in secondary schools where the project interventions were more intensive. In these schools' enrolment in 2015 – 16 was mere 483 and in 2018 – 2019 it reached to 4378.

G. GROSS RETENTION AND DROPOUT RATES

Following table shows average of gross retention rate and gross dropout rates in sample project schools:

Classes	average Retention Rate			Average Dropout rates			Explanation
	Girls	Boys	Total	Girls	Boys	Total	
Primary level: (i-v)	129	144	136.5	-29	-44	-36.5	Reasons for the above 100% retention rate and minus value of dropout rate is that enrolment in all (and especially above grade 1) classes has exceeded much more than the base year. However, dropout and transfer rate in project schools is recorded as 0%
Elementary level: (i-viii)	143	139	141	-43	-39	-41	
Secondary level: (i-x)	261	182	221.5	-161	-82	-121	

Calculation of Retention and Dropout rate:

There are a number of ways through which drop-out and retention rates can be measured. In the most commonly used method of assessing the retaining capacity of the system, enrolment in Grade V is linked to enrolment in Grade I (four years back). Hundred minus retention rate is termed as drop-out rate which can be computed both at the primary as well as upper primary level of education. If number of repeaters is not considered in calculation, the rate obtained is known as Gross Retention Rate and corresponding dropout rate, the Gross Drop-out Rate.

The average gross retention rate is higher in sample senior secondary government schools compared to sample secondary government schools and sample upper primary government schools and primary schools. SMC members and teachers of GSS Salpur reported that retention of girls had increased due to toilet construction in the school. Sports material in school ensures children do not bunk school. A separate period for sports (e.g. as in GUPS Desula) also attracts children to school.

H. OVERALL LEARNING OUTCOMES: A COMPARISON BETWEEN BASELINE, MIDLINE AND END-LINE

In order to map progress of students in terms of learning outcomes, overall performance of students was assessed and compared with baseline and midline results. Average of all subjects and all classes in sample schools was taken for the purpose and results are expressed in terms of completely correct, above 40% correct, less than 40% correct, did not attempt or completely wrong answers. Following fig 1 – 3 shows a comparison of the students' performance across baseline, midline and end-line survey:

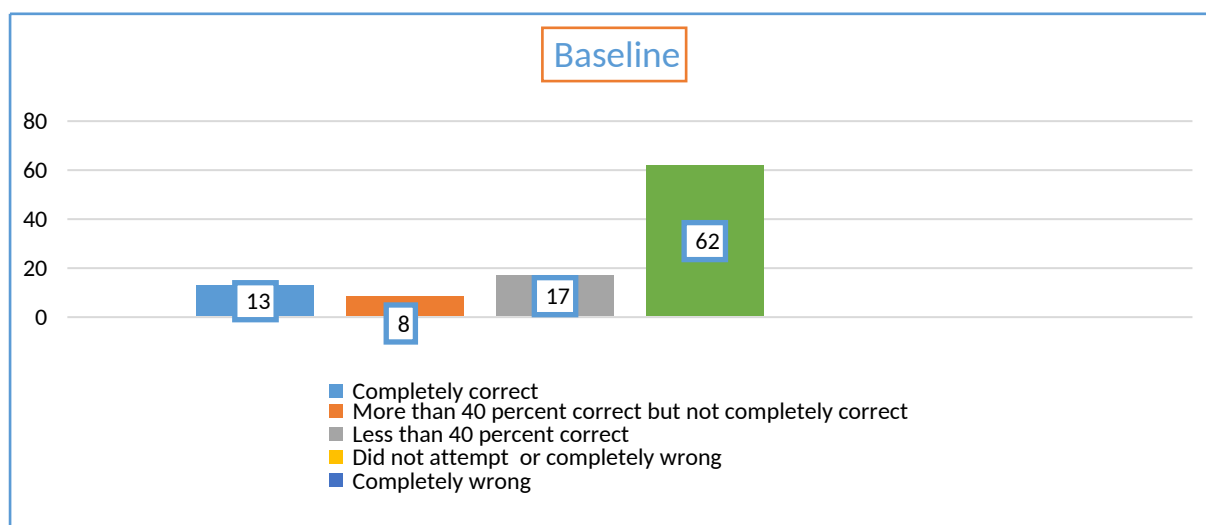


Fig. 1

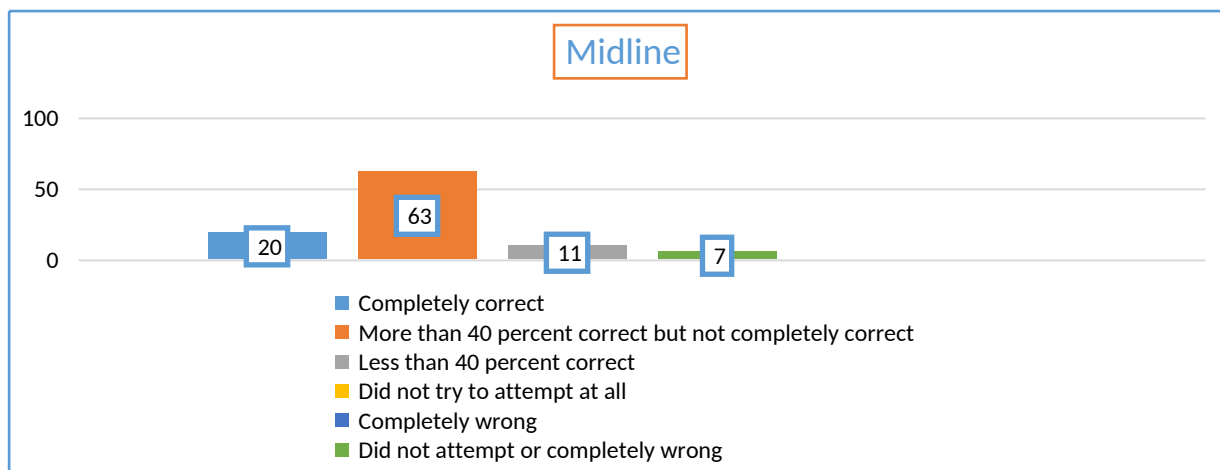
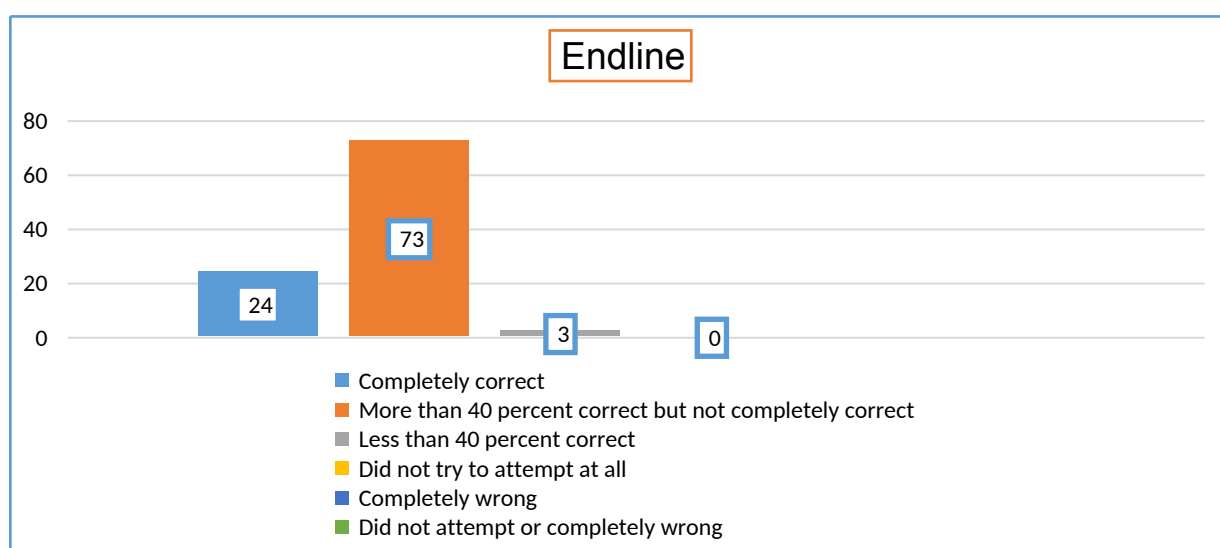


Fig.2



A clear progress in learning outcomes is observed through baseline survey to end-line survey. In base year 13% students answered all questions correctly. However, in midline and end-line this percentage increases to 20% and 24% respectively. Further a mere 8% students scored above 40% marks in baseline year. This percentage increased to 62% in midline year and 73% in end-line year. Percentage of students falling in the category less than 40% and did not attempt or completely wrong fall down as we move from baseline year to end line. In baseline year students scored less than 40% were 17%. However, in midline year this figure fallen to 11% and in final year of project the figure stands to 3%. Finally, a large percentage (63%) students in baseline year either answered all the questions wrong or did not attempt at all. But in midline year this figure fallen to a mere 7% and by the end-line year stands at 0%.

The improvement in learning outcome is seen as the result of integrated approach adopted by the project. Learning facilities like teaching learning material, science and mathematics labs, computer labs, teachers' pedagogical improvement are positively related with the improvements in the learning outcomes of students.

I. SUBJECT WISE PERFORMANCES

Learning outcomes were assessed for languages, mathematics and Science subjects. In all classes both Hindi and English language learning outcomes were assessed and data

presented here represent the average of both the subjects. In case of science, in primary classes this was assessed for environmental science (EVS), in upper primary and secondary schools it was assessed for science subjects. It is important to mention here that in secondary schools Science and Mathematics subjects were not assessed as these schools do not have science stream. Again, due to the same reasons learning outcomes in Mathematics was assessed for class one to tenth and not in senior secondary schools.

J1. LEARNING PERFORMANCE IN LANGUAGES

As discussed above, learning performance was assessed for both Hindi and English subjects and the results expressed here are the average of both the subjects of all classes. Following figure 4 shows the performance of students in languages:

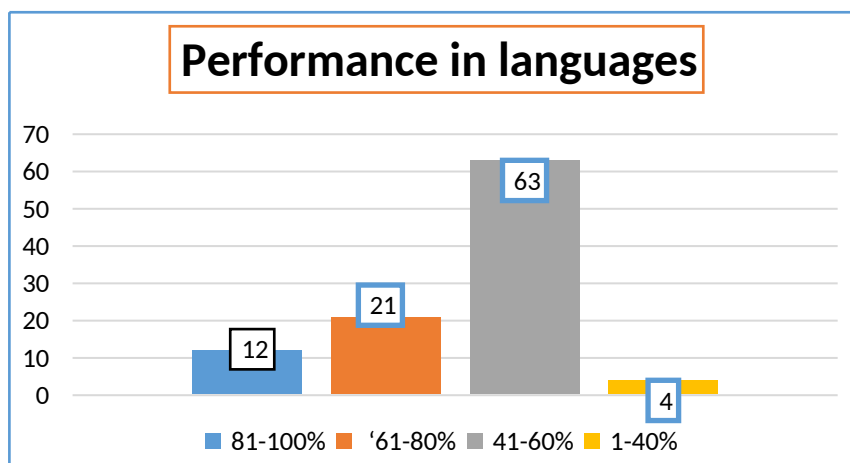


Fig. 4

The above fig shows that a good percentage (12%) of students scored above 80% marks. 21% of the students fallen in the category of 61-80%. However, a big chunk (43%) of the students are in the category of 41-60%. Students scored less than 40% are minority and stands at 4%. While analysing data it was observed that class 1 – 3 students' performance was comparatively poor. This is seen as the multi-grade teaching in these classes. Additionally, teachers are not well trained in primary classes. Focussing on these classes and improving pedagogical skills of teachers has an immense potential to further improve the learning outcomes of children.

J2. PERFORMANCE OF STUDENTS IN MATHEMATICS

Assessment of mathematics performance was conducted for class 1 to 10th and the results shown in the following fig. 5 reflects the average of all classes.

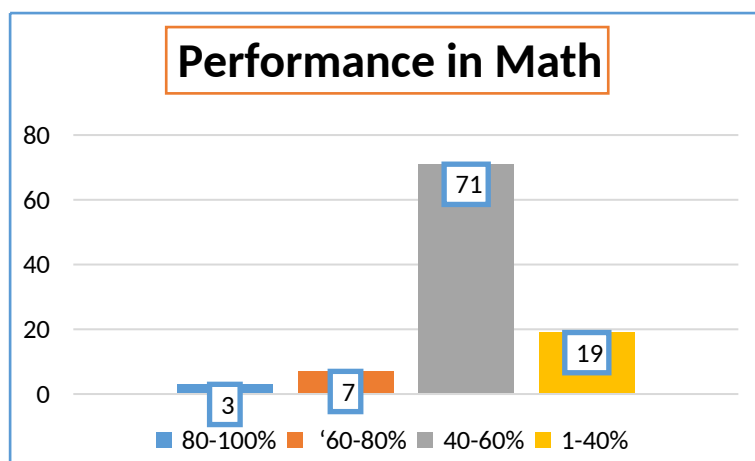


Fig. 5

Performance in mathematics was not comparable with languages as a substantial 19% of students are still falling in the category who scored between 1 – 40%. However, a good 71% students scored between 40-60%. Just 3% students scored 80-100% marks and 7% students scored marks between 60-80%.

The classes who performed bad in the subject are mainly class 1, 7, 8 and 9 with class 1 worst performing. Project team need to give special emphasis on these classes. Another reason found in the schools is lack of mathematics teacher in project schools and especially in primary schools. Remedial support to students could be a great help.

J.3. Performance in Science / Environmental Science

Performance of students was assessed for environmental science in primary classes and science in UPS and secondary classes. Senior secondary schools were not included in this test as all the sample schools did not have Science stream. Following fig. 6 shows the performance of students in Science

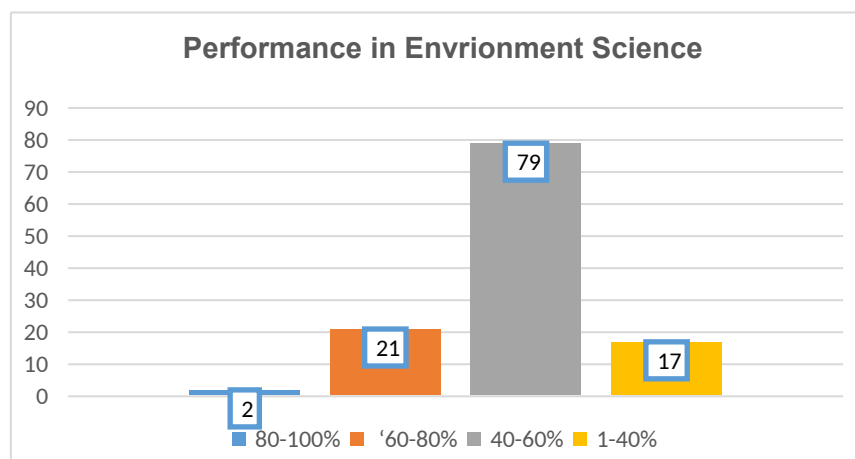


Fig. 6

It is evident from above figure 6 that 79% students scored marks between 40 – 60% followed by 21% in the category of 60-80% and 17% in 1-40 and a mere 2% above 80% category. Poor performing classes in sciences are class 1, 2, 7 and 10 with class 1 and 2 worst performing. Project team needs to give special attention to these classes. Lack of subject

specific teacher and specially in primary classes arises as an issue. Again, remedial classes in the subject can be a great help.

J.4. Board Exam Results

The learning level assessment has reflected in board exam results. In 2015 – 16 when the project started, pass percentage mere 61% (average) in class 10th and 73% in class 12th. This has increased 94% in class 10th and close to 99% in class 12th in 2018 – 19. Moreover, it has been observed by the evaluation team that more number of students are now securing first division in these exams. For instance, in 2015 – 16 in GSS Kesroli 2 students in class 10th and no students in class 12th secured first division. However, in 2018 – 19, in same school 5 students in class 10th and 4 students in class 12th secured first division.

RECOMMENDATIONS AND LEARNINGS

1. WASH facilities is considered as one of the key achievement of project by children, SMC members and teachers. Main reason for good quality construction of WASH facilities is the engagement of communities' in construction, monitoring and purchase of material. This is leading towards improved enrolment and retention of children and especially of girls
2. SMF is an innovative initiative taken by project team. In order to achieve its intended purpose, project team need to mobilise communities to increase this fund so that schools can get required interest for repair and maintenance of WASH facilities
3. There is a need of books in school libraries which can help students to prepare for competition. Teachers also expressed need of reference books for them
4. Expansion of Solar panels is required in Ramgarh, Mahua khurd, Choroti Pahar and Gundpur schools as school buildings of these schools are big due to which power supply by the solar panels is not in all class rooms.
5. Some of sports material is perishable. Project team need to mobilise fund to replenish them
6. Subject specific pedagogical trainings need to be given to the teachers. This is expected to have a positive impact on learning outcomes of the children
7. Teachers transfer is an accepted fact in government schools. So, training needs to be integrated with DIET / government trainings
8. There are achievements in the direction of making schools fear free. But project team need to continue the momentum to achieve ultimate goal. Redressal mechanism especially needs to be strengthened
9. Learning outcomes of the children definitely have improved due to a holistic approach. But there is a potential scope of improving them further especially following through a child tracking system
10. Active Children groups and SMCs are another key features of the project. In order to continue momentum project team, need to work continuously with these groups

Case Studies

Case Study 1:

Never limit your vision based on your current resources.

- Michael Hyatt

This quote must have been read by many and motivated some but its real life example is seen in the school of Choroti Pahar.

Choroti Pahar School was established in 1956 as primary school. It was upgraded to upper primary in 1980s. Since the school was in Gairabadi (non – residential) area, electricity connection could not be provided to the school. Since 1956 school was running without electricity. Many efforts were made by different principals, teachers and community members at different point of time but no endeavour reaped the result.

In July 2015, Ms. Jyoti Bangia was transferred to the school as principal. In August, she met the project team of Plan India and AMIED supported by Metso. She was told that the school was considered for project activities keeping in view the need of interventions but as computers will be installed so electricity is must. Also, the water facility could not have extended to the toilets and urinals. Aspiring for a better future of students, Ms. Jyoti started making the efforts for electricity connection but she realised that the possibility was bleak, for installing electricity connection the cost would be Rs.90,000. She met local representatives and education department but this did not solve the problem.

Ms. Jyoti Bangia expressed, that she had many rounds of meetings with community but since the cost of connection was quite a high, it was difficult to raise this money from community contribution. Meanwhile project team was continuously pursuing school and community for the electricity connection. She then started looking for a local donor who could support them. Luckily she came across Mr. Indu Tolani who has helped with such initiatives in the local area earlier. Ms. Jyoti met with Mr. Tolani who after many rounds of meetings agreed to contribute Rs. 87,400 for electricity connection.

After receiving this contribution the official process for electricity connection was sped up as the project team was regularly following up with the school, motivating and supporting them at each step. In around 25 days the complete installation was done which had seemed an impossible task for so long.

Following this, the challenge was to get finances for the wiring work in the school. For this around Rs. 30,000 was required. Fortunately another local donor, Mr. Kuldeep Kalra and Mr. Jatin Gandhi came forward to and contributed Rs. 22,000 for wiring work. Additional Rs. 8000 was contributed by a school teacher. A non-teaching school staff contributed for transportation. The parents also got involved and together supported the school with 5 fans.

Ms. Jyoti said “*Bahut mushkil to tha par inn logon (project team) ne humara sath nahi chhoda aur poori tarah sath me madad karai. Ab bachhe jada utsaah se aate hain aur light ki wajah se shaant ho kar bhi bethte hain. Jo bhi samaan mila hai use bachho pe kaafi achha asar pada hai, private school tak ke bachhe humare school me aate hain.*

Computer ka bahut utsaah rehta hai (It was a very difficult task, but the kind of assurance and encouragement I got from the project team made me confident and inspired me to continue with my efforts. Now, students are more enthusiastic and disciplined because of availability of electricity. The quality of education has improved because of the resources and students from even private school are coming to join this school. Students are very keen to learn computers).”

Case Study 2:

“Agar bachhiyan padhengi toh samaj badlega (if the girls will study then the society will change)”, said one of the SMC members.

The story of Jatpur School is much beyond just community participation. Here, one can experience an actual change in mind-set of community.

This school was established almost two decades back but its picture has changed significantly in past two years. Earlier the school had a widespread uneven land in-front. A thin pathway leads to school with thick wild grass around. It looked more like ruins of some building than a higher secondary school.

The transformation took place when Plan India in collaboration with AMIED supported by Metso intervened to transform school into something meaningful. The idea was proposed to make the school friendlier for students by introducing sports, computer, WASH, KYAN and BALA facilities. By continuous engagement of the organization with the community and teachers, community people started understanding the importance of education.

Some of the community members and teachers came together to mobilize whole village and till the land using 16 tractors of upper class community people and one JCB. The uneven surface was converted into a smooth land of 3025 yards over a continuous effort of three days.

After this, the beautification and upgradation of school was done by Plan as committed. Seeing the change, the community did not stop instead their dreams kept soaring and today, they have a veranda and a water cooler installed through community contribution. For protection of their children, a boundary was also constructed by raising fund from the local MLA and a beautiful entry gate sponsored by local donor (Bhamashah).

Today, there is a norm in the community that during any marriage ceremony, whatever amount comes in Bhaat (a Hindu marriage ritual of gifting) for the villagers is donated to

Also, community is mobilized to an extent that they influenced one individual to donate for a hall in the school rather than spending a hefty amount in ‘Mrityu Bhoj’ (food

offered after someone’s death) for his father and they look forward to mobilize more people regarding the same.

The student number has increased from 98 to 282 in past two years of which 139 are girls and 143 are boys. People believe that education brings behavioural change in their children and leads to a healthy way of living. They say that a government school can also be better than the private school like theirs’ with computers, toilets and projector installed. They want their children to excel even further and have given a proposal for upgrading the school to senior secondary level.

This is a perfect example of change taking place through participation and motivation coming from availability of resources and support from project.