

Small Town Big Learning

Replicating our impact in Hubli, Karnataka



Table of Contents

Preface	2
Part 1 - Saajha Vishleshan Sabha	4
Executive Summary	5
Design of the Project	6
Execution Plan	7
Data	8
Outcomes	9
Challenges	10
Learnings	11
Next Steps	12
Annexures - Part 1	13
Part 2 - SDMC Sabhas	31
Executive Summary	32
Design	33
Execution Plan	34
Data & Outcomes	37
Challenges & Feedback	38
Part 3 - Capacity Building and Support	39
Executive Summary	41
Community Events	42
SDMC Workshops	45
Data	47
Call Centre Support	50
Outcomes	54
Challenges	55
Learning and Next Steps	56
Annexures - Part 3	59

Glossary

ASER	Annual Status of Education Report
BEO	Block Education officer
BRC	Block Resource Coordinator
CRP	Cluster Resource Person
DDPI	Deputy Director of Public Instruction
HM	Head Master
JD	Joint Director
NCT	National Capital Territory
NGO	Non Governmental Organisation
SDMC	School Development Management Committee
SLO	Student Learning Outcomes
SMC	School Management Committee
STR	Student Teacher Ratio
SVS	Saajha Vishleshan Sabha

Preface

Saajha had been working in urban municipal schools impacting about 40,000 children. The team, while confident about the urban setting, was unsure about the applicability in rural setting. This was made even more important given most of the children in government schools reside in a rural setting.

In partnership with Deshpande Foundation, we initiated a project in small town of Hubli which for the first time, allowed us to test out our interventions in a very different setting. What started as a small project, soon became a district-wide project impacting 99 schools and is now set to be replicated in other parts of Karnataka.

This report is our attempt to capture our interventions in Hubli during the year and summarizing our learning from various interventions we had undertaken in the geography.



Part I :Saajha Vishleshan Sabha



Executive Summary

In order to take any proactive step to improve learning outcomes, it is important to first assess the learning levels of children. Saajha Vishleshan Sabha (SVS) is a systematic process developed by Saajha to assess student's learning level by involving SDMC/SMC and other stakeholders. Through Saajha Vishleshan Sabha (SVS), teachers and parents assess the learning levels of students in the school or community. This is instrumental in sensitizing parents towards learning as well as in improving learning outcomes through the use of authentic data.

An SVS was conducted in 92 schools in the Kundagol block of Hubli district to gauge the learning level of the children of grade 5 in English and Maths. A 'Do it yourself kit' was prepared in Kannada and delivered in each school and a video was shared on how to conduct the audit to help parents and SDMC members to jointly assess the students with teachers. A total of 1,696 students participated, 416 SDMC members attended and 872 parents were involved in the SVS.

Post the SVS, data was compiled, refined and was sent back to schools, for the SDMCs to prepare plans based on it. The plans would aim at improving learning level of students. Additionally, tools and charts were sent to school to make parents more aware about their child's learning journey.

Design of the Project

Saajha Vishleshan Sabha (SVS) is a process developed to gauge students' learning levels with the active involvement SDMC/SMC members, school staff, parents and children. Collaboration among these diverse stakeholders is the key to a successful SVS, which is then deeply instrumental in sensitizing parents about their role in a child's learning.

The design of SVS typically comprises five key steps:

Step one involves - finalising the date, timing and making logistical arrangements for conducting the SVS. The planning is done by SDMC members along with the HM and teachers. After that, tools for SVS like the printouts of sample tests, compilation sheets etc are prepared and a detailed assessment plan is made.

In step two - SDMC members build their understanding on assessment tools and processes. A 2-3 hour training and mock exercise of SVS is conducted for parents who volunteer and important pointers to be followed are discussed.

SDMC members conduct the assessment of students by taking a reading test of English and then Math using a tool added in Annexure. After the assessment, students' levels are entered in the compilation sheet for documentation.

As the fourth step- SDMC members analyse the assessment data with the class teachers. Based on the data, students are classified into beginner level, letter level and other levels.

SDMC members share assessment data with parents and suggest ideas which they can implement to improve their children's learning levels.

As a final step, both teachers and parents act on the findings of the SVS and take necessary action to improve learning outcomes in the school and the home. Saajha team works closely with the SDMC and the school authorities to implement this SVS plan

Execution Plan

OBJECTIVE:

The primary objective was to conduct the Saajha Vishleshan Sabha in 99 schools of Kundagol block and to gauge the learning levels of children of Class 5 using the ASER tool.

IMPLEMENTATION:

1. **Permissions** – Since the programme is conducted across all schools, it is imperative to take necessary permission from block education officials. Thus, permission was taken from the Block Education Officer (BEO) and a date for SVS was fixed.
2. **Content** – The content for SVS like the reading tools, assesment sheets and compilation sheets are prepared in English and then translated to Kannada, keeping the local context in mind. An illustrator and translator were hired for the same. Additionally, a manual for conducting SVS was designed and a banner was printed.
3. **Training** – Initially, Saajha’s facilitators were oriented and trained on the SVS process so that they could facilitate it effectively on the ground. After that, training for conducting SVS was provided to CRPs – specifically on how joint assessment is conducted and on their role in the process.
4. **Awareness** – The SVS manual and banner was couriered to the 99 schools. A WhatsApp group of principals from the 99 schools was created and information on SVS was sent to them regularly. For instance, a video manual of the SVS process was created and shared on the group for the HM’s perusal. A call centre was also established to communicate regularly with the schools.
5. **Implementation** – SVS was conducted in the school as per the plan. Saajha’s team visited random schools to monitor and oversee the process
6. **Post-process** – We followed up with schools which couldn’t conduct the SVS that day and fixed another date for it. From the 92 schools that conducted SVS, we collected the assessment data, and digitized and verified it.

Data

Out of the 99 schools in Kundagol block, SVS was successful conducted in 92 of them. The following table gives a snapshot of the programme figures:

No. of schools that conducted SVS	92 out of 99
No. of students participated	1696
No. of SDMC attended	416
No. of parents attended	872

OUTCOMES

- Phone calls were made to 283 parents, and feedback was collected from them. Most of them claimed that their children's English reading levels have improved
- Parents also said they were now more confident to interact with their children and had started speaking to them about learning and were happy to do their bit to improve their learning with the help of the SVS process
- We introduced Google Bolo app to these 283 parents and involved them in improving reading English stories of their children. Parents were instructed about the app and to observe children while reading these stories.
- It was observed by the SDMC that more than 30% of students from grade 5 had improved their English reading skills

Challenges

- A lot of schools were not cooperative in the data collection process. Some of the schools had sent only photo of the SVS banner in the form of documentation. We had to make 30+ calls each day to follow up with schools for sending the student-wise data sheet to us.
- Few schools had marked all the levels in the compilation sheet instead of highest level - this made the data-entry process more time consuming.
- We had to check each school's data to nullify the mismatch of 300+ records
- Entry of 260+ records had to be made after verifying it – a resource and time intensive process

Learnings

- We should have communicated clearly with schools on how the data has to be compiled and sent.
- Data entry operator should have been informed in advance about SVS details and our expectations so that the verification would happen just after the data entry
- Instead of us collecting all the data from schools, it could have been sent to CRPs and then collected from them. This would reduce unnecessary follow-ups with schools
- We should reach out effectively to schools which didn't conduct the SVS, find out the reasons and motivate them to conduct it in the future.

Next Steps

After the joint assessment, a letter was prepared for all 92 schools that conducted the SVS. The letter included details of conducting SDMC meetings effectively, results of SVS and ideas/suggestions on improving child's learning levels. The letter was translated to Kannada and was sent to all schools via post. (attached in Annexure)

Additionally, charts and tools on improving English reading and Math comprehension levels were prepared and printed. School visits were planned by dividing all the schools among the team and dates were assigned for each visit. During the school visit, the teams pasted the charts on the school's walls and phone numbers of five parents from each schools were collected. We called these parents and gave them tasks of asking learning-related questions to their children

Annexure

Annexure 1

SVS manual in Kannada



ಸಾರ್ಯಾ ವಿಶ್ವೇಷನ್ ಸಭಾ

27 ನವೆಂಬರ್ 2018
ಸಮಯ: 11:00 am – 1:30 pm



ಪರಿವಿಡಿ

ಅ. ನಂ.	ವಿಷಯ	ಪುಟ ಸಂಖ್ಯೆ
1)	ಪುಸ್ತಕ ಮತ್ತು ಎಸ್.ವಿ.ಎಸ್ ಪ್ರಕ್ರಿಯೆ ಬಗ್ಗೆ	1
2)	ಎಸ್.ವಿ.ಎಸ್. 6 ಹಂತದ ವಿವರಣೆ	2
3)	ಹಂತ 1 - ಯೋಜನೆ	3
4)	ಹಂತ 2 - ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು	4
	i) ಇಂಗ್ಲಿಷ್ ಮೌಲ್ಯಮಾಪನ	5
	ii) ಗಣಿತ ಮೌಲ್ಯಮಾಪನ	6
5)	ಹಂತ 3 - ನಿರ್ಣಯಿಸು	7
	i) Worksheet - 1	8
	ii) Worksheet - 2	9
	iii) Worksheet - 3	10
6)	ಹಂತ 4 - ವಿಶ್ಲೇಷಿಸು	12
7)	ಹಂತ 5 - ತಂಪುಪುಸ್ತಕ	13
8)	ಹಂತ 6 - ಕಾರ್ಯ	14
9)	ಶಿಕ್ಷಕರು ಏನು ಮಾಡಬಹುದು ?	15
10)	ಪೋಷಕರು ಏನು ಮಾಡಬಹುದು ?	16
11)	ಸಮುದಾಯವು ಏನು ಮಾಡಬಹುದು ?	17

ಹಂತ 1 - ಯೋಜನೆ

ಸಮಯ - 1-2 ರಿಂದ
4 SDMC ಮತ್ತು 2 ಶಿಕ್ಷಕರು

ಈ ಹಂತದಲ್ಲಿ SDMC ಸದಸ್ಯರು ಪೌಲ್ಕಮಾಪನ ದಿನದಲ್ಲಿನ ಕೆಲಸಗಳಿಗೆ ಯಾವ ಕಾರ್ಯಾಚರಣೆ ಎಂದು ಯೋಜಿಸುತ್ತಾರೆ.

1. SDMC ಭೋಜನ ಸದಸ್ಯರು ಯಾವ ಯಾವ ಶಿಕ್ಷಕರ ಜೊತೆ ಜೊತೆಗೆ 27 ನೇ ಸೆರೆಮನೆಯಲ್ಲಿ ಸೇರಿಸಿದ ಪೌಲ್ಕಮಾಪನಕ್ಕಾಗಿ ಕಾರ್ಯಾಚರಣೆಯನ್ನು ಆಯ್ಕೆಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ. ಈ ಪೌಲ್ಕಮಾಪನ 11:00 ರಿಂದ 1:30 ರವರೆಗೆ ರಾತ್ರಿ 5 ಗಂಟೆಗೆ ಸೇರಿಸಲಾಗುವುದು.
2. ಪೌಲ್ಕಮಾಪನ ದಿನದಂದು SDMC ಎಲ್ಲಾ ಕಾರ್ಯದರ್ಶಿಗಳಿಗೆ ಸಿದ್ಧವಾಗಿರಿಸಿ, ಕೆಲವುಗಳಿಗೆ ಹೊಂದಿಕೊಳ್ಳುವುದು.
3. SDMC ಕೆಲಸದ ಪೀಠದ ಅಧ್ಯಕ್ಷರು ಮತ್ತು ಪ್ರತಿಯು ಕೆಲಸಗಳನ್ನು ಲಭಿಸಲು ಲಭಿಸುತ್ತಾರೆ.

S.No	ಕಾರ್ಯಗಳು	ಕಾರ್ಯಾಚರಣೆಯ ಪ್ರಕ್ರಿಯೆ
1.	ಈ ಕೆಲವುಗಳನ್ನು ಸಂಭವವಾಗಿ ಅಧ್ಯಯನಿಸುವುದು ಮತ್ತು ಅದನ್ನು ಇತರ SDMC ಸದಸ್ಯರಿಗೆ ವಿವರಿಸಿ ತಿಳಿಸುವುದು (ಶಿಕ್ಷಕ / SDMC ಸದಸ್ಯರು)	
2.	ಯುನೈಟೆಡ್ ಪೌಲ್ಕಮಾಪನದ ಸಿದ್ಧತೆ (1 ಶಿಕ್ಷಕ ಮತ್ತು 1 SDMC ಸದಸ್ಯರು)	
3.	ಪೌಲ್ಕಮಾಪನ ದಿನದಂದು ಸಂಕುಲ ಕಾಲೇಜಿಗೆ ಪೌಲ್ಕಮಾಪನ ಕೆಲಸವನ್ನು ಲಭಿಸುವುದು(ದೇಶ ಅಧ್ಯಯನಿಸಿದರೆ ಈ ಕೆಲಸ ಮಾಡುವುದು)	
4.	ಪೌಲ್ಕಮಾಪನ ಕೆಲಸದ ಸಿದ್ಧತೆ (1 SDMC ಸದಸ್ಯರು)	
5.	ಕೆಲಸದ ಇತರ ವಿವರಗಳನ್ನು ಮತ್ತು ಭೋಜನಕ್ಕೆ ವಿವರಿಸುವುದು (1 SDMC ಸದಸ್ಯರು)	
6.	ಪಾಠಶಾಲೆ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಲಭಿಸುವ ಅಧ್ಯಯನ ಮಾಡುವುದು, ಸಂದರ್ಶನದ ಯುನೈಟೆಡ್ ಲಭಿಸುವುದು (class teacher)	

3

ಹಂತ 2 - ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು

ಸಮಯ - 1-2 ಗಂಟೆ
SDMC , ಶಿಕ್ಷಕರು ಮತ್ತು ಸ್ವಯಂಸೇವಕರು

ಈ ಹಂತದಲ್ಲಿ SDMC ಸದಸ್ಯರು ಪೌಲ್ಕಮಾಪನ ಪ್ರಕ್ರಿಯೆ ಮತ್ತು ಕಾರ್ಯದರ್ಶಿಗಳಿಗೆ ಅದನ್ನು ತಿಳಿಸುವುದನ್ನು ಲಭಿಸುತ್ತಾರೆ. SDMC ಕೆಲಸದ ಪ್ರಕ್ರಿಯೆ ಖಚಿತಪಡಿಸಿಕೊಳ್ಳುವುದು:

1. 2-3 ಗಂಟೆಗಳಲ್ಲಿ SDMC ಮತ್ತು ಶಿಕ್ಷಕರಿಗಾಗಿ ಪೌಲ್ಕಮಾಪನ ಪ್ರಕ್ರಿಯೆಯ ಅಂತಿಮ ವ್ಯಾಖ್ಯಾನ.
2. ವಿವರಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರು ತಿಳಿಸುವುದು ಎಲ್ಲವನ್ನೂ ವಿವರಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರು ತಿಳಿಸುವುದು ಎಲ್ಲವನ್ನೂ ಓದಿ, ತಿಳಿಯುವುದು ಲಭಿಸುವುದು ಜೊತೆ ಜೊತೆಗೆ.

ಪಾತ್ರ ಮತ್ತು ಹೊಣೆಗಾರಿಕೆಗಳು

ಶಿಕ್ಷಕ ಮತ್ತು ಪ್ರಧಾನ ಗುರುಗಳು	SDMC ಸದಸ್ಯರು
1. ಪೌಲ್ಕಮಾಪನ ಕೆಲಸದ ಕಾರ್ಯದರ್ಶಿ SDMC ಸದಸ್ಯರಿಗೆ ಮತ್ತು ಸ್ವಯಂಸೇವಕರಿಗೆ	1. ಕಾರ್ಯದರ್ಶಿಯನ್ನು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಲು ವಿವಿಧ ವಿವರಗಳನ್ನು (ದಿನ ರಾತ್ರಿ, ಸಮಯ ಮತ್ತು ಅವಲಂಬಿತ ಅಧ್ಯಯನ) ಲಭಿಸಿಕೊಂಡು ಪೌಲ್ಕಮಾಪನ ದಿನದ ಲಗತ್ತೆ ಭೋಜನಕ್ಕೆ ತಿಳಿಸಲು ಒಂದು ಯೋಜನೆಯನ್ನು ಮಾಡಿ.
2. ಇಂಗ್ಲಿಷ್ ಮತ್ತು ಗಣಿತ ಶಿಕ್ಷಕ ಅಧ್ಯಯನದಲ್ಲಿ ಯುನೈಟೆಡ್ ಸೇರಿಕೊಳ್ಳುವುದು ಮತ್ತು ಈ ಕೆಲಸದ ಅಂತಿಮ ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಸಹಾಯ ಮಾಡುತ್ತಾರೆ	2. SDMC ಸದಸ್ಯರು ಸಂಭವವಾಗಿ ಕಾರ್ಯದರ್ಶಿಯನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುತ್ತಾರೆ.



4

ಇಂಗ್ಲಿಷ್ ಮೌಲ್ಯಮಾಪನ



ಆರಂಭಿಕ

1

ವರ್ಣಮಾಲೆ ಮತ್ತು ಕನಿಷ್ಠ 5 ಅಕ್ಷರಗಳನ್ನು ಸಹ ಓದುವುದಿಲ್ಲ

ವರ್ಣಮಾಲೆ ಮತ್ತು

2

ವಿಧ್ಯಾರ್ಥಿಯು 5 ಅಥವಾ ಹೆಚ್ಚು ಪದ ಸರಿಯಾಗಿ ಓದಬೇಕು

ಪದ ಮತ್ತು

3

ವಿಧ್ಯಾರ್ಥಿಯು ವರ್ಣಮಾಲೆ ಮತ್ತು ಪಾಠ ಅಗಿ, ಪದ ಮತ್ತುದರಲ್ಲಿ 5 ಅಥವಾ ಹೆಚ್ಚು ಪದ ಸರಿಯಾಗಿ ಓದಬೇಕು

ಪ್ಯಾರಾಗ್ರಾಫ್ ಮತ್ತು

4

ವಿಧ್ಯಾರ್ಥಿಯು ಪದ ಮತ್ತು ಪಾಠ ಅಗಿ, ಪ್ಯಾರಾಗ್ರಾಫ್ ಸರಿಯಾಗಿ ಮತ್ತು ತಪ್ಪುಗಳಿಲ್ಲದ ಓದಬೇಕು

ಕಥೆ ಮತ್ತು

5

ವಿಧ್ಯಾರ್ಥಿಯು ಪ್ಯಾರಾಗ್ರಾಫ್ ಮತ್ತು ಪಾಠ ಅಗಿ, ಕಥೆ ಸರಿಯಾಗಿ ಮತ್ತು ತಪ್ಪುಗಳಿಲ್ಲದ ಓದಬೇಕು

ಸೂಚನೆ:

- ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಥವಾ ಪದದ ಹಿಂದಿನ ಮತ್ತು ಕ್ಷೇತ್ರಗಳನ್ನು
- ವಿಧ್ಯಾರ್ಥಿಯು ಅನುಪ್ರಾಸ ಮತ್ತು ಪದದ ಸಹಾಯದಿಂದ
- ಉದಾಹರಣೆ: ಉದಾಹರಣೆಗೆ ವಿಧ್ಯಾರ್ಥಿ ವರ್ಣಮಾಲೆ ಮತ್ತು ಪಾಠ ಅಗಿ, ಪದ ಮತ್ತು ಪಾಠ ಅಗಿ ಅಥವಾ ಪದದ ಪ್ಯಾರಾಗ್ರಾಫ್ ಮತ್ತು ಪಾಠ ಅಗಿ ಅಥವಾ ಪದ ಮತ್ತು ಸಂಕುಲ ಪಾಠ ಅಥವಾ ಪದ ಮತ್ತುದರಲ್ಲಿ ಪದದ ಸಹಾಯದಿಂದ

Sample 1

ವರ್ಣಮಾಲೆ ಮತ್ತು	ಪ್ಯಾರಾಗ್ರಾಫ್ ಮತ್ತು	ಪದ ಮತ್ತು	ಕಥೆ ಮತ್ತು
<p>ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಗಿ ಅಥವಾ ಪದದ ಹಿಂದಿನ ಮತ್ತು ಕ್ಷೇತ್ರಗಳನ್ನು</p>	<p>ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಗಿ ಅಥವಾ ಪದದ ಹಿಂದಿನ ಮತ್ತು ಕ್ಷೇತ್ರಗಳನ್ನು</p>	<p>ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಗಿ ಅಥವಾ ಪದದ ಹಿಂದಿನ ಮತ್ತು ಕ್ಷೇತ್ರಗಳನ್ನು</p>	<p>ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಗಿ ಅಥವಾ ಪದದ ಹಿಂದಿನ ಮತ್ತು ಕ್ಷೇತ್ರಗಳನ್ನು</p>

ಗಣಿತ ಮೌಲ್ಯಮಾಪನ



ಆರಂಭಿಕ

1

ವಿಧ್ಯಾರ್ಥಿಯು ಕನಿಷ್ಠ 4 ಸಂಖ್ಯೆಗಳನ್ನು ಸಹ ಗುರುತಿಸುವುದಿಲ್ಲ

ಸಂಖ್ಯೆ ಗುರುತಿಸುವಿಕೆ 1-9

2

ವಿಧ್ಯಾರ್ಥಿಯು 4 ಅಥವಾ ಹೆಚ್ಚು ಸಂಖ್ಯೆಗಳನ್ನು ಗುರುತಿಸುತ್ತಾನೆ

ಸಂಖ್ಯೆ ಗುರುತಿಸುವಿಕೆ 10-99

3

ವಿಧ್ಯಾರ್ಥಿಯು ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಗಿ ಕನಿಷ್ಠ 4 ಸಂಖ್ಯೆಗಳನ್ನು ಸರಿಯಾಗಿ ಗುರುತಿಸುತ್ತಾನೆ

ಕಳೆಯುವುದು

4

ವಿಧ್ಯಾರ್ಥಿಯು ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಗಿ ಕನಿಷ್ಠ 2 ಕಳೆಯುವುದು ಸರಿಯಾಗಿ ಮಾಡುತ್ತಾನೆ

ಭಾಗಶಃ

5

ವಿಧ್ಯಾರ್ಥಿಯು ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಗಿ ಕನಿಷ್ಠ 2 ಭಾಗಶಃ ಸರಿಯಾಗಿ ಮಾಡುತ್ತಾನೆ

ಸೂಚನೆ:

- ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಥವಾ ಪದದ ಹಿಂದಿನ ಮತ್ತು ಕ್ಷೇತ್ರಗಳನ್ನು
- ವಿಧ್ಯಾರ್ಥಿಯು ಅನುಪ್ರಾಸ ಮತ್ತು ಪದದ ಸಹಾಯದಿಂದ
- ಉದಾಹರಣೆ: ಸರಿಯಾದ ಅಕ್ಷರಗಳನ್ನು ವಿಧ್ಯಾರ್ಥಿ ಸಂಖ್ಯೆ ಗುರುತಿಸುವಿಕೆ 1-9 ಮತ್ತು ಪಾಠ ಅಗಿ ಅಥವಾ ಪದದ ಹಿಂದಿನ ಮತ್ತು ಪಾಠ ಅಗಿ ಅಥವಾ ಪದ ಮತ್ತುದರಲ್ಲಿ ಪದದ ಸಹಾಯದಿಂದ

ಗಣಿತ ಮೌಲ್ಯಮಾಪನ

ಸಂಖ್ಯೆ ಗುರುತಿಸುವಿಕೆ 1-9	ಸಂಖ್ಯೆ ಗುರುತಿಸುವಿಕೆ 10-99	ಕಳೆಯುವುದು	ಭಾಗಶಃ
<p>2 7</p>	<p>88 38</p>	<p>51 67</p> <p>-35 -40</p>	<p>೨೫೮೮</p>
<p>1 4</p>	<p>92 23</p>	<p>94 73</p> <p>-49 -36</p>	<p>೨೭೮೮</p>
<p>8 9</p>	<p>47 72</p>	<p>56 31</p> <p>-37 -13</p>	<p>೨೫೮೮</p>
<p>5 2</p>	<p>86 07</p>	<p>45 43</p> <p>-18 -24</p>	<p>೨೫೮೮</p>

ಹಂತ 3 – ನಿರ್ಣಯಿಸು

ಸಮಯ – 1-2 ರೀತ
4 SDMC ಮತ್ತು 2 ಕ್ಷೇತ್ರ

1. ಎಲ್ಲವೂ ಸ್ಥಳದಲ್ಲಿರಲಿ ಎಂದು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಿ - ಒಳ್ಳೆ, ಫೋವೆರು ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳು ಕುಳಿತುಕೊಳ್ಳಲು ವ್ಯವಸ್ಥೆ ಇನ್ನೂರಿ
2. ಮೌಲ್ಯಮಾಪನ ಕುರು ಮಾಡಿ ದೂರಲು ಇಂಗ್ಲಿಷ್ ಸಂಕೇತ ಗಣಿತ ಹೋಗಲುರುವ ೩ ನೇ ತರಗತಿ (ದಕ್ಷಿಣ 1a ಮತ್ತು 1b ನೋಡಿ)
3. ಕ್ಷೇತ್ರ / SDMC ಸದಸ್ಯರು ಒಂದು ಸಮಯದಲ್ಲಿ ಒಬ್ಬ ವಿದ್ಯಾರ್ಥಿಯನ್ನು ಮಾತ್ರ ನಿರ್ಣಯಿಸುತ್ತಿದ್ದಾರೆ ಎಂದು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಿ.
4. ವಿದ್ಯಾರ್ಥಿ ಓದುವಿಕೆಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಿದ ಸಂತರ, ಸಂತರನ ಜಾಲೆಯಲ್ಲಿ (ದಕ್ಷಿಣ 3) ಆದರ ಮುಖ್ಯವನ್ನು ನಮೂದಿಸಿ ಮತ್ತು ಸಂತರ ಮುಂದಿನ ವಿದ್ಯಾರ್ಥಿಗೆ ಓದುವ ಕೆಲ ಮಾಡಿ.



ಪಾತ್ರ ಮತ್ತು ಹೊಣೆಗಾರಿಕೆಗಳು

ಕ್ಷೇತ್ರ	SDMC ಸದಸ್ಯರು
1. ಸರಿಯಾದ ಮಾರ್ಗದರ್ಶಿಯನ್ನು ಒಳಿಸಿ ಇವರು ಕಲಿಕೆಯ ಮುಖ್ಯವನ್ನು ನಿರ್ಣಯಿಸುತ್ತಿದ್ದಾರೆ ಎಂದು ಖಚಿತಪಡಿಸುವುದು	1 SDMC ಸದಸ್ಯ ಮೌಲ್ಯಮಾಪನ ವಿದ್ಯಾರ್ಥಿಗಳ ಮುಖ್ಯವನ್ನು ಒಲೆಯು.
2. ಮೌಲ್ಯಮಾಪನವನ್ನು ನೋಡಿಕೊಳ್ಳುವಾಗ SDMC ಸದಸ್ಯರು ಸಮಾನವಾಗಿ ಕೊಡಿಸಿಕೊಂಡಿದ್ದಾರೆ ಎಂದು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಿ	1 SDMC ಸದಸ್ಯ ಮೇಲ್ವಿಚಾರಣೆ / ಬೆಂಬಲಕ್ಕಾಗಿ, ವಿದ್ಯಾರ್ಥಿಗಳ ಮುಖ್ಯವನ್ನು ಸರಿಯಾಗಿ ಬರೆದಿದ್ದಾರಾ ಇಲ್ಲ ಎಂದು ನೋಡುತ್ತ
	1 SDMC ಸದಸ್ಯ ತರಗತಿಯ ಇತರ ವಿದ್ಯಾರ್ಥಿ ಮತ್ತು ಪ್ರೋಫೆಸರ್‌ನನ್ನು ನಿರೀಕ್ಷಿಸುವುದು

7

Sample 1

worksheet 1

1 ಅರಂದಿಕೆ

ವರ್ಣಮಾಲೆ
ಮುಟ್ಟದಿಂದ
ವಿದ್ಯಾರ್ಥಿಯು
ಕನಿಷ್ಠ 5
ಅಕ್ಷರಗಳನ್ನು
ಸಹ
ಓದುವುದಿಲ್ಲ

2 ವರ್ಣಮಾಲೆ ಮಟ್ಟ

m t z
f k
i a r
v p

ವಿದ್ಯಾರ್ಥಿಯು 5 ಅಕ್ಷರಗಳನ್ನು
ಅಕ್ಷರಗಳನ್ನು ಸರಿಯಾಗಿ ಓದಬೇಕು

3 ಪದ ಮಟ್ಟ

Both Step
cup rope
Out dog
Hat key

ವಿದ್ಯಾರ್ಥಿಯು 5 ಅಕ್ಷರಗಳನ್ನು
ಪದ ಸರಿಯಾಗಿ ಓದಬೇಕು

5 ಕಥೆ ಮಟ್ಟ

A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there were many more trees. The big tree was happy

ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕಥೆಯನ್ನು ಸರಿಯಾಗಿ
ಮತ್ತು ಪಠ್ಯಗಳಿಲ್ಲದ ಓದಬೇಕು

4 ಪ್ಯಾರಾಗ್ರಾಫ್ ಮಟ್ಟ

There is a big monkey.
He lives on a tree.
He likes to jump.
He also likes bananas.

ವಿದ್ಯಾರ್ಥಿಯು ಈ ಪ್ಯಾರಾಗ್ರಾಫ್ ಸರಿಯಾಗಿ
ಮತ್ತು ಪಠ್ಯಗಳಿಲ್ಲದ ಓದಬೇಕು

ನೋಟ:

- 1) ಕೊಡಿದ ಮಟ್ಟ ಪಾಠ ಅಥವಾ ಮಾತ್ರ ಮುಂದಿನ ಮಟ್ಟಕ್ಕೆ ಹೋಗಬೇಕು
- 2) ವಿದ್ಯಾರ್ಥಿಯು ಅತ್ಯುತ್ತಮ ಮಟ್ಟವನ್ನು ಮಾತ್ರ ಸಾಧಿಸಬೇಕು

8

ಹಂತ 5 - ಹಂಚುವುದು

ಸಮಯ - 1-2 ರಿಂದ
SDMC, ಖಾಸು ಮತ್ತು ಶಿಕ್ಷಕರು

ಈ ಹಂತದಲ್ಲಿ SDMC ಸದಸ್ಯರು ಭೇಷಣ ಶಿಕ್ಷಣ ಸಭೆ, ಸಮುದಾಯ ಸಭೆ ಇತ್ಯಾದಿಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಭೇಷಣದೊಂದಿಗೆ ಪೌಲ್ಕಮಾಪನ ರೇಖಾವನ್ನು ಹಂಚುತ್ತಾರೆ.

- 1) ಖಾಸು ಮತ್ತು ಇತರ ಮಧ್ಯಸ್ಥಾಧಿಕಾರಿಗಳ ಸಂಕಲನ ತಯಾರಿಸುವುದು
- 2) ಮುಂದಿನ SDMC ಸಭೆಯಲ್ಲಿ ಎಲ್ಲಾ ಸಮಿತಿ ಸದಸ್ಯರೊಂದಿಗೆ ಮಾಹಿತಿಯನ್ನು ಹಂಚಿಕೊಳ್ಳುವುದು
- 3) ಭೇಷಣದೊಂದಿಗೆ ರೇಖಾವನ್ನು ಹಂಚಿಕೊಳ್ಳಲು PTM (ಶಾಲೆಯಲ್ಲಿ ಅಥವಾ ಸಮುದಾಯದಲ್ಲಿ) ಯೋಜನೆ ಮಾಡುವುದು
- 4) ಶಾಲೆಯ PTM ಅಥವಾ ಸಮುದಾಯ PTM ಗೆ ಭೇಷಣದನ್ನು ಅಭ್ಯಾಸಿಸಿ ರೇಖಾವನ್ನು ಹಂಚಿಕೊಳ್ಳುವುದು

ಪಾತ್ರ ಮತ್ತು ಹೊಣೆಗಾರಿಕೆಗಳು

ಶಿಕ್ಷಕ	SDMC ಸದಸ್ಯರು
SDMC ಸದಸ್ಯರ ಸಹಾಯದಿಂದ ಪೌಲ್ಕಮಾಪನ ವಿಶ್ಲೇಷಣೆ ಮಾಡುವುದು	ಪೌಲ್ಕಮಾಪನ ರೇಖಾವನ್ನು ಸಂಗ್ರಹಿಸಲು ಶಿಕ್ಷಕರ ಸಹಾಯ ಮಾಡುವುದು.
ಭೇಷಣದೊಂದಿಗೆ ಪೌಲ್ಕಮಾಪನ ರೇಖಾವನ್ನು ಹಂಚಿಕೊಳ್ಳಲು ಇತರರ PTM ಗೆ ದಿನಾಂಕವನ್ನು ನಿರ್ದೇಶಿಸುವುದು.	ಶಿಕ್ಷಕರ ಸಹಾಯದಿಂದ ಪೌಲ್ಕಮಾಪನವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು (ಯಾವ ಮಟ್ಟದಲ್ಲಿ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗಾಗಿ ಅಥವಾ ಎಂಬುದು).
PTM ಗೆ ಭೇಷಣದನ್ನು ಅಭ್ಯಾಸಿಸುವುದು.	PTM ಭೇಷಣ ಅನುಮತಿಯನ್ನು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳುವುದು, PTM ಗಳಿಗೆ ಭೇಷಣದನ್ನು ಅನುಮತಿಸಲು ನಿರ್ದೇಶಿಸುವುದು ಮತ್ತು ಅನುಮತಿಯನ್ನು ಪಡೆಯುವುದು.
ಭೇಷಣದೊಂದಿಗೆ ಪೌಲ್ಕಮಾಪನ ರೇಖಾವನ್ನು ಹಂಚಿಕೊಳ್ಳುವುದು.	

ಹಂತ 6 - ಕಾರ್ಯ

ಸಮಯ - 1 ರಿಂದ
ಸ್ವಯಂಸೇವಕರು, ಶಿಕ್ಷಕರು ಮತ್ತು SDMC

ಈ ಹಂತದಲ್ಲಿ ಅಂತಿಮ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಠಿಣತೆ ಮತ್ತು ಸುಧಾರಣೆಗಳ ಭೇಷಣ, ಸಮುದಾಯ ಮತ್ತು ಶಿಕ್ಷಕರು ಮಾಹಿತಿಯನ್ನು ಕೇಳುವ ಕೆಲಸವನ್ನು ನಡೆಸುತ್ತಾರೆ.

1. ಮುಂದಿನ ಭೇಷಣದ ಮಾಹಿತಿಯನ್ನು ಉಪಯೋಗಿಸಿ ಪರಿಷ್ಕರಿಸಿದ ಮತ್ತು ಶಿಕ್ಷಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಠಿಣತೆ ಮತ್ತು ಸುಧಾರಣೆಗಳ ಮಾಹಿತಿಯನ್ನು ಉಪಯೋಗಿಸಿ ಪರಿಷ್ಕರಿಸಿದ ಮತ್ತು ಶಿಕ್ಷಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಠಿಣತೆ ಮತ್ತು ಸುಧಾರಣೆಗಳ ಮಾಹಿತಿಯನ್ನು ತಯಾರಿಸುವುದು
2. ನಿಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳ ಕೆಲಸ ಮಾಡುವುದು ಎಂಬುದರ ಬಗ್ಗೆ ಕೆಲವು ಸೂಚನೆಗಳು ಇವೆ (ದಕ್ಕಿಲ್ಲದ 3,4 ಮತ್ತು 5 ಅನ್ನು ನೋಡಿ)
3. ಇದನ್ನು ಮುಂದುವರಿಸುವ ಸುಧಾರಣೆಯನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ಕಠಿಣತೆಯನ್ನು ಕೇಳುವ ಸ್ವಯಂಸೇವಕರನ್ನು ನಡೆಸುವುದು
4. ಎಲ್ಲ SDMC ಸದಸ್ಯರಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಮತ್ತು ಶಿಕ್ಷಕರ ಸುಧಾರಣೆಯನ್ನು ನೋಡಿ ಮತ್ತು ನಿಮ್ಮ ಮಿಷನ್‌ನಲ್ಲಿ ಅದನ್ನು ಮಾಡುವುದು

ಪಾತ್ರ ಮತ್ತು ಹೊಣೆಗಾರಿಕೆಗಳು

ಶಿಕ್ಷಕ ಮತ್ತು ಪ್ರಧಾನ ಗುರುಗಳು	SDMC ಸದಸ್ಯರು
ವಿದ್ಯಾರ್ಥಿಗಳ ಮತ್ತು ಶಿಕ್ಷಕರ ಸುಧಾರಣೆಯ ಯೋಜನೆಯನ್ನು ತಯಾರಿಸುವುದು.	SDMC ಸ್ವಯಂಸೇವಕರಾಗಿ ಸಮುದಾಯದಲ್ಲಿ ದೂರದಿಂದ ಅಥವಾ ಸಮುದಾಯದಲ್ಲಿ ಕಠಿಣತೆ ಸ್ವಯಂಸೇವಕರನ್ನು ಹುಡುಕುವುದು ಮತ್ತು ಸಹಾಯ ಮಾಡುವುದು.
ಈ ಯೋಜನೆಯಲ್ಲಿ ಉಪಯೋಗಿಸಿದ ಪರಿಷ್ಕರಿಸಿದ ಮತ್ತು ಶಿಕ್ಷಕರ ಮಾಹಿತಿಯನ್ನು (ಕೆಲವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮತ್ತು ಶಿಕ್ಷಕರ ಮಾಹಿತಿಯನ್ನು ತೆಗೆದುಕೊಳ್ಳಲು ಇತರ ಶಿಕ್ಷಕರಿಗೆ ತಿಳಿಸುವುದು)	ಖಾಸು ಮತ್ತು ಇತರ ಸುಧಾರಣೆಗಳನ್ನು ಅಥವಾ ಅದರ ಎಂಬ ಯೋಜನೆಯನ್ನು ತಯಾರಿಸುವುದು.
ಈ ಯೋಜನೆಯನ್ನು ಮತ್ತು ಯೋಜನೆ SDMC ಸದಸ್ಯರೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳುವುದು.	SDMC ಸದಸ್ಯರಿಗೆ ಕಠಿಣತೆ ಮತ್ತು ಮಾಹಿತಿಯನ್ನು ಅದರ ಬಗ್ಗೆ ಮಾಡುವುದು.

ಶಿಕ್ಷಕರು ಏನು ಮಾಡಬಹುದು ?

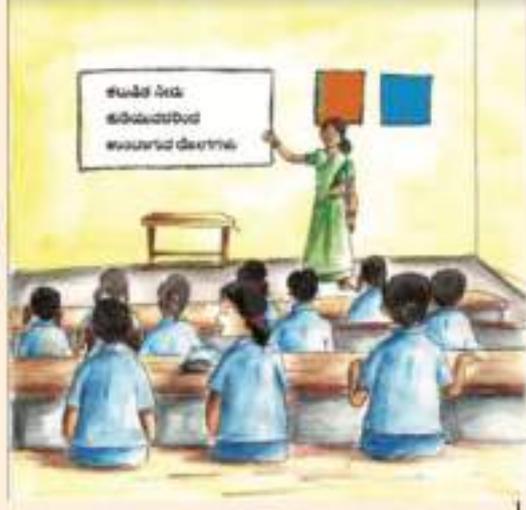
Worksheet 5

1 ಮೌಲ್ಯಮಾಪನ ಮಾಡಿದ ನಂತರ ಕಡಿಮೆ ಮಟ್ಟದಲ್ಲಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಗುರುತಿಸುವುದು

2 ಅವರಿಗೆ ಅನೇಕ ಚಟುವಟಿಕೆಗಳನ್ನು ಸರ್ಟಿಸಿ ಕಲಿಕೆಯನ್ನು ಸುಧಾರಿಸುವುದು

3 ದಿನನಿತ್ಯ ಅವರಿಗೆ ಹೆಚ್ಚುವರಿ ವರ್ಗವನ್ನು ತೆಗೆದುಕೊಂಡು ಮುಂದಿನ ಹಂತಕ್ಕೆ ತರುವುದು

4 ಬಾರಕೊಪ್ಪಿ ಮತ್ತು ಅದರ ಸುಧಾರಿಸಿದವರಾದೇ ಇಲ್ಲ ಎಂದು ನೋಡಲು ಯಾದ್ಯಚ್ಚಿಕ ಪರಿಶೀಲನೆ ಮಾಡಿ



15

ತಮ್ಮ ಮಗುವಿನ ಕಲಿಕೆ ಸುಧಾರಿಸಲು ಪ್ರೋಫೆಸರ್‌ರು ಏನು ಮಾಡಬಹುದು ?

Worksheet 6



1 ನಿಮ್ಮ ಮಕ್ಕಳನ್ನು ನಿಯಮಿತವಾಗಿ ಕಾಲಿಗೆ ಕಳುಹಿಸಿ

2 ಕಾಲಕಾಲಕ್ಕೆ ಕಾಲಿಗೆ ಭೇಟಿ ನೀಡಿ, ಅವರು ಹೇಗೆ ಮಾಡುತ್ತಿದ್ದಾರೆ ಎಂಬುದರ ಕುರಿತು ಶಿಕ್ಷಕರಿಗೆ ಕೇಳಿ, ಮನೆಯಲ್ಲಿ ಮಕ್ಕಳಿಗೆ ಕಲಿಕೆಯಲ್ಲಿ ಸಹಾಯವಾಗಲು ನೀಡುವ ಏನು ಮಾಡಬಹುದು ಎಂಬುದನ್ನು ಕೇಳಿ

3 ಕಾಲಿಯಲ್ಲಿ ಅವರು ಏನು ಮಾಡಿದರು ಎಂದು ನಿಮ್ಮ ಮಗುವಿಗೆ ಕೇಳಿ, ಅವರು ಮನೆಯಲ್ಲಿ ನಿಯಮಿತವಾಗಿ ಅಭ್ಯಯನ ಮಾಡುತ್ತಾರೆ ಎಂದು ಖಚಿತಪಡಿಸಿಕೊಳ್ಳಿ

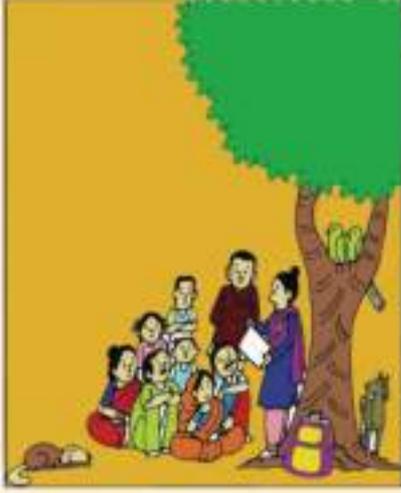
4 ಅವರು ತಮ್ಮ ಹೊಂಚಲೆಗೆ ಮಾಯವಾಗ ಅವರ ಹತ್ತಿರ ಕುಳಿತುಕೊಳ್ಳಿ



16

ಮಕ್ಕಳ ಕಠಿಣತೆಯ ಸುಧಾರಣೆಗೆ ಸಮುದಾಯವು ಏನು ಮಾಡಬಹುದು?

Worksheet 7



1 ಶಾಲೆಗೆ ಹೋಗುತ್ತಿಲ್ಲದ ಮಕ್ಕಳ ತಂದೆ ತಾಯಿ ಜೊತೆ ಮಾತನಾಡಿ ಅದರ ಮಕ್ಕಳನ್ನು ನಿಯಮಿತವಾಗಿ ಶಾಲೆಗೆ ಕಳುಹಿಸಲು ಪ್ರೋತ್ಸಾಹಿಸಿ

2 ಆಗಾಗ್ಗೆ ಭೇಟಿಕೊಂಡ ಮಾತನಾಡುವುದರ ಮೂಲಕ ಕಠಿಣತೆಯ ಹಂತಗಳ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸಿ, ಅದರಿಗೆ SVS ಚರಿತರವನ್ನು ಹೇಗೆ ಲಳಿಸುವುದು ಎಂದು ತಿಳಿಸಿರಿ

3 ಮಕ್ಕಳಿಗೆ ಆಗಾಗ್ಗೆ ಕಿಟ್ಟಣ ಸಂಬಂಧಿತ ಚಟುವಟಿಕೆಗಳನ್ನು ಆಯೋಜಿಸಿ ಉದಾಹರಣೆ ಬೆತ್ತ ಸ್ಪರ್ಧೆಗಳು, ವಿಜ್ಞಾನ ಮೇಳಗಳು ಇಲ್ಲಿ ಇಡೀ ಸಮುದಾಯ ಧಾರವಹಿಸಬಹುದು

4 ಸ್ವಯಂಸೇವಕರಾಗಿ ಹೆಚ್ಚು ಪರಿಶ್ರಮದಿಂದ ಆಗುವುದು ಮಕ್ಕಳಿಗೆ ಕಠಿಣ

SAMPLE-2

ASER READING TEST SAMPLE

Letter

e w x
a y
n d u
c p

Ask child to read out all the letters given in the box. Child must get at least 8 letters correct

Word

here tall
for
sky are
mind
shop bed

Ask child to read out all the words given in the box. Child must get at least 8 words correct

Story

Rani is ten years old. She has a brother. They are getting ready for school. She has taken a bath and combed her hair. Her brother has kept the books in his bag. Their school is far away from the house. Both of them walk to school every day.

Ask the child to read the story given in the box. Child must read the story fluently and without mistakes.

Para

My village is very big.
It has many houses.
It also has a shop.
The bus stops in my village.

Ask the child to read the paragraph given in the box. If child reads paragraph correctly, then score is 100% correct.

Ask the child to read the text. Mark the circle of the highest word in the text.

MATH TEST SAMPLE (2)

Number recognition 1-9	Number recognition 10-99	Subtraction 2 digit with borrowing	Division 3 digit by 1 digit
2 7	76 58	74 63 - 56 - 34	8) 993
3 5	69 99	47 84 - 29 - 35	6) 758
9 8	34 61	41 32 - 15 - 15	7) 865
4 1	46 84	36 68 - 18 - 49	4) 658
25 68			

Ask the child to recognize any 5 numbers. At least 4 must be correct.

Ask the child to recognize any 5 numbers. At least 4 must be correct.

Ask the child to do any 2 subtraction problems. Both must be correct.

Ask the child to do any 1 division problem. It must be correct.

19

SAMPLE-3

ASER READING TEST SAMPLE

Letter	Word	Story
b s y k m n r h t x	ring sun ball run fox clap foot pan	I love my village. We go there during holidays. My uncle and aunt live there. My aunt is very nice. She tells me stories and gives me sweets. My uncle is a farmer. He takes me to his farm. There is a pond near the farm. I love to swim in the pond.
Ask the child to read out all the letters given in the box. Child must get at least 7 letters correct.	Ask the child to read out all the words given in the box. Child must get at least 6 words correct.	Ask the child to read the story given in the box. Child must read the story fluently and without mistakes.
<p>Para</p> <p>Today is a cloudy day. There are birds in the sky. We all are playing. We are very happy.</p>		
Ask the child to read the paragraph given in the box. If child reads paragraph correctly, then score is story level.		
Ask the child to read the text. Mark the child if the highest mark he/she can reach.		

20

MATH TEST SAMPLE (3)

Number recognition 1-9	Number recognition 10-99	Subtraction 2 digit with borrowing	Division 3 digit by 1 digit
1 4	52 83	$\begin{array}{r} 56 \\ - 29 \\ \hline \end{array}$ $\begin{array}{r} 64 \\ - 39 \\ \hline \end{array}$	$8 \overline{) 979}$
7 3	37 27	$\begin{array}{r} 43 \\ - 28 \\ \hline \end{array}$ $\begin{array}{r} 45 \\ - 17 \\ \hline \end{array}$	$6 \overline{) 823}$
6 9	55 28	$\begin{array}{r} 93 \\ - 76 \\ \hline \end{array}$ $\begin{array}{r} 75 \\ - 57 \\ \hline \end{array}$	$7 \overline{) 975}$
5 2	91 65	$\begin{array}{r} 52 \\ - 15 \\ \hline \end{array}$ $\begin{array}{r} 66 \\ - 49 \\ \hline \end{array}$	$4 \overline{) 513}$

Ask the child to recognise any 3 numbers. At least 4 must be correct. Ask the child to recognise any 3 numbers. At least 4 must be correct. Ask the child to do any 2 subtraction problems. Both must be correct. Ask the child to do any 1 division problem. It must be correct.

SAMPLE-4

ASER READING TEST SAMPLE

Letter

e d w
s c
g h z
i q

Ask child to read out all the letters given in the box. Child must get at least 3 letters correct.

Word

hand star
bus
cat book
day
few old

Ask child to read out all the words given in the box. Child must get at least 3 words correct.

Para

I go to school by bus.
The bus has four wheels.
It has many windows.
It is blue in colour.

Ask the child to read the paragraph given in the box. If child reads paragraph correctly, then move to next level.

Story

Seema is a little girl. Her mother gave her a book. It had lots of stories and nice pictures. Seema reads it every morning on her way to school. She learned many words. Her teacher was very happy. The teacher gave Seema another book. It had more stories. She showed it to all her friends.

Ask the child to read the story given in the box. Child must read the story fluently and without mistakes.

Ask the child to read this text. Mark the child at the highest level he/she can reach.

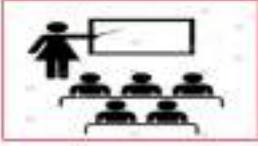
Annexure 2

Post Joint Assessment Letter:




ಈ ಮೂರು ಪ್ರಕಾರ ಪತ್ರ SVS ಇವೆ ಸಂತೆ ಕ್ರಮಗಳನ್ನು ನಡೆಸುತ್ತದೆ

- ವರಿಣಾಮಕಾರಿ SDMC ಸೆರೆ ನಡವಲು ಅಗತ್ಯವಿರುವ ಕ್ರಮಗಳು ಮತ್ತು SVS ಇವೆ ನಡವಲ ಕ್ರಮಗಳನ್ನು SDMC ಸೆರೆಯಲ್ಲಿ ನಡವಲು ಕೊಡುವ ಪತ್ರಗಳು
- ಭೂಕಾಲದ ಅನುಷ್ಠಾನವಿರಲಿಂಗಿ ನಿರ್ದಾಶಿಣಿಗಿ ಕರಿಕೆಯನ್ನು ಅಣಿ ಸುಧಾರಿಸು ಪ್ರಮು ಂಯುವರೆ ಒಗ್ಗಿ ನಡವಲಿಣಿಗು
- ಕುಂದಗೀಲಿ ಅಲವು SVS ಇವೆ ಕೆಲೆ ಅಭವನ

ಅಭಿನಂದನೆಗಳು



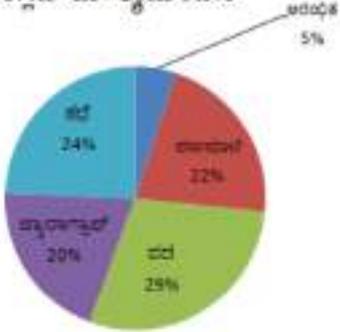
ಯಶಸ್ವಿಯಾಗಿ SVS ನಡೆಸಿಯುವುದಕ್ಕೆ





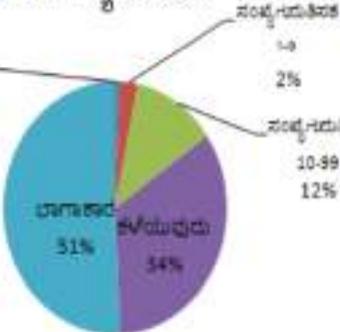
ಕುಂದಗೀಲಿ ಅಲವುಕೆ 90 ಕಾಲೆಗಲಲ್ಲಿ ನಡೆದ 1898 ಮಕ್ಕಳ SVS ಇವೆ ಪರಿಣಾಮಕಾರಿ :

ಇಂಗ್ಲಿಷ್ ಮೂಲಮಾಪನ



ವರ್ಗ	ಪ್ರಮಾಣ
ಅಧಿಕ	5%
ಕಡಿ	34%
ಮಧ್ಯಮ	20%
ಕಡಿ	29%
ಅಧಿಕ	12%

ಗಣಿತ ಮೂಲಮಾಪನ



ವರ್ಗ	ಪ್ರಮಾಣ
ಅಧಿಕ	1%
ಅಧಿಕ	2%
ಅಧಿಕ	12%
ಅಧಿಕ	10-99
ಅಧಿಕ	54%
ಅಧಿಕ	31%

SDMC ನಿರ್ದಾಶಿಣಿಗಿ ಕರಿಕೆಯ ಮಲ್ಲವನ್ನು ಸುಧಾರಿಸಲು ಇನ್ನಷ್ಟು ಕ್ರಮಗಳು ಅಗಲಿಣಿಗುಕುಂದಂ ನಾಡೆಲ್ಲರೂ ಪೋಷಾಕುನೀಲಂ ಅಗಲಿ ಕುಂದಗೀಲಿ ಅಲವುಕೆ ಒಂದು ಮಾದರಿ ಅಲವುಕಾಗಿ ರೂಪಿಸಿಲಂ.

ಪರಿಚಯವಾಗಿ SDMC ಸದಸ್ಯರ ಸ್ವರೂಪ:

- ಸರಿಯಾದ ಅರ್ಜಿಯನ್ನು ಕನಿಷ್ಠ ಮೂರು ದಿನಗಳ ಮೊದಲು ಅರ್ಜಿ ಸಲ್ಲಿಸುವುದು.
- SDMC ಸದಸ್ಯರನ್ನು ಆಯ್ಕೆಗೊಂಡು HM ಕೆಲಸ / ಸಂವಹನ / ಪತ್ರ ಬರೆಯುವುದು.
- ಕೊನೆಯ ಸಭೆಯ ಕ್ರಮ ಅಂತಿಮಗೊಂಡು ಸಭೆಯನ್ನು ಪ್ರಾರಂಭಿಸಿ.
- ಪ್ರತಿ ವಾರ್ಷಿಕ ಸಭೆಯಲ್ಲಿ ಸಭೆಯಾಗಿ ಅಧಿವೇಶನ ಮತ್ತು ಸಭೆಯಲ್ಲಿ ಸಭೆಯನ್ನು ಪ್ರಾರಂಭಿಸುವುದು.
- SDMC ಸದಸ್ಯರಲ್ಲಿ ಒಬ್ಬರು ಸಭೆಯಲ್ಲಿ ಪರಿಶೀಲನೆ ಅಧಿಕಾರವನ್ನು ಒಂದು ಕೊನೆಯಲ್ಲಿ ಗೃಹಾಂಗಿಕರಿಸುವುದು.
- ಭೀಷಣವನ್ನು ಸ್ವೀಕರಿಸಿ ದೂರದಲ್ಲಿ ಇರುವುದು ಮತ್ತು ಸಭೆಯಲ್ಲಿ ಅಧಿಕಾರವನ್ನು ಅಧಿಕಾರವನ್ನು ಸ್ವೀಕರಿಸಿ.

SDMC ಸಭೆಯಲ್ಲಿ SVS ಪದ



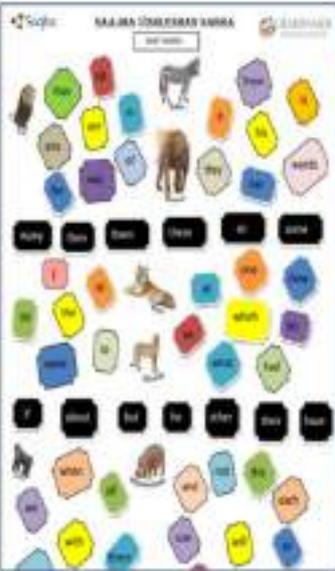
ಪ್ರತಿ ವಾರ್ಷಿಕ ಸಭೆಯಲ್ಲಿ ಪ್ರತಿ ತಿಂಗಳು ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸಕ್ರಮಿಸುವುದು ಮೂರು ಮತ್ತು ಐದು ವಾರಗಳನ್ನು SDMC ಸದಸ್ಯರಲ್ಲಿ ಪರಿಚಯಿಸುವುದು 3 ಸದಸ್ಯರನ್ನು ನಿರೀಕ್ಷಿಸಿ.

ವಿಶ್ವಾಸಾರ್ಥಿಗಳ ಕರೆಯುವಿಕೆಯನ್ನು ಸುಧಾರಿಸಲು ಸಲಹೆಗಳು

ಸಾರ್ವಜನಿಕ SVS ಕೃಷಿಯಲ್ಲಿ 15, 16 ಮತ್ತು 17 ವರ್ಷಗಳನ್ನು ಸೇರಿಸಿ, ಶಿಕ್ಷಣ, ಭೂಸೇವಾ ಮತ್ತು ಸಮುದಾಯ ಬಳಕೆ ಮಾಡುವುದು ಎಂಬುದನ್ನು ಸಾಧ್ಯವಾಗಿಸುವುದು.

ವಿಶ್ವಾಸಾರ್ಥಿಗಳಿಗೆ ಉಚಿತ ಸಭೆಯಲ್ಲಿ ಸಾರ್ವಜನಿಕ 5 ಅಭ್ಯರ್ಥಿ ಪ್ರತಿ ದಿನ ಕನಿಷ್ಠ 5 ವಾರಗಳನ್ನು ಕರೆಯುವುದು ಸುಧಾರಿಸುವುದು.

- 5 ಸಲ ಕರೆಯುವುದು ಮತ್ತು ಅನುಕೂಲತೆ ಒದಗಿಸುವುದು ಈ ಪ್ರಕ್ರಿಯೆಯನ್ನು ತಿಳಿಸುವಂತೆ SDMC ಪ್ರಯತ್ನಿಸುವುದು:**
1. ನಿಮ್ಮ ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಅಭ್ಯರ್ಥಿ ನಿರೀಕ್ಷಿಸುವಂತೆ ಅಥವಾ ಸಾರ್ವಜನಿಕವನ್ನು ಬರೆಯಿರಿ. **ಪುಟ 1**
 2. ಪ್ರತಿ ದಿನ ನಿರೀಕ್ಷಿಸುವಂತೆ 5 ವಾರಗಳಲ್ಲಿ ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಒಂದು ಅಥವಾ ಕನಿಷ್ಠ ಸಮಯವನ್ನು ಸಾರ್ವಜನಿಕ ಮಾಡುವುದು. **ಪುಟ 2 - ಪುಟ 4**
 3. ಈಗ ಅಥವಾ ಸಾರ್ವಜನಿಕ ನಿರೀಕ್ಷಿಸುವಂತೆ ಸಾರ್ವಜನಿಕವನ್ನು ಬರೆಯಿರಿ ಮತ್ತು ಸಾರ್ವಜನಿಕವನ್ನು. **ಪುಟ 5**
 4. ವಾರಗಳಲ್ಲಿ ಒಂದು ವೇಳೆ ಅಭ್ಯರ್ಥಿ, ವೇಳೆಗೆ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಅಥವಾ ಸಾರ್ವಜನಿಕವನ್ನು ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಒಂದು ಅಥವಾ ಕನಿಷ್ಠ ಸಮಯವನ್ನು ನಿಮ್ಮ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಅಳಿಸುವುದು. **ಪುಟ 6**
 5. ವಾರಗಳಲ್ಲಿ ಒಂದು ವೇಳೆ ಅಭ್ಯರ್ಥಿ, ವೇಳೆಗೆ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಅಥವಾ ಸಾರ್ವಜನಿಕವನ್ನು ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಒಂದು ಅಥವಾ ಕನಿಷ್ಠ ಸಮಯವನ್ನು ನಿಮ್ಮ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಅಳಿಸುವುದು. **ಪುಟ 7**
 6. ಈ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಪ್ರತಿವಾರವೂ ಪ್ರಯತ್ನಿಸುವುದು. ಅಥವಾ 5 ಅಭ್ಯರ್ಥಿ ಒಂದು ವಾರಗಳನ್ನು ಕರೆಯುವಂತೆ ಪ್ರತಿ ದಿನ ಕನಿಷ್ಠ 5 ನಿರೀಕ್ಷಿಸುವಂತೆ ಸಾರ್ವಜನಿಕ ಪ್ರತಿ ದಿನ ಸಾರ್ವಜನಿಕವನ್ನು ಒಂದು ವಾರಗಳನ್ನು ಮಾಡುವುದು.



ರೂ. ೩-೨೫೪೭

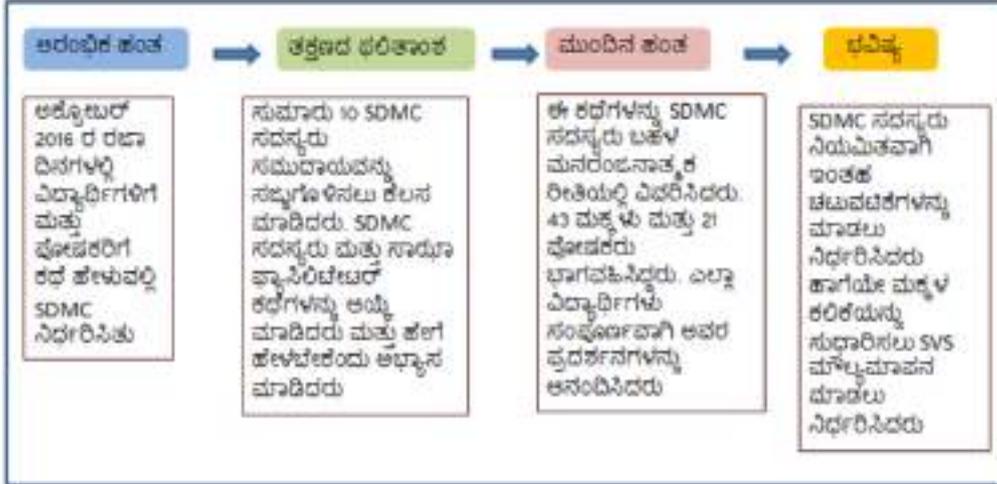
ಕುಂದಗೋಳ SDMC ಯಶಸ್ವಿ ಕಥೆಗಳು

School Name: HPS Chikkanerthi, CHC classes



ಇದೆ ರೀತಿ HPS Benakanahalli ,HPUBS Kamedoli ಇನ್ನು ಇತರ ಶಾಲೆಗಳಲ್ಲಿ CHC ಕ್ಲಾಸ್ ನಡೆಸಿದರು

School Name: HPS Pura school, Story telling





Part II :SDMC Sabhas

Executive Summary

SDMC sabha was conceptualized by Saajha to create a platform where SDMC and Government officials to address issues being faced by schools, and discuss steps to mitigate them.

After being conducted several times successfully in Delhi, the sabha was held for the first time in Kundagol. 45 schools were a part of the SDMC Sabha and 146 SDMC members were present. Issues like shortage of teachers, infrastructure of the school were discussed among others.

After Saajha's follow-up, grievances like teachers shortage were resolved in one of the schools, CRPs promised to visit the schools often and also try to attend SDMC meetings to address school-related issues.

Design of Sabha

An SDMC Sabha is an event that requires extensive collaboration and coordination between the government, school staff, SDMC, parents and Saajha. Typically, the design of the programme involves the following steps:

Pre Sabha tasks list

- Fixing of date
- Permissions
- Orientation of stakeholders
- Grievance collection
- Sending invitations

During Sabha Task list

- Grievance redressal
- Awards distribution
- Speeches by dignitaries
- Refreshments

Post Sabha Task list

- Follow-up on grievances
- Review of SDMC Sabha

The SDMC Sabha conducted in Kundagol is based on the design and implementation of SMC Sabhas in Delhi conducted in collaboration with the Directorate of Education, NCT of Delhi. The design was modified keeping the local context of Hubli in mind, however the overall objective and theme of the exercise remained the same.

Execution Plan

The execution of the SDMC Sabha can be divided into three broad phases – Pre, During and Post

Pre-Sabha

Permissions

The permission for conducting the SDMC Sabha was obtained from the Block Education Officer and a date was fixed. We also visited the DDPI office, and informed the officer concerned for the programme

Invitations

The invitation letter for the Sabha was sent to all 99 schools of Kundagol block via post. The BEO's permission letter was attached to the letter. The invitation has been given below:



Additionally, we informed all CRPs about the Sabha and requested them to follow-up with schools regarding their presence in the Sabha. Calls were made to all HMs in order to verify if the letters posted to them were received and read. After that, all concerned government officials like CPI, DDPI, JD and BEO were invited for the SDMC Sabha. A reminder message was sent to all stakeholders before the Sabha

Logistics

A hall was booked for the Sabha with adequate space and arrangements for the programme. We also made arrangements for lunch, speakers, mic and projectors. Two volunteers were engaged to help us with the programme.

Award

In order to make the programme more effective, it was decided to felicitate the best SDMC from each cluster in the Sabha. The best SDMCs were shortlisted after a meeting with the BEO and CRPs. Concerned HMs were informed about the award and their presence was confirmed.

During Sabha

The highlight of the SDMC Sabha was the grievance redressal session. The following table provides a brief snapshot of the conversations in the session:

No.	Grievances by SDMC	Officials' Response
1	Concern about dept conducting trainings in February, as exams start from March and teachers should focus on academics. All trainings should be concluded by January	BEO doesn't have a say in it, as trainings are planned at state level. However, this concern would be raised and addressed for the next year
2	Shortage of teachers in schools; delay in teachers' deputation leads to no teachers in the class for long periods of time	Extra teachers provided to some schools. Others to be arranged in 2 weeks. STR of 30:1 to be followed in all schools. Hoping to roll out subject-wise teachers system soon
3	Infrastructure issues in 2 schools – need for wall between boys and girls toilets; repair of roofs in some classrooms	Photos to be sent along with written letter and budget details. It will be sanctioned
4	CRPs are supposed to conduct regular visits to schools and inform BEO – no such visit was conducted in part five months	CRP of that cluster was present and denied the claim. Few meetings couldn't be conducted due to clashes with other work
5	No toilet in LPS Yaraguppi	There was no update on the issue and we are waiting to hear from the DDPI on this

Post Sabha

1. Data from the SDMC Sabha was collected and compiled
2. All issues raised in the Sabha were tracked by calling the SDMC president every week and collecting updates

Data And Outcomes

The following table provides a brief snapshot of the attendance in the SDMC Sabha

No of schools attended	45
No. of SDMC	140
Govt officials	6

SDMC members who attended the workshop were happy that they could meet the BRC and their cluster CRPs directly and get a response to their queries. A fruitful Q&A session of more than 45 minutes was conducted between the officials and SDMC members.

With respect to grievance redressal, most of the infrastructure-related issues raised in the Sabha were not solved due to shortage of funds. Through the active use of the call centre, the issue of teachers' shortage in Benakanahalli school was addressed. The SDMC was instructed to write a letter to the BEO, we followed up with SDMC on regular intervals through calls and supported them throughout – a deputy teacher was provided in the span of a month.

Challenges and Feedback

Following were some of the key challenges faced in the Sabha:

1. Due to limited follow-ups and our inability to convey the importance of their presence, several key stakeholders like BEO, Akshay Patra, Sanjeev Kulkarni from Deshpande Foundation and DDPI didn't turn up for the Sabha
2. Despite multiple reminders, we had to make phone calls to HMs on the day of the Sabha to ensure their presence
3. One of the CRPs left the programme early which led to outcry from SDMC members, which gave rise to a feeling that their time and concerns were not being taken seriously

Some of the feedback on the SDMC Sabha collected from different stakeholders has been given below:

1. CRPs - They felt that the program was well organised, and requested for more such interventions at the ground level.
2. SDMC - The SDMC members voiced the need for such platforms where they can talk to officials directly. They would like state-level officials to attend the event, the next time.
3. BRC – Sabha was a good idea to provide a platform to hear the grievances of the SDMC members directly. Even though all grievances were not resolved, it gave them a space to explain the reasons to SDMC members and make themselves more accountable.



Part III :Capacity Building and Support



Executive Summary

A crucial part of Saajha's intervention with SDMCs in Hubli is providing regular support to them as well as their capacity building so that they could be more effectively involved in the functioning of schools. Three initiatives form the backbone of this exercise

1. Community Events
2. Trainings – SDMC workshops
3. Call Centre

The primary objective of these interventions is to increase the bond between the parent and the child, increase the attendance in the PTM and SDMC meetings and drive parents towards their active participation in the learning of their children. Through call support we could reach to more number of parents and guide them on questions to be asked in PTMs, importance of sending their children to the school regularly, attending SDMC meetings and voicing out their opinion to have healthy discussions and providing a helping hand to the HMs for any kind of support needed for the overall development of the school.

The report will elaborate on each of these interventions in details explaining their meaning, scope and outcomes.

Planning:

- We spoke to SDMC members from the community and fixed a date and venue
- We prepared an invitation card as shown which was circulated in the community through text messages and hoardings.
- We visited houses in the community personally and invited people for the event.
- Announcements were also made through a loudspeaker

Event:

The competition held on 13th October and saw some good participation from the community. The competition lasted for 40 minutes. Winners were announced and prizes were distributed after that.

An important insight from the event was that boys didn't participate in the competition. In the future, we need to evolve strategies to involve them as well. However, the overwhelming participation of the village's community was a good indication of their involvement in our work.

Event 2: CHAKALABBI, Kundagol

With an objective to create awareness about the importance of SDMC meetings, PTM and role of a parent at home, a report card reading event was organized in Chakalabbi. Most of the parents often do not know what a report card consists of and sign it without reading it or understanding it carefully. The event aimed to address this issue.

Design:

As a part of the event, each parent had to read and understand their child's report card. We also asked them to highlight what requires to be done to secure better marks and to improve the child's overall performance. We explained to parents on how to comprehend the report and the importance of knowing the learning level of their children. We divided the parents' into smaller groups of three and asked them to write down what can be done to improve the child's performance. Each group wrote down the responsibilities of the teacher and parents on helping children.

26 parents participated in the event and we were able to identify SDMC champion members through the exercise.

The following outcomes were achieved through the event:

- Each parent knew how to comprehend a report card and its importance
- Each parent understood their responsibility and their role at home with respect to the learning of the children.
- Parents understood the importance of attending SDMC meetings in the schools.

SDMC Workshops

Saajha conducts workshops for SDMC members to build their capacity, increase their participation in SDMC meetings and to make them aware of their roles and responsibilities. Two such workshops were conducted in 2018 – 2019. A detailed overview of both the workshops have been given below:

Workshop 1 – August 2018

SDMC workshop was conducted cluster-wise for the ten clusters in Kundagol. There was a total of 330 participants in the workshop out of which 173 were parent members, 79 were HMs, 70 were teachers and 8 CRPs. Overall school attendance was high with 94 schools attending out of 99 which is more than 94%.

The outcomes of the workshop are given below:

1. Collaboration with the team members

- Take initiative and believe in yourself
- Respect others and appreciate their effort
- Importance of team work
- Commitment in the work taken up

2. Roles and responsibilities

- Meeting should be conducted every month to ensure high attendance and members' participation
- Agenda should be based on SLO(Students learning outcome)
- Conduct PTM once in 3 months
- Adhere to the rules like arriving on time, keeping phone in silent etc
- MOM has to be taken down and read out loud to everyone at the end of the meeting

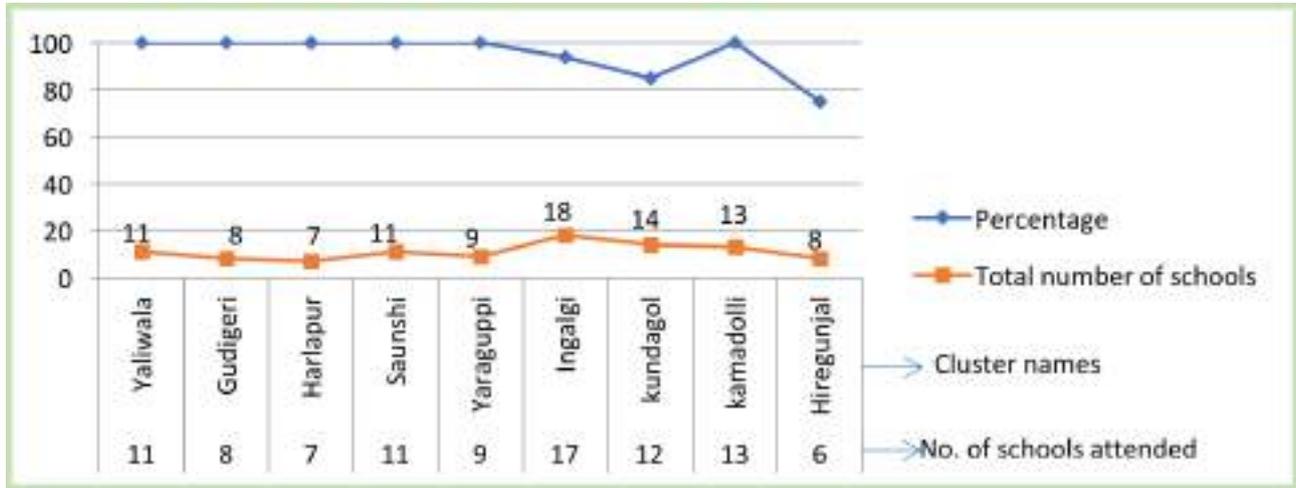
3. Involvement in schools, community and home

School	Community	Home
Create an excellent learning environment for the students	Conduct reading activities for the students and check their level	Parents to send their child everyday to the school and attend the PTMs regularly.
Conducting PTM regularly and sharing the student's report	Open community classes and students with low learning outcomes about the basics of the subjects	Parents to encourage to complete homework

4. **SDMC plan** for 6 months was prepared about the students learning outcome and infrastructure which enabled them to re-think existing issues and solutions for the same.
5. **Schools shared their experiences of solving problems** through BEO, Gram Panchayat, funders etc which gave an idea to other schools to implement similar solutions to their issues.

Data

Total number of schools in each cluster and the number of schools which attended from each cluster is shown in the graph below.



Note: Urdu schools are added in every cluster and not considered as a separate cluster

Overall 94 schools attended out of 99 among the 9 clusters of the Kundagol block. Out of 495 SDMC members, 330 participants attended the workshop.

Break up of participants

We had invited 5 members from each school, out of which 1 HM, 1 teacher and 3 parent members were present. The breakup of the expected and attended participants is as shown below:

Title	Expected	Attended
HM	99	79
Teachers	99	70
Parents	297	173
CRP	9	8

Feedback

Some of the feedback on the workshop collected from different stakeholders has been summarized below:

- Workshop was an excellent platform where HMs, teachers and parent members of the cluster got together on a common agenda
- Parents became aware of their roles and responsibilities as SDMC members
- Such workshops need to be conducted for all parents to increase awareness on the importance of education.
- Provide a booklet to each SDMC member on their roles and responsibilities, do's and don't's etc

Workshop 2 – FEBRUARY 2019

The second SDMC workshop was conducted on the importance of PTMs in schools. This workshop was held on a single day with all the clusters combined together. There were 142 participants from 45 schools. Each school was given a PTM booklet which had the step by step process of conducting PTM.

Outcomes:

- Importance of PTM was understood well with the help of a video and practical example shown from one of the block's schools itself
- SDMC would help the Teachers during the PTM to bring in more attendance and also conduct the PTMs regularly.
- More than 45 schools conducted PTM after the workshop and also observed an improved attendance of parents
- Parents were asking relevant questions to the teachers, as the questionnaire was provided to them.
- Parents were confident and knew the flow of the PTM, the points to be discussed and support to be extended to teachers to improve their child's learning.

Challenges:

1. The workshop had low attendance due to a number of reasons -Department had already trained SDMC recently. The workshop was also held around the time of a popular religious fair. In some schools. SDMC's term has ended and new ones weren't formed yet.
2. BEO had instructed not to invite HMs and teachers for the training as there were other trainings already scheduled for them
3. Several members arrived late for the training which hampered expectation setting in the workshops
4. CRPs were not given the lead in conducting sessions, which could have led to better connection with the SDMC

Feedback:

- Meet and greet session before the start of the program happened between SDMC of various clusters which helped in building a network among the people of the same cluster.
- SDMC members who attended the workshop were happy that they could meet the BRC and their cluster CRPs directly and get responses to their queries.
- Stories shared by SDMC helped in motivating each other. For instance. KGS, Gudageri had fixed SDMC meetings on second Saturday of every month so that there is no clash/confusion on fixing the date. This idea was appreciated by most of the schools and they said they would plan to implement it in their schools as well.
- SDMC members shared that such a platform should be created every quarter so that a culture of peer learning can be created

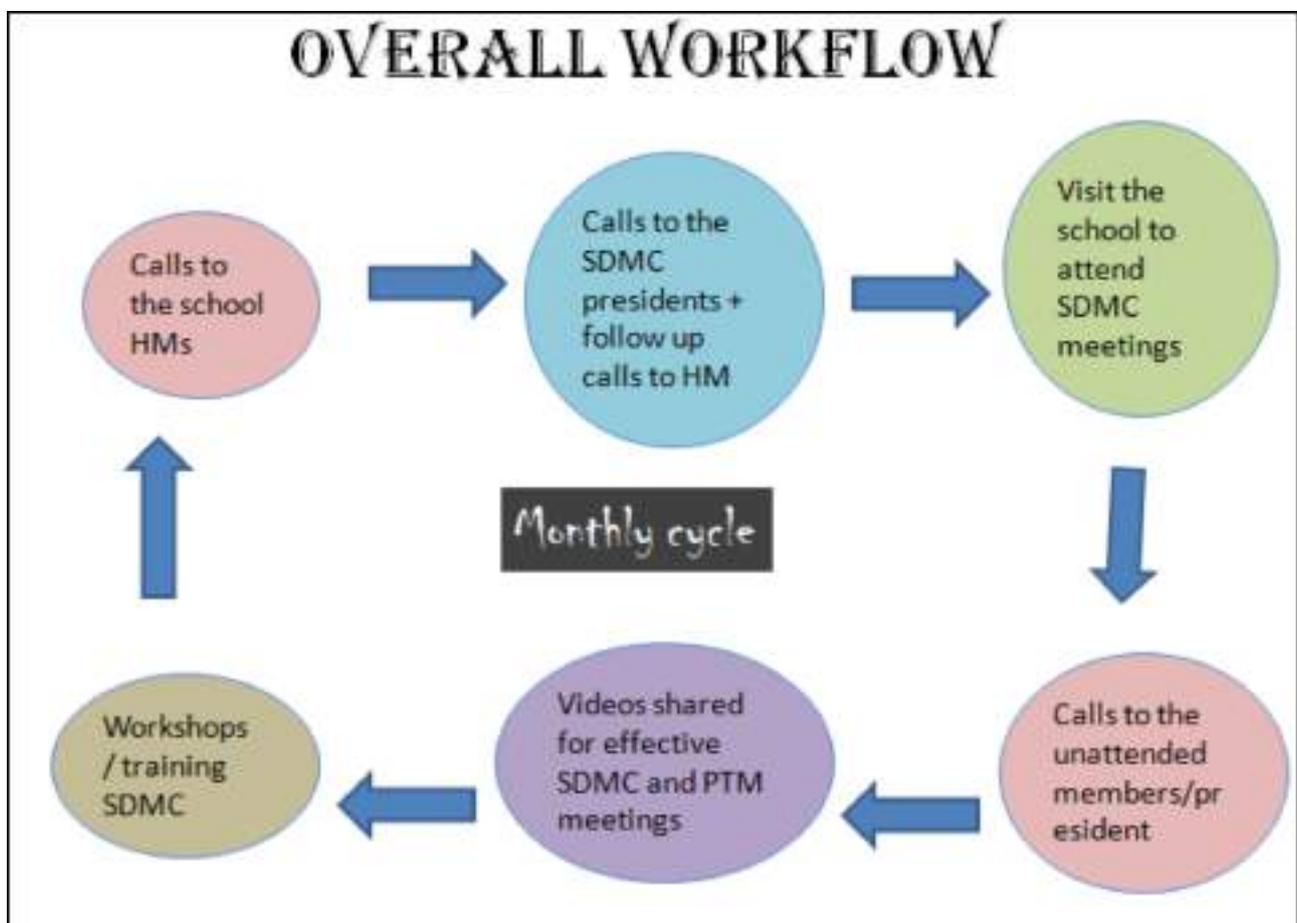
Call Centre Support

Problem Statement:

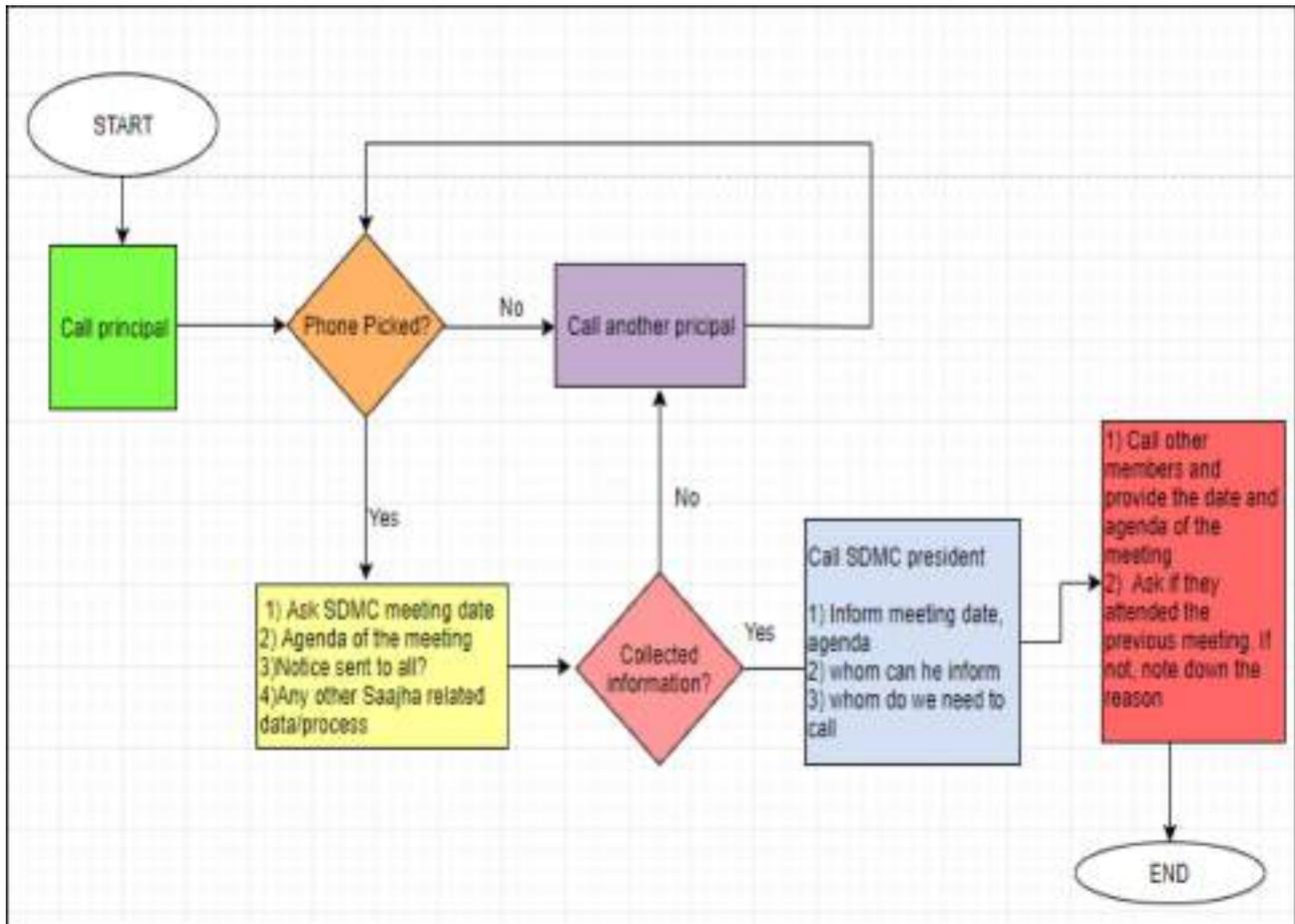
Saajha's facilitators had to make multiple visits to schools for mundane, miniscule tasks like asking for the date of an SDMC meeting, giving a document or inquiring about meeting agenda. Two facilitators and 99 schools meant each school can be visited only once in two months which affected the process of building rapport, creating impact and achieving goals. Additionally, a few clusters like Harlapur and Yaliwala had no frequent buses and visiting these schools and co-ordinating with their staff was a challenging task. To address these issues, it was decided to set up a call centre so that call-based support could be provided to schools and Saajha's operations could be conducted with reduced investment of physical resources.

Implementation

A process was designed for the functioning of the call centre. The monthly cycle of calls has been explained below:



A typical call conducted by the call centre can be summarized as given below



Call-based Support

The call centre was instrumental in providing the following support to SDMC:

1. Profiling of SDMC members of all the 99 schools were done with the help of the BRC
2. Verified the numbers of SDMC members as and when the calls were made to the members and members' database was updated
3. Connected with the SDMC members on a regular basis, which helped to increase the attendance of the SDMC meetings.
4. Helped HM's in conducting SDMC meetings regularly every month by inviting members and sending reminders, setting useful agendas for the meeting.

5. A helpline number with SDMC members who can reach out to us for any kind of information or help related to SDMC roles and responsibilities or steps to overcome teachers' shortage in their school
6. Collection of data from each school during SVS, SDMC monthly meetings became easier with the help of calls made to the HMs, SDMC presidents and parent members of SDMC

Outcomes

The table below shows the outgoing and incoming calls on a monthly basis.

Outgoing Calls	Incoming Calls
Nov - 126	Nov - 16
December - 150	December - 53
January - 230	January - 67
February - 303	February - 85
March - 160	March - 64
April - 95	April - 43

Following are the key outcomes achieved by the call centre:

- Increased attendance in SDMC meetings of 30 schools - upto 35% more than the usual attendance
- In 64 schools, SDMC meetings were held more than 5 times.
- While conducting SVS in 92 schools, it helped to convey the process, align and collect data
- 270+ parents were supported through calls for Google Bolo app installation and resolving queries

Case Studies:

A. Parents fear of questions to be asked in PTMs

Every month, every 20 incoming calls were from parents who didn't know what questions were to be asked during a PTM. We helped them by giving them a questionnaire in Kannada vocally on phone or via WhatsApp. Some of the questions we gave them were:

- Does my child participate (take part) well in class?
- Is my child progressing as expected?
- What do they do well?
- What do they need help with?
- What can I do to help?
- Does my child seem settled at school? 7.How do they get along with others?
- Are there any areas for concern?
- What's the best way to contact you if I want to follow up on anything we've talked about?

B. Issues with teacher transfer

In Yaraguppi Cluster, there was a teacher on deputation who was transferred to other school, but SDMC wanted to retain that teacher till they get a replacement. So, they wanted to write a letter to BEO to know when they would get a replacement and for how long would the teacher could be retained. When we received the call, we explained the whole process to the SDMC and also shared a sample letter for reference with the SDMC president. We suggested that they first approach the CRP and then escalate it to the BEO after a week's time. We also guided them on the process to approach the BEO.

Challenges:

1. It is difficult to assess the quality of calls made via the call centre. It is a tedious task to record, store and go through each call for quality improvement
2. Data collection was done manually - How many calls per month, what kind of queries are most common, how many parents are actively participating the meetings after the call support
3. Use of qualitative information for content designing could not be done due to problems with storage
4. Most parents would call after working hours of the executives.

Learnings and Next Steps:

Learnings

1. A technology-based call centre will help to overcome challenges related to data collection and storage. Knowlarity tool was identified by the team provide call centre support.
2. Repetitive calls can be addressed through voice messages or an automated call

Next Steps

- We have collaborated with a reputed NGO named 'Mantra4Change' and have started our operations in Bangalore in Anekal block from Aug 2019. We are now extending our support to 280 schools at the block level.
- We are working on collaborating/raising funds for the upcoming projects in Kundagol and Bangalore to implement the below plan:

Initiatives	Why(Objective)	How(Process)
Annual training of Government trainers supported for better training of SDMC members	<p>To build capacity of Government trainers to train SDMC on</p> <ul style="list-style-type: none"> •Ensure effective usage of funds for child well-being •Expedite Infrastructure Development •Tracking Learning Outcomes 	<ul style="list-style-type: none"> •Bi-annual workshop for 2 days •Objectives would be prioritized based on the findings from the initial field visits and suggestion of the committees at state •On call support to the trainers throughout the year

<p>One video every two months to share best practices, address key challenges and enable actions</p>	<p>To create awareness among SDMC</p> <ul style="list-style-type: none"> ● Know their roles and responsibility ● Include best practices in their work ● Filter the challenges and prioritize ● Direction to resolve it 	<ul style="list-style-type: none"> ● Groups to be formed of SDMC presidents and other members on whatsapp ● Video to be shared on Youtube and provide the link to the users
<p>Simple learning improvement activities would be shared once in two months</p>	<p>To improve learning of children by SDMC/ parents intervention</p>	<ul style="list-style-type: none"> ● Do it yourself manuals with the help of which SDMC can gauge the current learning level of children and can help further to improve by bringing it to the notice of the teacher and following it up. ● Handbooks for SDMC on how to conduct effective SDMC meetings, PTMs which would help in improvement of learning of children ● Suggest app based learning to teachers/ SDMC like 'Bolo' app, child can improve reading with minimum help
<p>Parents and SDMC members would have access to a help-line and call centre</p>	<p>To help parents and SDMC be on right direction to solve grievance</p> <ul style="list-style-type: none"> ● To ensure their queries are answered ● Suggest alternatives for the problem ● Encourage to Follow up on the issue until addressed/resolved 	<ul style="list-style-type: none"> ● Helpline number would be set up and shared across schools ● Agent would speak the local language for better understanding ● Calls would be recorded for better quality and improvement

<p>A team of on-ground facilitators who would engage with stakeholders on field</p>	<p>On-ground facilitators to check</p> <ul style="list-style-type: none"> ●SDMC for its understanding ●Regularity of SDMC meetings being held ●Support Government officials 	<ul style="list-style-type: none"> ●1 facilitator for every 3 clusters ~30 schools ●Visit schools/government office to ensure SDMC meetings are held regularly, ensure PTMs are held regularly, problems are being addressed and resolved, check the app usage, collection of data
---	--	--

Annexure

Annexure 1

Kundagol Data

Cluster Name	School Name	No.of SDMC meetings conducted per year (June 18-Feb 19)	Avg % attendance in SDMC in June-July 18 (Before Saajha workshop and Support)	Avg % attendance in SDMC in Jan-Feb 19	Number of Social Audits	English (story level) in %	Maths (Division) in %	PTM Conducted between August November
HARALAPUR	GHPS HARALAPUR	7	50	89	1	20	59	1
HARALAPUR	GHPS KANNADA BOYS KALAS	7	81	75	1	16	53	1
HARALAPUR	GHPS SANKLIPUR	8	61	72	1	23	62	1
HARALAPUR	GHPS SULTANPUR	7	44	94	1	40	50	1
HARALAPUR	GLPS HARALAPUR	8	97	97	1	33	53	2
HARALAPUR	GLPS KALAS	9	83	86	1	9	29	1
GUDAGERI	GHPS GOUDAGERI	6	81	81	1	20	65	1
GUDAGERI	GHPS KANNADA GIRLS GUDAGERI	8	94	89	1	24	55	3
GUDAGERI	GHPS RATTIGERI	7	61	39	1	24	62	1
GUDAGERI	GLPS GOUDAGERI	8	47	53	1	12	41	2
GUDAGERI	GLPS MANDIGANAL	7	56	50	1	33	83	1
GUDAGERI	GLPS NO. 1 GUDAGERI	7	86	86	1	42	58	2

GUDAGERI	MODEL GHPS GUDAGERI	7	53	89	1	6	69	2
INGALAGI	GHPS BETADUR	6	50	83	1	24	35	1
INGALAGI	GHPS HANCHINAL	7	72	78	1	25	25	2
INGALAGI	GHPS HIREBUDIHAL	7	78	89	1	0	69	1
INGALAGI	GHPS HOSA HANCHINAL	7	72	81	1	20	33	1
INGALAGI	GHPS INAMAKOPPA	7	86	81	1	18	75	2
INGALAGI	GHPS INGALAGI	5	33	81	1	27	47	1
INGALAGI	GHPS KANNADA GIRLS BETADUR	6	42	42	1	31	31	1
INGALAGI	GHPS KUBIHAL	8	94	94	1	23	44	1
INGALAGI	GHPS MATTIGATTI	7	72	53	1	28	50	3
INGALAGI	GHPS TEERTHA	7	61	58	1	29	65	1
INGALAGI	GLPS HANAMANAHAL LI	8	47	47	1	16	50	1
INGALAGI	GLPS KANNADA GIRLS INGALAGI	6	86	61	1	55	70	2
INGALAGI	GLPS RAMAPUR	7	75	72	1	0	83	1
KAMADOLLI	GHPS HIREHARAKUNI	3	50	0	1	0	42	1
KAMADOLLI	GHPS KAMADOLLI	4	53	28	1	36	44	1
KAMADOLLI	GHPS KANNADA GIRLS HIREHARAKUNI	3	53	0	1	38	62	2
KAMADOLLI	GHPS KANNADA GIRLS KAMADOLLI	4	53	25	1	38	63	1
KAMADOLLI	GHPS KANNADA GIRLS TARLAGHATTA	0	0	0	1	48	57	1
KAMADOLLI	GHPS NELAGUDDA	5	44	25	1	27	82	1
KAMADOLLI	GLPS BU KOPPA	6	61	58	1	60	70	2

KAMADOLLI	GLPS CHIKKAHARAKU NI	0	0	0	1	67	67	1
KAMADOLLI	GLPS JANATA PLOT HIREHARAKUNI	5	28	28	0			0
KAMADOLLI	MODEL GHPS BOYS KAMADOLLI	5	53	28	1	3	43	1
KAMADOLLI	MODEL GHPS TARLAGHATTA	5	53	28	1	29	46	1
KUNDAGOL	GHPS BILEBAL	0	0	0	1	75	50	1
KUNDAGOL	GHPS DEVANUR	3	53	28	1	67	67	1
KUNDAGOL	GHPS GUDENAKATTI	5	33	33	1	30	42	2
KUNDAGOL	GHPS KADAPATTI	3	0	53	0	No data - did not conduct SVS		0
KUNDAGOL	GHPS NO. 2 KUNDAGOL	5	56	33	1	47	47	1
KUNDAGOL	GHPS PURA KUNDAGOL	0	0	0	1	27	32	1
KUNDAGOL	GHPS SHIRUR	4	50	28	1	0	13	1
KUNDAGOL	GHPS YARINARAYANA PUR	3	25	28	1	No data - did not conduct SVS		0
KUNDAGOL	MKGS KUNDAGOL	3	28	33	1	19	40	1
KUNDAGOL	GLPS ALLAPUR	0	0	0	1	0	40	1
KUNDAGOL	GLPS KUNDAGOL	3	25	28	1	50	75	1
SAUNSHI	GHPS HOSAHALLI	7	33	72	1	50	75	1
SAUNSHI	GHPS KANNADA GIRLS SAUNSHI	8	50	78	1	0	11	1
SAUNSHI	GHPS KANNADA GIRLS YAREBUDIHAL	8	94	92	1	65	53	2

SAUNSHI	GHPS NO. 1 SAUNSHI	7	100	100	1	14	49	2
SAUNSHI	GHPS PASHUPATIHAL	8	61	72	1	25	40	1
SAUNSHI	GLPS KANNADA GIRLS PASHUPATIHAL	6	47	61	1	69	81	1
SAUNSHI	GLPS NO. 2 SAUNSHI	2	0	50	1	0	56	1
SAUNSHI	GLPS NO. 3 SAUNSHI	7	75	61	1	11	47	2
SAUNSHI	MODEL CENTRAL GHPS SAUNSHI	7	94	64	1	3	18	2
SAUNSHI	MODEL GHPS YAREBUDIHAL		No data		1	57	71	1
YALIWAL	GHPS GURUVINAHALLI	7	50	78	1	No data - did not conduct SVS		1
YALIWAL	GHPS HOSAKATTI		No data		1	No data - did not conduct SVS		0
YALIWAL	GHPS JIGALUR	7	75	42	1	0	41	1
YALIWAL	GHPS KANNADA GIRLS YALIWAL	8	89	86	1	17	41	2
YALIWAL	GHPS KUNKUR	0	0	0	1	7	38	1
YALIWAL	GHPS MALALI	6	42	89	1	0	47	1
YALIWAL	GHPS RAMANAKOPPA	6	94	86	1	18	58	1
YALIWAL	GLPS BELLIGATTI	6	0	94	1	0	100	2
YALIWAL	GLPS VITTALAPUR	7	61	86	1	0	45	1
YALIWAL	MODEL GHPS YALIWAL	7	97	61	1	22	61	1
YARAGUPPI	GHPS BASAPUR	6	53	67	1	13	73	1
YARAGUPPI	GHPS BENAKANAHALL I	5	53	22	1	57	86	1

YARAGUPPI	GHPS CHAKALABBI	5	50	33	1	18	41	1
YARAGUPPI	GHPS CHIKKANARTI	5	69	39	1	5	82	1
YARAGUPPI	GHPS HIRENARTI	4	50	25	1	9	12	1
YARAGUPPI	GHPS KANNADA BOYS YARAGUPPI	0	0	0	1	0	50	1
YARAGUPPI	GHPS KANNADA GIRLS YARAGUPPI	0	0	0	1	28	53	1
YARAGUPPI	GLPS MULLAHALLI	3	53	No data	1	24	76	1
URDU KUNDAGOL	GHPS URDU BOYS GUDAGERI	5	53	53	1	56	56	1
URDU KUNDAGOL	GHPS URDU BOYS INGALAGI	4	50	28	1	25	25	2
URDU KUNDAGOL	GHPS URDU BOYS KALAS	4	44	28	0	No data - did not conduct SVS		0
URDU KUNDAGOL	GHPS URDU BOYS KAMADOLLI	5	53	56	1	29	35	1
URDU KUNDAGOL	GHPS URDU BOYS KUNDAGOL	5	56	58	1	0	37	1
URDU KUNDAGOL	GHPS URDU BOYS SAUNSHI	6	53	58	1	33	33	1
URDU KUNDAGOL	GLPS URDU BOYS BARADWAD	4	47	33	0	No data - did not conduct SVS		0
URDU KUNDAGOL	GLPS URDU BOYS BETADUR	3	44	0	1	67	100	1
URDU KUNDAGOL	GLPS URDU BOYS DEVANUR	6	36	28	1	0	67	1

URDU KUNDAGOL	GLPS URDU BOYS HIREBUDIHAL	4	42	25	1	0	50	1
URDU KUNDAGOL	GLPS URDU BOYS KUBIHAL	4	42	28	1	14	71	1
URDU KUNDAGOL	GLPS URDU BOYS MATTIGATTI	5	42	28	1	29	57	1
URDU KUNDAGOL	GLPS URDU BOYS SHIRUR	5	50	31	1	75	75	1
URDU KUNDAGOL	GLPS URDU BOYS YALIWAL	4	50	31	1	25	25	1
URDU KUNDAGOL	GLPS URDU BOYS YARAGUPPI	4	44	50	1	0	67	1
URDU KUNDAGOL	GLPS URDU TARLAGHATTA	3	28	28	1	50	75	1
HIREGUNJAL	GHPS BARADWAD	6	47	72	1	35	54	1
HIREGUNJAL	GHPS CHIKKAGUNJAL	5	19	67	1	5	42	1
HIREGUNJAL	GHPS HIREGUNJAL	9	100	100	1	50	56	1
HIREGUNJAL	GHPS KODLIWAD	0	0	0	1	9	50	1
HIREGUNJAL	GHPS KONKANAKURA HATTI	0	0	0	1	No data - did not conduct SVS		0
HIREGUNJAL	GHPS ROTTIGAWAD	7	56	94	1	No data - did not conduct SVS		0
HIREGUNJAL	GLPS BAGWAD	5	72	53	1	0	88	1



Saajha began as a small project covering 60 municipal schools in North and East Delhi. Today, Saajha's creche has grown to include 1,300 schools across Delhi, Jharkand and Karnataka. In the process, we have also partnered with State Council of Educational Research and Training (SCERT, Delhi) and the Tribal Development Department (TDD), Maharashtra for building systemic capabilities for state-wide projects. .

Partnerships form the core of our vision to enhance parental involvement by creating 10 million parent partners by 2025. Invigorating parental participation has only been made possible through various partners in Delhi, Jharkand (Tata Trusts, CInI) and Karnataka (Deshpande foundation, Mantra4Change) - whose support has been essential to our success.

As we take a moment to celebrate the change which the parents could facilitate, we would like to thank each and every partner, mentor and well-wisher who has helped us along our journey.

Our Partners

