

## **Direct Urban Program**

THE PERIOD OF OCTOBER 2008 TO MARCH 2008, PROGRAM FOCUSED ON IMPLEMENTING AND UNIVERSALIZING HIGHER SUBJECT SPECIFIC COMPETENCIES ACROSS ITS 55 DLCs. THE DIRECT PROGRAM AIMS TO CONTINUE TO PROVIDE QUALITY PRELIMINARY AND SUPPLEMENTARY SUPPORT, BUT FOCUSES HEAVILY ON ADVANCING WITH THE LEARNING LEVELS OF CHILDREN. THE PRESENT NUMBER OF DLCs HAS PROVED TO BE OPTIMUM IN DEVELOPING AN EFFECTIVE AND SCALABLE MODEL OF CHILD-CENTERED LEARNING.

### **Key Activities**

THE DIRECT RESOURCE TEAM DEVELOPED AND IMPLEMENTED 9 NEW ACTIVITY BASED TRUNKS ACROSS 55 DLCs. TO PROVIDE SUPPLEMENTARY SUPPORT TO SCHOOL CURRICULUM, THE PROGRAM FOCUSED ON MERGING ITS INTERACTIVE APPROACH TO LEARNING WITH SCHOOL TEXTBOOKS. THE DESIGN OF THE TRUNKS FOLLOWED THE GUIDANCE OF THE GUJARAT COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING. GCERT IS THE PROMINENT INSTITUTION OF THE STATE THAT PROVIDES POLICIES, PROGRAMS, RESEARCH, CURRICULUM AND LEARNING MATERIAL TO SCHOOLS AND EDUCATIONALISTS ACROSS GUJARAT. SINCE CHILDREN ATTENDING SCHOOL TOOK EXAMINATIONS BASED ON GCERT CURRICULUM, THE RESOURCE TEAM SELECTED KEY CONCEPTS FROM THE GCERT TEXTBOOKS. THE CONCEPTS WERE SELECTED AFTER CAREFUL SCRUTINY OF EACH STANDARDS CURRICULUM. EACH TRUNK WAS DESIGNED FOR A PARTICULAR AGE GROUP AND STANDARD.

THE TRUNKS DEVELOPED OVER THIS PERIOD NO LONGER SUPPLIED TEACHERS WITH PRE-DESIGNED ACTIVITIES AND DELIVERY TECHNIQUES. THIS WAS INTENTIONALLY DONE TO ENCOURAGE TEACHERS TO DEVELOP THEIR OWN TEACHING CAPACITIES. TEACHERS WERE REQUIRED TO BUILD THEIR OWN SET OF ACTIVITIES FOR THE MATERIAL PROVIDED. THEY HAD TO EVALUATE FOR THEMSELVES THE BEST POSSIBLE WAYS TO MOTIVATE AND ENGAGE CHILDREN IN LEARNING. THEY WERE ALSO REQUIRED TO CREATE THEIR OWN LESSON PLANS, DEVELOP THEIR OWN TEACHING TECHNIQUES, AND ROUTINELY DO THEIR OWN CLASSROOM PREPARATION.

### **Workshops**

THE CENTRAL TEAM CONDUCTED WORKSHOPS AND TRAINING SESSIONS TO BUILD THE CAPACITY OF TEACHERS FOR PROVIDING QUALITY SUPPORT IN HIGHER LEVEL COMPETENCIES. THE THREE MAIN PURPOSES OF THE WORKSHOPS WERE TO: (I) INCREASE THE TEACHERS' UNDERSTANDING OF HIGHER SUBJECT RELATED GCERT CONCEPTS, (II) TRAIN TEACHERS TO DEVELOP THEIR OWN LESSON PLANS, AND (III) IMPROVE THE DELIVERY OF CONCEPTS IN CLASS.

### **Learnings Gains**

AN ANALYSIS OF TEACHERS BY THE CENTRAL RESOURCE TEAM REVEALED THAT TEACHERS LACKED THE KNOWLEDGE AND SKILLS TO CONFIDENTLY CONDUCT HIGHER SUBJECT RELATED CLASSES. AS A FOLLOW-UP ACTION, TRAINING SESSIONS WERE CONDUCTED USING MANY OF THE TEACHING TECHNIQUES UTILIZED IN CLASSES. ACTIVITIES WERE DESIGNED TO INCREASE THE TEACHERS' UNDERSTANDING OF GCERT CONCEPTS. DURING THESE SESSIONS, TEACHERS WERE ENCOURAGED TO REFLECT ON THEIR OWN LEARNING PROCESS. THROUGH PEER LEARNING, TEACHERS HELPED ONE ANOTHER BUILD ON THEIR KNOWLEDGE BASE. THESE EXERCISES PROVIDED TEACHERS WITH NEW WAYS TO FACILITATE LEARNING IN THEIR CLASSROOMS.

THEY WERE TRAINED TO IDENTIFY KEY LEARNING OBJECTIVES HELPING THEM TO DESIGN CHILD FRIENDLY ACTIVITIES TO TEACH AND DELIVER IT EFFECTIVELY IN CLASSROOM. ACTIVITY

GUIDELINES AND INSTRUCTIONS WERE ALSO CAREFULLY DESIGNED TO MAKE THE MOST EFFECTIVE USE OF THEIR TWO HOUR TIME FRAME WITH CHILDREN. ONCE TEACHERS LEARNED TO DESIGN THEIR OWN LESSON PLANS, TRAININGS WERE CONDUCTED ON EFFECTIVE DELIVERY METHODS. DEMO SESSIONS WERE HELD TO EVALUATE AND TRAIN TEACHERS ON WAYS OF ENHANCING LEARNING THROUGH CLASSROOM DIALOGUE. MULTIPLE EDUCATIONISTS WERE ALSO INVITED TO SHARE INSIGHTS ABOUT DIFFERENT METHODS OF DELIVERY OF SUBJECT SPECIFIC MATERIAL.

THE DIRECT RESOURCE TEAM FURTHER IMPLEMENTED AND FACILITATED THE USE OF DLC REGISTERS ACROSS ALL 55 DLCs; AND PUT EFFECTIVE TOOLS AND PROCESSES IN PLACE TO ACTUALIZE THE TECHNIQUES LEARNED IN THE WORKSHOPS.

THE CENTRAL RESOURCE TEAM TRANSFERRED ALL RESPONSIBILITIES OF MANAGING DLC BUDGETS TO FIELD COORDINATORS TO BUILD THEIR CAPACITIES FOR IMPROVING REVENUE GENERATION. THE FIELD COORDINATORS BEGAN PREPARING THEIR OWN BUDGET FORMS TO RECORD ADMINISTRATIVE EXPENSES FOR EACH OF THEIR OFFICES, AND CENTRE LOCATIONS. BY FAMILIARIZING THEMSELVES WITH THE PROGRAMS MONTHLY EXPENDITURES, THEY BEGAN TAKING THEIR OWN INITIATIVES TO DETERMINE WAYS TO DEVELOP A STABLE REVENUE MODEL. FIELD COORDINATORS DEVELOPED STRATEGIES TO BUILD AWARENESS IN THE COMMUNITY AND INTEREST AMONGST PARENTS. SOME STRATEGIES INCLUDED (I) ARRANGING CLASSROOM VISITS TO PRESENT THE PROGRAM'S ACCELERATED ACTIVITY-BASED TEACHING TECHNIQUES, (II) ORGANIZING TRUNK EXHIBITIONS TO HELP PARENTS ATTACH A MONETARY VALUE TO THE SERVICES OFFERED BY THE DLCs, (III) ARRANGING WEEKLY PARENT TEACHER MEETINGS TO DISCUSS PROGRESS OF ENROLLED CHILDREN, AND (IV) MOBILIZING PARTICIPATING PARENTS AND CHILDREN TO ASSIST IN WORD-OF-MOUTH PUBLICITY.

## **Setbacks**

PARENTS PUTTING IMPORTANCE ON RANK INSTEAD OF ACTUAL LEARNING: AS PARENTS CONTINUE TO RE-ENROLL THEIR CHILDREN INTO PRATHAM'S DLCs THEY FACE GROWING EXPECTATIONS AS TO THE RANKS THEIR CHILD RECEIVE IN SCHOOL. SINCE PRATHAM'S MODEL ADVOCATES ACTUAL LEARNING AND NOT ROTE-MEMORIZATION, CHILDREN FACE GRADUAL IMPROVEMENTS IN LEARNING LEVELS AND STEADILY DEVELOP A FOUNDATION FOR WHICH THEY CAN LATER BUILD ON.

AS A RESULT, THROUGH EFFORTS OF THE FIELD COORDINATORS, PARENTS ARE CONTINUOUSLY BEING UPDATED ON THE PROGRESS OF THEIR CHILD AND ENCOURAGED TO PARTICIPATE IN THEIR CHILD'S LEARNING.

## **Data**

DURING THE PERIOD UNDER REVIEW, THE DLC HEADS IMPLEMENTED ACTIVITY BASED SUPPLEMENTARY SUPPORT FOR CHILDREN OF 3-14 YEARS ACROSS 55 DLCs. TEACHERS HELD PARENT-TEACHER MEETINGS TO UPDATE PARENTS ON THE PROGRESS OF THESE CHILDREN, TO PREVENT DROP OUT, AND ENCOURAGE PARENTS TO SUPPORT THEIR CHILDREN IN LEARNING. TO ALLOCATE CHILDREN INTO THE APPROPRIATE CLASSES, CHILD-WISE DATA WAS COLLECTED, COLLATED, AND ANALYZED THROUGH A MANAGEMENT INFORMATION SYSTEM.

**Table 1**  
**Balwadi Learning Table**

Month : Nov'08			
TOTAL CHILDRE N	Reading Pre-Test Ahmedabad & Baroda		
N	0	1	2
461	314	147	0

Month : April'09			
TOTAL CHILDRE N	Reading Post-Test- Ahmedabad & Baroda		
N	0	1	2
461	130	209	122

**Table 2**  
**Subject wise competencies of Evs & Math**

Month : Nov'08-Ahmedabad & Baroda					
STD.	EVS Pre-Test %				TOTAL CHILDRE N
	0 To 25	26 To 50	51 To 75	76 To 100	
3	179	91	48	2	320
4	42	66	24	1	133
<b>Total</b>	<b>221</b>	<b>157</b>	<b>72</b>	<b>3</b>	<b>453</b>

Month: April'09- Ahmedabad & Baroda					
STD.	EVS Post-Test %				TOTAL CHILDRE N
	0 To 25	26 To 50	51 To 75	76 To 100	
3	27	55	142	96	320
4	4	13	39	77	133
<b>Total</b>	<b>31</b>	<b>68</b>	<b>181</b>	<b>173</b>	<b>453</b>

Month : Nov'08 Ahmedabad & Baroda					
STD.	Maths Pre Test Data %				TOTAL CHILDRE N
	0 To 25	26 To 50	51 To 75	76 To 100	
3	169	104	44	3	320
4	42	56	31	4	133
<b>Total</b>	<b>211</b>	<b>160</b>	<b>75</b>	<b>7</b>	<b>453</b>

Month: April'09 Ahmedabad & Baroda					
STD.	Maths Post Test Data %				TOTAL CHILDRE N
	0 To 25	26 To 50	51 To 75	76 To 100	
3	36	56	128	100	320
4	4	10	54	65	133
<b>Total</b>	<b>40</b>	<b>66</b>	<b>182</b>	<b>165</b>	<b>453</b>

**Table 3**  
**Learning to Read**

<b>Month : November'08 Ahmedabad &amp; Baroda</b>						
<b>Reading Pre test (L2R)</b>						
TOTAL NO. OF CHILDREN TESTED FOR READING	STD	ZERO LEVEL	LETTER	WORDS	PARAGRAPH	STORY
641	STD.I	325	238	78	0	0
188	STD.II	2	100	86	0	0
194	STD.III	9	89	96	0	0
201	STD.IV	7	77	117	0	0
164	STDV	3	75	86	0	0
108	STDVI	1	26	81	0	0
85	STD.VI I	20	15	50	0	0
24	STD.VI II	1	8	15	0	0
1605	TOTAL	368	628	609	0	0

<b>Month: March'09 Ahmedabad &amp; Baroda</b>						
<b>Reading Post test (L2R)</b>						
TOTAL NO. OF CHILDREN TESTED FOR READING	STD	ZERO LEVEL	LETTER	WORDS	PARAGRAPH	STORY
641	STD.I	83	205	208	126	19
188	STD.II	19	31	70	42	26
194	STD.III	10	22	56	55	51
201	STD.IV	8	12	37	55	89
164	STDV	4	8	21	43	88
108	STDVI	0	1	8	19	80
85	STD.VI I	1	4	10	19	51
24	STD.VI II	1	3	3	1	16
1605	TOTAL	126	286	413	360	420

**Table 4**  
**Learning Arithmetic**

Month :November'08 Ahmedabad & Baroda					
Math Pre test (L2A)					
TOTAL NO. OF CHILDREN TESTED FOR MATH	STD	ZER O LEVE L	No. RECOGNITIO N	SUBTRACTIO N	DIVISIO N
641	STD.I	371	270	0	0
188	STD.II	119	69	0	0
191	STD.III	119	72	0	0
201	STD.IV	124	77	0	0
164	STDV	101	63	0	0
108	STDVI	48	60	0	0
85	STD.VII	48	37	0	0
24	STD.VII I	11	13	0	0
1602	TOTAL	941	661	0	0

Month: March'09 Ahmedabad & Baroda					
Math Post test (L2R)					
TOTAL NO. OF CHILDRE N TESTED FOR MATH	STD	ZER O LEVE L	No. RECOGNITIO N	SUBTRACTIO N	DIVISION
641	STD.I	120	243	278	0
188	STD.II	40	67	58	23
194	STD.III	25	52	76	41
201	STD.IV	19	30	72	80
164	STDV	14	17	53	80
108	STDVI	1	8	24	75
85	STD.VII	6	10	21	48
24	STD.VII I	3	2	5	14
1605	TOTAL	228	429	587	361



<b>Standard</b>	<b>Nothing Level</b>	<b>Letter Level</b>	<b>Word Level</b>	<b>Para Level</b>	<b>Story Level</b>	<b>Total</b>
<b>I</b>	40	53	43	23	4	<b>163</b>
<b>II</b>	13	36	50	24	13	<b>136</b>
<b>III</b>	4	32	49	46	23	<b>154</b>
<b>IV</b>	0	18	41	41	47	<b>147</b>
<b>V</b>	4	12	27	21	15	<b>79</b>
<b>VI</b>	1	6	17	11	6	<b>41</b>
<b>VII</b>	0	5	17	18	8	<b>48</b>
<b>Grand Total</b>	<b>62</b>	<b>162</b>	<b>244</b>	<b>184</b>	<b>116</b>	<b>768</b>