



Society For All Round
Development (SARD)



Michael & Susan Dell
FOUNDATION

2018-19

Annual Report



**SOCIETY FOR ALL
ROUND DEVELOPMENT**

Narrative Report:

Please describe the progress made in accomplishing the purposes of the Grant.

The report elicits the major activities that were undertaken during the period of 1st April 2018 to 31st March 2019.

➤ Project Objectives:

- 1) To introduce an effective and field-tested Academic Support Mechanism for intensive support and material development in 578 schools under SDMC
- 2) To capacitate primary teachers of 578 SDMC school through continuous support and training on innovative pedagogy and methodologies for the SDMC schools
- 3) To introduce performance based assessment and monitoring tools for evaluating efficacy of training and enhanced academic performances of children
- 4) To replicate and scale up the model of “TEST” (Teachers Effectiveness through Support and Training) in other civic agencies of Delhi

Major activities conducted throughout the year:

Activities Conducted

- SARD In-house Baseline was conducted (both Direct and Indirect Model)and analysis was performed to identify the thematic weak and hard spots

Number of schools in Academic Year 2018-19 so far

Intervention in 20 schools initiated across 4 zones:

AF Schools	West	Najafgarh	Total
Number of schools	18	2	20

Intervention in 115 schools initiated across 4 zones:

School Type	West	Najafgarh	South	Central	Total
New schools initiated in 2018-19 so far	25	20	35	35	115
Handholding school	35	25	25	15	100
Total	60	45	60	50	215

Baseline Assessments Conducted

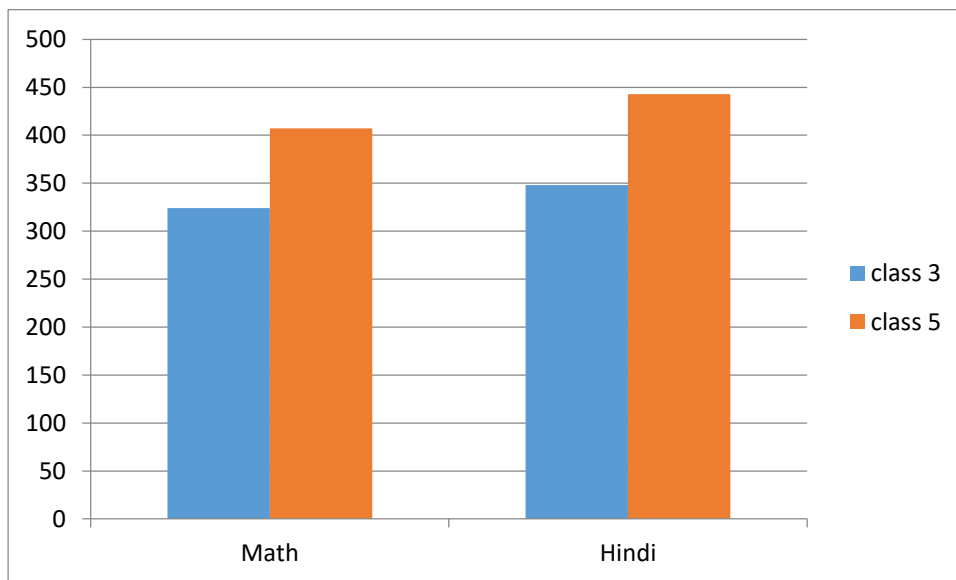
An external baseline assessment has been done by GMI in both the direct schools and the indirect schools. Assessments were done for Grade 3 and Grade 5 students. The following are the highlights of the assessment reports.

Mathematics

- Students performed best in the theme of “Everyday Math and Data Handling” and performed worst in the theme of “Geometry and Measurements”
- The comparison group scores are higher than the treatment group scores in both grades of Mathematics. This is expected to happen since we are purposely working with the children who need support the most for academic enhancement.

Hindi

- Students performed best in the theme of “Literal reading” and performed worst in the theme of “Critical Reading”
- The comparison group scores are higher than the treatment group scores in both grades of Hindi.



This is natural and to be expected.

1) Indirect Model (Teacher training mechanism)

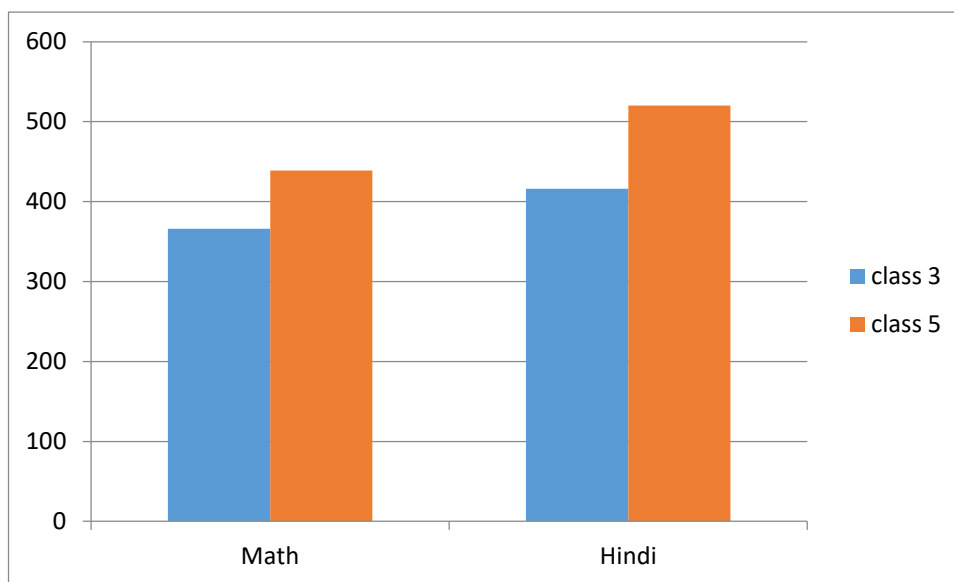
26 schools were sampled as part of the treatment group and 23 were taken for comparison purpose

Mathematics

- a) Students performed best in the theme of “Everyday Math and Data Handling” and performed worst in the theme of “Geometry and Measurements”
- b) The treatment group scores are higher than the comparison group scores in both grades of Mathematics

Hindi

- a) 70% of Grade 3 students are below the intermediate proficiency level. However, 65% of grade 5 is above the basic proficiency level.
- b) Students performed best in the theme of “Literal reading” and performed worst in the theme of “Critical Reading”
- c) The treatment group scores are higher than the comparison group scores in both grades of Mathematics



Endline Assessments Conducted

In the month of February, end-line assessment was also successfully conducted in 22 remedial schools (Direct model) and in 34 ASG's schools (Indirect model) of all 4 zones (Central, Najafgarh, and South & West). The continuous assessment is also very important to track each student

growth because the prime objective is to get every CNAS child into mainstream. The indirect objective of involving rest of the class (who are not part of remedial classes) is also nearly fulfilled.

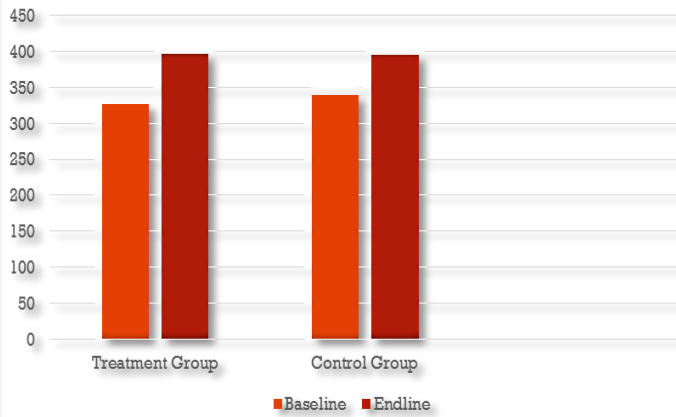
Direct Model:

Class 3rd Maths

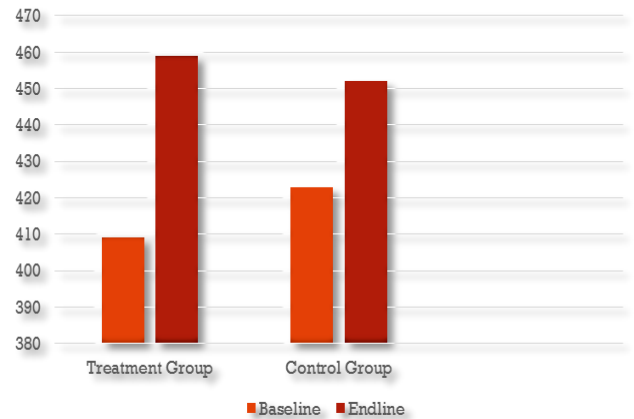
Students in treatment group showed better growth.

Class 5th Maths

Student Scale Scores- Class 3 Maths

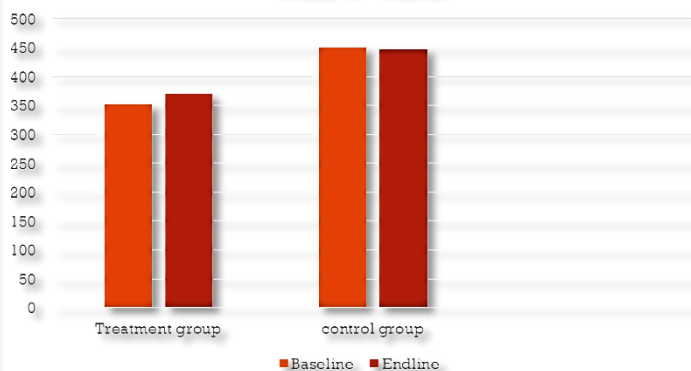


Student Scale Scores- Class 5 Maths

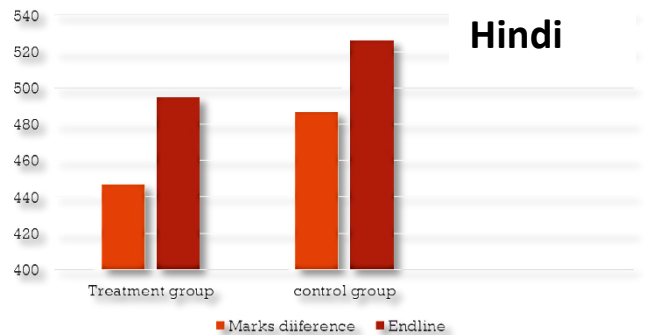


Students in Treatment group recieved better marks than students in the control group.

Class 3rd Hindi



Class 5th Hindi



Hindi

Indirect Model:

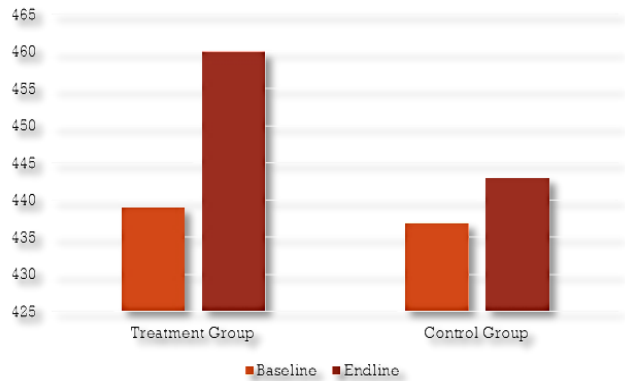
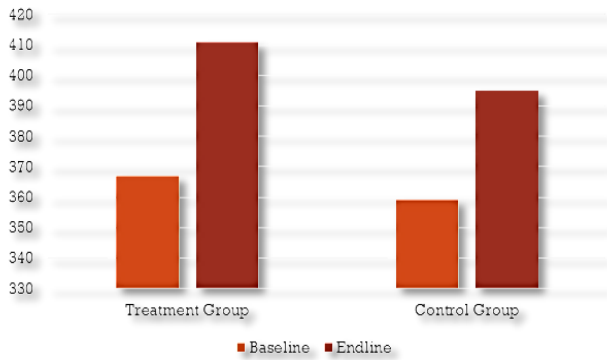
Class 3rd Maths

Class 5th Maths

Students in treatment group showed relatively better growth.

Class 03 Scale Score

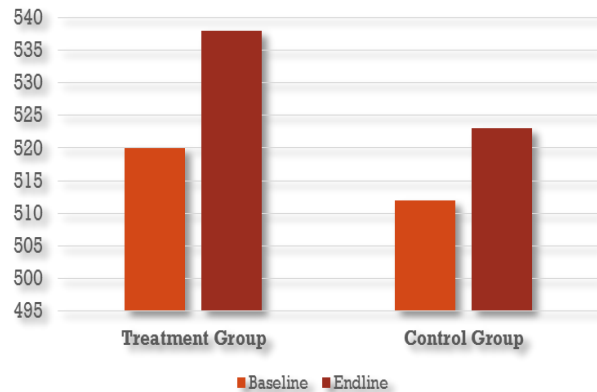
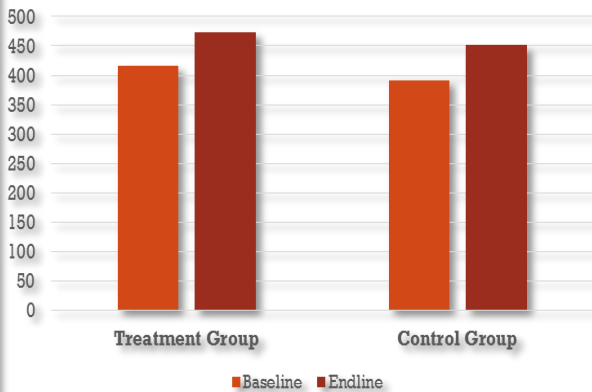
Class 05 Scale Score



Students in Treatment group are performed slightly better than the control group.

Class 03 Scale Score

Class 05 Scale Score Hindi



Periodic Pedagogy Sessions:

Capacity building trainings for Academic facilitator and Academic Support Group member were organized during summer & winter breaks to enrich their understanding & knowledge on pedagogy with respect to focus on assessment. The training also emphasized on ensuring effective delivery through different



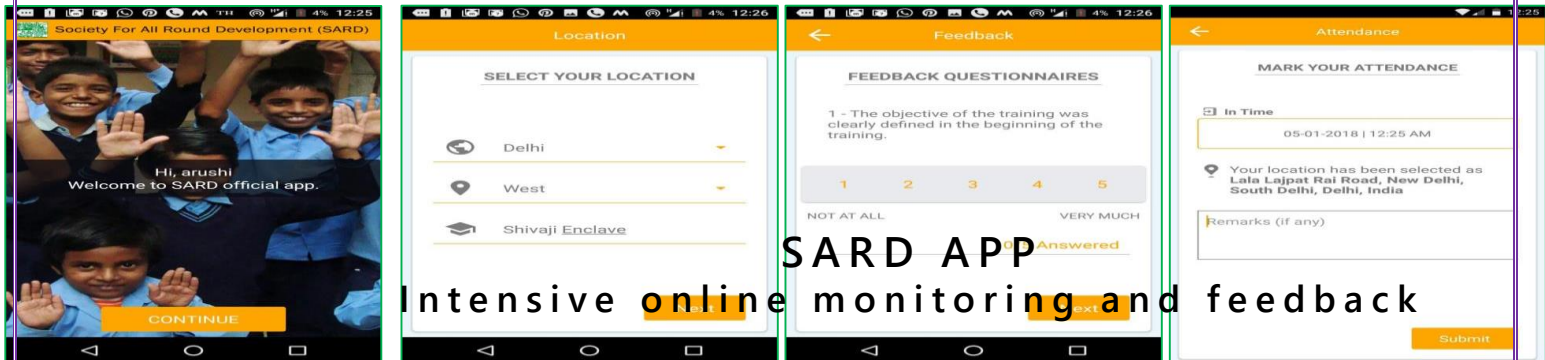
methodologies implemented in their class- room process. The team was trained to deliver different sessions, use props and other means to make it more relevant.

The learning resource material kits developed jointly by MSDF & MASHAV (a wing of Ministry of Foreign Affairs, Govt. of Israel), were very useful and demanded by different schools. Some schools purchased these kits for their school. Special training sessions on use of MASHAV kit were organized in different zones. The ASG members along with the SDMC ambassadors who were later selected as Awardees also participated in zonal level joint workshops to promote hands on application practices. During these training interactive material from open sources, after due localization, were also used to make it more effective. SARD also organised a brainstorming session with external experts, ASGs and other key members from SARD on the design, layout of interactive material. The ten days workshop had different sub trainings like transition on pedagogical understanding and usage of interactive e-content, creation of integrated teaching learning material, etc. These trainings were facilitated by experts from different national agencies.

Deployment of SARD Online App

SARD created an Android App in order for the team to increase accountability and become tech friendly. This app has enabled SARD management and other key stakeholders to monitor the performance on a day to day basis and analyse the data in various cuts. Data from the app is visible and is maintained in a dashboard with which the SARD management has performed some analytics to strengthen the team and the program Feedback from the teachers is now collected through the app and a daily rooster is updated on the app through which the ASG and AF members have to mark their in-attendance and out-attendance after every single session. This has helped increase

the accountability of the team and is enabling SARD management to monitor the field movement at a micro level.



Development/Expansion of Teaching Learning Material (Round 1)

SARD is in a process of expanding the scope of our existing Resource Material in the field of Hindi and Mathematics. We have identified the set of experts whom we would like to work with and have had the first set of workshops with them to brainstorm on the hardspots of teachers and will be developing hand-on materials and applications to address those.

In Parallel, we are having a series of workshops with experts from universities, Vikram Sarabhai and other agencies. These experts will sit with our internal ASG and AF Thematic experts and come up with new concepts. The idea is that through this process, we will build the capacities of our internal team members as well simultaneously and provide them exposure and access to leading academicians and practitioners in India.

Development of Learning Resource Material in collaboration with different National agencies

(Round 2):



SARD, in collaboration with different national agencies like CIE, N.C.E.R.T, Jamia Milia University developed new and innovative Teaching Learning Material (TLM) covered around 15 concepts in Mathematics and Hindi Language. Prof. Anup Rajput, Head- RMSA, NCERT explained the teacher training kit on Mathematics, which was very useful and productive. The team from CIE and Jamia are keen to provide their expert inputs on SARD's developed material. Prof. Mohd.

Miyan, former Dean and Vice chancellor emphasized to organize a competition among all the DIETs and teacher training institutes through a competitive process to promote innovation in education. It was decided to formulate a committee under leadership of Prof. Rajput. The team also suggested exploring collaboration with CIET on their E-Pathshala apps in our selected intervention schools with a view to add value.

Expression of Interest (EOI) for the promotion of innovative learning resource material for Teacher training institute and MCD teachers:

With an objective to expand the scope and varieties of teaching learning materials being used, the panellist of programme steering committee recommended to follow a competitive bidding process through 'EXPRESSION OF INTEREST (EOI)' which aimed to tap the local talents and recognize the same by endorsing their efforts and to improve the repository of innovative TLMs (teaching learning material).



Good numbers of entries were invited from Teacher Training Institute of Delhi NCR including SDMC teachers, who came up with good material. A special committee was formulated to critically analyse each entry with effectiveness of each learning resource material and its link with the learning level outcome.

Exposure Visit of SARD SDMC Awardees:

During the reporting period 14 teachers were awarded last year by SARD & MSDF were taken on an exposure visit to Vikram A. Sarabhai Institute in Ahmedabad. The Institute kindly agreed to conduct a one-day orientation workshop on Mathematics for all the awardees. They were also taken to various key institutes in Ahmedabad for a first hand exposure on the innovations followed and the opportunity for them to emulate it back in their institutions. The workshop also focused on Hands-on Approaches in Science and Mathematics Education with respect to primary grade. The objective of this workshop was to create a motivation for all the peer teachers with whom these awardees will share their learning once back after the exposure. All the teachers came out with both philosophical and practical perspective of educating a child coming from deprived background and how that child can avail different skills from the in-house school system. The sharing of different perspectives was very effective for teachers and proved as an eye opener on little common negligence, they had towards children. It was envisaged that these awardees would become champions of the program and will carry forward the learning on a sustainable basis. After the workshop, each awardee received a set of learning resource material and a citation from Vikram A. Sarabhai Institute.



Development of Interactive New Age E- Content in Mathematics and Hindi language for primary grade school children and teachers

SARD has engaged in collaboration with national agencies to enhance the learning level outcomes by developing interactive e-content which was aimed at addressing the misconceptions and common errors of the primary grade teachers (Grade 1 to Grade 5) in the field of Mathematics and Hindi Language. The development is on-going and is being verified by national agencies such

as NCERT (National Council of Education Research and Training), CIET (Central Institute of Educational Technology) and SCERT (State Council of Education Research and Training). The final product will be disseminated widely throughout the entire country in a completely free and transparent manner. The prime objective of creating this e content is to help in achieving the governments mandate of improving respective grade wise learning level outcomes of children, clarify various misconceptions and common error in concepts of teachers and children in Mathematics and Language subjects.

It's envisaged to organize a series of trainings, to train the teachers on how to use this e-content in their classes and schools effectively. The Modules will be in the form of concepts with sub concepts, intensely addressing the syllabus of primary school from grade 1st to 5th, which will benefit both the teachers and students. These interactive modules will be used as supplementary tools for teachers from next year onwards. Also, The e-content module will be useful for teachers and students both as teaching support material anywhere in India. Improving capacities of the teachers in effectively using e-content and technology to improve the performance of their school and children. Translation to various other languages will be undertaken post the pilot phase to disseminate it in other states. Some links of E resources referred by the content team for the reference are as follows:-

1. [https://s3.ap-south-1.amazonaws.com/cgslate/website/ads/2d\(11-04-2019\)/shell/interface.html?module01](https://s3.ap-south-1.amazonaws.com/cgslate/website/ads/2d(11-04-2019)/shell/interface.html?module01)
2. [https://s3.ap-south-1.amazonaws.com/cgslate/website/ads/3d\(30-03-2019\)/shell/interface.html?module01](https://s3.ap-south-1.amazonaws.com/cgslate/website/ads/3d(30-03-2019)/shell/interface.html?module01)
3. [https://s3.ap-south-1.amazonaws.com/cgslate/website/ads/pre_number\(18-03-2019\)/shell/interface.html?module01](https://s3.ap-south-1.amazonaws.com/cgslate/website/ads/pre_number(18-03-2019)/shell/interface.html?module01)



Science Fair in West & Najafgarh zone 2019

SARD organized subject fair in two zones of SDMC (West Zone and Najafgarh Zone) on 27th to 1st March, 2019 and 26th to 28th February, 2019 respectively with an objective to promote talent and provide academic enrichment through various activities like quiz, puzzle competition in mathematics & Hindi language etc. Different in-house teaching learning materials on specific subject areas like teaching & learning fractions, decimal, measurement etc. and enhancing reading skills among children to address the learning gaps of students in Language and Mathematics were also displayed and shown to the teachers. Most of the visitors at the fair appreciated the low cost, child friendly teaching learning material adopted by SARD to address various learning gaps and many of them ensured that they would incorporate this method in their classroom process. Teachers from MCD showed keen interest to learn the process of making TLM. The MCD Officials who visited the fair praised the efforts made by SARD towards education and they presented an award to SARD for its contribution. SARD also received the award by the Deputy Commissioner of West Zone for best pedagogical inputs. Some of the SARD awardees also shared their learning with SARD and importance to appreciate and acknowledgement of teacher efforts.





Tab lab models

Since we are running intensive remedial interventions in 20 schools, we aim to convert 2 of them into tab labs models. We intend to provide 30 tablets each to a couple of schools, and carry out the remedial education in these 2 schools in both offline and online modes. Since the content is developed in parallel, we will start off by using other existing content to begin with.

The idea is that we will pilot this in grades 3,4,5 and we will carry out a rough assessment of the tab lab intervention in a few months. While this assessment will not be accurate, it will give us directions as to whether we are on the right track and whether technology can help bring students up to grade competency at a faster pace.



“Our Sincere thanks to the South Delhi Municipal Corporation for the endless support in ensuring the learning level outcome of children “