

**Impact Assessment of
Ensuring Children Learn Project
Sheopur District, Madhya Pradesh**

NAANDI FOUNDATION

**FINAL REPORT
for
Sir Ratan Tata Trust**

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Finally we commend the commitment of Naandi Foundation team in implementing the project with zeal in an area where other organisations have not yet tread the path to empower people for taking up issues of education, health and entitlements due to them.

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Abbreviations

ANM	Auxiliary Nurse Midwife
ARCs	Academic Resource Centres
ASCs	Academic Support Coordinators
AWW	Anganwadi Worker
AY	Academic Year
BEO	Block Education Officer
BRC	Block Resource Coordinator
CACs	Cluster Academic Coordinators
DEO	District Education Officer
ECL	Ensuring Children Learn
FGD	Focus Group Discussion
GEN	General
GPS	Government Primary School
HM	Head Master/ Mistress
IEC	Information education and Communication
ICDS	Integrated Child Development Scheme
IMR	Infant Mortality Rate
JSY	Janani Suraksha Yojana
MDM	Mid Day Meal
M&E	Monitoring and Evaluation
MIN	Minority
MIS	Management Information System
MMR	Maternal Mortality Rate
MNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
MOU	Memorandum of Understanding
MP	Madhya Pradesh
NK	Nanhi Kali
NRC	Nutritional Resource Centre
OBC	Other Backward Castes
PDS	Public Distribution System
PLA	Participatory Learning Activities
PRA	Participatory Rural Appraisal
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
SAs	Social Animators
SATT	Student's Assessment Tracking Tool
SC	Schedule Castes
SDMC	School Development Management Committee
SD	Standard Deviation
SHG	Self Help Group
SIDA	Swedish International Development Agency
SIP	School Improvement Plan
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
TLM	Teaching Learning Material
VDCs	Village Development Committee
VECs	Village Education Committee

Executive Summary

Background

Sir Ratan Tata Trust (SRTT) supports Naandi Foundation (henceforth referred to as Naandi) for the education programme in MP under the sub-theme-“Reforming Elementary Education”, through collaborative interventions at district / block level for improving the quality of elementary education in partnership with the district administration and the community, to enhance achievement levels of children in government schools, along with reforming the educational structures within the system.

Naandi elected to work in Sheopur district of Madhya Pradesh, which is extremely backward in terms of development indicators, particularly for education and health. The literacy profile of the district illustrates the reason for its selection for the Ensuring Children Learn (ECL) Project. The total literacy rate of the district is 46.6 %, while the male literacy rate is 62.19 % and that for females is 28.99 %. The total rural literacy rate is even lower, at 42%, and for females it is just 20.98%. The lowest literacy rates are for Karahal block, which is predominantly tribal. Consequently, Naandi is operating with a three pronged approach – a) working with government schools to enhance children’s learning achievements and retention, b) promoting girls’ education through support inputs for them through the Nanhi Kali programme in Sheopur and Vijaypur Blocks and c) piloting holistic development initiative for the Sahariya tribal community in Karahal Block.

In January 2009, the review commissioned by SRTT highlighted issues within the project design, classroom methodologies being adopted, as well as the materials (especially workbooks prepared by the organization) which were being used with the children. After the review and Naandi’s own self assessment, the organisation resolved to restructure its implementation strategy, especially in Karahal block.

The new plan involved -

- Working with 160 schools in through the Academic Support Centres (ASCs) in Sheopur and Vijaypur blocks, with 30-35 children in each centre, in order to provide individualised attention to students, working with them to enhance grade specific competencies.
- Development of the Student Academic Tracking Tool (SATT) to track the academic progress of children and to identify the issues and problems encountered in the academic development of the children.
- Obtain resource support from Bodh Shiksha Samiti, Jaipur for capacity building of ARCs and BMs and provide academic support in Language and Mathematics, along with monthly visits to track the progress in the schools.
- Renewed development of Village Education Committees (VECs), with the focus on involving interested youth, women and others who may not form part of the VEC.
- In Karahal, pilot an integrated approach in 10 villages through village level Social Animators. The focus has been on enhancing community involvement through formation and strengthening of Village Development Committees (VDCs), through regular meetings, together with developing village action plans, based on reviving the existing government structures.

II. Expectations from the impact assessment

SRTT defined the objectives of the impact assessment to -

- A. Study the impact of Naandi's work with children, teachers, schools, communities and the larger system in the past 4½ years of programme implementation.
- B. Outline the key outcomes of the project and capture the impact on multiple stakeholders in qualitative and quantitative terms.

III. Methodology and process

1. A desk review of reports documents and MIS data,
2. A reccy field visit to assess the area and pilot test the children's assessment tools and interview schedules.
3. Field work in the three blocks
4. Interactions with the staff to understand the approach and work of Naandi.

Tools

A. Schedules/formats

1. School profile – infrastructure, no of children and teachers, school environment, TLM etc
2. Children's profiles – classes 3,4,5 – age , gender, social group, assessments
3. Teacher profiles – age, sex, training, education
4. Bal mitra profile – as above
5. Classroom observation – Regular teachers and Bal Mitra – classes 4, 5
6. School management – Committees and their participation – SEC/ PTA
7. Interviews – HM/teacher, Bal Mitras

Workshops/ meetings with children- 2, Bal Mitras- 1(cluster level), school teachers-1(cluster level), Academic Resource coordinators -1(2 blocks combined)

FGDs –VECs Committee members, Naandi Foundation Sheopur district team

Meetings - Education Administrators/ managers – DEO, BEO

- B. Karahal block – 1 VDC members meeting, 1 women's meeting along with service providers, 1 animators meeting, FGD with Nanhi Kalis

IV. Key learnings of the ECL Project

Over the last four years during which Naandi has implemented the ECL Project it has accumulated learnings and in a phased manner moved on from a nascent stage to that of growing maturity. The key learnings have been -

- Creation of a path towards bottom up development processes in a geographically challenging area with poor accessibility and a infrastructure, as Sheopur is a fairly new district carved out of Morena District.
- An initiative was taken to develop village level micro-plans that would be taken up by the VECs for bottom up development processes at village level an dthen at cluster level.

Naandi Impact Assessment, SRTT, 2010

- The approach of working in partnership with the government and the community through collaboration and persuasion respectively.
- Qualitative improvement of development indicators is possible by drawing a road map with the community through awareness and education, along with step by step empowerment of people.
- Women have to be included in all the formal/ informal groups and activities as change agents along with men.
- Community mobilization with local folk media is an essential ingredient to set the ball rolling, which must be sustained for long term outcomes.
- The relationship with the community has to be that of partners not that of giver and receiver since community ownership of every action is essential.
- Capacity building and perspective development of community to change the givens has shown results in their taking charge of the situation.
- Inclusion of Panchayats, service providers and government departments in local committees helps to create subtle pressures on them to deliver.
- Linkages with the government and partnership with the service providers is critical for bringing about change.

Major achievements

- Naandi has established credibility and trust in the area, it has the confidence of the people – the community signs an MOU with Naandi to take run the ASCs, school improvement and other village level issues.
- The enrolment, attendance and retention figures for children have changed in school, along with learning levels.
- The value for girls' education has emerged through the Nanhi kali initiative.
- The community has been sufficiently motivated to take initiative, which is visible in the actions of the VECs/VDCs – they are becoming active pressure groups (30%).
- The field team of Balmitras, Social Animators, ARCs and Block Coordinators has a rapport with the people that is evident in their trust.
- This team has the potential to emerge as a resource group in the area for teachers training and development of local institutions like VECs and VDCs.

V. Impact

Impact of the project and issues that have emerged are given below. Some directions for the future have been outlined along with recommendations for Naandi and SRTT.

Table 1: Coverage of the Project

School Support	Schools	220
	Outreach to children in primary schools (direct intervention)	22,345
	Average Attendance	75%
	Increase in average class performance in language	32%
	Mathematics	26%
	Outreach to children in primary schools (In-direct intervention)	54,309
	Out of school children	NA
	Mainstreamed children	5036 out of 5761 (89%)

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Table 2: Children covered under Academic Support Centres from AY 2007 -10

Year	No of Children	Boys					Girls				
		SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total
2007-08	10597	839	360	2064	141	3404	1692	581	4609	311	7193
		7.92	3.40	19.48	1.33	32.12	15.97	5.48	43.49	2.93	67.87
2008-09	6614	524	225	1288	87	2124	1056	363	2876	195	4490
		7.92	3.40	19.47	1.32	32.11	15.97	5.49	43.48	2.95	67.89
2009-10	5268	417	179	1026	70	1692	841	289	2291	155	3576
		7.92	3.40	19.48	1.33	32.12	15.96	5.49	43.49	2.94	67.88

Impact	Issues and way forward
<p>1. ASCs/Schools -160 ASCs. Total children covered 5278: Boys-1692 Girls- 3576</p> <p>The total number of girls reached is 67.7%. OBC girls are 43% of the total children benefited. The outreach for girls is higher in the 2 blocks and for the district as a whole at 67.9%. The beneficiary girls are 64% in Sheopur and 72% in Vijaypur block.</p> <p>The total children mainstreamed from Class 5 to 6 over 3 years, from 2007-08 to 2009-10 have been 88.36% from a total of 5036 children.</p> <p>The children passed have increased from 81.6 % to 94.4 %, those failed have dropped from 9.9% to 2.2% and absentees have dropped from 8.5% to 3.4 % over 3years.</p> <p>Actual drop outs 1.2 %, positive drop outs 7.82 – those that went to other schools. Positive drop outs 7.82 – those that went to other govt. schools/hostels after</p> <p>Results of children in class 5 – Lang/ maths 2008-09 - 1st 48%, 2nd 24%, 3rd 18%, Fail/absent 10%. 2009-10 - 1st 79%, 2nd 19%, 3rd 4%, fail/absent 3%.</p> <p>Attendance of children in school – Sept 2009 -below 60% -20, 61-70% - 23, 71-80% -31, above 81% -26%. March 2010 - below 60% -17, 61-70%-16, 71-80%-40, above80%- 37.</p> <p>Overall school attendance was 10 as against 30% in 2008-09.</p> <p>Learning imp - 30% in overall learning levels of all children. Mainstreaming of children - 97 % children from ASCs have moved into class 6 as per government school data</p>	<ul style="list-style-type: none"> • The maximum number of children reached is in the OBC category, perhaps because that is the population profile of the district. • Naandi might like to check whether all the out of school children, particularly girls been included in enrollment at school level –it is critical for all children to be in enrolled and attending. In one village we found that though children were enrolled they were not attending school. • The indication that drop outs are attending other schools is that the govt. schools are not delivering. Even dual enrolment as reported, needs to be watched because it is one indicator of a dysfunctional school. • Further capacity building of Bal Mitras, ASCs particularly for increasing 80% or all the competency levels of children and pushing the same with school teachers. • Work for building Block Resource Centre and attempt to strengthen the District resource Groups and Block Resource Groups.
<p>1b. School support and improvement</p> <p>In the last 2 years from 2007-08 to 2010 changes have come about in the status of schools. All schools have libraries (see text). The books were visible and were being used by children regularly. TLM usage has increased from 20 schools to 73</p>	<ul style="list-style-type: none"> • The Naandi developed TLM though visible and used by Bal Mitras is not being used by the teachers. Its usage has not increased to the level that it could be used as it is already there. Perhaps it is locked up after

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<p>schools. The painting of classrooms has doubled from 34 to 71 schools only. School campus cleaning has increased from 60 -17 schools and school painting has happened in 82 schools, while school maintenance has improved from 40 -59 schools.</p> <p>All Bal Mitras were seen using the TLM extensively and the children were handling them. Different grades of children were comfortable using the TLM.</p>	<p>the use by BMs or teachers are not interested in using it or are absent, so it is not used.</p> <ul style="list-style-type: none"> • The infrastructure maintenance is a weak area as classroom painting, school painting and maintenance is not a priority at govt level. Teachers reported that grants for these have not been released for these. • Some of the schools even lack toilets and drinking water facilities. • Naandi has to work with more teachers for usage of TLM and dialogue with SSA for release of grants for school repair and maintenance. Even VECs have to become active to pressure Panchayats to release funds for the purpose.
<p>1c. Bal Mitras</p>	
<p>Bal Mitras are selected through a proficiency test followed by an interview. Most of Bal Mitras are in the age group of 20 to 30 years. They say that besides providing employment their job is providing an opportunity to serve for the betterment of children of their own village. The Base line helped them to build a perspective of the task in the beginning and now they follow SATT to track the progress of each and every child enrolled with them.</p> <p>In discussions on teaching learning processes BMs said that they form groups of children based on the levels of children in different learning areas. TLM provided by Naandi is of great help to them. It helps to transfer different concepts to them in language and maths, but even aids in engaging them actively in the class. BMs are very confident about the learning achievements of the children enrolled with them. They reported that they even met and contacted parents, both formally and informally.</p> <p>The positive aspect of BMs is that they come from within the community, selected by them and are therefore accountable to the VEC, which pays a part of their honorarium as per the MOU. Interactions with various stakeholders illustrated that in time to come there would be more demands from Bal Mitras in the school system, so their capacity building will have to be strengthened. Post selection induction trainings and other trainings have been a part of activities in the project in which Academic Support Coordinators (ASCs) play a crucial role.</p>	<ul style="list-style-type: none"> • From each class Bal Mitra's have selected some children based on certain criteria and inputs are primarily focused on these selected children. This is a good strategy, but by and large it was felt that in school and within the class creating two separate groups, when both the groups study together there is an imbalance of learning and comprehension levels in the class. Other possibilities can be explored instead of selecting children from three different classes. • At present the Balmitras are working on preliminary competencies - 30% - prescribed for classes 1 to 5, but in the next phase, Naandi will have to work holistically ensuring the enhancement of competencies, at least up to 80%, then there would be a need for capacity building first for the ASCs, and then for the Bal Mitras. • At school level also the role of ASCs and the Bal Mitras would further increase as more children and activities will become part of the programme – include all children for academic support in classes 3-5.
<p>1d.Children's assessments of classes 4 and 5</p>	
<p>The overall achievement mean score of class IV is 53.42, class V is 46.92 and total schools</p>	<ul style="list-style-type: none"> • Naandi will have to consider work on enhancing 80% or all competencies of

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<p>performance is 50 percent. In control schools the mean for class IV is 11, class V is 9.53 and total school achievement is 10.3 percent. In schools of project area, achievement of children in 25 percent schools is less than 50 percent while in rest of schools it is more than 50 percent. Particular subject class and gender wise, no clear cut pattern emerged in the percentage achievement of students.</p> <p>The performance of the students of schools falling under the project was found significantly higher across both subjects and classes as compared to the control schools. However overall performance in the project school is only 50 percent (% mean score).</p>	<p>children.</p> <ul style="list-style-type: none"> • Devise strategies for including all children for competency enhancement – working with some children renders a feeling of execution or partisanship in the class • Move from concepts to actual core of syllabus, especially in class 5 for helping children to mainstream better at upper primary level.
<p>2.VECs/ Community</p>	
<p>Naandi helped the community to develop VECs (see text) through a process whereby 101 have become active out of 160, 90 VECs have been trained of which 30% are active. 14 VECs were awarded for excellent work. Community fund has been initiated in 90 villages. Inclusion of women in VECs as members is 50%. VECs have taken up initiatives for teacher regularity, complaints about errant teachers; monitor MDM, negotiated with Panchayats for the school boundary walls. At the same time they have become particular about ensuring attendance of children, enrolment of children for distant habitations sharing responsibilities as outlines in the meetings. So far about 30% VECs have become active and others are learning from their experiences and successes. Kalajathas were organized in 99 villages due to which over 6500 were influenced and an equal number of children participated.</p>	<ul style="list-style-type: none"> • Dependency on the ASCs for regular meetings, maintaining records, correspondence with block and district authorities – gradual autonomy through self management has to be inculcated. • Women though members of committees are still at the periphery due to social practices. Full, active and equal participation of women in meetings, dialogue with teachers/ officials and service providers is essential. • VECs need to develop an understanding of quality issues in schools and tracking of children and teachers as next step – eg quality of MDM, text books for all children, improvement of classroom appearance/school maintenance, school infrastructure etc. • VECs have to make the effort to bring the most marginalized, the poorest and migrant children within the school net – it is most difficult, but has to be done. • Capacity building of VECs towards more autonomous functioning and institutionalisation at local level – further inputs should be planned for the stronger VECs. • Partnership with Panchayats and PTAs is an emergent issue in the context of improving school infrastructure – it will play a key role in school improvement and accountability of the school system. • More VECs should be involved in tracking children and monitoring schools and teachers.
<p>3.Nanhi Kalis (NK)</p>	
<p>The programme has reached out to 6535 girls of which about 57% OBC, 22% SC, 15% ST girls and 6% minority and General category girls. In</p>	<ul style="list-style-type: none"> • The girls in Karahal from 3 villages reported that there were at least 55 more girls in their villages from very poor

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<p>Karahal block the majority of students are ST, while in Sheopur and Vijaypur the majority are OBC.</p> <p>Support to NKs has resulted in an enhancement of attendance which has gone up from 48% to 68% at primary level and from 60% to 72% at upper primary level in two years. The dropout rate has also reduced substantially from 23% to 2 %, while the absentee rate for those not writing the exam has reduced from 14% to 5%.</p> <p>NKs have motivated other girls by example as well saw to it that other children also came to school regularly. NKs also help their class mates in their studies and their siblings at home. They have become role models in the school. Teachers did give them preference as they took initiative and participated in extra- curricular activities. They exerted quite a bit of influence with other absentee children in their neighborhoods. The girls reported that their parents are very proud of them. The mothers take their help in assisting them for <i>hisab- kitab</i>. They say that '<i>ye padhne mein hoshiaar hain</i>' and can speak well.</p>	<p>families who could also receive assistance from the NK project.</p> <ul style="list-style-type: none"> • Include NKs in the identification and selection of such girls. • Focus on and include the girls of the poorest of the poor and marginalised families like the Baregwas. • Include even those who are not good in studies when selecting girls – the kit is one incentive. • Take up the issue of child marriage for discussion among the girls and the community. • Apart from individual support to girls, also think of school level assistance for boys as well in some other form.
<p>4.Coordination with Government</p>	
<p>Schools and ASCs</p> <p>Strategically, Naandi has negotiated academic support to children of classes 4 and 5, before school timings and those for children of classes 2 and 3 during the post lunch session. This was purely to reduce the dependency of the teachers on Bal Mitras and use them as dummy teachers. This has compelled the teachers to be present to open the school regularly – though some of them still play truant due to political leverage. The regular opening of schools has improved retention considerably.</p> <p>Potential Resource Group</p> <p>Started to work with a group of 60 resource teachers, who are actually interested in learning concepts and improving competencies of children. They underwent a 3 day residential training on concepts, material development and TLM usage.</p> <p>School level changes</p> <p>School teachers say that changes have happened in classrooms with Naandi interventions like –</p> <ul style="list-style-type: none"> • Children are happy in school • With attractive TLM children grasp concepts better • They have begun to understand multi- level / multi-grade teaching • There are activities with children in the classrooms. 	<ul style="list-style-type: none"> • To identifying committed teachers who want to make a difference in schools. • Sustain the interest of the teachers and the resource group to change the pattern of their work. • Garner support to the teachers from the system so that it does not marginalise or dissuade them in subtle ways. • Teachers supplement the competency gaps that are built by Naandi Balmitras. • Naandi to seek that teachers enhance competency level inputs to children –as all teachers are not filling the gap, so the children will lose out. • The DEO and BEOs take the support of Naandi's ASCs and prospective teachers' resource group to enhance the competencies and skills of teachers. • Women teachers are effectively on leave for one reason or the other, working as proxy teachers. There are still many single teacher schools in the block, as postings have not happened. • Request the govt. for postings of all teachers as per PTR requirements. • Practice of child centred, multi-grade teaching and use of SATT by school teachers.

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<ul style="list-style-type: none"> Some teachers (7-8) are using the TLM by the Naandi group <p>Community pressure Some teachers say they now face pressure from the VECs/community to be regular and to take classes. Community pressure makes them feel guilty that they are not doing enough in school. When Naandi is not there they will be compelled to maintain the standards set by Naandi.</p> <p>School infrastructure The activation of the VECs, which can pressurize the Panchayats has started to yield results in the release of school repair and maintenance grants and funds for kitchen sheds.</p>	<ul style="list-style-type: none"> Dialogue with the District Collector regarding pathetic school infrastructure/ environment due to bad construction and maintenance. At the same time help the VECs/ VDCs to put pressure on Panchayats. Also dialogue with ICDS department regarding dysfunctional ICDS centres or opening of satellite centres in distant villages. Simultaneous demand creation from VECs/VDCs. Provide lists of school that require major construction/ repair works to SSA.
<p>5.M&E and MIS</p>	
<p>Over the last two years Naandi has streamlined and developed monitoring, evaluation and MIS systems designed for the needs of the project to able to track each component of the project at different levels. Templates and formats for all reports and data have been developed and the database is maintained by the 2 MIS personnel at the district office. Monitoring levels/tools</p> <p>1. VECs/ Village Logical framework for VECs, with steps and actions taken and a designated timeline for processes. MOUs with VEC to implement plans Village plans for school improvement tracked (SIP) – VEC meetings Demand creation format Community contributions to school/ for Bal Mitras are tracked</p> <p>2. Schools Centre Report + community support details School work plan reports Teacher guidelines for Maths and Language Time sheet of Bal Mitras SATT data and annual/half yearly result compilation</p> <p>3. Cluster/ Block Consolidated report for cluster -12 schools – Centre Progress ARCs Monitoring check list Individual monthly progress report Nanhi Kali progress report – include Nanhi Kali profiles and progress of each NK Block level monthly progress report Cluster consolidated reports Nanhi Kali progress report</p> <p>4. District Consolidated reports of blocks for each component and financial expenditures Baseline / end line assessments of children</p>	<ul style="list-style-type: none"> All the school level data can be compared to that of the government data for use by the project to negotiate better implementation on the ground The team can develop simple picture formats for VECs/ women’s groups to monitor schools and track children on a monthly basis – this will empower them with self monitoring tools to report in monthly VEC meetings. Formats need to be developed for core committees to keep track of different agendas of VECs as per plans – this will reduce dependency on Naandi field team gradually. Self monitoring by VECs will start to happen. Assessment of competencies of all Bal Mitras on the lines it has been done for some of them. This tool can be refined for assessments of government teachers also at school level later, when the partnership with SSA is more meaningful.

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<p>Also maintain – school/village profiles, exam results, ASC graduation and MOUs with VECs/VDCs Bal Mitra competency/skill assessments - annual</p> <p>Block level - Monthly cluster / block meetings – to assess inputs by Bal Mitras and the ASCs. Problem areas are discussed, concepts clarified and competencies attained by children are appraised as per the reports of BMs for each centre.</p> <p>District level - in house review and planning meeting of the entire core team tracks the implementation of planned activities. These monthly meetings are also used for inputs and orientation on different subjects and issues as per the needs of the staff.</p>	
<p>6. Naandi Team</p>	
<p>Entire team is committed to the objectives of the project, majority of them are local, especially the field team. However, there are just 6 women in the team – 2 in the office and 4 in the field. Consequently, there is a gender imbalance in numbers as well as in perspective. While their competencies and skills have been honed on the job and through trainings given from time to time over the last 4 years, a gender perspective regarding development and social issues is also required. A frequent turnover of staff and the field team has also impacted the programme from time to time as getting new professionals is not easy in this district.</p> <p>ASCs Majority of ASCs have been in the project in the capacity of Bal Mitras for 2 – 5 years and have gone through various trainings for - community development, orientation of VECs, as academic resource centre teachers, concepts and material development trainings by BODH, guidelines for SATT etc.</p> <p>Bal Mitras (BMs) Selection of Bal Mitras was done through a proficiency test followed by an interview. Most of the Bal Mitras are in the age group of 20 to 30 years. Besides being a source of employment for BMs take it an opportunity to serve for the betterment of their own village and children. Base line of academic level of children in the village helped them to build a perspective of the task in the beginning and now they follow SATT to track the progress of each and every child enrolled with them. Meeting with parents to keep them aware about the progress of their ward is also considered as their job.</p>	<ul style="list-style-type: none"> • The team has few women members, perhaps because qualified local women are not available at the core team level. • There has also been a turnover of staff as no one wants to work in the backward area. Even among the Bal Mitras and Social Animators there are only 4 women as educated girls are married off. Perhaps educated daughter in laws could be encouraged to come out and work among the community, in these field positions. Qualification levels should be relaxed for women to them to join the cadre. More women in the team will assist in giving confidence to the women’s groups and link up gender issues in the larger context. • The team requires clarity on development issues with a gender perspective to enable the VECs/ VDCs to work around issues of poverty, migration, child marriage, child labour, rights of the poor and children. • Both the core team and field team require capacity building on the above issues. They require competencies and skills for using PRA/PLA to work with VECs/VDCs, understand initiatives of the govt. on education, health, panchayati raj, besides clarity on government administrative structure, working with the school system etc. Naandi already has linkages with the resource organizations, which can be tapped for enhancing the understanding and skills of the team.

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7. Karahal Block

In this block there was a shift in the operational strategy after the 2009 review by SRTT:

- Building linkages between community and different departments for convergence.
- Formulation of Micro Plan for the village and incorporation of plans in the *Gram sabha*.
- The team took initiatives to address the issues of malnutrition in Karahal - a tracking system was introduced to track the status of malnourished children.

Impact	Issues/ way forward
<p>Village Development Committees (VDCs) have been provided training at block level to enable them to conceptualise about village development as a whole. The community has been motivated through Kalajatha's carried out in 101 villages on issues of health, nutrition, education and livelihoods. Members of VDC had gone for an exposure visit to Ratlam along with the social animators, to understand their roles and responsibilities. Over 112 community meetings have been organised in these villages, where the main agenda was village development. The VDCs have been formed between four –two months and are grappling with their roles and responsibilities. SAs illustrated that of the 10 VDCs, 8 had become fairly active in accessing hand pumps (11) for the village, housing under the Indira Awas Yojana (15 +), toilets for homes (300), job cards under MNREGS, pensions for the old, check dams (2), khadanja for the village (2), regularization of gram sabhas (10), institutional deliveries under JSY, admitting 10 malnourished children in Semra at the Nutritional Resource Centre, suspension of 2 teachers in Ramnagar primary school. The last took place through the visit of the Collector.</p>	<ul style="list-style-type: none"> • The VDCs are fairly new and are still finding their feet as regards their roles and responsibilities and the tasks as per the village plans made. • They are seeking to improve the village by taking action to improve the school environment, ensure that children as well as teachers are regular in school, the village gets electricity, the hand pumps are repaired, the NREGGA job cards are made and peoples' accounts are opened and the village <i>khadanjas</i> constructed. Even though the village plans are made they are being tracked by the animators, the responsibility sharing is still a compulsion rather than voluntary. • The women included as members in the VDC are marginalized, as they are not supposed to sit in the <i>chaupal</i> or to wear footwear in the village. This is illustrative of rigid social norms of the tribals. • The VDC members are equally hesitant to interface and confront the government officials as they have never done this before. • They need information of government schemes and programmes for tribals to access them. • Food security is a major issue as there is double migration due to the fact that tribals own lands have been taken over by outsiders by default, so they have lost possession. • The people neither have the financial resources nor the technical knowhow to develop their lands. • The issues of tribals are marginalized in the panchayats where non tribals or upper class tribals are members. • The community is unaware of how to tackle and take forward the issues or access schemes due to lack of public education and because of the service providers not reaching out to them.
<p>7b. Social animators</p> <p>The team of 10 social animators (SAs) is of 8</p>	<p>While the social animators are clear about their</p>

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men and 2 women, of which 6 of the men had been working in Naandi as Bal Mitras for over 3-4 years. Each of them is in charge of one village, working closely with the VDC and community. Since the shift in operational strategy they are working with the community with a holistic approach. They have identified key issues with the people through micro planning at village level.

Initially they have received basic orientation inputs for village situation analysis and micro-planning (5+ 3 days), SHG formation and block level federation building with PRADAN (7 days), malnutrition causes and remedies (5 days), 2 exposure trips to Ratlam and Kanker Projects of Naandi (5 days each).

These are subjects (next column) on which the community seeks information to deal with everyday issues to manage their lives.

Village Development Committees (VDCs) have been provided training at block level to enable them to conceptualise about village development as a whole. The community has been motivated through *kalajatha's* carried out in villages on issues of health, nutrition, education and livelihoods. Members of VDC had gone for an exposure visit to Ratlam along with the social animators, to understand their roles and responsibilities.

VDCs are fairly new and are still finding their feet as regards their roles and responsibilities and the tasks as per the village plans made.

They are seeking to improve the village by taking action to improve the school environment, ensure that children as well as teachers are regular in school, the village gets electricity The, the hand pumps are repaired, the MNREGS job cards are made and peoples' accounts are opened and the village *khadanjas* constructed. Even though the village plans are made they are being tracked by the animators, the responsibility sharing is still a compulsion rather than voluntary.

roles and responsibilities in the context of the objectives of the project they need further capacity building and information on the operation of –

- Revenue and tribal welfare departments
- Land, water and forest rights of people
- Panchayati raj structure and operations
- Information on government policies and schemes – health, education, livelihoods etc
- Agriculture and land development
- Political understanding gender, poverty, marginalization in the context of development of the poor
- Institution building at the grassroots level

Actually, in a way armed with this information they can work more intensively with the VDCs and the community to empower them. This can further engender the institution building processes which will lead to cluster level and then block level institutions in the future.

- The women included as members in the VDC are marginalized, as they are not supposed to sit in the *chaupal* or to wear footwear in the village. This is illustrative of rigid social norms of the tribals.
- The VDC members are equally hesitant to interface and confront the government officials as they have never done this before.
- They need information of government schemes and programmes for tribals to access them.
- Food security is a major issue as there is double migration due to the fact that tribals own lands have been taken over by outsiders by default, so they have lost possession.
- The people neither have the financial resources nor the technical knowhow to develop their lands.
- The issues of tribals are marginalized in the panchayats where non tribals or upper class tribals are members.
- The community is unaware of how to tackle and take forward the issues or access schemes due to lack of public education and because of the service providers not reaching out to them.

Recommendations for Naandi

In each section of the report issues and suggestion have been made along with the way forward. All details cannot be spelt out for action in this document as the Naandi team should itself work out a roll out plan in the context of the next set objectives for the third phase. A workshop with an external consultant would help the team members to reflect on their work and move forward.

The next phase would certainly be a consolidation phase to recapitulate all the leanings with an agenda for sustainability at all levels – the village level, cluster level and at block level with a vision for local institutions to come up and Naandi to gradually roll back. Ultimately, the local structures, the empowered VECs/ VDCs, women's groups, children and teachers will emerge to show case a model of children's and people's education.

✓ **Academic Support Centres**

Naandi must make the extra effort to enhance the level of improving learning competencies of children from 30% to 80%. The inputs that have gone in through the Academic Support Centres so far have shown results, but they are insufficient in the long run.. This will help children in upper primary schools where the course is more rigorous. The competencies of children's learning have to move beyond clarity on concepts now. Since the government teachers are not doing it the children will lose out. Work for holistic development plan for the schools - this includes undertaking 80% or all competencies prescribed for any class and covering all children in the programme of that class. However, it is not necessary that all classes should be taken up at a time.

✓ **VECs/Community**

The VECs need to develop an understanding of quality issues in schools and tracking of children and teachers as next step. They have to make the effort to bring the most marginalized, the poorest and migrant children within the school net – it is most difficult, but has to be done. Capacity building of VECs towards more autonomous functioning and institutionalisation at local level is critical– further inputs should be planned for the stronger VECs. Partnership with panchayats and PTAs is an emergent issue in the context of improving school infrastructure – it will play a key role in school improvement and accountability of the school system.

✓ **Karahal Block**

Naandi has to bring to the fore front the issues of Sahariya tribals who are marginalized in the panchayats and by the government, where non- tribals or upper class tribals are members. The VDC members are equally hesitant to interface and confront the government officials as they have never done this before. The community is unaware of how to tackle and take forward the issues or access schemes due to lack of public education and because of the service providers not reaching out to them. Naandi has to develop an integrated action plan including short term and long term strategies for a 7-8 year period in order to envisage holistic development in Karahal block

✓ **Working with teachers**

The collaboration with the school system has to be increased at block level, as that is where the crunch is. What Naandi has spearheaded for improving qualitative learning needs to be sustained with the partnership of BEOs and CACs. It can only be done by working intensively with the teachers' resource group.

The school teachers have to be co opted with persuasion, and even subvertly to join hands in taking classes to supplement the enhanced learning by the Bal Mitras. They also need to be assessed so the teacher assessment system developed in Naandi can be refined and tried out with the resource teachers.

✓ **Coordination with the government**

The next phase cannot be implemented without the collaboration of the government as the larger basket of resources meant for the people is withheld there. The project should continue to endeavour to continue creation of a demand from the community level to achieve its objectives. The government has to be presented with data and alternative evidence based reports for taking action – it always needs hard facts to convince it to take decisions.

✓ **Naandi Team**

Endeavor for developing holistic vision and frame work of academic activities at school level. The core team and field teams require capacity building on the above issues and competencies and skills like use of PRA/PLA to work with VECs and VDCs, understand policy initiative of govt. on education, health, panchayati raj, clarity on government administrative structure, working with the school system etc. Naandi already has linkages with the resource organizations, which can be tapped for enhancing the understanding and skills of the team.

Further capacity building of Bal Mitras, ASCs particularly for increasing 80% or all the competency levels of children and pushing the same with school teachers.

Strategically work for building Block Resource Centre and attempt to strengthen the District Resource Groups and Block Resource Groups of government teachers who have a commitment to quality improvement.

Recommendations for SRTT

The Naandi team has demonstrated abilities to implement and manage the project through three distinct phases – inception, youth and maturity. It has been able to change track from activity based implementation to vision and objective based implementation along with systems development for efficient management through adequate planning. It requires further investment in terms of financial and technical resource support for consolidation of its work in Sheopur and Vijaypur blocks for another three years. This assistance will enable Naandi to –

- ✓ Develop better linkages for resource support and partnership with the education department to improve the pedagogical and classroom management practices in schools on wide scale.
- ✓ Set up an Academic Resource Centre and helpline for teachers and CACs to engender a recurring exchange on academic resource support, which will ensure that the new learnings – use of SATT, multi-grade and multi-level pedagogy, ability based learning and assessment, community based school and child tracking- are not only transferred to the school system but ultimately get embedded in its operations and monitoring systems.
- ✓ The models set up in the 3 blocks need to be sustained both at the school and the community level as the connection of school, community and children is further strengthened through empowerment of all in the triad.

- ✓ The Karhal Block pilot intervention, though at a nascent stage, has the potential to grow and mature as Naandi has the experience to take it forward. This however, requires financial resource support for another 7-8 years for a sustainable model of tribal area development to emerge. Since no other NGO or government agency is reaching out for holistic development this has the potential to demonstrate a replicable model.

Impact Assessment of 'Enhancing Quality of Elementary Education' in Sheopur District, Madhya Pradesh'

1. Context

Naandi Foundation (Naandi) elected to work in Sheopur district of Madhya Pradesh, which is extremely backward in terms of development indicators, particularly for education. The literacy profile of the district illustrates the reason for its selection for the Ensuring Children Learn Project. The total literacy rate of the district is 46.6 %, while the male literacy rate is 62.19 % and that for females is 28.99 %. The total rural literacy rate is even lower at 42% and for females is just 20.98%. The lowest literacy rates are for Karahal block, which is predominantly tribal. Consequently, Naandi is operating with a three pronged approach – a) working with government schools to enhance children's learning achievements and retention, b) promoting girls' education through support inputs for them through the Nanhi Kali programme in Sheopur and Vijaypur Blocks and c) piloting holistic development initiative for the Sahariya tribal community in Karahal Block.

2. Background of Naandi's work in Sheopur

Sir Ratan Tata Trust (SRTT) supports Naandi for the education programme in MP under the sub-theme - "Reforming Elementary Education", through collaborative interventions at district / block level for improving the quality of elementary education through partnership with the district administration and the community in order to enhance achievement levels of children's learning levels, along with reforming the educational structures within the system.

Phase I - In June 2005, SRTT sanctioned a grant for a year to enable Naandi to pilot the project "Ensuring Children Learn", for improving learning competencies of students in primary schools. The project was conceived in collaboration with the state government to enhance the learning environment and competencies of children in 110 primary schools. The baseline survey of 5,000 children revealed that only 24% (1,217) students studying in grade II to V had grade specific competency in language, while only 11% (540) had grade level competency in mathematics. The pilot was reviewed by a team of two educationists who found that-

- (a) the project was well conceived and had the potential of realizing universalisation of elementary education;
- (b) the team was motivated and had a dynamic leadership; and
- (c) several innovative techniques were implemented for motivating and involving the community.

They recommended that Naandi improves the effectiveness of the programme in terms of (a) expanding the outreach; (b) striking a balance between direct interventions among children and enhancing teacher / administration capacities; and (c) planning a gradual exit strategy, etc.

Phase II - By March 2009, the project expand to reach out to 220 Government schools through the 'Maze ke Kendra' for extending academic support to the children. The Maze ka Kendra classes for an hour and a half were run by Bal Mitras (BMs), youth from the community, who worked with 50 children, who were rendered extra support for improving basic reading writing skills. A total of 10,868 children were accessing the 'Maze ke Kendra' till March 2009. During the summer months, camps

were also held to accelerate the learning of children in order to provide them an opportunity to use their vacation time to better their basic skills in language and mathematics. Teachers were supported through monthly cluster level meetings and regular academic trainings held during the vacations. The BM's capacities were enhanced by the Academic Resource Coordinators (ARCs), while their training was undertaken by the Coordinators in the project and Naandi's Education Resource Group. Focused support to girl child was provided through the Nanhi Kali programme. During summers, the chaupal libraries for the community were also set up. The community's involvement in the selection and appointment of teachers had increased considerably. In the Gram Shiksha Samiti (meetings, the performance and attendance of the BM was reviewed on a monthly basis. Close coordination with the government had progressed during the course of the project period. Visits from the District Education Officer and officials from Rajya Shiksha Kendra (RSK) were conducted. Naandi had also shared the progress of the project with the District Administration.

Phase III – involved restructuring of the project after a review in January 2009, which highlighted issues within the project design, classroom methodologies being adopted, as well as the materials which were being used with the children. After the review and Naandi's own self assessment the organisation resolved to restructure its implementation strategy, especially in Karahal block.

The new plan involved -

- Working with 160 schools in through the 'Academic Support Centres' in Sheopur and Vijaypur blocks, with 30-35 children in each center in order to provide individualized attention to the students working with them to enhance grade specific competencies.
- Development of the Student Academic Tracking Tool (SATT) to track the academic progress of children and to identify the issues and problems encountered in the academic development of the children.
- Resource support from Bodh Shiksha Samiti, Jaipur for capacity building of ARCs and BMs and provide academic support in Language and Mathematics, along with monthly visits to track the progress in the schools.
- The renewed development of Village Education Committees (VECs) at the village with the focus on involving interested youth, women and others who may not form part of the SDMC.
- In Karahal, an integrated approach was piloted in 10 villages through social animators. The focus has been on enhancing community involvement through formation and strengthening of Village Development Committees (VDCs), through regular meetings, together with developing village action plans, based on reviving the existing government structures.

The project completed four years on May 31, 2010, after which a No Cost Extension was granted till August 31, 2010. ERU Consultants Pvt Ltd, were commissioned assigned the task of conducting the impact assessment for informing SRTT the progress made both qualitatively and quantitatively, in terms of children's achievement levels, before a subsequent phase is planned.

3. Expectations from the impact assessment

SRTT defined the objectives of the assessment to review -

- A. The impact of Naandi's work with children, teachers, schools, communities and the larger system in the past 4½ years of programme implementation.
- B. Outline the key outcomes of the project and capture the impact on multiple stakeholders in qualitative and quantitative terms.

The review involved -

1. Assessment of the impact of the Academic Support Centers, teachers (Bal Mitras and government teachers) on the learning achievements of children in the government schools.
2. Examining the shift in working with the community through the VECs (shift from focus on PTAs to formation of VECs) in Sheopur and Vijaypur.
3. Assessment of the impact of Naandi's educational and other interventions on the various stakeholders and on community and VDCs post restructuring the intervention in Karahal Block.
4. Assessment of impact of support to girls under Nanhi Kali regarding enrollment and retention in schools, the changed perceptions of their families towards education.
5. Assessment of the processes and impact of Naandi's interface with district and block education administration and overall coordination for improvement in quality of education in government schools.
6. Examining the key outcomes of Naandi's work at the levels of the children, Bal Mitras, teachers, government school system and machinery at the cluster, block and district levels.
7. The role and impact of the Academic Support Centers (ASCs) with the schools and the community, relationship and work sharing between Bal Mitra and the school teachers and the community participation in school management.
8. Assessment of the monitoring and evaluation systems and processes established - like staff meetings at District, Block and Cluster level, templates and formats for reporting and monitoring across levels, Student Achievement Tracking Tool, Biannual assessment systems, MIS system and how the information generated in MIS informs the field work and project planning.
9. Assess the strategic shift in terms of the short term and long term plans, and the sustainability of the project.
10. Make recommendations based on all the above in terms of future direction of the work and strategies for improving effectiveness of the work.

4. Methodology and process

1. A desk review of reports documents and MIS data,
2. A recy field visit to assess the area and pilot test the childredlens asessemnt tools and interview schedules.
3. Field work in the three blocks
4. Interactions with the staff to understand the approach and work of Naandi.

Tools

A. Schedules/formats

1. School profile – infrastructure, no of children and teachers, school environment, TLM etc
2. Children's profiles – classes 3,4,5 – age , gender, social group, assessments

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3. Teacher profiles – age, sex, training, education
 4. Bal mitra profile – as above
 5. Classroom observation – Regular teachers and Bal Mitra – classes 4, 5
 6. School management – Committees and their participation – SEC/ PTA
 7. Interviews – HM/teacher , Bal Mitras
- I. FGDs/ meetings with children- 2, Bal Mitras- 1(cluster level), school teachers-1(cluster level), Academic Resource coordinators -1(2 blocks combined)
 - II. FGDs –VECs Committee members, Naandi Foundation Sheopur district team
- III. Meetings - Education Administrators/ managers – DEO, BEO
- IV. Children’s academic assessments – section IV of the report along with methodology adopted
- B. Karahal block – 1 VDC members meeting, 1 women’s meeting along with service providers, 1 animators meeting, FGD with Nanhi Kalis

Sample selection –

16 schools in Sheopur and Vijaypur Blocks -8 each.

6 schools – in non project area – testing of children and interviews with teachers/HM

Criteria for school selection –

- 2 schools each, in each block that were previously assessed by Manoj Kitta last year.
- 50% schools with majority tribal children.
- Schools with positive PTR.
- Schools where Bal Mitra has been running the ARC for 2 years or more.
- Mix of active and non- active community.
- Geographical distribution – both interior and accessible schools.
-

Table 1: Schedule of field activities

1	Testing of children in Math, Language/Hindi	Classes 3,4 – 10 children per class, equal number of boys and girls 20x22 =440
2	Balmitra interviews	16
3	Teacher/HM interviews (project + control schools)	22
4	VEC members interviews -2 each	32
5	Workshops – groups of 25-30, not more	
a.	Balmitras - cluster level	1 - grp
b.	Teachers – cluster level, other schools where ARCs are running	1 grp
c.	ASCs – both blocks along with Coordinators	1 grp
d.	Meeting with VEC members from 3 blocks	1 grp
Karhal block		

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e.	VDCS	1 grp
f.	Women – mothers of children in school/ ICDS centres along with service providers	1 grp
g.	Animators -10	1 grp along with block coordinator
h.	FGD with Nanhi Kalis	1 group
Naandi Team	With coordinators and project implementation team	2 grps
6.	Meeting with DEO/ BEO/ BRC/CRC	

The research team conducted the field testing of tools for 2 days in October, which included the CERP team of Senior Researcher and Field Assistants. The student testing formats were tested in schools in the area where Naandi was working. The student testing formats were subsequently revised as the project had moved from improving basic reading writing skills to competency enhancement only over the last one year. And about 30% competency levels were enhanced as per agreement with SRTT.

The fieldwork commenced from 24th October till 31st October, with 2 Senior Researchers and 6 Field Assistants in Vijaypur and Sheopur blocks so that it could conclude before the Diwali holidays. It was conducted block wise, commencing with Sheopur Block and then in Vijaypur Block, where the entire team stayed and finished the work and then moved on. An entire day was spent in Karahal block to gain insights through FGDs with VDC members, ANM and the women at the ICDS centre, Nanhi Kalis and social animators. Two days were spent with the Naandi team for discussions and reviewing all the documents with them.

5. Key Findings and impact

5.1 Academic Support Centers (ASCs), Bal Mitras (BMs), Academic Support Coordinators (ASCs) and government teachers.

Status

The maximum number of children reached is in the OBC category, perhaps because that is the population profile of the district. The OBC girls are 43% of the total children benefited. The outreach for girls is higher in the 2 blocks and for the district as a whole at 67.9%. The beneficiary girls are 64% in Sheopur and 72% in Vijaypur block. (Tables 2 and 3). The total children mainstreamed from Class 5 to 6 over 3 years, from 2007-08 to 2009-10 have been 88.36% from a total of 5036 children as shown from table 4.

Table 2: Social profile of children in ASCs¹

Social Category of Children Profile AY 2009-10												Girls %
Block	Class	Boys					Girls					
		SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total	
Sheopur	3	68	26	198	16	308	101	28	363	19	511	

¹ All tables and figures used this report; with the exception of section 6, have been generated by the MIS team at Naandi.

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	4	85	28	185	9	307	175	41	450	18	684	
	5	125	27	230	8	390	140	35	398	24	597	
Sheopur Block		278	81	613	33	1005	416	104	1211	61	1792	64%
Vijaypur	3	38	25	111	12	186	90	51	316	33	490	
	4	47	32	139	12	230	153	68	349	25	595	
	5	54	41	163	13	271	182	66	415	36	699	
Vijaypur Block		139	98	413	37	687	425	185	1080	94	1784	72%
Sheopur District	3	106	51	309	28	494	191	79	679	52	1001	
	4	132	60	324	21	537	328	109	799	43	1279	
	5	179	68	393	21	661	322	101	813	60	1296	
District		417	179	1026	70	1692	841	289	2291	155	3576	67.9%ave

Table 3: Transition of children from class 5 to 6

Year	Clusters	No of Schools	No of Children in Class 5	Children moved from class 5 to 6
AY 2007-08	29	220	2600	2122
			%	81.6
AY 2008-09	22	160	1284	1142
			%	88.9
AY 2009-10	13	160	1877	1772
	2 blocks		%	94.4

As per table 4, the annual passed, failed and absent rate of children is follows. The children passed have increased from 81.6 % to 94.4 %, those failed have dropped from 9.9% to 2.2% and absentees have dropped from 8.5% to 3.4 % over 3 years.

Table 4: Year wise pass, fail and absent rate of children in ASCs

Year Wise Pass, Fail & Absent Rate of Class 5 Children in ARCs							
Year	Block	Cluster	No of Schools	No of Children in Class-5th	Pass	Fail	Absent
AY 2007-08	3	29	220	2600	2122	257	221
				%	81.6	9.9	8.5
AY 2008-09	2	22	160	1284	1142	67	75
				%	88.9	5.2	5.8
AY 2009-10	2	13	160	1877	1772	42	63
				%	94.4	2.2	3.4

As per table 6, the drop outs have reduced from a high of 30.78% in the first year to, 10.38 in the second year and remained almost steady at 9% in the third year. A high percentage of children joined private/government schools, which reduced in the second year from 9.18% to 1.51 %. Though dropout children due to migration reduced considerably from about 4% to 0.15%, the dropouts due to household chores only halved from 7.8 % to 3.43 in the second year and subsequently lower at .86% in the third year.

Table 6: Status of Dropout Girls 2007 -2010

% Dropout as per Different Reasons (AY 2008-09)				
S.NO	Reasons	AY 2007-08	AY 2008-09	AY 2009-10
1	Child Marriage	1.86	0.48	0.28
2	Closer of Programme by Naandi due to Lack of Community Support	0.00	0.91	4.74
3	Death of NKs	0.00	0.13	0.05
4	Discontinued Education	0.00	0.00	0.10
5	Dual Enrolment	0.00	0.04	0.02
6	Dropout as per Updation AY 2008-09 as on July'09.	0.00	0.75	0.70
7	Health Problems	0.23	0.04	0.03
8	Joined Government School	9.18	0.93	0.67
9	Joined Private School		1.51	0.52
10	Migration	4.07	0.56	0.15
11	Out of Project Area	0.00	0.80	0.51
12	Pressure of Household Chores	7.80	3.43	0.86
13	Transfer Case (TC)	0.00	0.76	0.42
14	Promoted to 11 th	0.00	0.04	0.07
	Other	7.63		
	Total Dropout	30.78	10.38%	9%
	Actual Dropout (-Ve Cases)	13.74	4.47	1.29
	Positive Dropout	17.04	5.91	7.82

Impact

Naandi's initiative for the improvement of academic levels of children through the Academic Resource Centres has now gradually started showing results. Outcomes of the achievement tests conducted for the purpose of the assessment strongly support the fact that there is a significant improvement in the academic achievements of children.

Academic Support Centres have been set up in all schools as a part of the key component of the project. These centres run within the schools before school hours, where one room has been converted into ASC. The Bal Mitras (BMs) work with a selected group of 35-40 students from classes 3-5 using multi-grade and multi-level pedagogy, for which they have been trained. Recently the BMs have also started teaching classes 1 and 2 in the post lunch session. Running the centre before school was considered important so that children come early and continue during school hours; while at the same time the teacher does not abdicate his/ her responsibility, as was happening earlier.

Naandi has provided TLM in the form of charts, maps, posters flash cards based on the different learning competencies. TLM available in the ASCs is of good quality, within the reach of the children. There are library books for the children which are made available to them in the designated time. They also borrow them to read at home. Naandi has also provided seating mats in some schools and Shikshya Darpan - boards for children's creative work to be displayed in the classroom. One thing that can be said is that apart from the TLM, library books and Shikshya Darpan which Naandi has provided, the children are not provided with any other learning aids from the schools. Indeed, Naandi has added colour and dynamics to the learning experience of small children – the majority of whom are first generation learners. (About children's achievements see section 6). The individual child tracking System to track the learning and attendance progress of each child is part of the monthly Student Academic Tracking Tool (SATT).

In the last 2 years from 2007-08 to 2009 -10, changes have come about in the status of schools. All the schools have libraries; the books were visible and were being used by children regularly. TLM usage has increased from 20 schools to 73 schools. The painting of classrooms has doubled from 34 to 71 schools only. School campus cleaning has increased from 60 -17 schools and school painting has happened in 82 schools, while school maintenance has improved from 40 -59 schools. (See xl attachment)

Naandi reports that school attendance has increased by **61%** in the academic year 2009-10 against the 30% in the year 2008-09. The issues of false enrolment, entry of dropout children in attendance register maintained at school are affecting the overall attendance rate in school. It was revealed in a **survey of 25 schools** that some children were registered in the school attendance register who do not even exist in the village/ dropped out / studying in private schools. The above category includes 20% of children.

Bal Mitras

The selection of Bal Mitras was done through a proficiency test followed by an interview. Most Bal Mitras are in the age group of 20 to 30 years. During interviews they have clearly said that besides providing an employment their job is providing an opportunity to serve for the betterment of their own village and children. The Base line conducted to assess the academic level of children in the village helped them to build a perspective of the task in the beginning. And now they follow SATT (Student Academic Testing Tool) to track the progress of each and every child enrolled with them in the ASCs.

In further discussions on teaching learning processes Bal Mitras said that in real terms, most of time they work with groups of children based on the status of learning levels in different learning areas. Naandi has provided a lot of quality TLM, which they have learnt to make and use with the children. It not only helps to transfer different concepts to them in language and maths, but even aids in engaging them actively in the class. *In the school in Bamauri village in Sheopur, we saw the students locking up the TLM after use in the ASC. Here the regular teacher was just not interested in his job, leave alone using TLM.* The BMs were very confident about the learning achievements of the children enrolled with them. They reported that they even met and contacted parents, both formally and informally, to update them with the progress of their children. Formally, one meeting in a month is must with all parents of children.

The approach adopted by Naandi to train teachers includes cooperative learning, TLM usage, together with self learning materials developed by Sheopur team. Post selection induction trainings have been the part of activities in the project in which Academic Support Coordinators (ASCs) have played a crucial role along with capacity building support from Bodh Shiksha Samiti.

The positive aspect of Bal Mitras is that they come from within the community, selected by them through a process and are therefore accountable to the VEC, which pays their honorarium (50%). It was observed that even though the job is a source of income, but since they belonged to the area they were found more concerned with the learning achievements of children. In the formal and informal interactions with various stakeholders including the Bal Mitras, it was realised that in time to come there would be more demands from Bal Mitras within the school system. So for that a well thought out strategy has to be worked out, including the role they will play. Naandi has to evolve a vision, and based on the vision a detailed action plan, so that capacity building activities could be designed accordingly.

Teachers

Appointment of Bal Mitras in the school, through the community, has resulted in a significant increase in the regularity of the children and certainly they are of additional help to them. This was admitted by most of the teachers in the formal interviews. Teachers were of opinion that being a local he/she could easily develop a rapport with the parents and this has resulted in improving attendance of children in the schools. On the issue of other support to them or to the school, teachers said that TLM provided by Naandi is very good and they use it as and when required in the teaching –learning process.

On future strategies and planning school teachers had no clue and said that project should have some mechanism for more collaboration between teachers and Bal Mitras, as this would result in synergy, then output and learning levels of children would further go up. Apart from one or two cases in which teachers were in disagreement with the progress of the project, especially on the issues of better teaching –learning process in the schools, the majority of them were of view that Naandi has shown them a path of working with dedication and motivation. When asked about involvement of the community in the project activities they said that the community has started contributing part of the salary of Bal Mitras and it could be considered as a positive indicator towards participation of the community to improve schools.

The Naandi team reported that it has taken up joint planning with teachers for learning improvement, involved them in community meetings, in the Base Line assessment of children, material development and training of resource teachers (60). Teacher absenteeism was an issue which they focused on right from the beginning of the project. Over 2-3 years the situation has improved somewhat. In the next phase the objective is to focus on use of TLMs by teachers using the methodology introduced by Naandi.

Presently direct support to 231 school teachers has been rendered, from which 71 teachers have been familiarized with child centric methods. The team has worked with 3 BRCCs and 40 NPRCs of 3 blocks and coordinated with the DIET.

Academic Support Coordinators/ Block Coordinators

A majority of ASCs have been in the project in the capacity of Bal Mitras for 2 – 5 years and have gone through various trainings for - community development, orientation of VECs, as academic resource centre teachers, concepts and material development trainings by BODH, guidelines for SATT etc.

The ASCs feel that the project has had an impact initially with the improvement of basic reading / writing levels of children which were very low. That was when the project was in its infancy. Then the strategy changed to developing learning concepts and involvement of all stakeholders in developing the linkages of schools with the community and the teachers in the interest of children. Now the project is at a mature stage where the linkages have to be quite established in about 30 % schools, as VECs are still grappling with issues of their own identity and collective strength. Once they and the community are strengthened to function more autonomously to take up school improvement issues through the school improvement plans (SIPs) the outcomes will be visible. Now the community is willing to work with schools and take responsibility for ensuring that children learn. They are keen to make the school system accountable to deliver services to the children.

They said that their roles have changed with each phase of the project. In the **first phase** they concentrated on enrolment and retention of children and developing basic skills of reading and writing. In the **second phase** they worked along with VECs on regular attendance, cleanliness/ hygiene of children, classroom practices, classroom management and pedagogy. The **third phase** saw the development of assessment parameters and tracking of children and teachers through SATT and use of other tools for tracking progress of planned activities at every level. The third phase also includes further hand holding of VECs, activating them for action and demanding accountability from the teachers. The village and cluster meetings of VECs have evolved to help them to plan for a dialogue with the teachers to make them deliver as per the SIPs.

For the future they envisage step by step autonomy of VECs, though they still need handholding for a couple of years. Right now they are making contributions for Bal Mitras, but they need to find solutions to tackle the dysfunctional school system as they want their children to be educated. The VECs do encounter bottlenecks in the form of scattered habitations, lack of unity among the different social groups, migration, weak infrastructure, politicised Panchayats and social issues like child labour, child marriage and addiction to alcohol and tobacco.

At school level teachers are not readily available or committed enough to work in partnership with Bal Mitras to help children. Only those motivated are keen to learn from BMs to improve the classroom transactions and use new pedagogy to work with individual learners. The problem is that they are not available always due to other duties, so often come late or are absent.

The systems for tracking change and children's learning, recording their competency levels, plotting groups of learners, child wise plans have been developed through resource inputs through Naandi in the ASCs. The government has sought the assistance of Naandi for the Dakshta Sambardhan Programme, for competency based assessment

as it has developed SATT. It is also trying out Ability Based Learning (on the pattern of Tamil Nadu) in 80 schools. Naandi is also contemplating tracking of children mainstreamed in class 6 as well to assess the impact of their learning at primary level.

They informed that the approach adopted by Naandi is – the Cooperative Learning Approach or peer learning, use of TLM and Self Learning Materials developed by the Sheopur Team with the help of BODH Shiskha Samiti, Jaipur. The team is indeed very appreciative of BODH for the initial training and the subsequent support during reviews held every two months with BMs and Coordinators over the last one year. This is reflected in the Bal Mitra's classroom management processes through use of concept based TLM, workbook and Self Learning Materials.

Issues

- *In the present strategy, Naandi foundation's activities in the schools are focused on some selected children from different classes. From each class Bal Mitra's have selected some children based on certain criteria and inputs are primarily focused on these selected children. This is a good strategy, but by and large it was felt that in school and within the class creating two separate groups, when both the groups study together there is an imbalance of learning and comprehension levels in the class. This enables Bal Mitras to handle the group and fulfill his/her target. However, other possibilities can be explored instead of selecting children from three different classes. The Bal Mitras inputs can be with limited classes within manageable range as in some small schools all children of classes 4-5 were in ASCs, while in larger schools only the 30-35 children were included.*
- *At present the Bal Mitras are working on preliminary competencies - 30% - prescribed for classes 1 to 5, but in the next phase, Naandi will have to work holistically ensuring the enhancement of competencies, at least up to 80%, then there would be a need for capacity building first for the ARCs, and then for the Bal Mitras. Naandi Foundation will have to review its plan of activities on this ground.*
- *At school level also the role of ASCs and the Bal Mitras would further increase as programme would unfold and more children and activities will become part of the programme.*

5.2 Work with the community – VECs

Status

In the last two years the Naandi team has evolved a set of steps to help the community to develop VECs through a process whereby 101 have become active out of 170, in the Sheopur and Vijaypur blocks. The process moves within logical framework with indicators that is set in motion by the Academic Resource Coordinators (ARCs) and the Bal Mitras. A tracking sheet has also been developed to help them observe the timeline of the process. A training of the block coordinators, ARCs and BMs was undertaken to guide them of the process. The members of 90 VECs have been trained, one third of the members of the VECs are women.

At the commencement of the project Naandi started working with PTAs; by organising cluster level PTA coordination meetings in all the villages with an objective of building

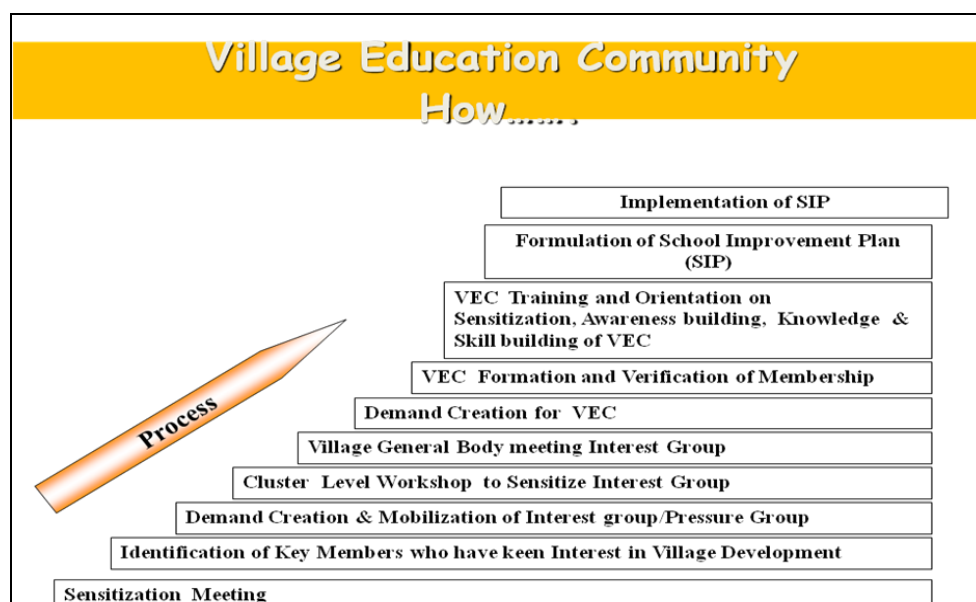
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their capacities play a proactive role in school management. But that was fraught with problems because:

- Due to local politics some parents who were interested in playing an important role in the PTA were not allowed to become members of the committee.
- Teachers of government schools selected those committee members who would not raise their voice during meetings etc.

Naandi moved a step further and introduced the concept of Village Education Committee which comprised of those people who had an interest in educational development of the village, which is free from interference of the powerful with vested interests. Gradually in due course, it is envisaged that a Cluster Education Committee (CEC) will form, where one member from VEC (preferably president) will be a part of CEC. Eventually cluster level representatives will form a Block Education Committee to undertake coordinating with the BEO and the teachers.

Figure:1



Apart from the community fund, each village is contributing at least 50% of honorarium of the Bal Mitra. This was possible because of the commitment of the community and the rapport with the Naandi team. The community is actually quite perturbed by the status of the schools and the attitude and performance of the teachers, therefore they are coming together to develop an institutional framework at the different levels.

Table 7: Community contributions

Comm. Meeting by VEC	Monitoring by VEC	Cash	School Cleaning	White Wash	Minor Civil Work	Floor Repair	Beautification	Seating arrangement
40 VECs	40 VECs	All VECs 50% hon of CA	117 villages	82 schools	59 schools	52 schools	73 schools	99 schools

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Post VEC formation there are cluster level trainings of members regarding roles and responsibilities, followed by a meeting at village level with other members to apprise them of their role. Subsequently, monthly meetings take place to follow up the plans. VEC members are drawn from each habitation of the village so that there is equal representation of caste /social group. One criterion is that all the VEC members should have their children enrolled in the schools.

Impact

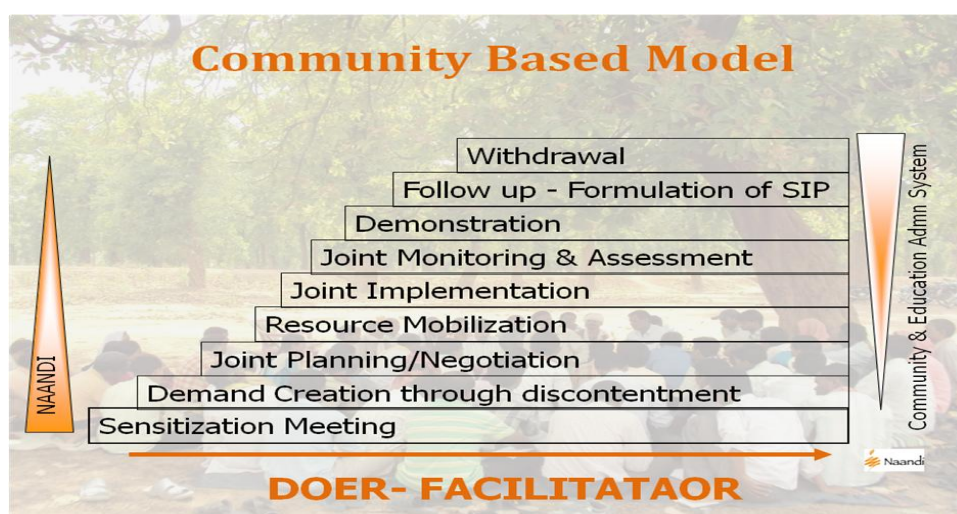
VECs have taken up initiatives for teacher regularity, complaints about errant teachers; monitor MDM, negotiated with Panchayats for the school boundary walls. At the same time they have become particular about ensuring attendance of children, enrolment of children for distant habitations sharing responsibilities as outlines in the meetings. So far about 30% VECs have become active and others are learning from their experiences and successes. They also monitor the incentives given to children at school level – uniforms, text books, scholarships. The best part is that people have become serious about children’s education. The Nanhi Kali programme has also illustrated the enrolment of girls at primary and upper primary levels, as parents do not have to spend on the hidden costs of education for girls. This was a major hindrance to holding back girls from school. People have really been mobilized through Kalajathas in the last one year.

Table 7: Outreach of Kalajathas 2010 -11

People covered under Kalajatha Programme AY 2010-11									
Sl No	Block	Villages	Men	Women	Total	Children			Grand Total
						Boys	Girls	Total	
1	Sheopur	64	2617	1733	4350	2557	2274	4831	9181
2	Vijaypur	35	1371	837	2208	874	938	1812	4020
	District	99	3988	2570	6558	3431	3212	6643	13201

Naandi envisages that empowered VECs will take up all education related initiatives through the School Improvement Plans through the following steps eventually, as shown below.

Figure 2



VEC meeting

During a meeting with 40 VEC members from 18 villages of the 3 blocks held in Sheopur, they informed that since the VEC trainings with Naandi they had been working towards ensuring the enrolment and retention of children in schools on a regular basis after mobilizing the community in the different hamlets of the villages. They were confident that there was 50% improvement since their efforts in the last one year. The PTA was only on paper, it was the VECs that were demanding accountability from teachers asking them to be regular. Due to the vigilance of the community the teachers are becoming active. *In Semra and Kanarkheda Villages they had succeeded in getting the teachers suspended. This was due to the enhanced awareness of the community, as it had become more vigilant. In Kalahar block the VDCs had taken up the issues of drinking water and village hygiene and sanitation in 2 villages.*

One of the VEC chairpersons said, 'Ab aag laga di hai meetingon ke madhyam se', therefore parents are strict about sending their children to schools. In Guda village (Sheopur,) the parents were not sending their girls to school, but sending the boys to private schools. Now they have started sending their girls to school. The VEC had also arranged for a tutor for the upper primary school children, who they feared would drop out if they did not get extra support.

Regarding school infrastructure, which was weak component of all schools in the area, the VEC members felt that they would have to enter into a dialogue with the PTAs, co-opt members into the VECs and work with the Panchayats as all school funds come through them. They also informed that now they were aware regarding the grants that were sanctioned for the schools. Some VECs are also making proposals for the construction of boundary walls, painting and repair of schools to the BEO, DEO and District Collector, as the case may be.

In the next 5 years they want the schools to change by partnering with the government, seeking information from Naandi and developing their own local strategies and school improvement plans (SIPs), specific to each village or cluster. They want to form a *sangathan* at block level to deal with larger school level issues, so that they can dialogue with the district administration and the education system. They want to monitor the schools systematically and select more girls from poor and migrant families to benefit from the Nanhi Kali programme. Another thing they want to do is ensure food security for the malnourished children and the children from poor families.

It appears that the VECs which are fairly clear about their roles and responsibilities are moving towards setting agendas for themselves. This is due to the issues that have come up, as well the demands that have been raised by the community. A good beginning has been made in one third of the VECs, perhaps in those which have good leadership. ***However, in none of the VECs, have women come forward in leadership roles even though 50% members are women.***

Issues

- *Dependency of the ASCs for regular meetings, maintaining records, correspondence with block and district authorities*
- *Full, active and equal participation of women in meetings, dialogue with teachers/officials and service providers*
- *Understanding of quality issues in schools and tracking of children and teachers.*

- *Bringing the most marginalized, the poorest and migrant children within the school net – it is most difficult, but has to be done.*
- *Capacity building of VECs towards more autonomous functioning and institutionalisation at local level.*
- *Partnership with Panchayats and PTAs – it will play a key role in school improvement and accountability of the school system.*

VEC members - what they say

In the formal interviews with VEC members they were found genuinely concerned with the education of children of their village. It was told that in most of villages VECs have been constituted in last six months. Bal Mitras, with support of ASCs and other team members of Naandi took initiative and helped constitute VECs in villages as an alternative to defunct PTAs. Members and office bearers (Chairperson/Secretary etc.) of the VECs were elected through consensus and now committees are fully geared up to take up more responsibilities for the betterment of education activities in the villages.

On the role of VECs in the villages, members were of view that VECs should hold monthly meetings and also explore all kinds of possibilities to improve schools of their area. When asked about suggestions to improve functioning of schools of their region, most of them were of view that school should have one more Bal Mitra so that all children in the schools can get an opportunity of additional inputs, instead of support for a small group of 35-40 children only. On the issue of further improvement in the schools some of the VEC members have suggested that Naandi should also facilitate providing vocational skills for older children, in the school itself and this would be an important factor in increasing attendance and retention in the schools.

5.3 Nanhi Kali programme

Status

In Karahal block the Nanhi Kalis are mostly from the upper primary and secondary schools. The team met a group of 26 girls (from 3 villages), the majority of who were in class 7. At least 20 of them were from very poor families. Two of them were married, but got the opportunity to continue their education through this project, though 3-4 girls from the Baregwa community had left school as they were married off while studying. They were happy, confident and poised girls who were well aware of why they were selected – they were good in studies, were interested in continuing their education, were regular in school and their parents were poor to afford their education. As NKs they were given - school uniforms, bags, stationery, sox, shoes and also had facilities for tuition. In fact one of the girls who had been a Nanhi Kali earlier had passed class 10 and was tutoring a group in one of the villages. The girls in class 9 were not given uniforms.

Among this group, there were 8 girls who had sisters who required the Nanhi Kali kit to cover the hidden costs of schooling. The girls also reported that there were at least 55 more girls in their villages from very poor families who could also receive assistance from the NK project. There were 2 physically challenged girls who were being benefited -

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one had polio and the other was speech impaired. The selection criterion of Nanhi Kalis is as per the norms of the programme.²

The girls said that they had changed considerably, as earlier they were not bothered with their studies, but now they were interested and did not like to miss school. They wanted to do better as their grades had improved with the tuition. They had become aware about personal health and hygiene. They also motivated other girls by example, as well saw to it that other children also came to school regularly. Another feature is that the Nanhi Kalis help their classmates (18 NKs) in their studies and also their siblings at home (13 NKs). In a way they had become role models in the school. At school the teachers did give them preference as they took initiative and participated in extra- curricular activities. They participate in school competitions for *rangoli*, music, games, bal panchayat events. They also get opportunities to participate in *kala jathas*, block level Nanhi Kali *utsavs* and health/hygiene camps during which they teach a lot about puberty issues an how to deal with personal problems.

About 20 girls said that they are being educated along with their brothers, but parents till give *bhav* to their brothers. The girls also indicated (22) that parents are educating them for getting them married rather than to seek jobs, which is what they want to do eventually. The brothers of the NKs and other boys are a disappointed group as they do not get any kits or assistance; they say that the girls get everything, so they often want to take away what their sisters get. They say – If I was a girl, I would get all these things. The brothers ask for pencils, rubbers, copies and geometry boxes form their sisters. The girls reported giving the cast off bags and sox etc to the brothers. Even some classmates feel so jealous that they often steal their stationery.

Teachers said that Nanhi Kalis were very confident and enthusiastic in school. They exerted quite a bit of influence with other absentee children in their neighborhoods. The girls reported that their parents are very proud of them. The mothers take their help in assisting them for *hisab- kitab*. They say that ‘*ye padhne me hoshiar hain*’ and can speak well as they are not shy. Even though they are going to school, they continue to do domestic work, helping their mothers doing chores like – washing clothes and utensils, cooking and cleaning the house.

Impact

The programme has reached out to about 57% OBC, 22% SC, 15% ST girls and 6% minority and General category girls. In Karahal block the majority of students are ST, while in Sheopur and Vijaypur the majority are OBC.

Table 8: Social category of Nanhi Kalis

Social Category Wise NKs in Sheopur						
Block	GEN	MIN	OBC	SC	ST	Grand Total
Karahal	37		408	144	604	1193
Sheopur	128	23	2041	657	192	3041

² Enrolled in the government schools, from a Below Poverty Line families, from the SC/ST communities, first generation learner/ having illiterate parents, from communities where social stereotypes are highest (early marriage, infanticide, etc.), Others: Exceptional cases – physically challenged girls, those from single parent families, orphans.

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Vijaypur	170	24	1269	627	211	2301
Grand Total	335	47	3718	1428	1007	6535

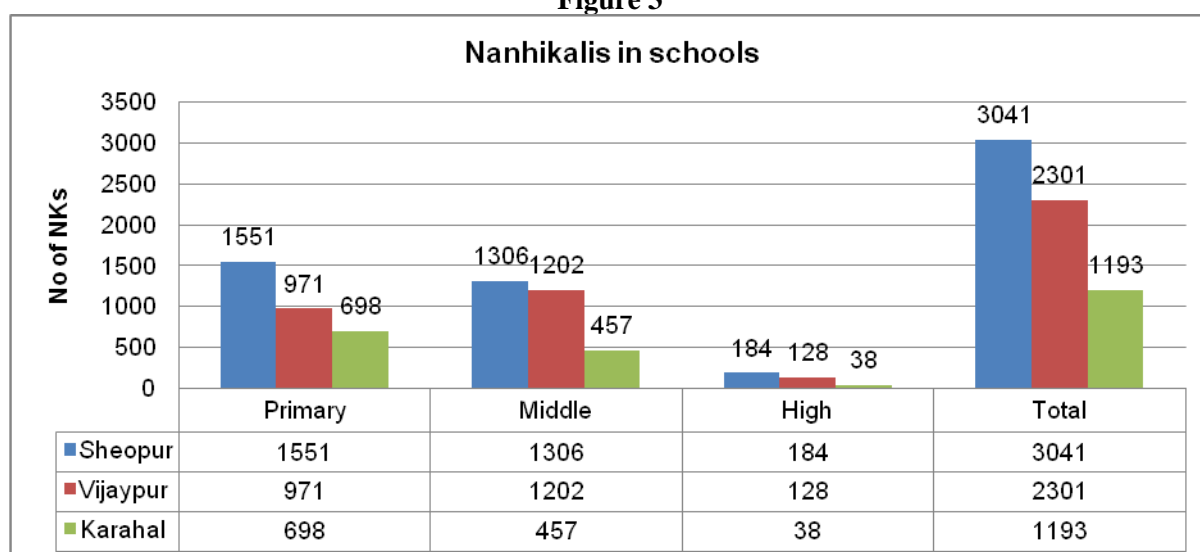
The support to NKs has resulted in an enhancement of attendance which has gone up from 48% to 68% at primary level and from 60% to 72% at upper primary level in two years as is visible from Table 9. The dropout rate has also reduced substantially from 23% to 2% while the absentee rate for those not writing the exam has reduced from 14% to 5%.

Table 9: Impact of support to girls

Indicators	2007-08		2008-09		2009-10	
	Quantity	%	Quantity	%	Quantity	%
No of NKs getting Academic Support at Primary Level	2338	70%	2500	90%	3220	100%
No of NKs getting Academic Support at Middle Level	1190	NA	931	48%	2550	86%
No of NKs getting Academic Support at High School Level	41	NA	21.25	17%	287	82%
Attendance of Primary Level NKs		48%		63%		68%
Attendance of Upper Primary NKs		60%		61%		72%
1st Class	823	18	1162	24	2026	31
2nd Class	1234	27	1211	25	2810	43
3rd Class	2057	45	1792	37	1503	23
Failed	457	10	258	5	196	3
Absent in Exam	640	14	394	8.13	327	5
Dropout Rate	1051	23%	484	10%	131	2%

The majority of girls taking benefits are those at the primary level in the three blocks which indicates that the community has been motivated for girls' education through the incentives provided by the programme.

Figure 3



Issues

- *Focus on and include the girls of the poorest of the poor and marginalised families like the Baregwas.*
- *Include NKs in the identification and selection of such girls.*
- *Include even those who are not good in studies when selecting girls – the kit is an incentive. Then they can be tracked.*
- *Take up the issue of child marriage for discussion among the girls and the community.*
- *Apart from individual support to girls, also think of school level assistance for boys as well in some other form – uniforms for boys from poor families, stationery, bags, sports kits for games.*

5.4 Interface with district/block education officials and overall coordination

Status

Naandi has worked in coordination with the state government and district administration as it is working in 2 districts of MP (Ratlam, Sheopur) since four- five years. There have been visits by the District Collector, the District Education Officer and officials from Rajya Shiksha Kendra (RSK) to the project sites. The Naandi team in Sheopur shares the progress of the project with the District Administration from time to time, when the District Collectors change. The common understanding has been that Naandi would reach out to the C and D grade children in the intervention schools during the second half of the school time; provide support to the education department for the teacher trainings; Naandi will be a part of the States programme for accelerating the academic achievement (Dakshata Samvardhan Karyakram) of children. Since the last year and a half Naandi has initiated measures to enhance the project implementation by streamlining the data collection and analysis by developing an MIS system that reflects the status of schools, ASCs, Bal Mitras, students assessment (SATT), etc.

Impact

Naandi employs a ‘collaborative and persuasive approach rather than confrontation.’ Very strategically Naandi negotiated the academic support to children of classes 4 and 5, before school timings and those for children of classes 2 and 3 during the post lunch session. This was purely to reduce the dependency of the teachers on Bal Mitras and use them as dummy teachers, while they themselves were absent or were engaged in non teaching duties. This has compelled the teachers to be present to open the school regularly – though some of them still play truant due to political leverage. The regular opening of schools has improved retention considerably. All the school level data generated by Naandi can be compared to that of the government data for use by the project to negotiate better implementation on the ground.

The Naandi ASCs feel that they should focus on the Resource Teachers who will have a catchment area of a cluster of schools to show results in academic attainments of children that can be tracked with SATT. The teachers will not be given any financial support, but incentives like recognition and awards. The purpose is to set targets within schools to push up retention, learning achievements and quality of teaching by imbuing a sense of responsibility in the teachers. However, this may not be as simple to undertake as it seems as certain issues are there.

It was reported that school grants for repair and maintenance have not been disbursed for the last 3 years. It remains to be verified as the Panchayats would have received the funds,

but may not have released them for the purpose. They say that since Panchayats are corrupt and the PTAs are defunct the schools are in a bad state. The activation of the VECs, which can pressurize the Panchayats may yield results in the release of school repair and maintenance grants and funds for kitchen sheds. Very often the community does not raise these issues for antagonising the Panchayats. As the ICDS centres are dysfunctional too, many under age children are enrolled in schools or else preschoolers are accompany older siblings, who baby sit rather than attend class.

Meeting with teachers/ CACs

The presence of Bal Mitras has motivated some teachers to become responsible towards discharging their duties and also to supplement the teaching of the Bal Mitras, though to some extent only. The competency levels enhanced by the Naandi Bal Mitras are only 30%, the rest is expected to be supplemented by the school teachers. This is not happening in all the schools. Consequently, Naandi has changed its strategy – started to work with a group of 60 resource teachers who are actually interested in learning concepts and improving competencies of children. This group underwent a 3 day residential training on concepts, material development and TLM usage. The ARCs also attend the monthly cluster level academic meetings with Cluster Academic coordinators and teachers to bring the academic agenda in these meetings which are generally data collection meetings. At another level the teachers are being pressured by the VECs and the community to be regular in school and to teach, not just sit in the lass after taking attendance.

The meeting with school teachers³ from Sheopur block brought forward the fact that after Naandi's interventions with the community, the children's attendance had gone up, they were more regular, they came neat and clean to school and their basic learning levels had improved. The TLM used by Naandi has helped children to grasp the concepts. Actually this should have already been there, had the teachers been doing their jobs in the routine way.

The teachers said that now they faced pressure from the community to be regular and to take classes. They cannot lock the school and be away for non academic work assigned to them. Schools are not locked as Bal Mitras take classes before school. However, women teachers are effectively on leave for one reason or the other, working as proxy teachers. There are still many single teacher schools in the block, as postings have not happened.

The teachers elaborated on the changes that have happened with Naandi interventions at classroom level -

- Children are happy in school
- With attractive TLM children grasp concepts better
- They have begun to understand multi- level / multi-grade teaching
- There are activities with children in the classrooms.
- Some teachers (7-8) are using the TLM by the Naandi group

The teachers feel that at the village level the community has become active so there is pressure on them to come to school regularly. In a way this had made them feel guilty that they are not doing enough in school. When Naandi is not there they will be compelled to maintain the standards set by Naandi. They also feel that there is the potential to use SATT

³ 16 teachers and 6 Cluster Academic Coordinators

for children's concurrent assessment, but they will not be able to use it consistently due to their non academic work load. It is a child intensive process which cannot be put to work where PTR is adverse.

Working with teachers with positive involvement in the school activities is the crucial part of Naandi's initiative in the schools. Keeping the fact in consideration Naandi has taken up some sporadic actions like training of some teachers, of having meetings with them at cluster levels. Activities taken up in this direction were found useful. However, lack of vision and a systematic plan for the same is a matter of concern for moving one step ahead in achieving target set under the project.

The following activities have been conducted with the objective that in long run, teachers will proactively deliver quality services for the betterment of children.

- District Level meeting for developing joint action plan and education strategy- Twice in a year
- Block Level Coordination Meeting- quarterly.
- Cluster Level Coordination meeting with CAC & government teachers- Monthly
- Regular meetings with education department to disseminate the process, methodology and achievements of Naandi
- Monthly meeting with Teachers
- Teacher's Training
- Incentives to Best Performing Teachers
- Community and teachers both plan for the academic improvement of the village

As far as the data related to total number of teachers is concerned, it is maintained at the cluster & village level. Minutes of each meeting is maintained at the respective levels. It is not compiled at district level MIS.

In the interaction with teachers it was realised that broadly teachers acknowledge the input Naandi has provided for the improvement of children at the same point it was also observed that project is not getting enough support from the teachers. It was clearly evident that as yet the teachers in the schools are quite distant from the pedagogical activities of the project. Hence, Naandi has to relook its strategies to bring this crucial component within the project. This would also be important for the sustainability of the impact of the project when Naandi will roll back from these schools.

Similarly, to gel with the system and mainstreaming of activities taken up in the project there is a lot of scope of initiating new activities with government officials at district, block and cluster level.

Meeting with Officials of district and block education administration.

The team met official of district and block levels. It was realized that to whom we could manage to talk, all of them had a good opinion about the input being provided in some of the school in their region however they were not fully aware with the details of the activities being taken in the project. BEO of one block where Naandi is working intensively expressed the need for certain mechanisms to share the project activities and achievements with the Education Department.

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Issues –

- *Identifying committed teachers who want to make a difference.*
- *Sustaining the interest of the teachers and the resource group to change the pattern of their work.*
- *The support to the teachers from the system – it does not marginalise or dissuade them in subtle ways.*
- *Teachers supplement the competency gaps that are built by Naandi Balmitras.*
- *Naandi to push the competency levels it is seeking to enhance –as all teacher are not filling the gap, so the children will lose out.*
- *The DEO and BEOs take the support of Naandi's ARCs and resource group to enhance the competencies and skills of teachers.*
- *Postings of all teachers as per PTR requirements- push by Naandi*
- *Practice of child centred, multi-grade teaching and use of SATT by teachers*
- *Pathetic school infrastructure/ environment due to bad construction and maintenance*
- *Non functional ICDS centres or distant location of centres from the community*

5.5 M & E and MIS Systems

Status

Over the last two years Naandi has streamlined and developed monitoring and evaluation and MIS systems designed for the needs of the project to able to track each component of the project at different levels. Templates and formats for all reports and data have been developed and the database is maintained by the 2 MIS personnel at the district office.

Table 10: Monitoring system, tools used and responsibilities at different levels

Level	Tool	Used by/ responsibility
Village level – VECs	Logical framework for VEC with steps and actions taken and timeline for processes. MOU with VEC Village plans for school improvement tracked (SIP) – VEC meetings Demand creation format Community contributions to school/ for Bal Mitras tracked	VECs and ARCs – monthly ARCs – Monthly VECs, BMs, ARCs – monthly
School level	Centre Report + community support details School work plan reports Teacher guidelines for maths and Language Time sheet of Bal Mitras SATT data and annual/half yearly result compilation	Bal Mitra – Monthly Bal Mitra – monthly. Submitted to ARCs Tracked by ARCs monthly as per work plans of teachers ARCs - monthly Bal Mitras, ARCs – monthly/ biannually, annually
Cluster level	Consolidated report for cluster -12 schools – Centre Progress ARCs Monitoring check list Individual monthly progress report Nanhi Kali progress report – include Nanhi kali profiles and progress of each	ARCs – monthly ARCs – monthly ARCs – monthly Nanhi Kali – monthly

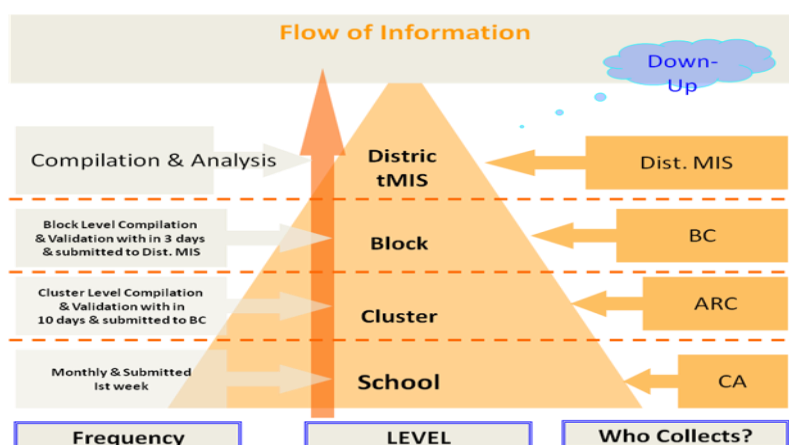
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	NK	
Block level	Block level monthly progress report Cluster consolidated reports Nanhi Kali progress report	Block Coordinators
District level	Consolidated reports of blocks for each component and financial expenditures Baseline / end line assessments of children Also maintain – school/village profiles, exam results, ASC graduation and MOUs with VECs/VDCs Bal Mitra competency/skill assessments – annual	Block Coordinators, MIS team, Assistant Project Manager

At block level monthly cluster / block meetings are held assessing inputs by Bal mItras and the ARCs at school level. Problem areas are discussed, concepts clarified and competencies attained by children are appraised as per the reports of BMs for each centre. TLM usage/ development, classroom transactions and classroom management are discussed. Even VEC level issues and their plans for school improvement are tracked as per the village plans. All community actions related to tracking of children and schools are also discussed as per reports submitted by BMs and ASCs by the Block Coordinators.

Further at the district level an in house review and planning meeting of the entire core team tracks the implementation of planned activities. These monthly meetings are also used for inputs and orientation on different subjects and issues as per the needs of the staff.

Figure 4



Impact

It is clearly visible that over the last two years the management system for information gathering and dissemination has been streamlined through experiential learning, for every level. Formats have been developed for the use of staff, both for reporting and for monitoring. The systems have ensured that data and information is also tracked and updated during meetings for review of plans, base on this forward plans are made and corrections ensured. The information is readily available for use of the project coordinators and the managers. The children's and teachers' tracking system has become comprehensive yet detailed for every school. The Naandi team should be commended for

the effort invested to streamline data gathering, collation and usage for both internal and external usage.

6. Children’s assessment and inferences drawn

This section deals with the quantitative as well as qualitative aspects of achievement of children studying in the sample schools in Sheopur and Vijaypur blocks where Naandi is intervening to enable children learn with better achievement levels. In the present phase focus of intervention is on improving achievement levels of children in Hindi and Maths - two core subjects at primary level. Hence, to find out the impact, tests in Hindi and Maths were administered to the students of class IV and V. The test for class IV student was based on the competencies of class III as these students had not yet completed class IV at the time of testing. Similarly the test for the students of class V was based on competencies of class IV. ***For both classes test items were based on the total 30 percent competencies prescribed in the respective classes*** on which the present intervention programme is based upon. (List of competencies on which Nandi foundation was intervening and a copy of the test items are attached as an Annexure of this section of the report). The assessment of achievement levels has relied mainly on conventional statistical and evaluation tools. The purpose of testing was mainly to find out the level of achievement of the students covered so as to assess the impact of the project.

Methodology

To assess the achievement level of students following processes were undertaken:

a) Development of Testing Tools

For both classes IV and V, separate test papers were designed and one paper of one class contained test items of both Hindi and Maths subjects. For both classes test papers were of one and half hours and lay out of papers was such that students responded on the paper itself on the space provided with each test item. For both classes test papers was of 100 marks, 50 marks for Hindi and 50 marks for Maths.

Class wise and subject wise test items in the test papers covered following broad areas of learning.

Table 11: Areas of learning covered in Hindi and Maths

Hindi	Maths
Class IV 1. Writing ability 2. Word Knowledge, 3. Grammar, 4. Reading comprehension and articulation	Class IV Simple addition, subtraction, multiplication and division. Number in ascending & descending order Problem solving abilities
Class V Writing ability, Word Knowledge, Grammar, Comprehension and articulation	Class V Simple addition, subtraction, multiplication and division. Number in ascending & descending order Problem solving abilities

Pilot Testing

Both papers were pilot tested in the three government schools of Sheopur block. These schools were very much part of Naandi intervention in the area, but other than the schools

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selected as sample schools for the administration of test in the impact assessment. In the pilot testing in all three schools, attempts were made to follow similar sets of conditions which at that time visualised for the actual testing in the area. Purpose of the pilot testing was to assess the appropriateness of total time set for solving questions, their language and presentation. In the pilot testing the test paper tested was based on all competencies prescribed for the class on which paper was based. During the process of pilot testing the Naandi team in Sheopur pointed the issue of inputs for 30 percent of competencies. Thus based on this fact and our exposure with children, the text items for both papers were reformulated. The revised papers was piloted in Jaipur and finalised for the final testing during field work.

The process of administrating the tests

Test was administered in a total 22 schools, out of which 16 schools were among the schools where inputs are being provided under the project. The remaining 6 schools were included as control schools. The control schools were also located within Sheopur and Vijaypur blocks and they were the schools where Naandi at the moment is not providing any inputs. But otherwise all other parameters that could affect the quality of education more or less same as in schools included from the project area schools.

A team of 6 investigators was involved in the testing of children in the schools. The team was further subdivided into three sub teams comprising 2 persons each. One sub-team was assigned the task of completion of testing of children in one school in one day, thus three schools were covered per day and total work was completed in 8 working days. In the control schools the testing of children was done by a single person as in the control schools no other work like interviews of teacher/HM, Bal Mitra and VEC members were required to be done, in contrary to the task taken up in the 16 schools of project area.

For administration of test in schools, it was decided to limit it to a maximum of 10 students (5 boys and 5 girls) in each from class IV and V. In all schools where number of students was more in these classes, it was decided to select maximum 10 students (5 boys and 5 girls) on random basis. In most of the schools number of students in each of class IV and V was less than 10 hence all students present on the day of test were included in the test. Table 11 gives school wise details of number of students included in the test.

Table 12.1 Enrollment & Attendance of students in school during project period

S.No.	Name of School	Aug, 08		Jan, 09		Aug, 09		Jan, 10		Aug, 10		Sep, 10	
		1 to 5		1 to 5		1 to 5		1 to 5		1 to 5		1 to 5	
		E	P	E	P	E	P	E	P	E	P	E	P
1.	G.P.S. Udothpura	120	70	102	99	101	85	84	67	78	47	77	45
2.	G.P.S. Bambhori Jat	data not available											
3.	G.P.S. Shala Kudaththa	data not available											
4.	G.P.S. Lahchoda	data not available											
5.	G.P.S. Shala Sada Ka Pada	data not available											
6.	G.P.S. Dalarna Kalan	155	126	159	108	143	108	145	105	149	83	150	117
7.	G.P.S. Mavda	116	76	97	68	85	63	82	52	101	27	91	41
8.	G.P.S. Hasilpur			227	208	-	-	220	149	224	156	208	143

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9.	G.P.S. Pancho Colony	322	183	322	164	246	181	246	151	244	135	244	165
10.	G.P.S. Vidhatata Upcha	-	-	294	145	-	-	312	108	313	108	313	149
11.	G.P.S. Ladpura	155	131	156	136	136	119	136	118	122	100	122	102
12.	G.P.S. Chak Sita Ram Ka Pura	-	-	-	-	-	-	-	-	193	124	193	135
13.	G.P.S. Benipura	-	-	131	87	-	-	110	83	114	70	114	70
14.	G.P.S. Sirchiya Pura	211	160	214	124	229	113	229	169	222	120	192	114
15.	G.P.S. Parvati Badoda	-	-	-	-	-	-	-	-	259	147	259	158
16.	Badkhera	108	68	108	105	90	52	90	51	71	45	71	32

E= Enrolment , P = Present.

* HM was absent on the day of visit

Table 11.2: School, class wise number of students took part in the achievement tests

S.No.	Block Name	School Name	Class 4			Class 5				
			Total no. of Students			Total no. of Students				
			Total No. in Class (Enrolled)	Selected / present for test			Total No. in Class (Enrolled)	Selected/ present for test		
B	G	T		B	G	T				
1	Sheopur	G.P.S. Udothpura	17	3	5	8	7	-	3	3
2		G.P.S. Bambhori Jat	13	6	4	10	12	2	2	4
3		G.P.S. Shala Kudaththa	20			*	22	6	4	10
4		G.P.S. Lahchoda	38	2	7	9	16	2	5	7
5		G.P.S. Shala Sada Ka Pada	9	1	3	4	16	6	2	8
6		G.P.S. Dalarna Kalan	45	2	7	9	26	2	6	8
7		G.P.S. Mavda	20	6	2	8	16	3	6	9
8		G.P.S. Hasilpur	38	-	4	4	47	4	6	10
		Total	200	20	32	52	162	25	34	59
9	Vijay Pur	G.P.S. Pancho Colony	64	-	7	7	46	-	8	8
10		G.P.S. Vidhatata Upcha	60	3	4	7	55	4	5	9
11		G.P.S. Ladpura	32	-	2	2	25	5	5	10
12		G.P.S. Chak Sita Ram Ka Pura	43	4	2	6	23	4	5	9
13		G.P.S. Benipura	28	7	-	7	26	8	2	10
14		G.P.S. Sirchiya Pura	37	3	1	4	39	5	5	10
15		G.P.S. Parvati Badoda	48	-	2	2	32	-	6	6
16		Badkhera	17	4	3	7	27	1	6	7
		Total	329	21	19	42	273	27	42	69
		Mean				6.26				8
		SD				2.52				2.16
17	Control School	G.P.S. Chunni Pura	12	2	2	4	16	3	3	6
18		G.P.S. Shala	19	6	2	8	11	2	2	4
19		G.P.S. Shala Gawadi	**	5	2	7	**	4	2	6
20		P.S. Ganni Pura	***	-	-	-	***	-	-	-
21		G.P.S. Bhikapur	38	6	3	9	15	6	1	7
22		G.P.S. Kotra	20	3	3	6	26	2	3	5
		Total	89	22	12	34	68	17	12	29
		Mean				6.8				5.6
		SD				1.92				1.14

* All students absent on the day of test

** Records were not available

*** School was closed on the day of visit

In the process of administration of the test after distribution of test papers to the students in all the schools, Bal Mitras of the schools was asked to explain each and every item of

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the test paper to all students so that they could follow the test items properly. A total time of one and half hours was given to the students to answer the questions, but it was observed that in most of the places students completed the task within one hour.

Results of the achievement tests

The outcome of achievement test has been compiled; student, subject and school wise and related tables are given in an Annexure of this section. To facilitate interpretation and comparison of achievements results, marks scored by the students are also compiled school, class, subject and gender wise (Table 12 & 13)

Table 13: School, Subject and Gender wise Mean score of Students of class 4

S.No.	Block Name	School Name	Hindi			Maths			Total (100)
			Class 4						
			B	G	T(50)	B	G	T(50)	
1	Sheopur	G.P.S Udothpura	29	30	29	40	40	40	69
2		G.P.S. Bambhori Jat	24	35	28	14	34	22	50
3		G.P.S. Shala Kudaththa	-	-	-	-	-	-	-
4		G.P.S. Lahchoda	23	24	23	28	31	30	54
5		G.P.S. Shala Sada Ka Pada	36	26	28	40	36	37	66
6		G.P.S. Dalarna Kalan	31	27	28	37	26	28	56
7		G.P.S. Mavda	30	38	32	28	44	32	64
8		G.P.S. Hasilpur	-	28	28	-	22	22	49
9	Vijaypur	G.P.S. Pancho Colony	-	23	23	-	16	16	39
10		G.P.S. Vidhatata Upcha	25	21	23	40	31	35	58
11		G.P.S. Ladpura	-	31	31	-	17	17	48
12		G.P.S. Chak Sita Ram Ka Pura	10	17	12	7	10	8	20
13		G.P.S Benipura	22	-	22	31	-	31	53
14		G.P.S. Sirchiya Pura	29	32	30	37	31	35	65
15		G.P.S. Parvati Badoda	-	36	36	-	35	35	71
16		Badkhera	33	48	26	34	1	20	46
		Mean score			26.6			27.2	53.8
		SD			5.58			9.23	3.15
		Mean (%)			53.2			54.4	53.8
17	Control Schools	G.P.S. Chunni Pura	0	0	0	0	0	0	0
18		G.P.S. Shala	9	0	7	3	0	3	10
19		G.P.S. Shala Gawadi	6	0	4	2	0	1	5
20		P.S Ganni Pura	-	-	-	-	-	-	-
21		G.P.S. Bhikapur	4	4	4	2	0	2	6
22		G.P.S. Kotra	15	13	14	21	17	19	33
		Mean Score			5.8			5	10.8
		SD			5.21			7.9	12.91
		Mean (%)			11.6			10	10.8

Table 14: School, Subject and Gender wise Mean score of Students of class 5

S.No.	Block Name	School Name	Hindi			Maths			Total (100)
			Class 5						
			B	G	T(50)	B	G	T(50)	
1	Sheopur	G.P.S Udothpura	-	27	27	-	42	42	69
2		G.P.S. Bambhori Jat	30	26	28	31	24	27	56
3		G.P.S. Shala Kudaththa	13	11	12	21	21	21	33
4		G.P.S. Lahchoda	29	22	24	30	29	29	53
5		G.P.S. Shala Sada Ka Pada	27	17	25	34	13	29	53
6		G.P.S. Dalarna Kalan	36	14	19	37	16	21	40

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7		G.P.S. Mavda	37	25	29	37	30	32	61
8		G.P.S. Hasilpur	31	24	27	36	25	30	57
9	Vijaypur	G.P.S. Pancho Colony	-	32	32	-	27	27	58
10		G.P.S. Vidhatata Upcha	13	14	13	32	19	24	38
11		G.P.S. Ladpura	24	17	21	32	22	27	48
12		G.P.S. Chak Sita Ram Ka Pura	11	18	15	15	12	14	29
13		G.P.S Benipura	13	12	13	18	17	18	30
14		G.P.S. Sirchiya Pura	15	14	14	24	20	22	36
15		G.P.S. Parvati Badoda	0	40	40	0	40	40	80
16		Badkhera	17	26	25	10	21	19	44
		Mean Score			22.75			26.37	49.06
		SD			7.98			7.52	14.47
		Mean (%)			45.5			52.7	49.0
17	Control Schools	G.P.S. Chunni Pura	0	0	0	0	0	0	0
18		G.P.S. Shala	5	3	4	5	2	4	8
19		G.P.S. Shala Gawadi	6	2	5	13	2	9	14
20			-	-	-	-	-	-	-
21		G.P.S. Bhikapur	1	2	2	4	0	3	5
22		G.P.S. Kotra	12	5	8	25	7	15	23
		Mean Score			3.8			6.2	10
		SD			3.03			5.89	8.86
		(Mean %)			7.6			12.4	8.86

Further, to understand the outcome of the students in the broad competencies, the results of the related question/s are clubbed together and their mean score is compiled in class, subject and competencies in table 14. For convenience, obtained data is interpreted in three categories i.e. question wise achievement at school level -50 percent or less than 50 percent, Above 50 percent and up to 80 percent, and above 80 percent.

Table 15: Competency wise average score in Hindi subject in class 4

Area	Average Score	% of Schools score 50% or less than 50% marks	% of Schools score between 50 to 80 percent marks	% of Schools score above 80% marks
Writing ability Q.1	91.1	4.25	8.51	87.2
Grammar Q.2, 3	33.2	82	17.02	2.13
Articulation & sentence formation Q.4	33.73	81	12.3	6.4
Word knowledge Q.5, 6, 7	58.4	32	39.11	28.53

Writing Ability:

For question 1 of test paper of class 4, students were simply required copying some given words and sentences correctly. The average score on this item is 91 percent. The students score good performance as compared to other areas prescribed at this stage. 87 percent students scored more than 80 percent marks in this learning area.

Grammar

In question 2, students were required to write feminine forms of the given masculine forms. In question 3 students were required to write plural forms of given singular forms. Performance of students was poor in this area as 82 percent scored less than 50 percent marks. Only 2 percent student scored more than 80 percent marks

Articulation and sentence formation

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For students question 4 was related with reading a given poem and answering 3 questions based on it. The performance of students observed is very poor as score of 81 percent students is less than 50 percent .Average achievement of student in this area of learning is 33.7 percent.

Word Knowledge

Three questions (5, 6 & 7) were based on testing word knowledge in the students. Average achievement of student is 58 percent. 67 percent score more than 50 percent marks in this learning area.

Table 16: Competency wise average score in Maths subject in class 4

Area	Average Score	% of Schools score 50% or less than marks	% of Schools score between 50 to 80 percent marks	% of Schools score above 80% marks
Simple addition Subtraction, Multiplication, and Division Q.8, 10 & 11	53.7	44	32	14
Word number in ascending & descending order Q.9	54.89	53	4.2	42.5
Problem solving abilities Q.12 & 13	55.62	44	19.1	36.2

Class 4 Mathematics

Simple arithmetic calculations

Items 8, 10 and 11 included sums on addition, subtraction, multiplication and division. The average score of children is

Arranging numbers in ascending and descending orders

Item 9 was based on arranging two digit numbers in ascending and descending order. Average score of student in the learning area is 55 percent. 42 percent student scored more than 80 percent.

Problem solving abilities

Questions 12 and 13 were based on problem solving abilities. Average score of the student is 55.6 and 36 percent students are falling in the category of students who scored more than 80 percent marks.

Class V Hindi

Writing Ability:

Question 1 of class 5 was of copying a small paragraph correctly. The average score on this item is above 75 percent. The score of over 92 percent students is above 50 percent.

Word Knowledge

Questions 2 & 3 were related with eliciting word ability of the children in V class. Average score of the children is 40 percent and 63 percent student scored less than 50 percent marks.

Grammar

In question 4, students were required to change masculine form of word into feminine form . The average score of the students is 62 percent and only 21 percent students managed to achieve more than 80 score. In question 6, one sentence was given in the

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papers and students were required to identify noun, pronoun, adverb and verb in the sentence. 79 percent student's score is less than 50 percent.

Comprehension & articulation

In Question 7 picture of a circus was given to students and they were asked to write 10 simple sentences based on the picture. Average score of students in the area is 38 percent and more than 50 percent scored 62.5%. Over 80% marks were scored in 23.5 % students.

Table 17: Competency wise average score in Hindi subject in class 5

Area	Average Score	% of Schools score 50% or less than marks	% of Schools score between 50 to 80 percent marks	% of Schools score above 80% marks
Word ability Q.1	75.5	7.25	69.5	23
Word Knowledge antonyms Q.2, 3	40	64.3	30	5.7
Grammar feminine & masculine – Q.4	62	36	42.2	21.1
Comprehension & articulation Q.5	36.8	56	33.0	11
Grammar noun, pronoun, adjective & verbs Q.6	25	79	9.37	11
Articulation sentence formal Q.7	37.89	62.5	23.5	14.2

Class V Maths

Simple arithmetic calculations

Question numbers 8 and 9 were related with simple additions, subtraction, multiplication and division.

Average score of students is 75 percent and majority of students are falling in a category of students scored 50 percent to 80 percent.

Ascending & descending order

In questions 11 & 12 students were asked to arrange the figures in ascending or descending order. Average score of students is 45 percent and majority of students fall in the category of students who scored less than 50 percent marks.

Conversion of words into figures & vice-a-versa

Question 12 was related with this competency. Average score of children was 61 percent and more than half of children scored less than 50 percent marks.

Problem solving abilities

Questions 14, 15 & 16 were based on problem solving abilities. Surprisingly, average performance of student emerged is 64 percent. However, more than 50 percent students could not manage to score more than 50 percent marks.

Table 18: Competency wise average score in Maths subject in class 5

Area	Average Score	% of Schools score 50% or less than marks	% of Schools score between 50 to 80 percent marks	% of Schools score above 80% marks
Simple addition Subtraction, Q.8, 9	53.09	47.1	33.59	18.75
Ascending & descending order Q.10 & 11	45.39	71.1	0.78	28.1

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Conversion in word & figures & vice- a- versa Q.12	61.33	51	6.25	42.9
Problem solving abilities Q. 13,14,15	66.64	56.25	19.5	24.2

The overall achievement mean score of class IV is 53.42, class V is 46.92 and total schools performance is 50 percent. In control schools the mean for class IV is 11, class V is 9.53 and total school achievement is 10.3 percent. In schools of project area, achievement of children in 25 percent schools is less than 50 percent while in rest of schools it is more than 50 percent. Particular subject class and gender wise, no clear cut pattern emerged in the percentage achievement of students.

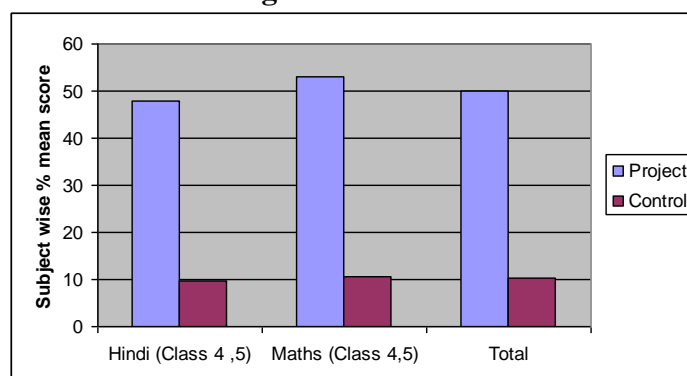
Table 19: Percentage mean achievement of children in schools of project area

S.No.	Subject	Class 4	Class 5	Total	School Level
1	Hindi	52.04	43.3	48	50
2	Maths	54.8	50.54	53	
	Total	53.42	46.92	50	

Table 20: Subject wise % mean score of children in control schools

S.No.	Subject	Class 4	Class 5	Total Avg.	School Level
1	Hindi	12.3	7	9.65	10.3
2	Maths	9.36	12.06	10.71	
	Total	11	9.53	10.3	

Figure 5



Summary of the Results of the Achievement Tests

In all, 94 students of class IV and 128 students of class V of 16 sample schools were tested in Hindi and Mathematics. Also 34 students of class IV and 28 students of class V of 6 control schools were tested with the same set of test items and followed the same set of procedures. The performance of the students of schools falling under the project was found significantly higher across both subjects and classes as compared to the control

schools. However overall performance in the project school is only 50 percent (% mean score). See Annexures: School, Class, subject and student wise results. A copy of the question papers of Class 4 and 5.

7. Karahal Block pilot interventions

Status

Karahal block of 141 Sahariya Tribals, which is extremely backward in relation to all development indicators, despite having the Tribal Development Board and agencies of the government at district level.

In 2009, under a revised strategy an integrated approach was taken up proposed and the work has been scaled down to interventions in 10 villages. The focus has been on enhancing community involvement through formation and strengthening of Village Development Committees (VDC), through regular meetings together with developing a plan of action for each village based on reviving the existing government structures. After a detailed survey of 15 villages to identify socio-economic issues 10 villages were selected for the pilot. A team of 10 social animators has been selected to work with the VDCs and the community and help the VDCs take forward the village development plans. The social animators have been exposed to Naandi's Bachpan project in Ratlam, where a similar approach has worked and shown results.

Village Development Committees (VDCs) have been provided training at block level to enable them to conceptualise about village development as a whole. The community has been motivated through Kalajatha's carried out in villages on issues of health, nutrition, education and livelihoods. Members of VDC had gone for an exposure visit to Ratlam along with the social animators, to understand their roles and responsibilities. Over 112 community meetings have been organised in these villages, where the main agenda was village development. The VDCs have been formed between four –two months and are grappling with their roles and responsibilities

During the field visit the team visited Kanarkheda village (100 households of Sahriyas and some 30 of Kushwahas), where the VDC which was 2 months old, was having its meeting prior to the gram sabha. The Kushwahas who are non-tribals, were not participant in the meeting, though the sarpanch had come. He stays in another village of the Panchayat. The VDC was tackling a major issue at the school, where the two teachers are quite errant – one is perpetually absent and the other is either late or irregular. The VDC was debating the issue to complain to the BEO about the teachers. They were also aware of the school improvement and maintenance grant which had been released and not utilized by the head teacher. Even the 50% grant for the kitchen shed given to the teacher by the panchayat was not utilised to construct the kitchen shed. It was learnt that during the gram sabha these issues were notified in writing to the panchayat as per the VDC plans, which complained to the BEO. Finally, one of the teachers who was holding the money and also not regular in school was suspended.

Another major problem confronting the village and in fact the whole block, is that of food security. Due to marginal lands, poor soil cover and rainfed agriculture the land productivity is low as the tribals do not have enough resources to improve the land to eke out a sustainable livelihood. In course of its work, Naandi encountered severe child malnutrition. An example is Bankuri, in which 3 infants died of malnutrition last year

Box 1: Moving beyond mal-nutrition

Sharda Pathak is the AWW who has been running the ICDS centre in Bankuri village for the last 22 years. She is the one of the two educated AWWs in entire Karahal block. She reports that there are severe cases of malnutrition among < 3 year old children as mothers often leave the children home when they go for wage labour. Another thing is that mothers themselves are poorly nourished due to early marriage, multiple pregnancies and low nutritional intake. Women reported that they started working within 5-10 days of child birth and did not take any special diet during the post natal period. They said they had become aware about the problem of malnutrition, so they ensured that he children ate the supplementary nutrition, given every Tuesday, as well home cooked food. It was good to see a group of healthy toddlers, who had recovered and gained weight after the extra nutrition. The mothers get an incentive of Rs 620 while they are with the child at the Nutritional Resource Centre (NRC). Now they have even become aware of birth control, so 14 women have gone in for family planning. During the visit, there were about 20 women at the ICDS centre who had come to collect the take home ration for themselves and have their children take their nutrition at the centre. They showed packets of supplementary nutrition given to them twice in the month. Sharda reported that 24 children from this village – 14 boys and 10 girls – who were grade IV children, i.e. severely malnourished, had been admitted to the NRC at the block, in the last month. Seven of the children had reverted to mal-nutrition so they had to be re- admitted. Earlier in the summer 3 children had died due to mal nutrition.

At the NRC, we were told by the Anita Sharma the Health worker in charge that the centre is supported by Unicef and run by an organization. Now more and more children are coming to be admitted as word has gone around. The centre has a capacity for 20 children for 15 days, and then the second batch is admitted. She reported that Bankuri village is a special case, which has the highest number of mal nourished children as the majority of the community is tribal. Also the AWW worker is very motivated (she gets Rs 100 per child) so she sends maximum number of children to the NRC. Here the children are fed a special diet of milk, porridge, *khitchdi* and peanut powder so they gain at least half a kilo weight in 15 days. More children are admitted in the monsoon and harvest season when mothers are too busy to feed them or take care of them.

For Naandi team this is a learning because they have to make women aware about not only RCH, but women's general health and also take up take up gender issues like – women's work load, division of labour, holistic health, food security, secure livelihoods. Intensive work needs to be done to streamline the running of ICDS centre with pressure from the VDCs.

Field notes – Nishi Mehrotra, Oct 2010

Impact-

- Social animators have credibility among the community and have won their trust.
- Village leaders from different hamlets have come together under the VDCs.
- One third of the women are members of the VDCs for the first time, though they are marginalized.
- People have started to think and act for children's education apart from taking initiatives for village development– *khadanja*, hand pumps, electricity, school improvement
- They are making attempts to access government schemes – housing, toilets, pensions etc
- *Gram sabhas* are being regularised on demand as people want to put up development issues in the meetings.

Kanarkheda	Rs1800	Used by the community people during health emergencies like delivery time, admission of severely malnourished children in NRCs etc.
		Honorarium to Community Volunteer for providing tuition support to Children in 1 to 5
		Travel allowances for the community person who visit to government offices for submission of application/forms for village development
		Printing & photocopy cost of forms/application etc for village development issues
		Other issues related to Village Development
Shankarpur	Rs 4000	Used for honorarium to Community Volunteer for providing tuition support to Children in 1 to 5
Semra	Rs 2200	Used by the community during health emergencies like deliveries, admission of severely malnourished children in NRCs etc.

Presently the social animators feel that they have attained some success in their efforts since the formation of VDCs 2-3 months ago, which can actually be visualized as the inception or the first steps towards community mobilization for action. They gave illustrations of actions taken by the community after becoming aware through the *kala jathas* and the micro-planning exercises. They illustrated that of the 10 VDCs, 8 had become fairly active in accessing hand pumps (11) for the village, housing under the Indira Awas Yojana (15 +), toilets for homes (300), job cards under MNREGS, pensions for the old, check dams (2), *khadanja* for the village (2), regularization of *gram sabhas* (10), institutional deliveries under JSY, admitting 10 malnourished children in Semra at the nutritional Resource Centre, suspension of 2 teachers in Ramnagar primary school. The last took place through the visit of the Collector. Collaboration with Tribal Department is possible through the convergence approach. This year in every village a Village Action Plan has been developed, the same plan will merge with Panchayat and block level plans. Subsequently, the village plan will be incorporated within the district level annual plan. In this process collaboration is possible.

However, the VDCs require intensive inputs to become more active and empowered to work as strong collectives for village development without being dependent on the Social Animators. At the same time the community too needs further information on government schemes and tribal programmes to be able to access them. For this people friendly, easy to understand IEC materials and folk media like *kala jathas* are critical to inform them and make them aware about their rights and entitlements. They also require further training to emerge beyond their routine roles and responsibilities.

At present the VDCs are in the nascent stage so they seek assistance from Social Animators to connect them to the local administration and officials. They also seek help in writing letters/applications to the officials, as well as maintenance of registers, holding meetings and providing guidance for the next steps. They require help to organize meetings with the District Collector and other district level officials. Very often they expect the Naandi team to accompany them to the meetings with officials and also ask how to speak to them. The gram kosh that the VDCs have developed for village development has been undertaken with the help of social animators. The social animators feel that the VDCs can become sustainable and autonomous by taking action on development issues on their own. They need to develop a

perspective of autonomous functioning through organized core committees on various issues, eg. –education, health, panchayat etc.

Social Animators

The group of 10 social animators (SAs) is composed of 8 men and 2 women, of which 6 of the men had been working in Naandi as Bal Mitras for over 3-4 years. Each of them is in charge of one village to work closely with the VDCs and the community. Over the last one year since the shift in operational strategy they are working with the community with a holistic approach. In that respect they have identified key issues with the people through micro planning at village level. The major issues are –

- schooling of children as this is impacted by heavy migration from the area,
- drinking water and sanitation due to low water levels that cause hand pumps to dry up and also require frequent repair
- poor health of women and children due to low quality of nutrition and excessive migration and work load
- irregular supply of PDS rations, even poor quality of rations
- low quality and poor outreach of health and education services by the service providers – high MMR, IMR, malnutrition, poor retention and low learning achievements in schools
- poor opportunities for sustainable livelihoods for both men and women, including MNREGS
- weak accessibility of government schemes by the people due to lack of education and public awareness
- Social issues are - child marriage, bride price, child labour, alcoholism and tobacco addiction, migration for work
- Arbitrary male dominated Panchayats that do not involve the community

The team is quite clear regarding the objectives of Naandi for bringing about change in the area, especially among the tribal community. The objectives outlined by them are –

- ✓ Holistic development of the village
- ✓ Assist the marginalized and the poor to access government benefits/schemes meant for them
- ✓ Education of children from pre primary to secondary level
- ✓ Better health for women and children to improve MMR and IMR.

They see their role as animators to primarily –

- ✓ Create awareness among the community
- ✓ Information dissemination
- ✓ Make the people proactive for change
- ✓ Organize the community- engender unity among the different social groups, that is tribals/ non tribals
- ✓ Increase the presence and participation of women in public forums – VDCs, panchayats, school committees, women's groups/SHGs etc
- ✓ Enhance people's access to government schemes and programmes
- ✓ Help to make the *gram sabhas* active

While the social animators are clear about their roles and responsibilities in the context of the objectives of the project they need further capacity building and information on the operation of –

- Revenue and tribal welfare departments
- Land, water and forest rights of people
- Panchayati raj structure and operations
- Information on government policies and schemes – health, education, livelihoods etc

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- Agriculture and land development
- Political understanding gender, poverty, marginalization in the context of development of the poor
- Institution building at the grassroots level

These are subjects on which the community seeks information from them to deal with everyday issues to manage their lives. Actually, in a way armed with this information they can work more intensively with the VDCs and the community to empower them. This can further engender the institution building processes which will lead to cluster level and then block level institutions in the future.

Initially they have received basic orientation inputs for village situation analysis and micro-planning (5+ 3 days), SHG formation and block level federation building with PRADAN (7 days), malnutrition causes and remedies (5 days), 2 exposure trips to Ratlam and Kanker Projects of Naandi (5 days each). They also appear to have some kind of vision of the future -

- every child to complete at least High School.
- the area is free of malnutrition and food insecurity
- people are able to access all government programmers/ schemes meant for them

The Social Animators are shaping up well, so they do have the potential to develop as a resource group, should the programme go in for expansion to cover the entire block, in the near future. Each SA should be able to provide inputs for at least 5 villages as a group. Certainly more women SAs should be included in the team as several gender issues have to be tackled at community level. This should enable a stronger connection with women who have been relegated secondary roles and status in the community.

Issues

- *VDCs are fairly new and are still finding their feet as regards their roles and responsibilities and the tasks as per the village plans made.*
- *They are seeking to improve the village by taking action to improve the school environment, ensure that children as well as teachers are regular in school, the village gets electricity The, the hand pumps are repaired, the NRGEGA job cards are made and peoples' accounts are opened and the village khadanjas constructed. Even though the village plans are made they are being tracked by the animators, the responsibility sharing is still a compulsion rather than voluntary.*
- *The women included as members in the VDC are marginalized, as they are not supposed to sit in the chaupal or to wear footwear in the village. This is illustrative of rigid social norms of the tribals, which need to be tackled.*
- *The VDC members are equally hesitant to interface and confront the government officials as they have never done this before.*
- *They need information of government schemes and programmes for tribals to access them.*
- *Food security is a major issue as there is double migration due to the fact that tribals own lands have been taken over by outsiders by default, so they have lost possession.*
- *The people neither have the financial resources nor the technical knowhow to develop their lands.*
- *The issues of tribals are marginalized in the Panchayats where non tribals or upper class tribals are members.*

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- *The community is unaware of how to tackle and take forward the issues or access schemes due to lack of public education and because of the service providers not reaching out to them.*

Future Strategy for Karahal Block

The Naandi team envisages up scaling the pilot to a 100 villages to develop a sustainable model for ‘community empowerment and education’ for Sahariyas in the long term. The holistic approach will encompass the awareness and education of the community for action on issues of –

- Identity, rights and entitlements
- Education of children and community
- Holistic health – women and children
- Food security
- Development of land and water resources
- Migration and exploitation of labour
- Participatory self governance – active Panchayats and VDCs

They visualize intensive perspective and capacity building of the field team and the VDCs to take up struggles and action for developing and identity of Sahariyas. Through local institution building processes the community will seek and access its rights and entitlements with awareness and education with the help of the core committees of the VDCs. They will develop a critical understanding of above mentioned issues to take action with the help of the core committees and the service providers ensuring a partnership with the government. The VDCs, as grass roots organisations with link up with Panchayats to access schemes and programmes from the Tribal Development Department as well as other departments. Ultimately the village level institutions are the key to sustaining the development initiatives through the VDCs, with alternative structures at cluster and block level. This can be worked out as a long term plan for 6-8 years, until the block emerges as a model block, illustrating the integrated development model.

Naandi strongly believes that empowerment initiatives through capacity building will have to be supplemented by other inputs like - mobile health vans for outreach of health services, grain/seed banks for food security, community kitchens supported by the women’s groups in the lean months, provision for children’s camps during migration months. All these provisions will be need based and provided as per plans of the VDCs in the first two years, after which they will take over from Naandi.

Issues	Strategies	Activities	Responsibilities
<ul style="list-style-type: none"> • Identity, rights and entitlements of Sahariyas • Education of children and community • Holistic health – women and children • Food security all round the year 	Development of VDCs Inclusion awareness of women and marginalized groups – also women’s groups Education and	Meetings, workshops, trainings, kala jathas, exposure trips Education/health Camps, Community kitchens, Grain/ seed banks, village level trainings/workshops etc Clarity on	Block coordinator and Social Animators – 1 social animator responsible for 5 VDCs VDC core committees + women’s groups SAs and VDCs/core

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<ul style="list-style-type: none"> • Development of land and water resources • Migration and exploitation of labour • Participatory self governance – active Panchayats and VDCs 	<p>capacity building of VDCs within a rights based and gender perspective</p> <p>Development of issues based core committees and a local resource group for inputs</p> <p>Development of cluster plans at Panchayat level</p> <p>Involvement of service providers and government officials in plans</p> <p>Institution building – VDCs, cluster organizations and block level federation</p> <p>Networking and advocacy for entitlements an social issues</p>	<p>perspectives, policies/programmes/ schemes of govt</p> <p>Actions/ activities based on specific needs of each village/cluster</p> <p>Meetings/ workshops with service providers – inclusion in VDC meetings and trainings</p> <p>Autonomous functioning and self management by the different tiers of institutions at local level</p> <p>Alliance building with government, NGOs, Panchayats, and resource organisations</p>	<p>committees</p> <p>VDCs and Women’s groups</p> <p>VDCs, Women’s groups, cluster and block level committees</p> <p>Cluster and block institutions</p> <p>Cluster and block level institutions</p>
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8. Key learnings of the Project in Sheopur

Over the last four years during which Naandi has implemented the ECL Project it has accumulated learnings and in a phased manner moved on from a nascent stage to that of growing maturity. The key learnings have been -

- Creation of a path towards bottom up development processes in a geographically challenging area with poor accessibility and a infrastructure, as Sheopur is a fairly new district carved out of Morena District.
- The approach of working in partnership with the government and the community through collaboration and persuasion respectively.
- Qualitative improvement of development indicators is possible by drawing a road map with the community through awareness and education, along with step by step empowerment of people.
- Women have to be included in all the formal/ informal groups and activities as change agents along with men.
- Community mobilization with local folk media is an essential ingredient to set the ball rolling, which must be sustained for long term outcomes.
- The relationship with the community has to be that of partners not that of giver and receiver since community ownership of every action is essential.
- Capacity building and perspective development of community to change the givens has shown results in their taking charge of the situation.

- Inclusion of Panchayats, service providers and government departments in local committees helps to create subtle pressures on them to deliver.
- Linkages with the government and partnership with the service providers is critical for bringing about change.

Major achievements

- Naandi has established credibility and trust in the area; it has the confidence of the people.
- The enrolment, attendance and retention figures for children have changed in school, along with learning levels.
- The value for girls' education has emerged through the Nani kali initiative.
- The community has been sufficiently motivated to take initiative, which is visible in the actions of the VECs/VDCs – they are becoming active pressure groups (30%).
- The field team of Bal Mitras, Social Animators, ARCs and Block Coordinators has a rapport with the people that is evident in their trust.
- This team has the potential to emerge as a resource group in the area for teachers training and development of local institutions like VECs and VDCs.

9. Recommendations

Recommendations for Naandi

In each section of the report issues have been highlighted. The matrix in the summary section provides some suggestions for the way forward. All details cannot be spelt out for action in this document as the Naandi team should itself work out a roll out plan in the context of the next set objectives for the third phase. A workshop with an external consultant would help the team members to reflect on their work and move forward.

The next phase would certainly be a consolidation phase to recapitulate all the leanings with an agenda for sustainability at all levels – the village level, cluster level and at block level with a vision for local institutions to come up and Naandi to roll back. Eventually, the local structures, the empowered VECs/ VDCs, women's groups, children and teachers will emerge to show case a model of children's and people's education.

✓ Academic Resource Centres

Naandi must make the extra effort to enhance the level of improving learning competencies of children from 30% to 80%. The inputs that have gone in through the Academic Resource Centres so far have shown results, but they are insufficient in the long run. This will help children in upper primary schools where the course is more rigorous. The competencies of children's learning have to move beyond clarity on concepts now. Since the government teachers are not doing it the children will lose out. To achieve this Naandi Foundation has to evolve a frame work and based on that an action plan of short term and long term activities for qualitative competency enhancement.

✓ VECs/Community

The VECs need to develop an understanding of quality issues in schools and tracking of children and teachers as next step. They have to make the effort to bring the most marginalized, the poorest and migrant children within the school net – it is most difficult, but has to be done. Capacity building of VECs towards more autonomous

functioning and institutionalisation at local level is critical– further inputs should be planned for the stronger VECs. Partnership with Panchayats and PTAs is an emergent issue in the context of improving school infrastructure – it will play a key role in school improvement and accountability of the school system.

✓ **Karahal Block**

Naandi has to bring to the fore front the issues of Sahariya tribals who are marginalized in the Panchayats and by the government, where non- tribals or upper class tribals are members. The VDC members are equally hesitant to interface and confront the government officials as they have never done this before. The community is unaware of how to tackle and take forward the issues or access schemes due to lack of public education and because of the service providers not reaching out to them. Naandi has to develop an integrated action plan including short term and long term strategies for a 7-8 year period in order to envisage holistic development in Karahal block

✓ **Working with teachers**

The collaboration with the school system has to be increased at block level, as that is where the crunch is. What Naandi has spearheaded for improving qualitative learning needs to be sustained with the partnership of BEOs and CACs. It can only be done by working intensively with the teachers' resource group.

The school teachers have to be co opted persuasively and even subvertly to join hands in taking classes to supplement the enhanced learning by the Bal Mitras. They also need to be assessed so the teacher assessment system developed in Naandi can be refined and tried out with the resource teachers.

✓ **Coordination with the government**

The next phase cannot be implemented without the collaboration of the government as the larger basket of resources meant for the people is withheld there. The project should continue to endeavour the creation of a demand from the community level to achieve its objectives. The government has to be presented with data and alternative evidence based reports for taking action – it always needs hard facts to convince it to take decisions. Naandi has to work intensively in partnership with the CACS, BEO and DEO and the teachers to accept and use the new learnings demonstrated to them through the ASCs. Since a beginning has been made with teachers and BEOs, it can be further extended for the block level resource centres and further capacity building of teachers for improving classroom processes.

✓ **Naandi Team**

The core team and field teams require capacity building on the above issues and competencies and skills like use of PRA/PLA to work with VECs and VDCs, understand policy initiative of govt. on education, health, panchayati raj, clarity on government administrative structure, working with the school system etc. Naandi already has linkages with the resource organizations, which can be tapped for enhancing the understanding and skills of the team.

Recommendations for SRTT

The Naandi team has demonstrated abilities to implement and manage the project through two distinct phases – inception and youth. It has been able to change track from activity based implementation to vision and objective based implementation along with systems development for efficient management through adequate planning. It requires further investment in terms of financial and technical resource support for consolidation of its work in Sheopur district for another three years. This assistance will enable Naandi to –

- ✓ Develop better linkages for resource support and partnership with the education department to improve the pedagogical and classroom management practices in schools.
- ✓ Set up an academic resource centre and helpline for teachers and CACs to engender a recurring exchange on academic resource support which will ensure that the new learnings – use of SATT, multi-grade and multi-level pedagogy, ability based learning and assessment, community based school and child tracking- are not only transferred to the school system but get embedded in its operations and monitoring systems.
- ✓ The model set up is sustained both at the school and the community level as the connection of school, community and children is further strengthened through empowerment of all in the triad.
- ✓ The Karhal Block pilot intervention, though at a nascent stage, has the potential to grow and mature as Naandi has the experience to take it forward. This however, requires financial resource support for another 7-8 years for a sustainable model of tribal area development to emerge. Since no other NGO or government agency is reaching out for holistic development this has the potential to demonstrate a replicable model.

Annexures: other annexures are attached as separate files

Annexure 1.

Level of Community Engagement Process

Stage-1- Signing MoU, CA Selection, Children Selection & Base Line

- Naandi believes in the involvement of the community in every stage of implementation.
- Before profiling of NKs we do interact with community, parents and teachers about identification, selection and time line (profiling of NK- giving kit) of NK program. The objective of NK program has been very clearly spelt before community.

Stage-2 Community Contribution in Cash & Kind

Since inception of the project Naandi initiated community contribution concept in order to sustain the program and increase the ownership of community over the. Initially only few communities initiated contribution by paying 10% contribution towards CA honorarium and over a period of 2 years, the demonstrated the learning level and now entire communities paying at least 50% contribution.

Stage-3 Joint Planning & negotiation for running ASC & Learning Improvement of Children in School

- From the beginning the community actively participates in the planning and implementation process of running and managing the ASC as well as school.

Stage-4 Community involvement in Material Distribution to Children

- Before Material distribution we plan with the community and submit the material for verification of material. During kit distribution ceremony organize the function and bear expenses for it. Community also contributes partly towards the material and other expenses during the cultural programme.

Stage-5 Community Monitoring Extra Academic Support to Children

- Community is monitoring the ASC in order to ensure quality education and paying cash or kind towards tutor honorarium for Upper Primary and High School NKs.

Stage-6 Sharing of result before community to demonstrating Learning Improvement

- After every examination share the result of NKs before community and if we find poor result of NKs their parents and teachers are informed.
- Incentive to best performing NK
- Incentive to best government teachers, CAs and tutors.

Stage-7 Community Meeting and Organizing Extra Curricular Activities

- Every year community is organizing extracurricular activities & celebration of important days for children.

Stage-8 Initiatives taken by Community for Promotion of Education

- Formulation of School Improvement Plan (SIP)
- School beautification
- Painting & whitewash of School
- Seating Arrangement
- Regularity of teachers and children

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Itinerary

Date	Activity
24 th -25 th Sept 2010	Recce visit to Sheopur
24 th Oct 2010	Meeting with Naandi team and screening of all documents
25 th Oct	Karahal block- VDC meeting – Kanarkheda village Meeting with women at ICDS centre FGD with Nanhi Kalis of 3 villages Visit to NRC centre at block hospital FGD with Social animators
25th Oct - 2 nd Nov	Assessment of children in schools by Field Researchers
26 th Oct	Sheopur block - Visit to school in Bhamauri village Discussions with School teacher and VEC member Meeting with teachers and CACs in Sheopur Vijaypur block- Visit to school Meeting with teachers and CACs
27 th Oct	Meeting with core team of Naandi Meeting with Block Coordinators and ARCs Meeting with VEC/VDC members from 3 blocks
28 th Oct	School visits Meeting with Bal Mitras of 2 blocks Meetings with district and block level officials