

SHAMLI FLN

Case Study

An Overview of Successes and Challenges



**Accelerating
Learning for All**





शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



**DEVI
SANSTHAN**
Dignity Education
Vision International

Leave no one behind



A PARTNERSHIP



Section 1: CHALLENGES

CHALLENGES

- **Closing the Gap**

Reaching pre-Pandemic levels:
53% of 10-year-olds FLN
capable

- **Reaching Universal FLN**

Attaining Universal FLN by
2026-27 (as per India's NIPUN
Bharat Mission for FLN), fill
the 70% gap in FLN as per
UNICEF





Section 2: BACKGROUND

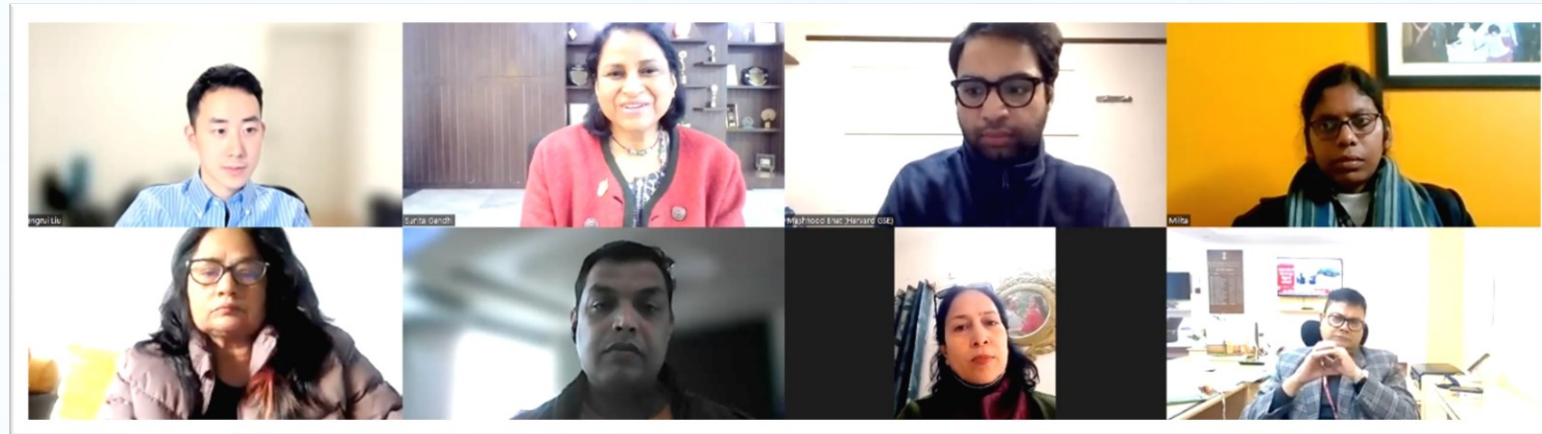
EDUCATION SECRETARIES, MOE

Gave ALfA wind in the sails



Sanjay Kumar*
December 2022
Held a meeting with
students of HGSE
and Dr. Gandhi's
team on ALfA's
latest developments
***Joined after Anita's retirement**
end of November 2022

Anita Karwal
March 2022
Invited Dr. Gandhi to
implement FLN in two Low
Performing Districts of India



CONTEXT

MOEs High Priority Project: **India's Low-performing Districts**

LPDs Shamli, UP & Sambalpur, Odisha

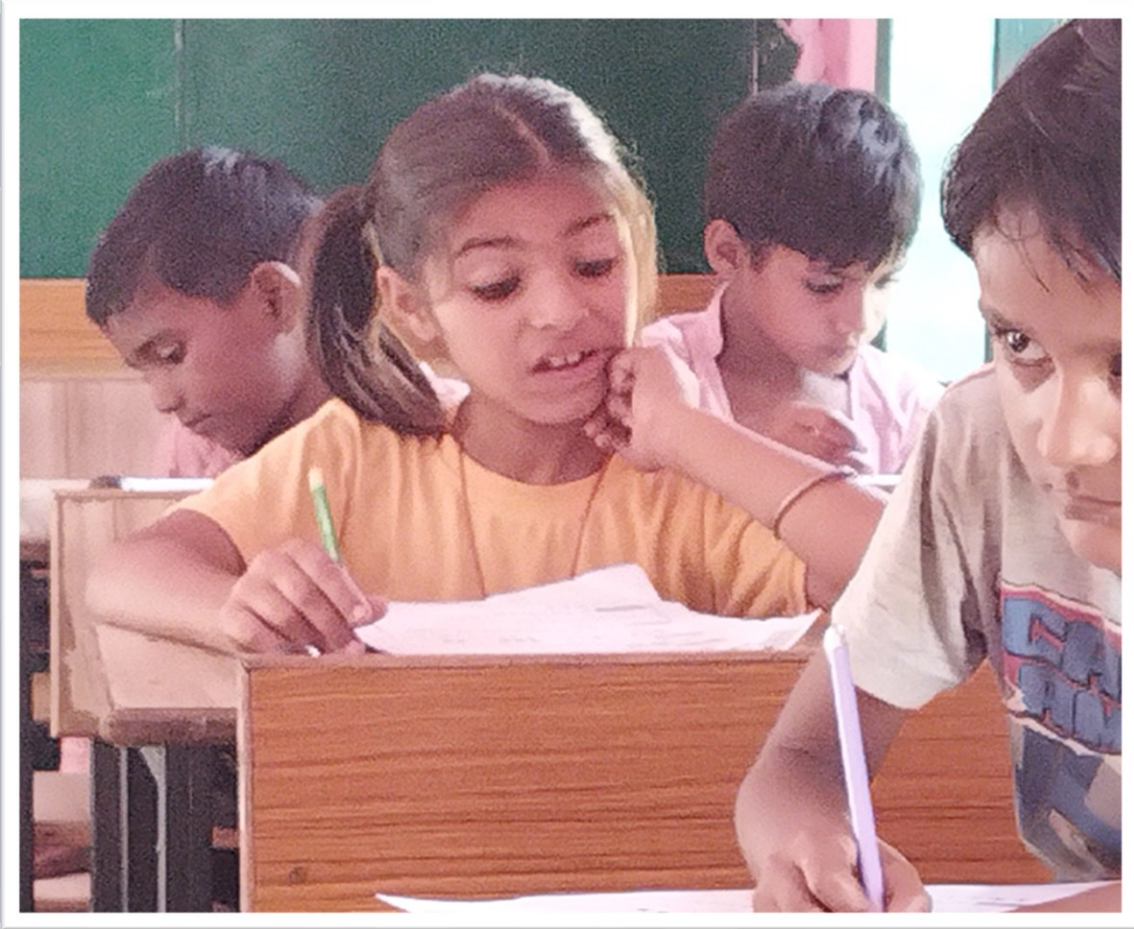
- Schools: 500
- Students: 70,000
- Teachers: 2700
- Schools: 700
- Students: 1,00,000
- Teachers: 3500

India's LPDs are an opportunity to catalyze change so urgently needed



Anita Karwal, Secretary Education, India, and
Sunita Gandhi, Founder, DEVI Sanathan

Project Location	Shamli District, Uttar Pradesh India's Low-Performing District
Project Objectives	To bridge the learning gap and to accelerate FLN
Program	<u>Phase 1</u> : August 2022 to November 2022: 10 intervention +10 control schools—RCT completed <u>Phase 2</u> : November 2022 to March 2023: 210 intervention + 80 control schools—Post-Test end of March 2023



CONTEXT

- ALfA is a **CHILD-LED** pedagogy—This is vastly different from TEACHER-LED pedagogies even when they are CHILD-CENTRIC
- Children first learn the foundational skills of reading, writing and arithmetic using ALfA booklets in 45 days, then rapidly improve fluency and understanding of their prescribed textbooks and storybooks





Section 3: BACKGROUND & CONTEXT

GOAL: TO MAKE INDIA LITERATE IN MONTHS, NOT YEARS

ALfA Disruptive FLN Addresses SPEED

Two Speeds Most Relevant

- ✓ Speed with which children acquire FLN skills
- ✓ Speed with which we respond to the crises



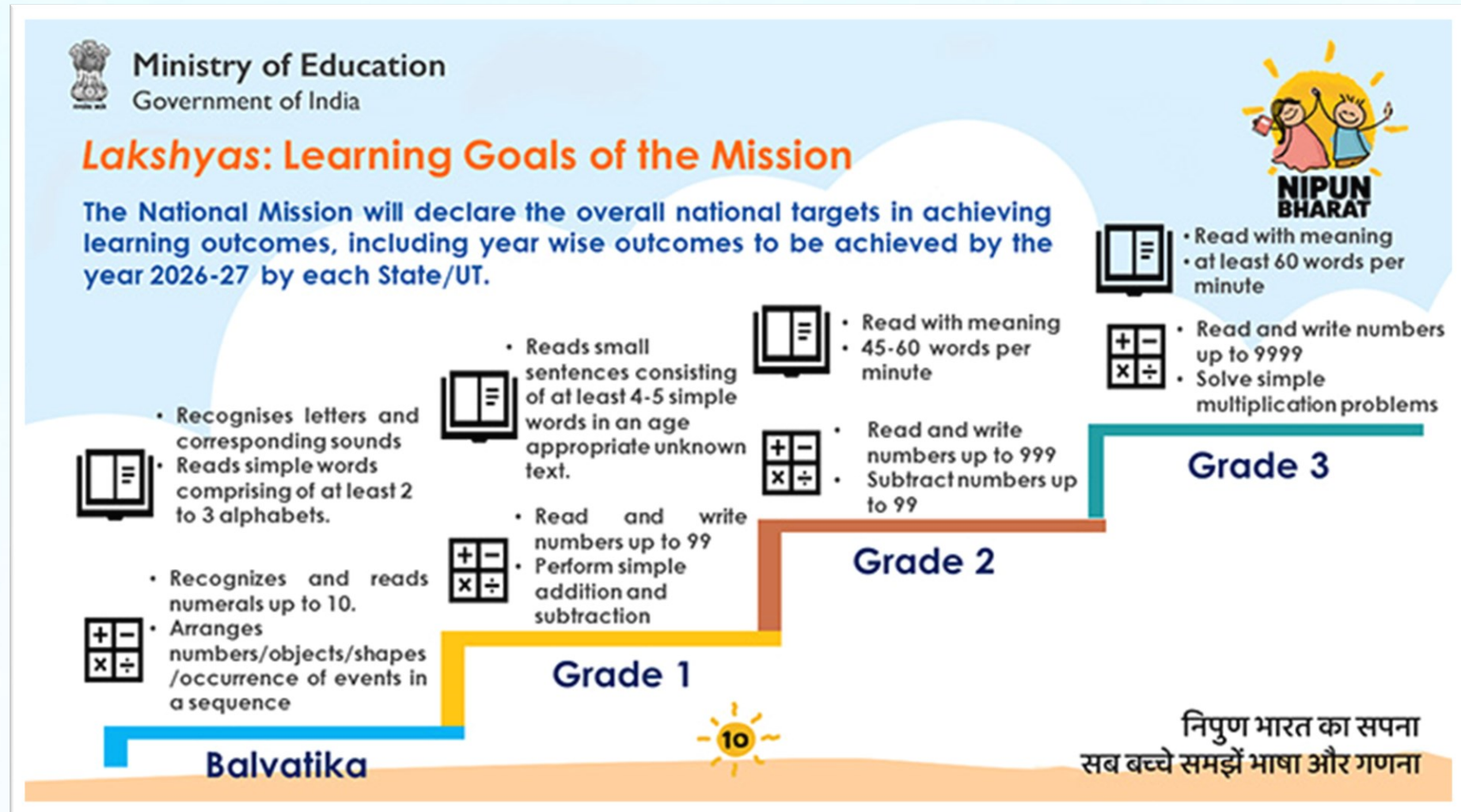
PARADIGM
SHIFT in FLN



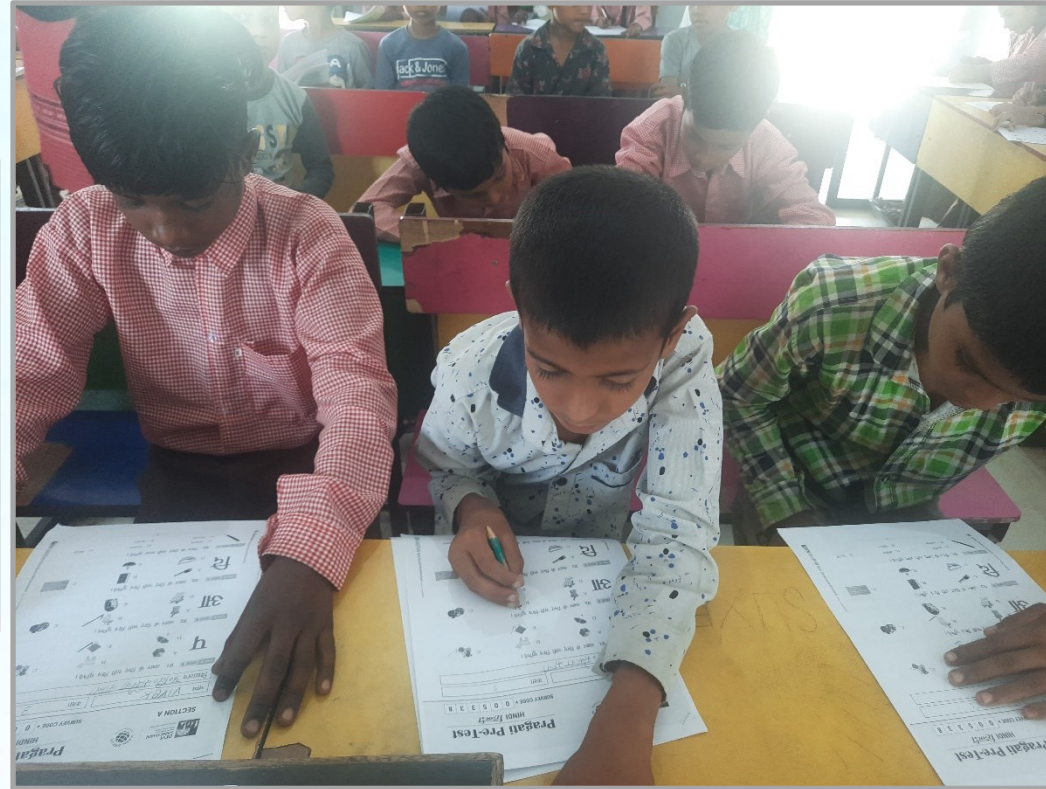
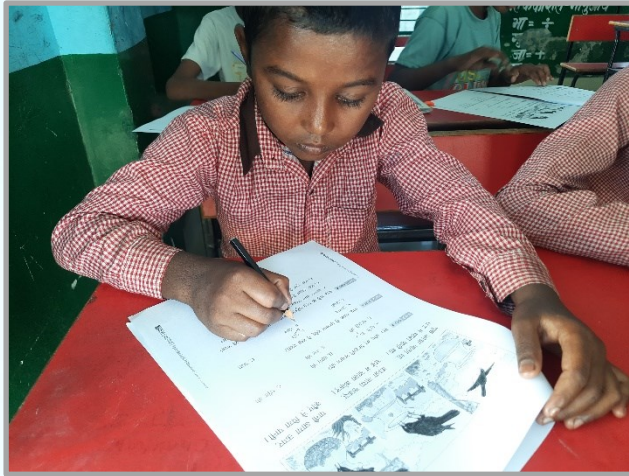
Section 4A: BASELINE

FLN KG TO GRADE 3 GOALS

- Reading with understanding
- Reading with fluency
- Numeracy



PRE-TEST



Phase 1: Pragati Pre-Tests were conducted at 20 intervention and control schools of Shamli, covering some 4,000 children

PAPER DESIGN

- Multiple choice papers with OMR sheets
- Covered the key competencies as per India's FLN mission (NIPUN Bharat) and the National Achievement Survey (NAS)



Sample question from Grade 5 paper:

Choose the correct answer for what numbers come next in the sequence as given.

दक्षता 7

14. रिक्त स्थान भरें— 16, 25, 36, ,

A. 45, 54

B. 49, 64

C. 47, 58

D. 45, 55

E. इनमें से कोई नहीं

F. पता नहीं

NAS GOALS FOR GRADES 3 & 5*

NAS: National Achievement Survey

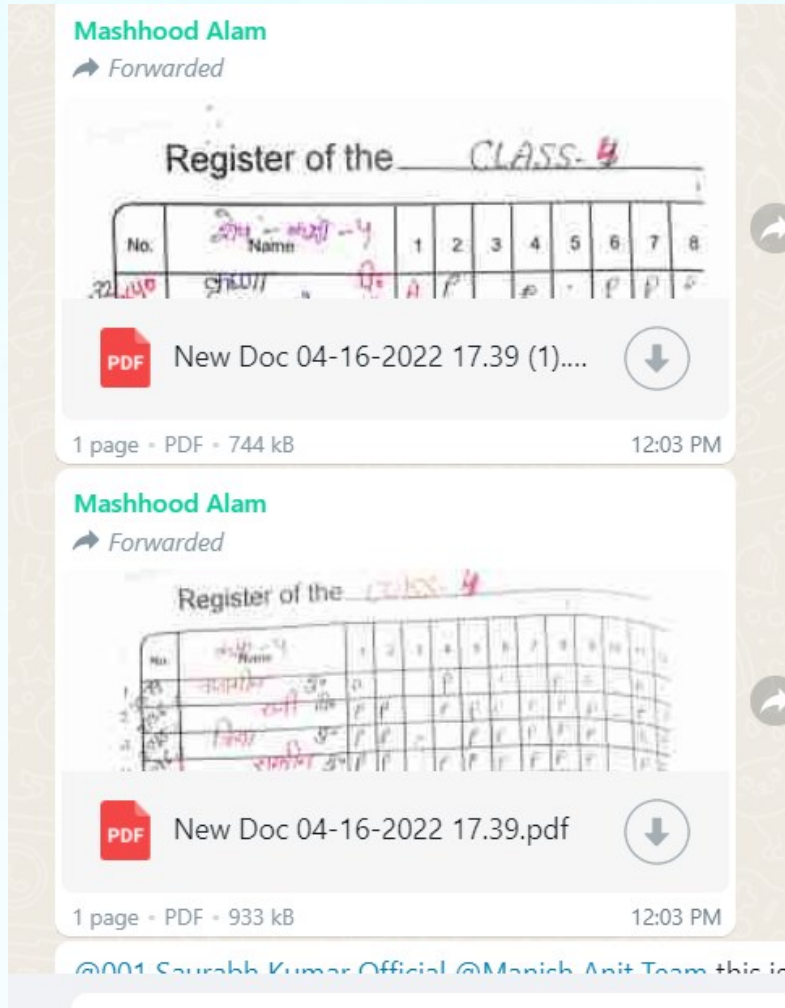
*Full list not included below.

Learning Outcomes	Description
L304	Reads small texts with comprehension i.e., identifies main ideas, details, sequence and draws conclusions
L312	Reads printed scripts on the classroom walls: poems, posters, charts etc.

M301	Reads and writes numbers up to 999 using place value
M302	Compares numbers up to 999 based on their place values
M303	Solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping
M304	Constructs and uses the multiplication facts (up till 10) in daily life situations
M305	Analyses and applies an appropriate number operation in the situation / context
M306	Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction
M309	Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.
M311	Fills a given region leaving no gaps using a tile of a given shape
M312	Estimates and measures length and distance using standard units like centimeters or meters & identifies relationships
M317	Reads the time correctly to the hour using a clock/watch
M318	Extends patterns in simple shapes and numbers
M319	Records data using tally marks, represents pictorially and draws conclusions

STEP 1: ENTERED DATA (from registers)

No Excel data was available, so typed from pdf of registers as shown below. Typed data was sent for double-checking by the teachers.



कक्षा - 1

विद्यालय का नाम P.S. Garkh Pwarka No. 1

विद्यार्थी उपस्थिति पंजिका

क्रम संख्या	प्रवेशांक	विद्यार्थी का नाम	1	2	3	4	5	6	7	8	9	10	11	12
1	2061	Akshit	P	P	P	P	P	P	P	P	P	P	P	P
2	2063	Sofiya	P	P	P	P	P	P	P	P	P	P	P	P
3	2065	Insha	P	P	P	P	P	P	P	P	P	P	P	P
4	2067	Zainab Parveen	P	P	P	P	P	P	P	P	P	P	P	P
5	2068	Kunj Kumar	P	P	P	P	P	P	P	P	P	P	P	P
6	2069	Harna	P	P	P	P	P	P	P	P	P	P	P	P
7	2070	Siga	P	P	P	P	P	P	P	P	P	P	P	P
8	2071	Tarhanum	P	P	P	P	P	P	P	P	P	P	P	P
9	2072	Rahman	P	P	P	P	P	P	P	P	P	P	P	P
10	2073	Ashiyah	P	P	P	P	P	P	P	P	P	P	P	P
11	2074	Ajba	P	P	P	P	P	P	P	P	P	P	P	P
12	2075	Falak	P	P	P	P	P	P	P	P	P	P	P	P
13	2076	Ziya	P	P	P	P	P	P	P	P	P	P	P	P
14	2077	INSHA	P	P	P	P	P	P	P	P	P	P	P	P
15	2078	Sufiyah	P	P	P	P	P	P	P	P	P	P	P	P
16	2079	ALSHIFA	P	P	P	P	P	P	P	P	P	P	P	P
17	2080	SHAHNEZAR	P	P	P	P	P	P	P	P	P	P	P	P
18	2081	Hushna	P	P	P	P	P	P	P	P	P	P	P	P
19	2082	Kumari Sainab	P	P	P	P	P	P	P	P	P	P	P	P
20	2083	Rahbat	P	P	P	P	P	P	P	P	P	P	P	P
21	2084	S. Ghazala	P	P	P	P	P	P	P	P	P	P	P	P
22	2085	Aabiz	P	P	P	P	P	P	P	P	P	P	P	P
23	2086	Mohd Shad	P	P	P	P	P	P	P	P	P	P	P	P
24	2087	Azka	P	P	P	P	P	P	P	P	P	P	P	P
25	2088	Maheshwari	P	P	P	P	P	P	P	P	P	P	P	P
26	2091	Nashin	P	P	P	P	P	P	P	P	P	P	P	P
27	2092	Aqsa	P	P	P	P	P	P	P	P	P	P	P	P
28	2093	Aaliya	P	P	P	P	P	P	P	P	P	P	P	P
29	2094	Vinayak	P	P	P	P	P	P	P	P	P	P	P	P
30	2095	Radhika	P	P	P	P	P	P	P	P	P	P	P	P

कुल उपस्थित छात्र/छात्राएं

उपस्थिति व शुल्क पंजिका, विद्यालय उरप्रमोदसिंहगाली तहसील रामली जिला रामली

पत्रा संख्या/पत्रा संख्या

पत्रा संख्या

कक्षा में विद्यार्थी का क्रमांक

कक्षा - 1

विद्यार्थी का नाम

मास

कक्षा में विद्यार्थी का उपस्थिति होने की तिथि

मास की दैनिक उपस्थिति

1	2	3	अ	ब	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	राशि	OBC	21	22	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
2	जेबा	MIN	21	22	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
3	शान्ति	MIN	21	22	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
4	रोहित	OBC	21	22	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
5	राधा	MIN	21	22	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
6	सुनील	OBC	21	22	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
7	हरि	MIN	21	22	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
8	वसु	OBC	21	22	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
9	मनमोहन	MIN	21	22	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	

अभाव

अपस्थिति

कक्षा में कुल उपस्थिति संख्या

कुल उपस्थिति संख्या

52 54 55 58 68 69 74

STEP 2: CREATED CREDENTIALS

For each school, principal, teacher & child in DEVI's data collection app

7. Composite Jaganpur Class 3			
S.No.	Student Name	Login ID	Password
1	Anurag	016776	915164
2	Aryan	016775	915211
3	Kartik	016774	915211
4	Aniket	016773	915254
5	Dave	016772	915303
6	Devwrat	016771	915303
7	Humara	016770	915346
8	Pari	016769	915346
9	Vanshika	016768	915392
10	Priya	016767	915392
11	Khushi	016766	915440
12	Nikita	016765	915487
13	Kanika	016764	915487
14	Anushka	016763	915532
15	Vaishali	016762	915532
16	Gunjan	016761	913624

iversusi Assessment Credentials
Shamli FLN School
Class I Section A
Student 1
Test Taker ID / Login ID: 015208
Password: 990878
URL http://iversusi.com

iversusi Assessment Credentials
Shamli FLN School
Class I Section A
Student 5
Test Taker ID / Login ID: 015212
Password: 990908
URL http://iversusi.com

iversusi Assessment Credentials
Shamli FLN School
Class I Section A
Student 2
Test Taker ID / Login ID: 015209
Password: 990892
URL http://iversusi.com

iversusi Assessment Credentials
Shamli FLN School
Class I Section A
Student 6
Test Taker ID / Login ID: 015213
Password: 990908
URL http://iversusi.com

STEP 3: GENERATED & PRINTED OMR SHEETS

For each class for both literacy & numeracy

BASELINE SURVEY
CLASS 5 | Level A (Basic)

Name: _____
School/Campus: _____
STATE BOARD 5 Section: _____ Date: _____
Survey Code: 003551 Combined Exam
Survey Title: Baseline Survey Class 5 Level A (Basic)

Survey Code: 0 0 3 5 5 1
Combined Exam
Hindi
A B C D E
23 ○ ○ ○ ○ ○
24 ○ ○ ○ ○ ○
25 ○ ○ ○ ○ ○
26 ○ ○ ○ ○ ○
27 ○ ○ ○ ○ ○
28 ○ ○ ○ ○ ○
29 ○ ○ ○ ○ ○
30 ○ ○ ○ ○ ○
31 ○ ○ ○ ○ ○
32 ○ ○ ○ ○ ○
33 ○ ○ ○ ○ ○
34 ○ ○ ○ ○ ○
35 ○ ○ ○ ○ ○
36 ○ ○ ○ ○ ○

Mathematics
A B C D E
1 ○ ○ ○ ○ ○
2 ○ ○ ○ ○ ○
3 ○ ○ ○ ○ ○
4 ○ ○ ○ ○ ○
5 ○ ○ ○ ○ ○
6 ○ ○ ○ ○ ○
7 ○ ○ ○ ○ ○
8 ○ ○ ○ ○ ○
9 ○ ○ ○ ○ ○
10 ○ ○ ○ ○ ○
11 ○ ○ ○ ○ ○
12 ○ ○ ○ ○ ○
13 ○ ○ ○ ○ ○
14 ○ ○ ○ ○ ○
15 ○ ○ ○ ○ ○
16 ○ ○ ○ ○ ○
17 ○ ○ ○ ○ ○
18 ○ ○ ○ ○ ○
19 ○ ○ ○ ○ ○
20 ○ ○ ○ ○ ○
21 ○ ○ ○ ○ ○
22 ○ ○ ○ ○ ○

INSTRUCTIONS FOR FILLING THE SHEET
1. This sheet should not be folded or crumpled.
2. Use only blue / black ball point pen to fill the circles.
3. Use of pencil is strictly prohibited.
4. Choices should be indicated completely and properly.

सही तरीका
गलत तरीका

Surveyor Signature

SURVEYOR FULL NAME IN CAPITAL LETTERS

Name: _____
School/Campus: _____
STATE BOARD 5 Section: _____ Date: _____
Survey Code: 003551 Combined Exam
Survey Title: Baseline Survey Class 5 Level A (Basic)

Survey Code: 0 0 3 5 5 1
Combined Exam
Hindi
A B C D E
23 ○ ○ ○ ○ ○
24 ○ ○ ○ ○ ○
25 ○ ○ ○ ○ ○
26 ○ ○ ○ ○ ○
27 ○ ○ ○ ○ ○
28 ○ ○ ○ ○ ○
29 ○ ○ ○ ○ ○
30 ○ ○ ○ ○ ○
31 ○ ○ ○ ○ ○



Mathematics
A B C D E
1 ○ ○ ○ ○ ○
2 ○ ○ ○ ○ ○
3 ○ ○ ○ ○ ○
4 ○ ○ ○ ○ ○
5 ○ ○ ○ ○ ○
6 ○ ○ ○ ○ ○
7 ○ ○ ○ ○ ○
8 ○ ○ ○ ○ ○

सही तरीका
गलत तरीका

Surveyor Signature

STEP 4: CREATED PAPERS & PRINTED THEM



For each class & for both literacy & numeracy



BASELINE SURVEY



Class 1
CODE- 003528

Name _____ Father's Name _____
Class _____ Starting Time _____
Ending Time _____

 **BASELINE SURVEY CLASS 1 upd...** 

6 pages - PDF - 3 MB 12:50 PM



Mashhood Alam
Forwarded



BASELINE SURVEY

Class 2
CODE- 003530

Name _____ Father's Name _____
Class _____ Starting Time _____
Ending Time _____

 **BASELINE SURVEY CLASS 2 FIN...** 

6 pages - PDF - 4 MB 12:50 PM

LITERACY

नीचे दिए गए अनुच्छेद को पढ़ें और उसके बाद दिए गए प्रश्नों के उत्तर दें। (11–15)

शिवांक 9 वर्ष का बच्चा है। वह अपने अनुभव को अपनी डायरी में लिखता है। चलिए उसकी डायरी के कुछ पन्ने पढ़ते हैं।

30 मार्च 2011, शुक्रवार

आज सुबह पापा ने जल्दी से मुझे उठाया। उन्होंने कहा, “देखो—देखो बारिश हो रही है ओले गिर रहे हैं। बहुत ठंड पड़ रही है।” फिर मैं जल्दी से उठा और पापा से कहा “दीदी को भी उठाइए।” फिर हमने देखा कि हमारे घर के सामने वाले मैदान में हरी—हरी घास पर सफेद—सफेद ओले गिर रहे थे। ऐसा लग रहा था किसी ने चमेली के फूल बिखरा दिए हों। बहुत अच्छा लग रहा था। ओले पड़ रहे थे, बारिश हो रही थी, चिड़ियाँ भीग रही थीं, कौए परेशान थे, पेड़ काँप रहे थे, बिजली चमक रही थी। बादल हमें ढाँट रहे थे—गड़—गड़—गड़। ठंडी हवा हमारे घर में घुसी जा रही थी। एक चिड़िया हमारी खिड़की पर डरी—डरी बैठी थी। बहुत देर तक बैठी रही। फिर उड़ गई। आज दोपहर को धूप, निकली, फिर हम खेलने निकले। आजकल हम लोग मिट्टी के गोले बना के सुखा देते हैं। फिर हम उनके ऊपर पेंटिंग करते हैं। इसके बाद फिर उनसे खेलते हैं।



11. चमेली के फूल जैसे कौन लग रहे थे?

- A. गिलहरी B. बेर E. पता नहीं
C. ओले D. अमरुद

12. शिवांक की क्या आदत है?

- A. खेलने की B. झूठ बोलने की E. पता नहीं
C. नहाने की D. डायरी लिखने की

NUMERACY

गणित

16. किस संख्या में 6 का स्थानीय मान 60000 है?
A. 6530 B. 76542
C. 957034 D. 568705 E. पता नहीं
17. सबसे बड़ी संख्या कौन सी है?
A. 6274 B. 28765
C. 60485 D. 67345 E. पता नहीं
18. निम्नलिखित में से कौन आरोही क्रम में है?
A. 6654, 6546, 6456, 6564 B. 4256, 4562, 4652, 4826
C. 979, 9796, 969, 9769 D. 3345, 3453, 3534, 3504 E. पता नहीं
19. एक बगीचे में 705 पौधे हैं जिनमें से 330 गुलाब हैं 255 गेंदे के हैं 50 पौधे चमेली के हैं। बाकी पौधे मोगरा के हैं। बगीचे में मोगरा के कितने पौधे हैं?
A. 70 B. 170 C. 270 D. 65 E. पता नहीं
20. निम्नलिखित में से कौन—सा अनुचित भिन्न है?
A. $\frac{5}{8}$ B. $\frac{7}{6}$ C. $\frac{5}{9}$ D. $\frac{2}{3}$ E. पता नहीं
21. $4\frac{2}{5}$ अनुचित भिन्न में बदलने पर, हम प्राप्त करते हैं।
A. $\frac{22}{5}$ B. $\frac{20}{5}$ C. $\frac{27}{5}$ D. $\frac{22}{3}$ E. पता नहीं
22. समकोण का मान होता है
A. 90 B. 180 C. 60 D. 360 E. पता नहीं

STEP 5: TRAINED ARPs* as SURVEYORS

On how to use the Pragati arp & how to conduct the pre-test



*ARP—Academic Resource Persons—Government’s ‘Supportive Supervisors’

STEP 6: CONDUCTED PRE-TEST

In all 20 schools—10 intervention & 10 control



Grades 1 & 2: One-to-one testing

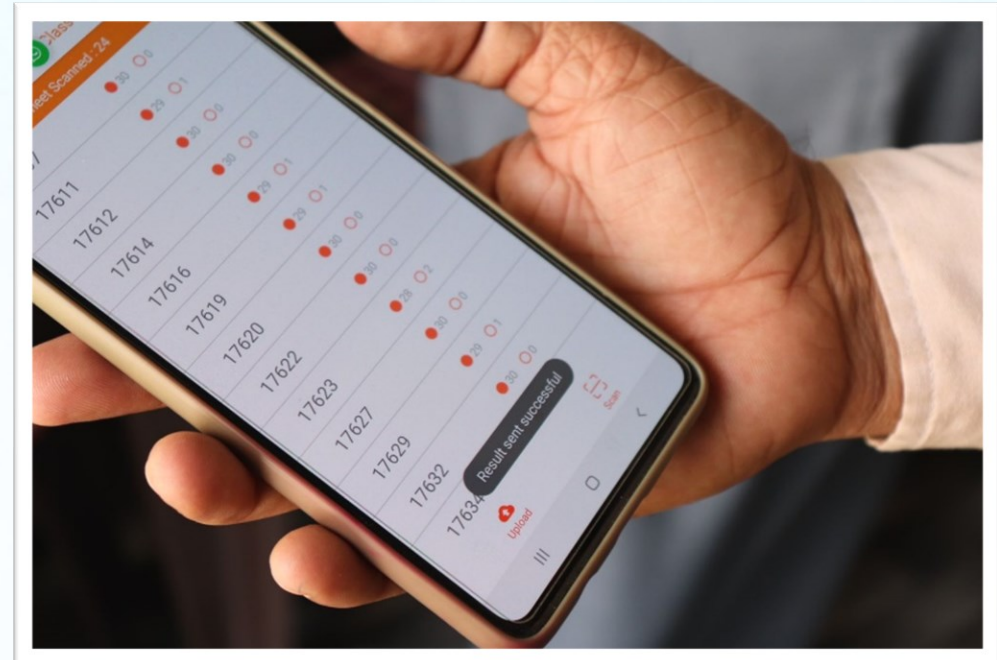


Grades 3-5: Practice sheets were first given, so that children get practice of how to fill circles before answering on OMR sheets

STEP 7: SCANNED & UPLOADED OMR SHEETS

For all 20 schools—
10 intervention & 10 control

- Login using ID and Password
- Scan OMR Sheets
- Upload
- View Reports

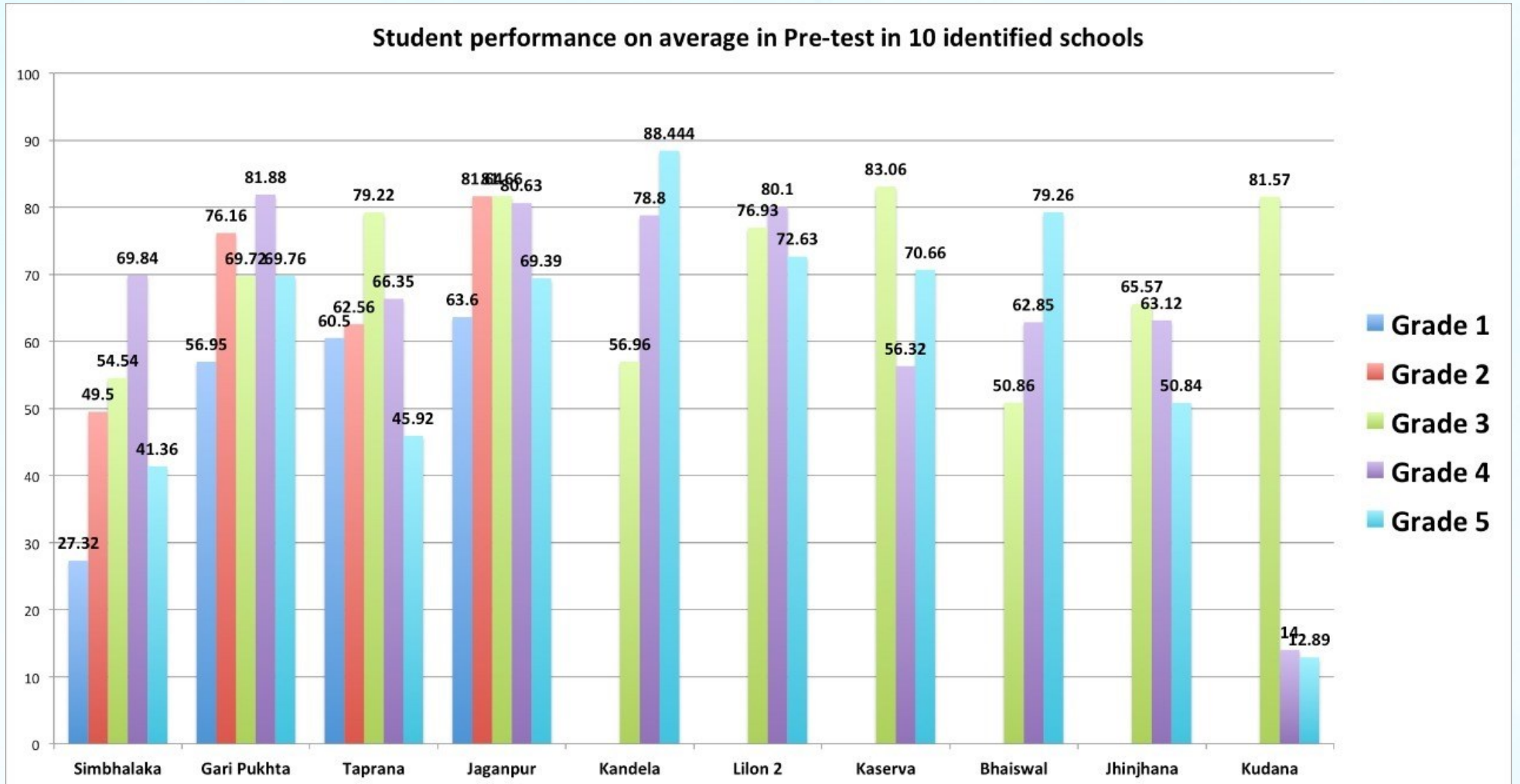


STEP 8: ANALYSED DATA & CREATED REPORTS

Data reflected immediately on the Pragati app. It showed unrealistically high averages (as per sample below). This was a cause for concern.

	SCHOOL	Grade 3		Grade 4		Grade 5		CAMPUS Av %
		Hindi	Math	Hindi	Math	Hindi	Math	
1	Composite Jaganpur	70	96	98	65	96	70	83
2	Composite Simbhalaka	65	43	94	73	86	80	74
3	Composite Kaserva Kala	86	80	75	35	72	70	70
4	P S Jhinjhana	84	73	76	50	54	48	64
5	P.S.Kudana-2	92	79					86
6	P.S.Lilon-2			97	62			80
7	Composite Kandela	63	55	83	77	93	84	76
8	P.S.Bhaiswal	58	43	75	50	48	44	53
9	P.S.Gari Pukhta	89	74	94	73	71	70	79
10	Composite Taprana	83	78	59	41	48	44	59
	SUBJECT AVERAGE %	77	69	83	58	71	64	70

SCHOOL WISE RESULTS



PRINCIPAL & TEACHER REPORTS

Band	Q#	Worth Marks	Av. %	TBPNo./Answer Key	Descriptor	90-100%	60-90%	0-60%	QNA	GREEN & BLUE: Re-teach concealed students as listed. ORANGE: Re-teach entire class.
GREEN	1	1	100.0		कहानी: दी गयी कहानी के आधार पर उत्तर देना	32	0	0	0	
GREEN	2	1	100.0		कहानी: दी गयी कहानी के आधार पर उत्तर देना	32	0	0	0	
GREEN	3	1	100.0		कहानी: दी गयी कहानी के आधार पर उत्तर देना	32	0	0	0	
GREEN	4	1	96.9		कहानी: दी गयी कहानी के आधार पर उत्तर देना	31	0	1	0	Khushi
BLUE	7	1	87.5		गद्यांश: दिए गए गद्यांश के आधार पर उत्तर देना	28	0	4	0	Khushi Sajjan Shanab Poonam
BLUE	11	1	68.8		अनुच्छेद: दिए गए अनुच्छेद के आधार पर उत्तर देना	22	0	10	0	Devika Poonam Shanab Ikra Sajjan Suhail Ishika Seema Vanshika Khushi
ORANGE	5	1	56.3		कहानी: दी गयी कहानी के आधार पर उत्तर देना	18	0	14	0	
ORANGE	6	1	50.0		गद्यांश: दिए गए गद्यांश के आधार पर उत्तर देना	16	0	16	0	
ORANGE	14	1	46.9		अनुच्छेद: दिए गए अनुच्छेद के आधार पर उत्तर देना	15	0	17	0	
ORANGE	13	1	28.1		अनुच्छेद: दिए गए अनुच्छेद के आधार पर उत्तर देना	9	0	23	0	
ORANGE	15	1	25.0		अनुच्छेद: दिए गए अनुच्छेद के आधार पर उत्तर देना	8	0	24	0	
ORANGE	8	1	18.8		गद्यांश: दिए गए गद्यांश के आधार पर उत्तर देना	6	0	26	0	
ORANGE	10	1	15.6		गद्यांश: दिए गए गद्यांश के आधार पर उत्तर देना	5	0	27	0	
ORANGE	9	1	15.6		गद्यांश: दिए गए गद्यांश के आधार पर उत्तर देना	5	0	27	0	
ORANGE	12	1	9.4		अनुच्छेद: दिए गए अनुच्छेद के आधार पर उत्तर देना	3	0	29	0	

School: Composite Simbhalaka
Principal: Ms Sunita Sharma

Survey Type: Pre-Exam
Date: 20-Apr-2022

Topic & Question Descriptor	Section	Section A	Average
Mathematics: भिन्न और दशमलव: दिए गए दशमलव को स्थानीय मान के रूप में व्यक्त करना		100.0%	100.0%
Mathematics: संख्या ज्ञान: दी गई संख्याओं की तुलना करना		100.0%	100.0%
Mathematics: गुणनखंड और गुणज: दो संख्याओं का मसुदा ज्ञात करना		91.7%	91.7%
Mathematics: गुणनखंड और गुणज: दो संख्याओं का लसुदा ज्ञात करना		91.7%	91.7%
Hindi: चित्र अध्ययन: दिए गए चित्र के आधार पर प्रश्नों के उत्तर देना		90.0%	90.0%
Hindi: कहानी: दी गई कहानी के आधार पर उत्तर देना		88.2%	88.2%
Mathematics: गुणा: दो संख्याओं को गुणा करना		83.3%	83.3%
Hindi: गद्यांश: दिए गए गद्यांश के आधार पर उत्तर देना		71.7%	71.7%
Mathematics: भिन्न और दशमलव: भिन्न को निम्नतम पद तक सरलीकृत करना		70.8%	70.8%
Mathematics: जोड़: जोड़ पर आधारित प्रश्नों का हल		66.7%	66.7%
Mathematics: भिन्न और दशमलव: दिए गए विस्तारित रूप के लिए दशमलव लिखना		66.7%	66.7%
Mathematics: रुपये और पैसे: कुल राशि का पता लगाना		62.5%	62.5%
Mathematics: माप तौल: परिवर्तित करने के लिए भार की एक इकाई को विभाजित करने के लिए संख्या की पहचान करना		45.8%	45.8%
Mathematics: माप तौल: भार की एक इकाई को दूसरे में बदलना		33.3%	33.3%
Mathematics: क्षेत्रमिति: दिए गए त्रिभुज का क्षेत्रफल ज्ञात करना		16.7%	16.7%
Mathematics: रुपये और पैसे: खर्च की गई राशि का पता लगाना		8.3%	8.3%
Mathematics: क्षेत्रमिति: दिए गए कमरे का वॉलित माप ज्ञात करना		4.2%	4.2%
Mathematics: माप तौल: दिए गए भारों को घटाना		4.2%	4.2%
Section Average		61.0%	60.9%

STUDENT REPORTS

Topic 1: Hindi

Colour	Band	Q#	Worth Marks	Your Marks	Descriptor
	GREEN	1	1.0	1.0	कहानी: दी
	GREEN	2	1.0	1.0	कहानी: दी
	GREEN	3	1.0	1.0	कहानी: दी
	GREEN	4	1.0	1.0	कहानी: दी
	GREEN	5	1.0	1.0	कहानी: दी
	GREEN	7	1.0	1.0	गद्यांश: दिए
	ORANGE	6	1.0	0.0	गद्यांश: दिए
	ORANGE	8	1.0	0.0	गद्यांश: दिए
	ORANGE	9	1.0	0.0	गद्यांश: दिए
	ORANGE	10	1.0	0.0	गद्यांश: दिए
	ORANGE	11	1.0	0.0	अनुच्छेद: दिए
	ORANGE	12	1.0	0.0	अनुच्छेद: दिए
	ORANGE	13	1.0	0.0	अनुच्छेद: दिए

Topic 2: Mathematics

Topic Average: **13.3 %**

Colour	Band	Q#	Worth Marks	Your Marks	Descriptor	Tier/Unit/Module	Fill Next Action (A-D)
	GREEN	25	1.0	1.0	गुणन खण्ड और गुणज: गुणकों के आधार पर प्रश्नों का हल	NULL	<input type="checkbox"/>
	GREEN	28	1.0	1.0	समय: दिए गए समय को घंटा और मिनट में जोड़ना	NULL	<input type="checkbox"/>
	ORANGE	16	1.0	0.0	संख्या प्रणाली: दिए गए अंक का स्थानीय मान ज्ञात करना	NULL	<input type="checkbox"/>
	ORANGE	17	1.0	0.0	संख्या प्रणाली: दी गई संख्याओं में से सबसे बड़ी संख्या ज्ञात करना	NULL	<input type="checkbox"/>
	ORANGE	18	1.0	0.0	संख्या प्रणाली: आरोही क्रम में संख्याओं की पहचान करना	NULL	<input type="checkbox"/>
	ORANGE	19	1.0	0.0	जोड़ और घटाना: जोड़ और घटाव के आधार पर समस्या हल करना	NULL	<input type="checkbox"/>
	ORANGE	20	1.0	0.0	भिन्न: अनुचित भिन्न का पता लगाना	NULL	<input type="checkbox"/>
	ORANGE	21	1.0	0.0	भिन्न: मिश्रित भिन्न को अनुचित भिन्न में बदलना	NULL	<input type="checkbox"/>
	ORANGE	22	1.0	0.0	ज्यामिति: सही कोण का मान ज्ञात करना	NULL	<input type="checkbox"/>
	ORANGE	23	1.0	0.0	ज्यामिति: दीवार और फर्श के बीच का कोण ज्ञात करना	NULL	<input type="checkbox"/>
	ORANGE	24	1.0	0.0	गुणन खण्ड और गुणज: संख्या की पहचान करना 24 का गुणन—खण्ड नहीं है	NULL	<input type="checkbox"/>
	ORANGE	26	1.0	0.0	ज्यामिति: रोटेशन के आधार पर प्रश्नों का हल	NULL	<input type="checkbox"/>
	ORANGE	27	1.0	0.0	समय: इसे एक घंटा बनाने के लिए समय जोड़ना	NULL	<input type="checkbox"/>
	ORANGE	29	1.0	0.0	समय: घड़ी पर आधारित प्रश्न का उत्तर देना	NULL	<input type="checkbox"/>
	ORANGE	30	1.0	0.0	माप तोल: माप—तौल पर आधारित प्रश्नों का हल	NULL	<input type="checkbox"/>

NAS 2017 & SHAMLI

- Results seemed unrealistically high at 71% for Grade 3 and 59% for Grade 5 compared with NAS 2017 (at 26% for Grade 3 and 39% for Grade 5)
- The high results made us do a Surprise Test the next day at one of the schools: P.S. Lilon 2



SURPRISE TEST RESULTS

- In the Surprise Test Grade 3 average was 30% (versus 71% by the ARPs). The surprise test results were similar to the NAS 217 Class 3 average of 26%.
- Similarly for Grade 5, the Surprise Test average of 44% (versus 59% by the ARPs) was closer to the NAS 2017 average of 39%.
- We knew after this, we would have to redo again the entire pre-test for 4000 students at 20 schools.



FULL-BLOWN RE-TEST

- DEVI team carried out the survey once more, except this time it was monitored as a written paper and conducted by the DEVI team itself.
- The result from the retest was as one would expect post-COVID—with an average across all grades across all 20 schools to be a mere 22%.





Section 4 B: TRAINING & SUPERVISION

TRAINING & REFRESHER TRAINING

Due to Delays in Implementation*

First Training End of June | Refresher Training End of August

* Many Holidays, Harvest, Kawad Yatra, an Environmental Drive, and Independence Day but also teachers felt overloaded with too many demands on their time. We met with the DGSE who gave further instructions to the BSA to issue an order that the Intervention Schools should implement ALfA only for their FLN classes. This order triggered a better response. In earnest, ALfA program began after the 20th of August.



TRAINING PROGRAM FLOW

- Teacher Opinion Survey
- Training for Numeracy
- Training for Literacy
- Q&A
- Feedback Form
- Group Interview

Training was held by pairing up teachers, just like they would implement in their classes



TEACHER OPINION SURVEY

- A survey of teachers on Google Form was conducted just prior to the training
- The purpose was to understand teacher views and beliefs prior to the training



NUMERACY TRAINING

- Using the ALfA approach, the teachers were first paired up randomly through chits—just as they are expected to do in their classes
- Numeracy books were distributed and all modules were discussed and gone over
- To make the learning process engaging and interesting, teachers solved riddles in pairs and framed questions for each other



LITERACY TRAINING

- Role plays led to a better understanding of ALfA pedagogy
- The teachers were able to highlight the differences between traditional methods and ALfA
- Literacy books were distributed and all modules were discussed and gone over



SUPPORTIVE SUPERVISION VISITS

**SEVERAL VISITS HAVE
BEEN MADE TO THE 10
INTERVENTION
SCHOOLS**

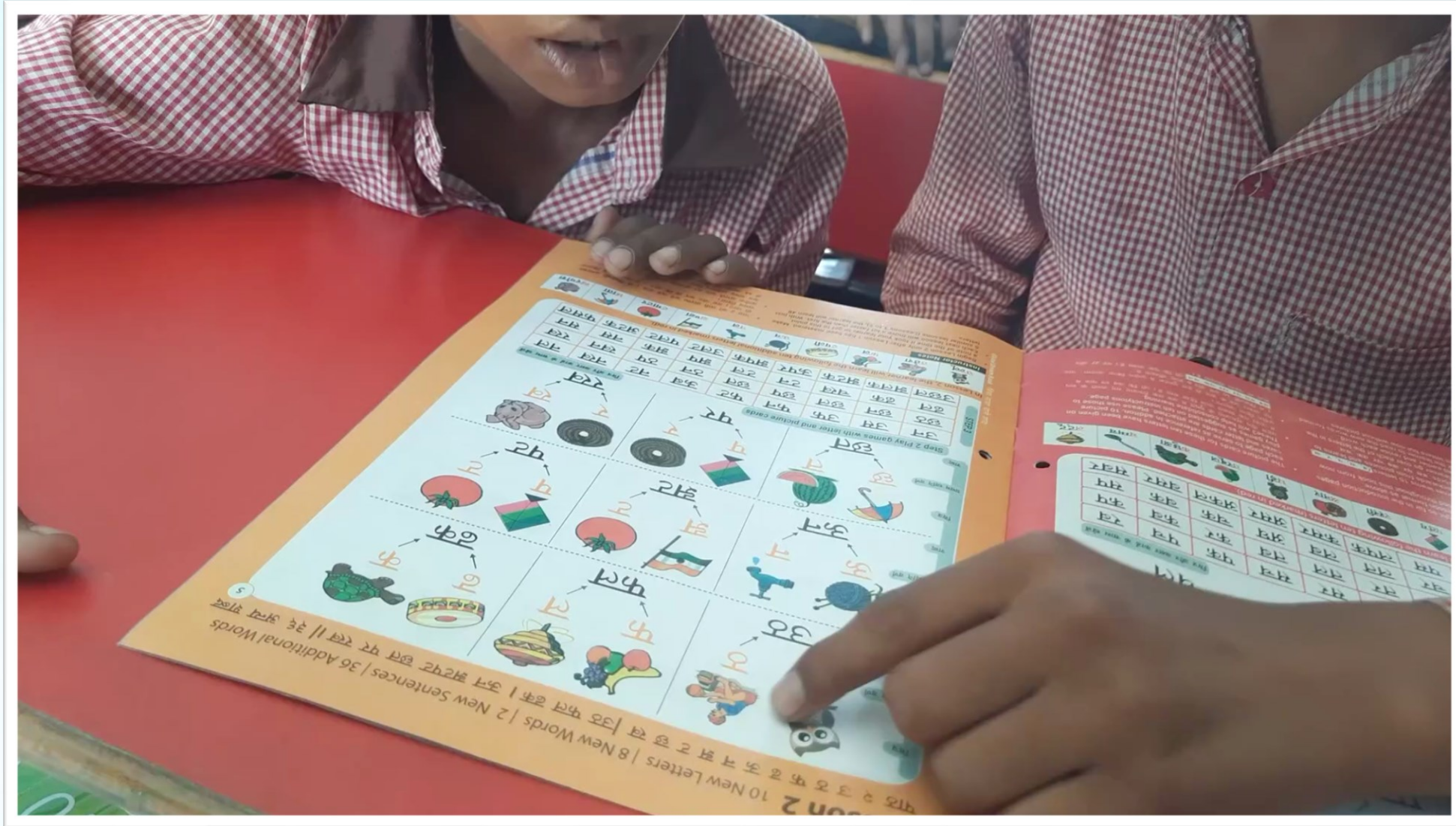
DEVI Trainers helped
correct practice and get
teachers to demonstrate
student tasks and how to get
the children to work in pairs



NUMERACY ACTIVITIES IN PAIRS



LITERACY ACTIVITIES IN PAIRS



FINDINGS

- The school visits were highly rewarding.
- The school heads and teachers seemed to have embraced the new ALfA pedagogy wholeheartedly
- One school was without electricity yet they beautifully implemented ALfA with their children sitting outside (picture from this school is on the right)



FINDINGS

- School heads and teachers gave highly positive reviews
- The children were engaged and they were enjoying learning in pairs
(as can be witnessed in the many pictures and videos we have received and in the reviews of the teachers)





Section 5

PLANNED ACTIVITIES & ACHIEVEMENTS

PLANNED ACTIVITIES

With the overarching goal of improving the FLN levels of Shamli district, the planned activities included:

- Implement ALfA Program in 10 Schools of Shamli + use a Control Group of 10 schools to establish improvement in ALfA versus non-ALfA schools
- Conduct baseline, benchmark and endline assessments
- Build teacher capacity of the teachers and government middle level managers



PLANNED ACTIVITIES

- Expand the program beyond the pilot phase with the view to cover all 504 schools of the district to showcase impact on FLN levels of Shamli in the NAS—National Achievement Survey
- Create a demonstration value in the ALfA pedagogy for going beyond Shamli to across the nation; this included research design leading up to publishing of data





Section 6

RESULTS AND IMPACT OF THE PROJECT

IMPACT AFTER 30-SCHOOL-DAYS

So far 63% of the teachers have taught using ALfA pedagogy for 31-40 days, and 32% of the teachers for just 21-30 instructional days (average of 30 days)

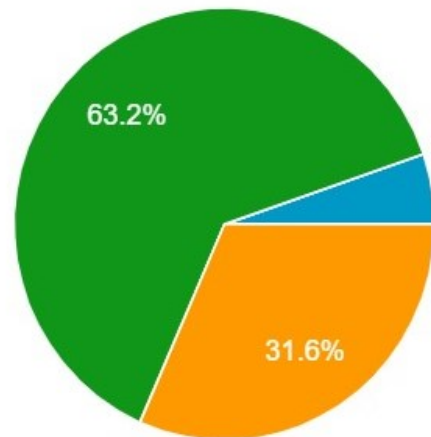
After 30 school days of ALfA on average, **84%** of the children are reading their textbooks, 16% to some extent.

How many days (दिन) have you taught with ALfA outside of holidays?आपने कुल कितने दिन ALfA

पैद्यति से पढ़ाया है (छुट्टियों को छोड़कर)?

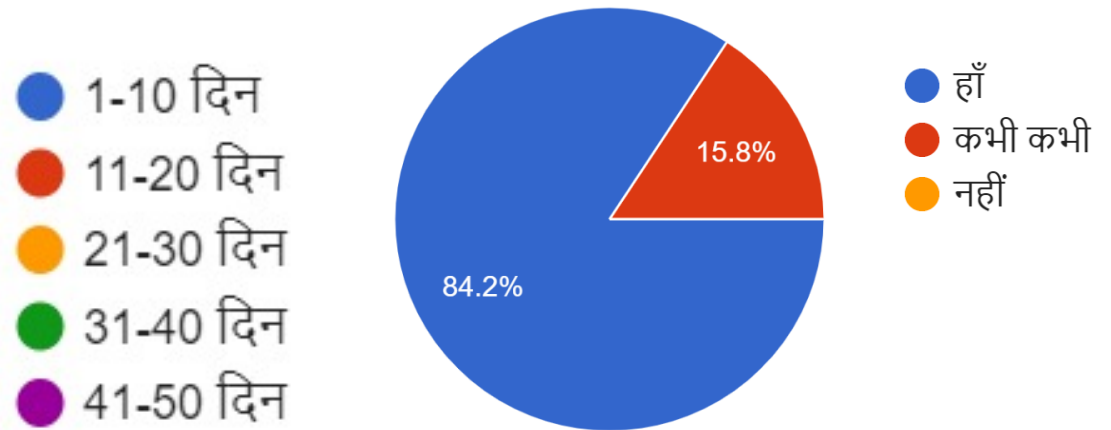
1-10 Days

11-20 Days, etc.



Those children who have finished the ALfA books, are they able to read their own textbooks? Blue: YES, Red: SOMETIMES

जिन बच्चों ने ALfA पुस्तकें खतम कर ली हैं, वह अपनी पाठ्यपुस्तक (textbook) से पढ़ रहे हैं?

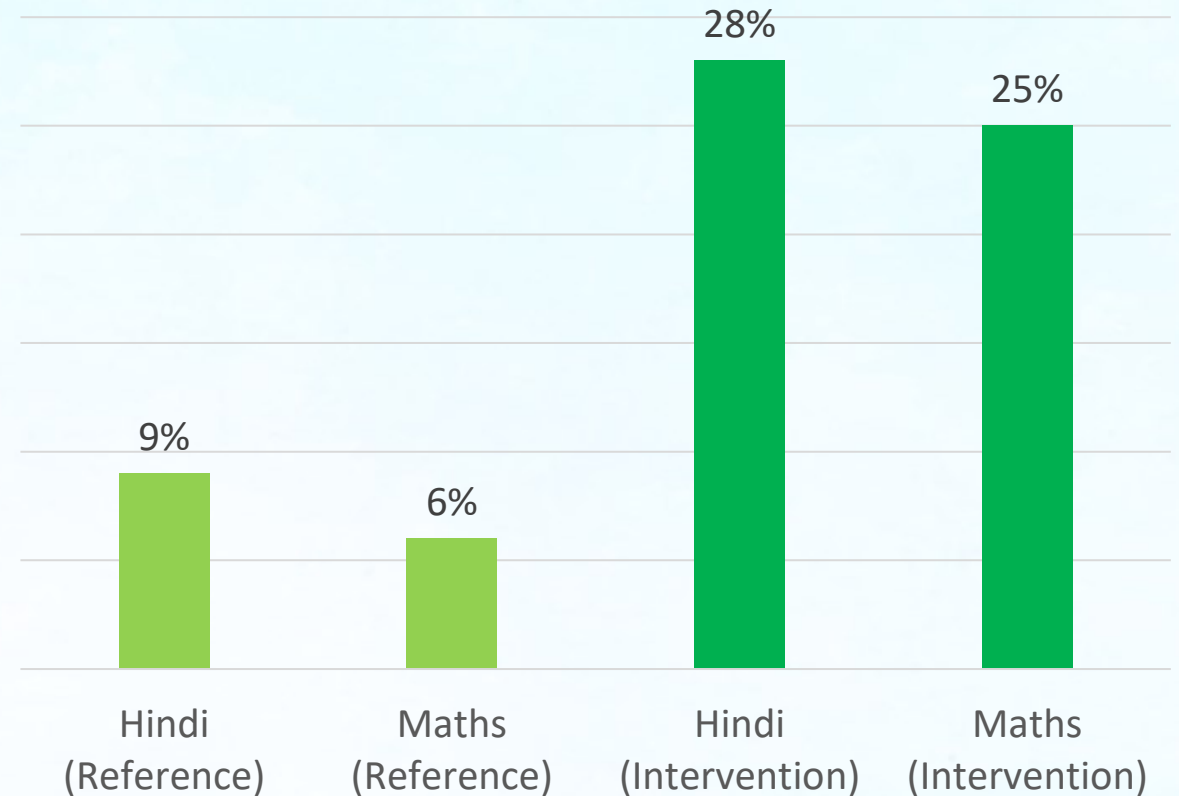


PROGRESS IN 30-SCHOOL-DAYS

After 30 days of ALfA intervention on average

- IN LITERACY, the ALfA Intervention Group showed 28% progress in literacy versus 9% progress of the Control Group
- IN NUMERACY, the ALfA Intervention Group showed 25% progress versus 6% for the Control/Reference Group

Progress Over Baseline
for Grade 3



RESULTS ANALYSIS AND RANDOMIZED CONTROL TRIAL

Difference-in-difference Analysis using Pre- and Post-Test Results of both Intervention and Control Group Schools led to an RCT calculation—Randomized Control Trial

- RCT shows significant improvement
 - ✓ Effect Size 0.23 for Grade 3
 - ✓ Effect Size 0.89 for Grade 5
- A report by the Harvard (HGSE) students
 - ✓ 40-school-days implementation of FLN
 - ✓ Not all teachers and schools participated equally



Class and Subject-Wise Averages for all 20 Schools at a Glance (Extensive Student-Wise data was used for RCT calculation)

								Grade 3 A																				Grade 5 A																							
								Combined Exam																				Combined Exam																							
								000036						000037						000038						000039						000040		000041						000042						000043					
School Name	School Id	Students	Group	#Enrolled	#Attended	Hindi Section A	Hindi Section B	Maths Section A	Maths Section B	#Attended	Hindi Section A	Hindi Section B	Maths Section A	Maths Section B	#Attended	Hindi Section A	Maths Section A	Maths Section B	#Attended	Hindi Section A	Hindi Section B	Maths Section A	Maths Section B	Grade Average	#Enrolled	#Attended	Hindi Section B	Maths Section C	#Attended	Hindi section A	Hindi Section B	Maths Section C	#Attended	Hindi section C	Maths Section A	Maths Section B	#Attended	Hindi section C	Maths Section A	Maths Section B	Grade Average	Campus Average									
Composite Jaganpur	000001	21	Intervention	3		50	66.6	22.2	16.6	3	27.7	33.3	44.4	13.3	3	37.5	66.6	25	3	0	18.7	0	14.2	29.1		3	53.5	25.9	3	27.7	33.3	14.8	3	51.8	77.7	50	3	66.6	100	64.2	44.7	37.4									
Composite Kaserva Kala	000002	44	Intervention	6		47.9	50	44.4	13.8	6	33.3	20	53.3	56	6	31.2	50	0	6	25	56.2	50	28.5	37.7		5	42.2	13.3	5	48.9	54.1	23.6	5	50.9	77.7	72.2	5	63.8	50	37.5	45.4	42.5									
PS Malakpur	000003	34	Intervention	5		67.5	20	80	40.7	5	60	20	60	44	5	65.6	75	83.3	5	33.3	50	100	28.5	56.8		4	75	22.2	4	55.5	22.2	22.2	4	26.6	60	30	4	66.6	70	34.2	43.1	49.8									
PS Jidana	000004	56	Intervention	8		62.5	25	54.1	20.8	8	30.9	9.5	14.2	20	8	26.7	38	2.3	8	71.4	51.7	28.5	26.5	32.4		7	63.4	12.6	7	48.1	48.1	17.2	7	35.1	58.3	58.3	7	47.2	31.2	37.5	38.6	35.5									
Composite Simbhalaka	000005	51	Intervention	4		93.7	75	83.3	20.8	4	96.6	80	66.6	68	4	62.5	66.6	33.3	4	50	84.3	100	46.4	67.1		9	76.5	34.1	9	44.4	40.7	12.3	9	25	70.8	41.6	9	47.2	56.2	39.2	41.5	50.2									
PS Dhanena	000006	9	Intervention	2		81.2	50	66.6	75	2	83.3	100	33.3	80	2	62.5	0	0	2	100	50	50	28.5	60.2		1	88.8	44.4	1	83.3	66.6	55.5	1	33.3	100	100	1	55.5	50	57.1	63.8	61.8									
PS Kairi	000007	63	Intervention	8		81.5	100	83.3	77	8	87	81.4	62.9	82.2	8	73.6	80.9	76.1	8	50	84.3	75	75	79.1		8	55.5	43	8	51	25	23.6	8	40.6	76.6	61.6	8	50.6	44.4	30.1	44.9	59.8									
PS Jhinjhana	000008	18	Intervention	1		100	0	66.6	33.3	1	66.6	66.6	33.3	40	1	62.5	66.6	50	1	0	75	100	14.2	56.3		3	62.9	37	3	41.6	33.3	41.6	3	37	55.5	44.4	3	70.3	66.6	61.9	49.1	51									
PS Gari Pukhta	000009	67	Intervention	19		26.7	18.7	23.2	15.3	19	88.7	64.5	60	72	19	63	37	12.9	19	57.1	33.3	43.7	21.8	39.6		8	55.5	26.3	8	56.2	20.8	27.3	8	28.8	20	6.6	8	19.4	31.2	28.5	31.3	36.2									
PS Rangana	000010	52	Intervention	5		95	0	93.3	60	5	40	13.3	20	24	5	62.5	58.3	37.5	5	60	65	60	25	51.7		10	70.9	41.1	10	58.1	53.5	18.5	10	41.2	57.1	47.6	10	64	64.2	36.7	48.5	49.6									
Composite Kandela	000011	61	Reference 1	9		61.1	33.3	62.9	31.4	9	45.8	25	41.6	52.5	9	57.1	52.3	40.4	9	100	69.6	64.2	61.2	52.4		9	51.8	19.7	9	45.2	19	1.5	9	34.7	50	52	9	40.2	18.7	16	32.1	42									
PS Silawar 2	000014	22	Reference 1	3		79.1	0	66.6	27.7	3	16.6	0	0	0	3	45.8	11.1	0	3	66.6	62.5	66.6	38	40.9		4	58.3	16.6	4	27.7	11.1	14.8	4	33.3	33.3	0	4	61.1	75	28.5	31	35.4									
PS Kudana 2	000015	21	Reference 1	8		45.3	0	29.1	13.6	8	33.3	11.1	55.5	26.6	8	43.7	50	41.6	8	100	87.5	50	42.8	36.1		4	55.5	16.6	4	50	44.4	22.2	4	0	0	0	4	33.3	0	14.2	30.2	33.9									
PS Bhaishwal	000017	70	Reference 1	8		43.7	12.5	45.8	20.8	8	12.9	18.5	18.5	20	8	19.4	22.2	9.2	8	10	20	20	8.5	20.3		8	51.3	22.2	8	45.4	22.2	22.2	8	35.8	70.3	27.7	8	41.6	25	26.7	34.9	27.5									
Composite Taprana	000019	66	Reference 1	7		70.1	42.8	86.3	38	7	44.1	4.7	23.8	17.1	7	40	37.5	22.9	7	40	32.5	30	17.1	37.6		10	36.6	28.8	10	50	16.6	21.1	10	27.7	53.3	35	10	27.1	27.7	19	30.4	33.3									
PS Hind	000018	86	Reference 2	14		83	50	90.4	66.6	14	72.2	69.4	58.3	36	14	76.5	91.6	77.5	14	100	100	100	85.7	73.1		14	81.7	38	14	46.1	43.5	24.7	14	55.5	51.5	40.9	14	56.5	40.9	41.5	48.6	59									
PS Lilon 2	000016	54	Reference 2	5		56	20	60	12.9	5	25.8	12.5	18.7	20	5	29.1	38.8	22.2	5	25	19.4	25	21.4	27.9		9	48.1	25.6	9	42.8	28.5	17.2	9	24.6	51.8	48.1	9	66.6	50	59.1	39.6	35.3									
PS Khurgan	000012	101	Reference 2	16		61.2	31.2	62.5	26.8	16	31.9	22.2	19.4	26.6	16	46.6	57.7	61.1	16	35.7	42.8	60.7	52	45.1		14	57.9	20.6	14	51.6	36.6	20	14	45.9	62.9	50	14	44.4	50	28.5	40.1	42.9									
PS Jasala 1	000013	16	Reference 2	3		50	100	0	5.5	3	33.3	66.6	0	0	3	0	0	0	3	0	0	0	14.2	19.8		5	33.3	4.4	5	38.8	22.2	11.1	5	62.9	88.8	83.3	5	47.6	50	57.1	37.5	32									
PS Miya kasba	000020	24	Reference 2	3		0	0	11.1	5.5	3	13.3	6.6	6.6	24	3	8.3	0	0	3	0	0	0	14.2	7.9		6	9.2	9.2	6	11.1	33.3	3.7	6	13.3	6.6	10	6	11.1	25	21.4	11.1	9.7									
Intervention						57.6	39.6	56.2	34.2		64.3	47.1	48	53		56.2	55.5	33.7		50	55.2	56.4	31.8	51			63.4	30.2		50.1	39.5	22		36.9	64.1	48.3		51.8	50.8	37.5	45.1	47.4									
Reference 1						56.9	20	56.6	26.2		32.5	15.4	29.7	28.5		38.9	35.4	23.1		50	43.2	40.3	29.1	37.5			48.5	22.2		45.5	20.8	16.6		31.5	53.7	32.7		37.6	26.7	20.9	31.7	34.4									
Reference 2						62.7	39	63.4	35.4		42.1	35.8	30.1	27.8		45.8	55.5	50.7		37.5	40.3	52	46.4	34.8			54.3	23.5		43.5	35.6	19		40.7	51.3	44.1		51.3	45.4	40.6	35.4	35.1									
Reference 1 + 2						55	29	51.5	24.9		32.9	23.7	24.2	22.3		36.7	36.1	27.5		47.7	43.4	41.7	35.5	36.1			48.4	20.2		40.9	27.7	15.9		33.4	46.9	34.7		43	36.2	31.2	33.6	35.1									
Difference (I - R)						0.7	19.6	-0.4	8		31.8	31.7	18.3	24.5		17.3	20.1	10.6		0	12	16.1	2.7	13.5			14.9	8		4.6	18.7	5.4		5.4	10.4	15.6		14.2	24.1	16.6	13.4	13									
Difference [(I - (R1 + R2))]						2.65	10.6	4.73	9.32		31.4	23.4	23.8	30.7		19.6	19.4	6.21		2.27	11.8	14.8	-3.7	14.9			15	10		9.23	11.8	6.15		3.53	17.3	13.6		8.85	14.6	6.3	11.5	12.3									
Subject Average %						62.7	39	63.4	34.2		42.1	47.1	30.1	27.8		56.2	55.5	50.7		37.5	55.2	40.3	31.8	43.6			63.4	23.5		50.1	39.5	16.6		36.9	51.3	44.1		51.3	45.4	40.6	39.3	41.8									

ORAL READING FLUENCY

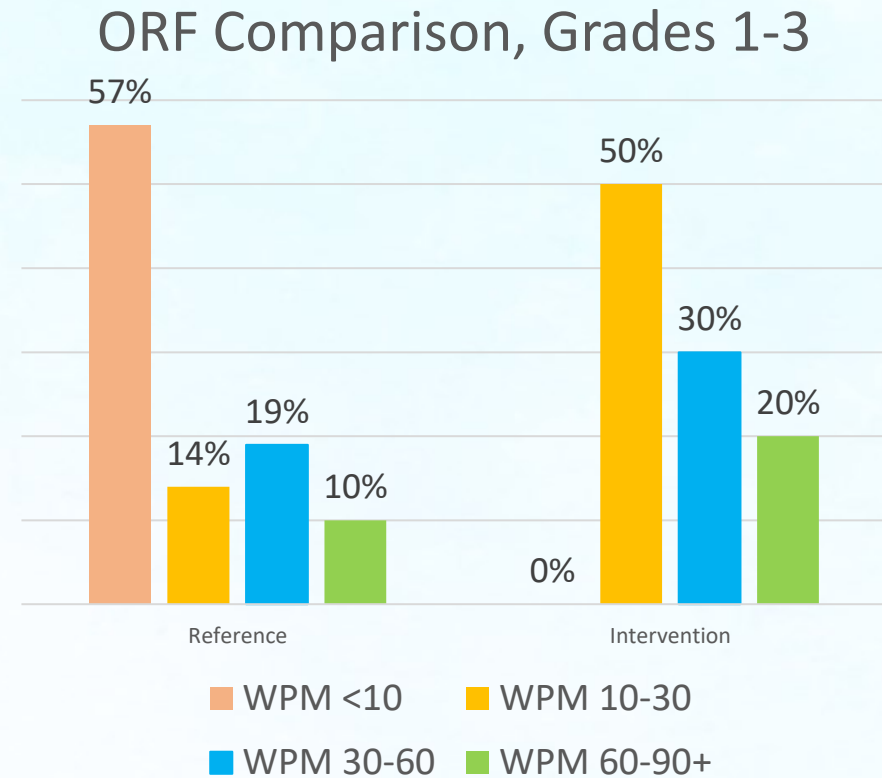
- We visited four schools over 12-14 October (Intervention Schools: PS Malakpur, PS Kairi; Reference Schools: PS Khurgan, PS Lilon 2).
- We used a short passage (given below) to measure children's ORF.
- Results indicate a substantial difference between ORF of children in reference and intervention group schools.

स्कूल में आज मेरा पहला दिन है। माँ मेरा हाथ पकड़े हुए हैं और मेरे साथ चल रही हैं।
"मैं अब बड़ी हो गई हूँ," मैं कहती हूँ।
"चलो...चलो!" माँ ने मेरा हाथ कसकर पकड़ा हुआ है।

*Sample from
'First Day at
School' story
used for ORF*

ORAL READING FLUENCY: GRADES 1 - 3

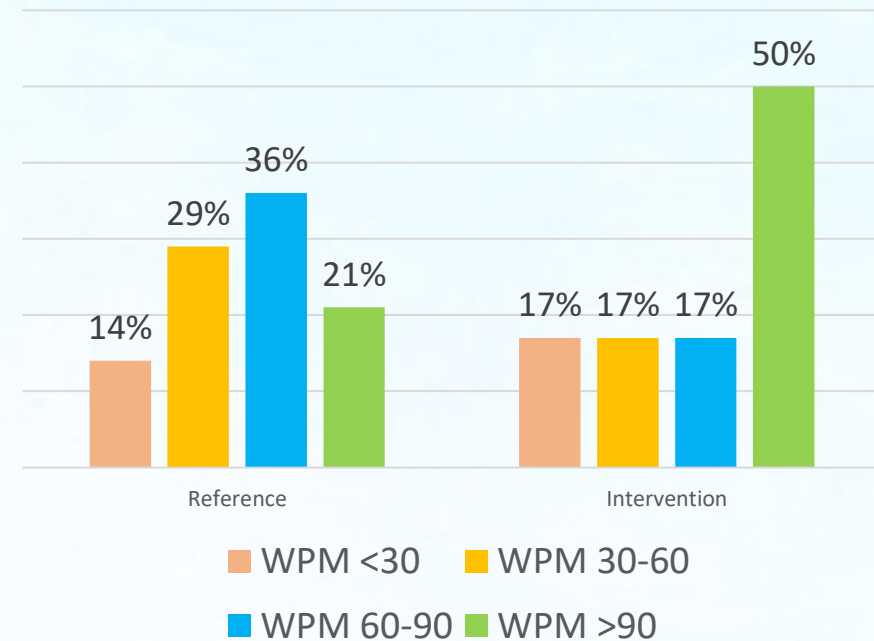
- Over 50% of the reference group school students were functionally illiterate (WPM <10), whereas all of the intervention group students were able to read the passage.
- 20% of the intervention group students were able to read the passage at >60 words per minute (WPM) compared to 10% of reference group students.



ORAL READING FLUENCY: GRADES 4 - 5

50% of the intervention group students were able to read the passage at >90 words per minute (WPM) compared to 20% of reference group students.

ORF Comparison, Grades 4-5



WHY ALfA IMPACTS MORE

Traditional Education:

- ✓ ‘Teacher-Led’—’Teacher-Centric’
or
- ✓ ‘Teacher-Led’—’Child-Centric’
- ✓ Books are designed for the teacher to teach from
- ✓ Teachers lead the process of teaching even when they are exceptionally innovative and child-centric

ALfA Education:

- ✓ ‘Child-Led’—Teacher-Supported
- ✓ Books are designed for the children to learn by themselves working in pairs
- ✓ Goes from “known” to “unknown”
- ✓ Scaffolds learning differently, in small logical steps that build on the previous
- ✓ Teachers are ‘Galvanizers’

ALfA IMPACT ON LEARNING & LIFE

ALfA produces measurable results and inculcates 6C 21st Century Skills

- Self-led hands-on activities consolidate math concepts and improve creativity
- Framing questions for each other improves critical thinking

Children learn valuable 6C skills

- Paired work accelerates learning and leads to greater collaboration and communication; it builds character and citizenship



QUALITATIVE OUTCOMES

- Teacher long-term capacity
- Teacher intrinsic motivation
- Parent satisfaction
- Life skills & 6Cs:
Collaboration,
Communication, Creativity,
Critical Thinking,
Character, and Citizenship



QUANTITATIVE OUTCOMES FROM ALfA

- Children can:
 - ✓ Read with comprehension, and write at or above the grade level
 - ✓ Do math at or above grade level
- Attendance has shown improvement
- Greater transition from primary to upper primary will take place



SCALING-UP IN UTTAR PRADESH

From 1 District to 15 Districts in 5 months

Phase 1

From 10 + 10 schools in 1 District
August 2022

Phase 2

To 200 + 70 schools in the same District
October 2022

Phase 3

To MOU for 15 Districts in UP
November 2022

*10 schools in intervention and 10 in control

*200 schools in intervention and 70 in control



IAS Vijay Kiran Anand, Director-General
School Education, Uttar Pradesh
with DEVI Team



DEVI Team with BSA Shamli and Other Government Officials

Section 7

STAKEHOLDER ENGAGEMENT

SHAMLI: FROM 20 to 290 SCHOOLS

- We signed MoU with District School Education Department of Shamli, UP on 13 April 2022 for 10+10=20 school pilot just prior to summer vacation
- After schools re-opened, training of teachers was provided end of June.
- Difficulties in implementation arose after that. They were sorted out in meetings with Director-General of School Education for Uttar Pradesh leading to the program's proper implementation begin on August 2022.



SHAMLI: FROM 20 to 290 SCHOOLS

DM visited a number of schools to understand first-hand how the program was working. Then together with DEVI Sansthan she had a meeting with all 10 intervention school teachers and the government middle-level managers participating.

A fresh MOU with Shamli for 290 schools was signed (with 210 in intervention and 80 schools in control, including the 10+10 from Phase 1)



SDG 4 disrupting FLN at scale **DEVI SANSTHAN**
Foundational Literacy & Numeracy **श्री देवी संस्थान**
शिक्षण संस्थान

समझौता ज्ञापन (MOU)

21 नवम्बर, 2022 को उत्तर प्रदेश के शामली में समझौता ज्ञापन (MOU) पर हस्ताक्षर और इसे निष्पादित किया जा रहा है।

दोरी संस्थान (सीएनटी, एलुडीएन, डिग्री, इंटरनेशनल), एक संयुक्त सामुदायिक संस्था, पंजीकृत संस्था 205/1800-02, संस्थान, उत्तर प्रदेश, भारत के साथ संयुक्त और समन्वयकता में सीएनटी के प्रतिभागों को बढ़ाने के लिए 'लोकल जून चार्लेस' नाम का एक है और संयुक्त समन्वयकता सहित अन्य सहकारी संस्थाएं, शिक्षण संस्थानों, एक एक कि संस्था के छात्रों या प्रशिक्षण में से, जो इसके उत्तरदायी और ज्ञान का के शिक्षकों को समर्थन देने के लिए समझौता ज्ञापन।

और

विश्व शिक्षा दिनांक, शामली, उत्तर प्रदेश को इसके बाद 'डीएसईडी' (शामली) के रूप में संदर्भित किया गया है, जो अनिवार्य रूप से कि इनके समर्थन 'सी' है या इसके संबंध में प्रशिक्षण नहीं है, जो इसके उत्तरदायी और शिक्षण का के अनुसंधान प्रशिक्षकों को समर्थन देने के लिए समझौता ज्ञापन।

डीएसईडी, (शामली) और दोरी संस्था को समुदाय का के 'प्राथमिक' के रूप में और व्यक्तिगत रूप से 'पार्टी' के रूप में संदर्भित किया जाता है।

13 अक्टूबर, 2022 को संयुक्त प्रतिभागों के बीच किए गए समझौता ज्ञापन को प्रशिक्षित किया गया है और इस समझौता ज्ञापन के साथ इसे सार किया गया है। यह समझौता ज्ञापन समझौता 21 नवम्बर 2022 को अतिरिक्त समझौता ज्ञापन भाग बनता है।

क. उद्देश्य का विवरण:

- दोरी संस्था और डीएसईडी (शामली) ने समुदाय और संस्था शिक्षण संस्था के ग्रेड 3 और 8 में अपने सभी स्तरों के लिए समन्वयक और समन्वयकता में सीएनटी के प्रतिभागों को बढ़ाने के लिए 'लोकल जून चार्लेस' नाम का एक है और संयुक्त समन्वयकता सहित अन्य सहकारी संस्थाएं, शिक्षण संस्थानों, एक एक कि संस्था के छात्रों या प्रशिक्षण में से, जो इसके उत्तरदायी और ज्ञान का के शिक्षकों को समर्थन देने के लिए समझौता ज्ञापन।
- संयुक्त में प्रशिक्षण दूरियों के समझौता ज्ञापन को समर्थन देने के लिए समझौता ज्ञापन।
समय 1: समझौता ज्ञापन सितंबर 2022 में हस्ताक्षर किए गए थे, एक पायलट के रूप में एक सार्वजनिक विद्यालय के लिए दिसंबर में 10 स्कूलों और एक सार्वजनिक में 10 स्कूलों को बनाया है।
समय 2: नवम्बर 2022 के ग्रेड 3 और 8 के लिए 200 स्कूलों और एक सार्वजनिक में 70 स्कूलों तक प्रवेश-अध्ययन अनुसंधान के संबंध में ALTA कार्यक्रम के बढ़े विभागों पर कार्यक्रमों को लागू करने के लिए है।

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TEACHER'S DAY CELEBRATION

TEACHER'S DAY CELEBRATION

- The government requested we participate in the honoring of teachers on Teachers Day.
- We printed certificates and got trophies and helped the government in organizing this event. We honored the 50 teachers of the 10 Intervention Schools.
- Children from the ALfA Intervention Schools show-cased their already emerging FLN skills to amaze the DM and the participants.

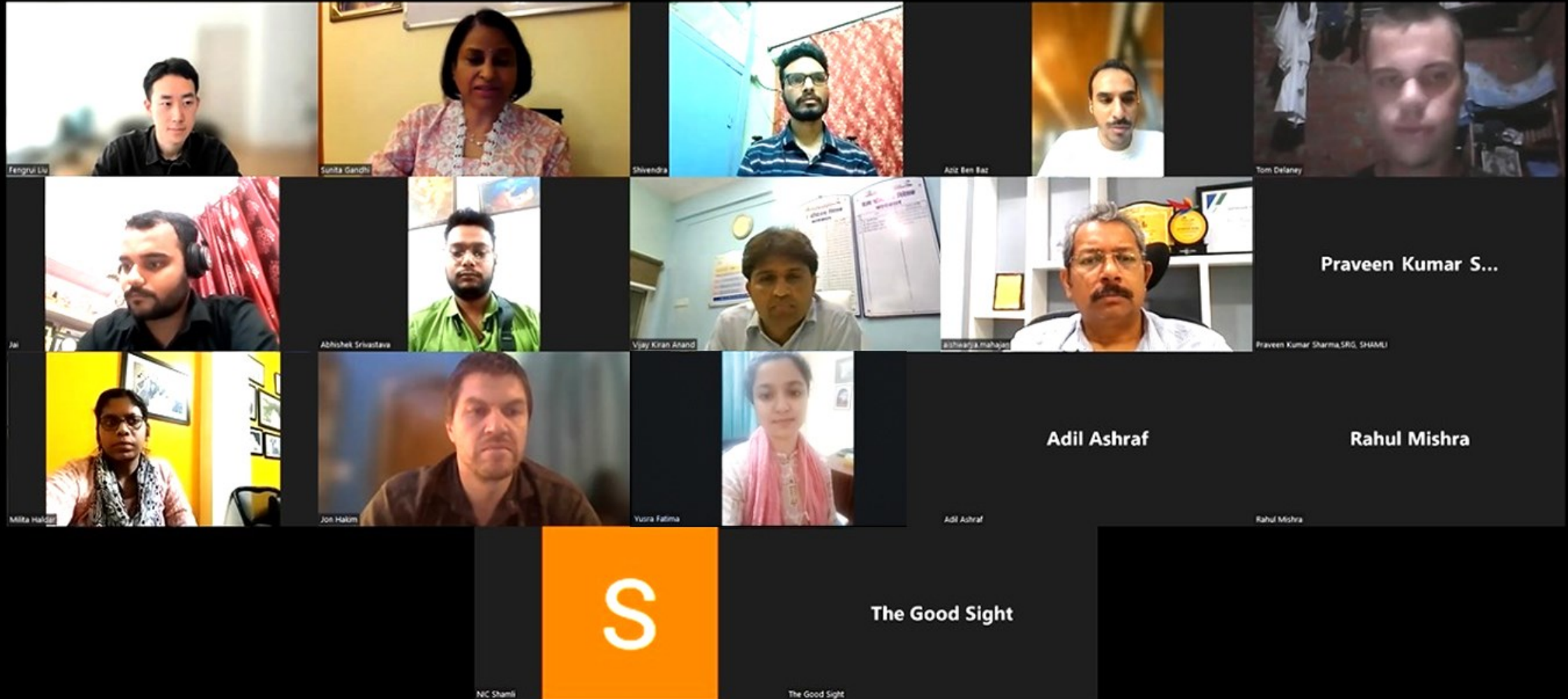


TOWNHALL: COMMUNITY ENGAGEMENT

- Town-hall celebration took place to engage SMCs, Gram Pradhans and other dignitaries, family member of the children, and the community in all the 10 Intervention Schools in December.
- The children showcased their skills of reading with fluency and understanding, and their one grade higher mathematical skills. They made questions for the attendees to answer.



MEETING WITH DGSE, UP, BSA SHAMLI & HARVARD STUDENTS



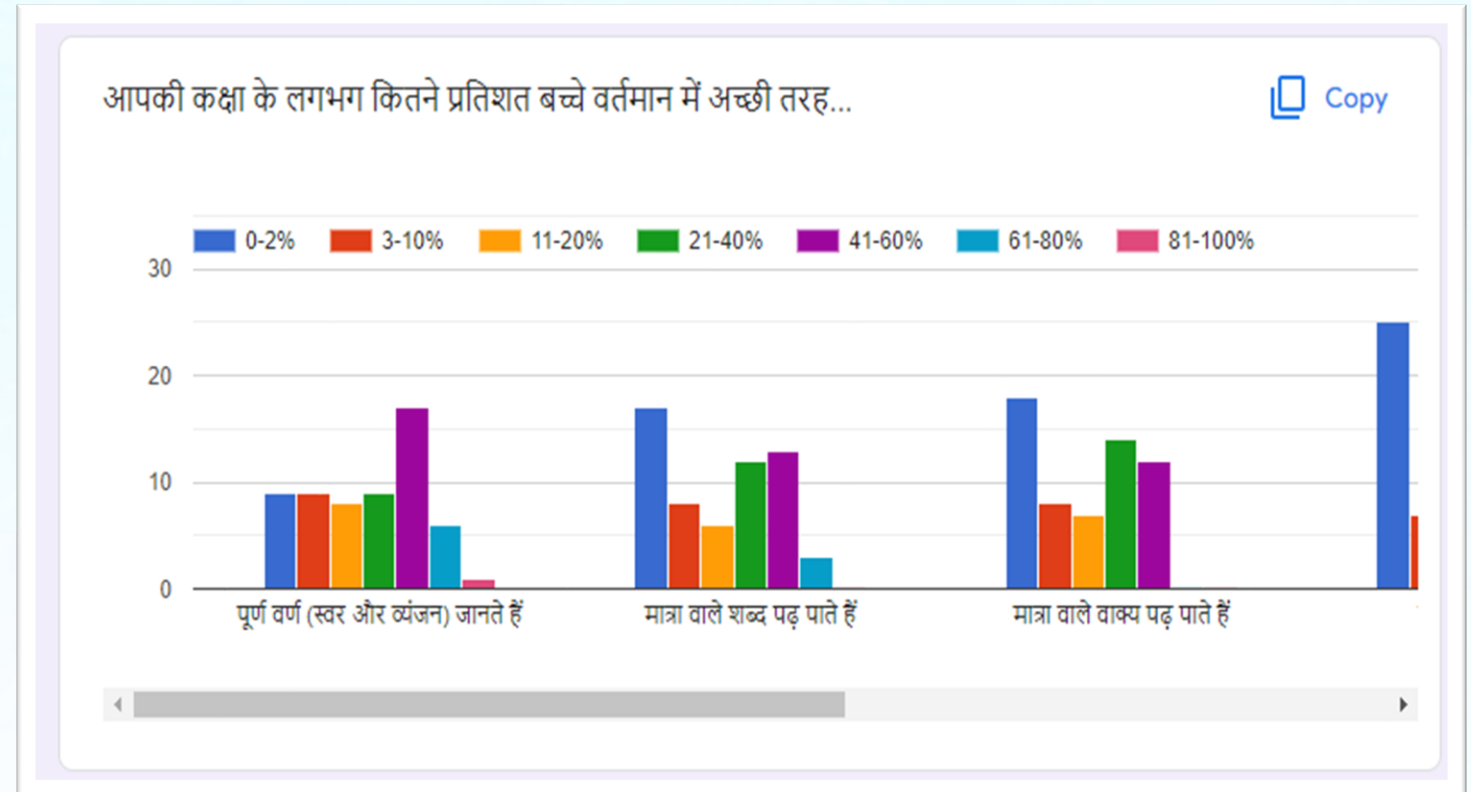
DM INITIATIVE: WOMEN LITERACY

- In December, the DM Shamli sought the support of DEVI Sansthan to launch an ambitious program to make the Self-Help Group (SHG) women to take lead in making 100% women literate.
- With DEVI support, they gave out FLN Toolkits to 280 SHG women leaders.
- We have requested that this may be converted to an MOU.



ENGAGING TEACHERS

- During the training of the teachers a Google form had been created and circulated among the teachers to understand the problems and issues of the teachers.
- Weekly online meeting are conducted to understand the problems of the teachers and address their issues.
- WhatsApp Group for regular exchange and evidence



REGULAR STAKEHOLDER INTERACTIONS

- Monthly visits to the stakeholder schools, interacting with the children and teachers to understand their inputs and ideas
- Interacting with the government officials, education department of Shamli





Section 8: LESSONS LEARNED

A BETTER ENABLING ENVIRONMENT

We learned many valuable lessons that will help us get a better enabling environment:

- Get the ARPs involved in supervision of ALfA from the beginning. This will lead to greater ownership of the program by the government.
- Have the government make it compulsory for the teachers to teach 2 periods a day with ALfA. Learning from our first phase, we included this provision in the 2nd MOU that covers an additional 270 schools.



A BETTER ENABLING ENVIRONMENT

- The MOU is not sufficient as it does not reach the teachers. We need a government order for the schools for direct instruction. This was made possible in the 2nd Phase from the beginning.
- Let the government officials call all the weekly meetings with the teachers. This is more effective and we are aiming to pursue this in the remaining months of this academic year.
- Let the government officials remind teachers to provide videos and evidence on the WhatsApp Group, asking the teachers to post at least 2 videos a week.



FOR A BETTER ENABLING ENVIRONMENT

Our recent requests for the government include:

- a. Bring everyone into the equation. It is not just the school heads and teachers, but also the BEOs, BRCCs, ARPs and Sankuls who need to be brought into the equation for effective implementation and collective learning.
- b. Better supervision of schools implementing ALfA by ARPs. We have created a Google Form for ALfA's monitoring by the ARPs. Now we are working with the government staff to ensure that ARPs officially do so.



TO HELP ALFA SUCCEED MORE

We are requesting the government to:

- a. Schools be asked to drop other agendas and to implement ALfA fully so that everyone can better determine ALfA's impact versus mixing of approaches to FLN
- b. Give clearer instructions to the schools from the beginning to teach FLN exclusively from ALfA (devote 2 periods a day) to avoid mixing of the old and new





Section 9

SUSTAINABILITY STRATEGY & PLANS

SUSTAINABILITY STRATEGIES

Level 1: Program's continuation beyond the pilot phase

- In Shamli—The program is being sustained through a new MOU dated 21 October 2022 that added 270 schools in Phase 2 (200 Intervention schools in Phase 2 versus 10 in Phase 1). This represents a 10X growth in four months of implementation.
- In UP—The program's success has led to the government of Uttar Pradesh to give an MOU dated 16 November 2022 to implement ALfA in some 2600+ schools in 15 districts of UP.
- Other States—In particular, we are now discussing an MOU with MP's Principal Secretary Rashmi Sami and SPD Dhanaraju S.



SUSTAINABILITY STRATEGIES

Level 2: Financial Sustainability

In Shamli, from the outset our program costs included several extra costs, e.g., for research. Many others can be partially or fully avoided in the future:

- a. Printing Costs—Toolkits, Posters, Hands-on Learning Materials—can be taken over by the government. All these costs can be eliminated.
- b. Research Costs—Pre-test, post-test, benchmark tests, printing of papers, data collection for every child, data entry, data analysis, surveys, reports and publishing can be avoided as data collection and research is not required in all projects in the future.



SUSTAINABILITY STRATEGIES

In relation to the previous slide, ways to reduce costs include:

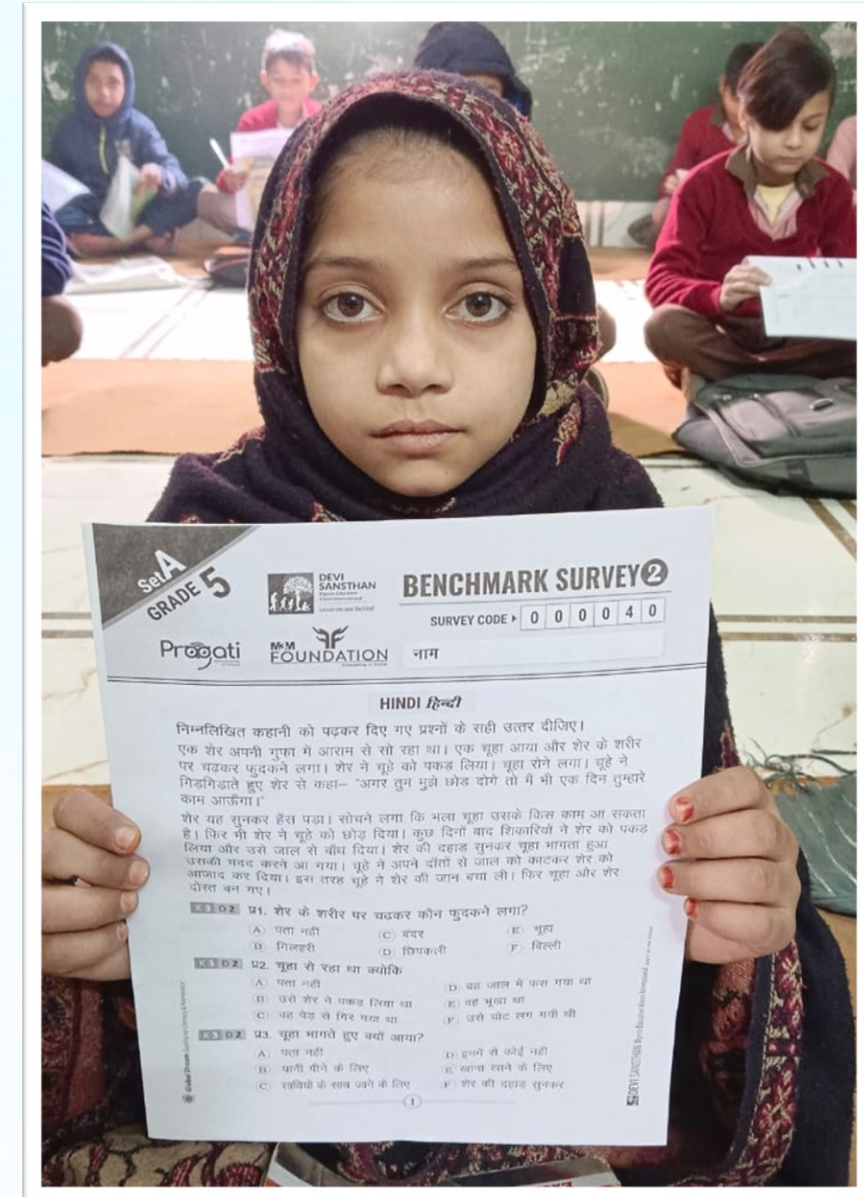
- a. Not to carry out assessments at treatment and control group of schools or do a scientific study of impact.
- b. Have less visits to the field as there will be less to manage and monitor, reduced data collection, analysis, etc. This will also save on travel costs, within city costs of going to the schools, and accommodation costs.
- c. No need to hire surveyors to carry out the surveys. This will save major human costs.
- d. No need to pay for the making of the standardized question papers, or print them for both control and treatment schools. This will save on internal staff costs.



SHAMLI RESEARCH BENEFITS FOR SUSTAINABILITY

The data collected for Shamli is going to be used for generating world class RCT (Randomized Control Trial) reports. This we hope will be published in world-class peer-reviewed journals and will trigger many more adoptions of the ALfA Program.

- ✓ Harvard Graduate School of Education (HGSE) education policy students have written a report on Shamli; it is looking likely to be published in a prestigious book by HGSE
- ✓ We are now engaging KPMG for writing in peer-reviewed journals



SHAMLI RESEARCH BENEFITS FOR SUSTAINABILITY

- ✓ The research component has taken up considerable effort in the field and much time of our team in all aspects leading up to the results meeting the rigorous criteria of data collection for peer-reviewed journals
- ✓ We are also looking at the Shamli RCT to be included as a case study by the future education policy students of Harvard students of HGSE, Kennedy School and MIT, and other universities across the world
- ✓ These will help to take the program to many more corners of India and possibly globally





Section 10: SUCCESSES FROM SHAMLI

SUCCESSES FROM SHAMLI

- Data and its analysis in the first RCT shows impact with effect sizes of 2.3 for Grade 3, and 0.89 for Grade 5
- 4 HGSE (Harvard Graduate School of Education, USA) wrote their report which got published as Chapter 8 of a book by Prof. Fernando Reimers, March 2023 (on Amazon)
- See more evidence on www.dignityeducation.org/links





Section 12: PROJECT FINANCIALS

Budget for Phase 1: 20 Schools

- USD 18k (Rs. 1,451,385)
- USD 12 (Rs 988) per child



	Count
No. of Intervention Schools	10
No. of Children in the Intervention Schools	1,500
No. of Teachers in the Intervention Schools	50

YEAR 1					* Synergy Summit Expense (not included in this budget): M3M as partners		
Summary	Totals	Per child cost	% of TOTAL	Remarks	Total Expenses from 01/07/2022 to 31/10/2022	Amount received from M3M	Amount due to be received from M3M
A: Training & Academic Support	191,150	127	13.2%	The cost includes the traveling allowance for trainers for classroom demonstration	371,034	191,150	0
B: Evaluation	101,700	68	7.0%		145,900	101,700	0
C: Teaching Learning Materials	621,000	414	42.8%		641,700	621,000	0
D: Project Staff	405,600	270	27.9%		778,830	0	405,600
SUB-TOTAL	1,319,450	880			1,937,464	913,850	405,600
F: Miscellaneous / Admin (10% of Total Program Cost)	131,945	88	9%		193,746	69,998	61,947
TOTAL	1,451,395	968			2,131,210	983,848	467,547
3rd Party Research & Reports	0						
GRAND TOTAL	1,451,395						

BUDGET FOR 290 SCHOOLS

SUMMARY OVERVIEW

Budget for Phase 2: 290 Schools

- USD 250k (Rs. 20,887,416)
- USD 11 (Rs 916) per child



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Leave no one behind



	Count
No. of Intervention Schools	200
No. of Control Schools	70
No. of Children in the Intervention Schools	20,000
No. of Children in the Control Schools	7000
No. of Teachers in the Intervention Schools	600

<u>YEAR 1</u>					
Summary	Totals in Rupees	Per Child	% of TOTAL	Per Month	Per School
A: Training & Academic Support	2,676,000	134	13%	446,000	13,380
B: Evaluation	4,626,400	171	22%	771,067	23,132
C: Teaching Learning Materials	8,280,000	414	40%	1,380,000	41,400
D: Project Staff	3,757,800	139	18%	626,300	18,789
SUB-TOTAL	19,340,200	858	93%	3,223,367	96,701
F: Miscellaneous / Admin (8% of Sub-Total)	1,547,216	57	7%	257,869	7,736
TOTAL	20,887,416	916	100%	3,481,236	104,437



SCALING UP TO 290 SCHOOLS

290 Schools Planning BASELINE

Division of schools by
person responsible
and meeting place

LIST OF SCHOOLS FOR THANABHAWAN BLOCK								
S.NO	SCHOOL NAME	LOCAL AREA	TEAM	TEAM MEMBER	GRADE 3 ENROLLMENT	GRADE 5 ENROLLMENT	TEAM LEADER ATHAR SALEEM	
1	BHANDAURA-2	BABRI	Team1	SALONI	9	19		SUKHCHAIN
2	PS BABRI	BABRI	Team1	AND	92	109		
3	PS.BANTI KHERA	BABRI	Team1	SEEMA	115	148		
4	MAHAVAT PURA	BABRI	Team2	SABHYATA	19	18		SUKHCHAIN
5	HIRANVADA-2	HIRANAWADA	Team2	AND	27	25		
6	JHS TITARASI	HIRANAWADA	Team2	MUSKAN	22	16		
7	MOR MAJARA	HIRANAWADA	Team3	CHINTU	20	38		THANABHAWAN
8	JHS RAIPURA	HIRANAWADA	Team3	AND	38	27		
9	SONTA RASULPURA	HARAR FATEHPUR	Team3	ANKIT	109	58		
10	HARAR FATEHPUR-1	HARAR FATEHPUR	Team4	JONY	38	26		SUKHCHAIN
11	JHS USMANPUR	HARAR FATEHPUR	Team4	AND	37	29		
12	NAUJAL-1	HARAR FATEHPUR	Team4	PARIK	11	22		
13	NAUJAL-2	HARAR FATEHPUR	Team5	PRADEEP	16	18		THANABHAWAN
14	HARAR FATEHPUR-2	HARAR FATEHPUR	Team5	AND	17	14		
15	JHS NOJALI	HARAR FATEHPUR	Team5	SURAJ SHARMA	20	14		
16	P.S RASEED GARH	HARAR FATEHPUR	Team6	ROVIN	13	10		SUKHCHAIN
17	JHS KUTUB GARH	BHAISANI ISLAMPUR	Team6	AND	21	28		
18	BHAISANI ISLAM PURA-1	BHAISANI ISLAMPUR	Team6	DEEPAK KUMAR	185	149		
19	BHAISANI ISLAM PURA-2	BHAISANI ISLAMPUR	Team7	PRINCE	266	165		SUKHCHAIN
20	KADER GARH	BHAISANI ISLAMPUR	Team7	AND	36	34		
21	PS LATIFGARH	BHAISANI ISLAMPUR	Team7	ANUJ KUMAR	26	22		
22	PS.THNABHAWAN	BHAISANI ISLAMPUR	Team8	SURAJ	185	138		SUKHCHAIN
23	THNABHAWAN-2	BHAISANI ISLAMPUR	Team8	AND	58	86		
24	MARU KHERI	BHAISANI ISLAMPUR	Team8	NEERAJ KUMAR	20	36		

290 Schools Baseline

ORGANISING TEST PAPERS & OMR SHEETS

*Area-wise, School-wise and
Surveyor-wise Packs*



290 Schools Baseline Training of Surveyors

*NSS and D.El.Ed.
Students Hired from
Local Colleges*



290 Schools Baseline Distribution of schools

*Managing the process and
allocating areas to surveyors
and supervisory staff*





290 Schools Baseline

VISITS TO SCHOOLS

*Managing the Surveyors and
supporting them hands-on*



290 Schools Baseline

Monitoring Test Under Strict Supervision

*M3M Logo was printed on
All Survey Booklets;
Learning from our past
experience, the children
ticked the right answers in
their question booklets—
OMR sheets were filled by
the Surveyors after the tests*



290 Schools Baseline ENTERING STUDENT IDs and FILLING OMR SHEETS

*From marked test
booklets to get highest
quality data*



210 Schools' Toolkits

PREPARING FOR TRAINING



210 School Teachers

TRAINING IN BATCHES



REDMI NOTE 8 PRO
AI QUAD CAMERA

210 Schools' Toolkits in Boxes with M3M Logo

DISTRIBUTING TOOLKITS



210 Schools in Phase 2

IMPLEMENTING ALfA



210 Schools in Phase 2

IMPLEMENTING ALfA



210 Schools in Phase 2

IMPLEMENTING ALfA





**For more evidence, please visit
www.dignityeducation.org/links**

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