



Annual Report: April 2019-March 2020

PROJECT PEHAL



C3 Collaborate to Create Change

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About C3

BACKGROUND

C3: Collaborate to Create Change founded in 2016 is built on the ideology that the government schools can be revived through effective Public Private Partnerships. Our aim is to improve the quality of education in government primary schools to bring educational equity. We focus on significantly improving the children's ability to learn, by bridging the gaps in capability and delivery mechanism in the existing system.

VISION

Ensure enrollment and effective learning by children in government schools in the emerging economies.

MISSION

Introduce a sustainable model into the government education system by leveraging Public Private Partnerships and supporting schools in the process.

FOUNDER'S MESSAGE

Since the launch of the program in January 2019, each step has been a process of learning and opening doors to new opportunities.

Highlight of the year was organizing an Ownership & Accountability workshop for teachers and Principals in August 2019. C3 helped schools in setting SMART goals in both academic and non-academic areas.

We worked closely with the students through our Fellowship program and supported 'Shiksha Kayakalp'. Along with the Fellows providing hand holding support to academically weak students, C3 also worked to hone soft and hard skills of the Fellows in the process.

We collaborated with Greater Noida Industrial Development Authority for school buildings upgradation /augmentation work of all ten schools. The work was completed in two schools P.S. Ladpura and P.S.Sirsa by June 2019 and is nearing completion in the other eight schools.

Due to the outbreak of the Pandemic and sudden announcement of complete lockdown all the work was stalled in mid- March. We are looking forward to resuming all the activities once the situation normalizes. None of this would have been possible without the support of the District Administration, District Education Department who have been a great support at all levels. We also want to thank the DIET Principal and Trainers who trained our Fellows in pedagogy and MGML teaching techniques. We hope to keep getting their support in our journey ahead.

We want to especially thank IHS-Markit for funding the project and GNIDA for having shown trust in us and believing in the idea.

We look forward to moving in this endeavor together.

Co-Founders

Renu Shah, Vijaya Singh

PROJECT SYNOPSIS

PROJECT OBJECTIVES

- Improve the learning outcomes of children studying in select 10 Government Schools
- Create a collaborative model which can be replicated across other schools

PROJECT OUTCOMES, ACTIVITIES & TIMELINES

Outcomes	Planned Activities	Timelines
Improvement in learning levels of students	Assist school authorities in setting academic and non-academic level targets	<ul style="list-style-type: none"> • To be done in the 'Ownership & Accountability' Workshop on an annual basis
	Identify, train and appoint teaching fellows who assist teachers in imparting quality education	<ul style="list-style-type: none"> • Selection to be done on an annual basis • Induction training of 2 weeks followed by ongoing capacity building on a monthly basis
	Conduct a baseline survey for all the students (230 students in 2019-2020) across 10 select schools	<ul style="list-style-type: none"> • To be done in the first month of project initiation for existing students • To be done on an annual basis in the month of July for new admits

	Assess the performance of students with fellows (identified weakest as per baseline survey) from each school (i.e. 230 weakest students)	<ul style="list-style-type: none"> To be done on a monthly basis
	Design and develop pedagogical content which can be used by fellows to improve the quality of education	<ul style="list-style-type: none"> To be developed by end of 2020 To be revised on an ongoing basis
Improvement in student attendance and decline in Drop-out rates	Assist Teachers and School Authorities to accomplish Goals which include organizing regular structured morning school assemblies , class wise PTMs cum Baal Sabha, planning and review meetings by school teachers	<ul style="list-style-type: none"> To be done on monthly basis
	Build the capacities of Teachers and School Authorities to monitor school attendance and drop-out rates through hard and soft interventions	<ul style="list-style-type: none"> To be done in 'Ownership & Accountability' Workshop on an annual basis
	Home visits to check absenteeism	<ul style="list-style-type: none"> To be done on need basis

Remodeling school building to enhance learning	Identify and engage with an Infrastructure Design Partner and Service Provider to augment school building design and infrastructure to aid learning	<ul style="list-style-type: none"> • To be done on an ongoing basis
Create a self replicating model	Build a consortium and improve the capacities of following entities which can disseminate and replicate interventions across other schools: <ul style="list-style-type: none"> • State Education Departments • School Authorities • Infrastructure Service Providers • Infrastructure Design Partners 	<ul style="list-style-type: none"> • To be done on an ongoing basis
	Develop and document fellowship content to train future fellows	<ul style="list-style-type: none"> • To be developed by end of April 2021
	Disseminate the key achievements and learning of the model through social media coverage	<ul style="list-style-type: none"> • To be initiated in May 2020 and implemented till project completion
Empowering educated women from local communities	Identify, train and appoint teaching Fellows who assist teachers in imparting quality education	<ul style="list-style-type: none"> • Selection to be done on an annual basis • Induction training of 2 weeks followed by ongoing capacity building on a monthly basis

Monitoring and Review	Analyse the data provided by the school authorities to assess their performance w.r.t. monthly non-academic targets	<ul style="list-style-type: none"> To be done on a monthly basis
	Facilitate a review meeting comprising District Education Department and School Authorities to monitor performance	<ul style="list-style-type: none"> To be done on need basis
	Conduct inter school education summits to recognize and reward best performers	<ul style="list-style-type: none"> To be done on an annual basis
	Monitor progress, challenges and performance of weakest students during the weekly Fellows Review meetings of C3.	<ul style="list-style-type: none"> To be done on a weekly basis

CURRENT STATUS

PROGRESS REPORT (APRIL 2019- MARCH 2020)

Planned Activities & Timelines	Current Status
<p>Assist school authorities in setting academic and non academic targets</p> <p><i>Timelines:</i></p> <p>To be done in 'Ownership and Accountability' workshop on an annual basis</p>	<ul style="list-style-type: none"> • A 3-day Goal Setting Workshop for 10 schools organized in Aug 2019. • S.M.A.R.T goals identified under six academic and non-academic categories • Fellows supported the Teachers Goal Setting workshop through photo and written report documentation.
<p>Build the capacities of Teachers and School Authorities to monitor school attendance and drop-out rates through hard and soft interventions</p> <p><i>Timelines:</i></p> <p>To be done in 'Ownership and Accountability' workshop on an annual basis</p>	<ul style="list-style-type: none"> • In all, 25 (Principals and Teachers) attended the 3-day Goal Setting Workshop in Aug 2019. • Goals decided by Teachers through a consultation based and design thinking approach • Regular achievement of goals by Teachers on a weekly/monthly basis
<p>Assist Teachers and School Authorities to accomplish Goal Setting which include organizing structured morning school assembly , regular class wise PTM cum Baal Sabha planning and review meetings by teachers aimed at improving student attendance</p> <p><i>Timelines:</i></p> <p>To be done on monthly basis</p>	<ul style="list-style-type: none"> • Fellows assisted the school authorities to organize regular morning school assemblies and PTM cum Baal Sabha in their schools from September-March.
<p>Identify, train and appoint teaching fellows who assist teachers in imparting quality education</p>	<ul style="list-style-type: none"> • Selection of second batch of 10 Fellows from local community members done through the open advertisement, written test and interview process in June 2019. • A two-week training of select Fellows in areas related to Pedagogical skills and Graded Learning Teaching techniques completed in Jun 2019.

<p><i>Timelines:</i></p> <ul style="list-style-type: none"> • Selection to be done on an annual basis • Induction training of 2 weeks followed by ongoing capacity building on a monthly basis 	<ul style="list-style-type: none"> • Soft skill and technical training of Fellows is done on an ongoing basis in the weekly Fellow Review meetings of C3. • Placement of Fellows in select schools was completed in Jul 2019 .
<p>Conduct a baseline survey for all the students assigned to the teaching fellows across 10 select schools</p>	<ul style="list-style-type: none"> • With support from Teachers, Fellows completed a baseline survey for the new academic session in all 10 schools in Aug 2019.
<p><i>Timelines:</i></p> <ul style="list-style-type: none"> • To be done within a month of placement of Fellows • To be done on an annual basis in the month of July for new admits 	
<p>Assess the performance of 20-30 students (identified weakest as per baseline survey) from each school (i.e. 230 weakest students)</p>	<ul style="list-style-type: none"> • Regular monthly academic assessments of the students with the fellows.
<p><i>Timelines:</i></p> <p>To be done on a monthly basis</p>	
<p>Home visits to check absenteeism</p>	<ul style="list-style-type: none"> • Fellows have done home visits whenever needed interacting with ~15-20 parents on each visit from July to Dec.
<p><i>Timelines:</i></p> <p>To be done on need basis</p>	
<p>Organize events in the local community to increase enrolment</p>	<ul style="list-style-type: none"> • Fellows assisted school authorities in organizing rallies in the villages for increasing enrollments in Jul 2019. Innovative methods such as street plays, slogans and songs were employed by Fellows to increase engagement.
<p><i>Timelines:</i></p> <p>To be done on need basis</p>	
<p>Collaborate and engage with an Infrastructure Design Partner and Service Provider to augment school building design and infrastructure to aid learning</p>	<ul style="list-style-type: none"> • Infrastructure upgradation/augmentation work for PS Sirsa and PS Ladpura initiated in April 2019 and completed in July 2019 by GNIDA including BaLA elements. • Tender process completed for the remaining eight schools in the month of November 2019.

<p><i>Timelines:</i></p> <p>To be done on an ongoing basis</p>	<ul style="list-style-type: none"> • Augmentation work in PS Aminabad Niyana, PS Kulipura, PS Roni Rampur & PS Kiyampur started in February 2020.
<p>Build a consortium and improve the capacities of following entities which can disseminate and replicate interventions across other schools:</p> <ul style="list-style-type: none"> • State Education Departments • School Authorities • Infrastructure Service Providers • Infrastructure Design Partner 	<ul style="list-style-type: none"> • Ongoing partnerships with the following: • District Education Department of Gautam Budh Nagar in UP. • Schools in consultation with the District Education Department. • GNIDA as the Service Provider for infrastructure upgradation and augmentation in all 10 schools.
<p><i>Timelines:</i></p> <p>To be done on an ongoing basis</p>	
<p>Facilitate a review meeting comprising District Education Departments and School Authorities to monitor performance</p>	<ul style="list-style-type: none"> • The first review meeting involving the department was organized in Oct 2019.
<p><i>Timelines:</i></p> <p>To be done on a need basis</p>	<ul style="list-style-type: none"> • It was chaired by the BSA Mr. Bal Mukund ji.
<p>Monitor progress, challenges and performance of weakest students during the weekly Fellows Review meetings of C3.</p>	<ul style="list-style-type: none"> • A total of fourteen weekly fellow review meetings have been held from July -March
<p><i>Timelines:</i></p> <p>To be done on a weekly basis</p>	

A GLIMPSE OF ACTIVITIES

1. Capacity Building of Teachers and School Authorities

The first of its kind 'Ownership & Accountability' workshop was held in - August 2019 involving all Principals and two Teachers from all 10 schools. This three day experiential workshop was focused on building leadership, teamwork and setting goals. A detailed description of these schools is presented in **Annexure I**.

The workshop enabled brainstorming on increasing student engagement and facilitated an inclusive approach. It involved a role play by the Teachers to outline the challenges and find their solutions keeping in consideration practical constraints. The workshop was ably supported by the Fellows who assisted the Teachers through documentation and photography related support.

2. Goal Setting

The first of its kind 'Ownership & Accountability' workshop was on setting of academic as well as non academic goals for all schools using a Design Thinking based approach¹ in following areas:

Sl. No	Scope	Goal
Goal 1	Non Academic	school morning assembly
Goal 2	Non Academic	Creation and assigning Roles and responsibilities of Houses
Goal 3	Academic & Non Academic	Promoting parental engagement (PTM)
Goal 4	Academic	Monthly academic targets
Goal 5	Academic & Non Academic	Guidelines for Teacher's Planning and Review meetings
Goal 6	Academic & Non Academic	Baal-Sabha

¹ Design Thinking is a methodology in which systemic way of thinking and reasoning is used to solve problems. It uses logic, imagination, and intuition along with reasoning. Through these steps, the participants create a world of possibilities, then shortlist what is achievable and finally set S.M.A.R.T goals to reach these desired outcomes. The steps involved in design thinking are: problem definition, imagining the desired result and mapping the steps needed to reach the desired result

A detailed description of these goals is presented in **Annexure II**.

The participants agreed to utilize a social media tool, a Whatsapp group, to report their progress as well as share associated documents, pictures and videos. Initially, the uptake was slow but by the end of November, most of the schools had picked up momentum. Final academic assessment was to be conducted in March but due to Covid 19 outbreak, all activities were cancelled.

3. Hand-holding Support for Goal Accomplishment

- Fellows have started providing learning support to students assigned to them by the school Principals (identified as weakest in Baseline Survey) in each school
- For these students, academic targets are fixed month-wise and Fellows make their work plans accordingly. Progress of the students with regards to achieving the targets is measured by the fellows by periodic assessments. In addition, for non academic goals, Fellows prepare one-two children from their respective group to make a presentation in the morning assembly every day. This is aimed at strengthening the soft skills such as public speaking and confidence among children.
- The schools & fellows together organize PTM cum Baal Sabha Home visits and community events to increase parental engagement.

4. Fellowship Program

The fellows are educated women chosen from the local community, trained in pedagogy and MGML teaching techniques by professional trainers and other soft and hard skills during their fellowship period of two years.

Fellows support the teachers to improve the learning levels of the weakest children, enroll out of school children, engage with parents to check absenteeism.

A details of the fellows is presented in **Annexure III**.

A. BASELINE SURVEY

- The fellows were assigned weakest students from class one and two by their school Principals.
- With support from teachers, the Fellows had conducted the Baseline survey as per the Graded Learning program for 230 students assigned to them across 10 schools.

'ASER', a tool designed by 'Pratham' was employed for conducting the Baseline survey. The students were assessed in Hindi Reading and Maths Skills. Based on the results, they have been categorized in following learning level groups:

- As a result of this survey, a total of 230 weakest students (20-30 in each school) have been identified across 10 schools. These students will be provided handholding and

learning support from their respective Fellows on a continuous basis and their performance will be thoroughly monitored during the entire program. The composition of these 230 weakest students across 10 schools is as depicted below:

School	Bironda	Kiyampur	Sirsa	Roni Rampur	Kulipura	Ladpura	Ghang hola	Pancha yatan	Girdhar pur	Niyana
No. of Students	30	30	30	20	20	30	30	12	18	10

B. ASSESS PERFORMANCE & KEY OUTCOMES - WHOLE SCHOOL

1. NON-ACADEMIC

With an aim to encourage schools to develop a planned and goal oriented approach, make the school environment more engaging to check absenteeism, inculcate confidence and leadership skills in students non-academic goals were set during the Ownership Accountability workshop for all ten schools.

School Assembly * BaalSabha&PTM * Planning & Review meetings *

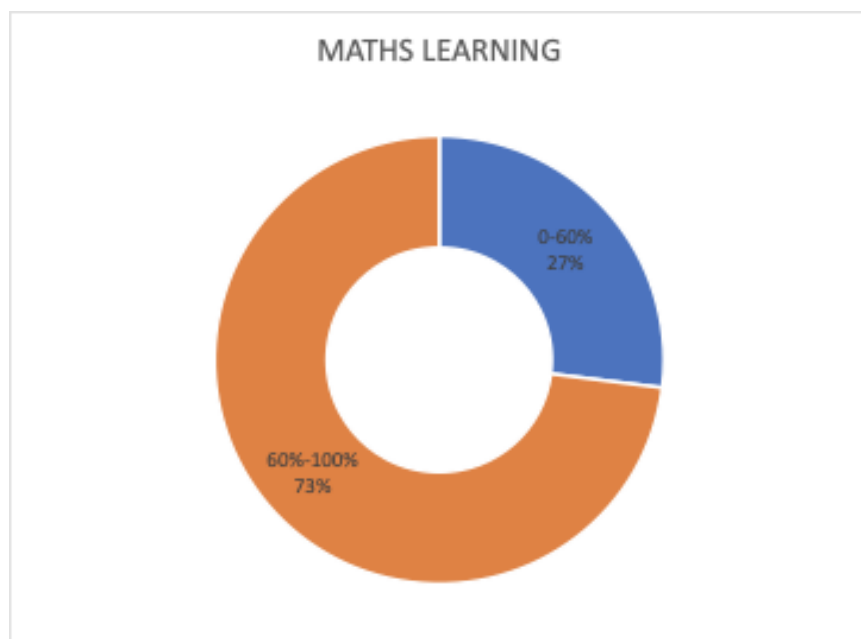
	Bironda	Kiyampur	Sirsa	Roni Rampur	Kulipura	Ladpura	Ghanghola	Panchayatana	Girdharpur	Niyana
House Formation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Morning Assembly	7	3	5	5	4	4	7	4	3	7
Baal Sabha & PTM	5	2	2	5	5	3	4	4	3	7
P&R Meeting	5	6	4	5	6	8	9	7	8	14

2. ACADEMIC

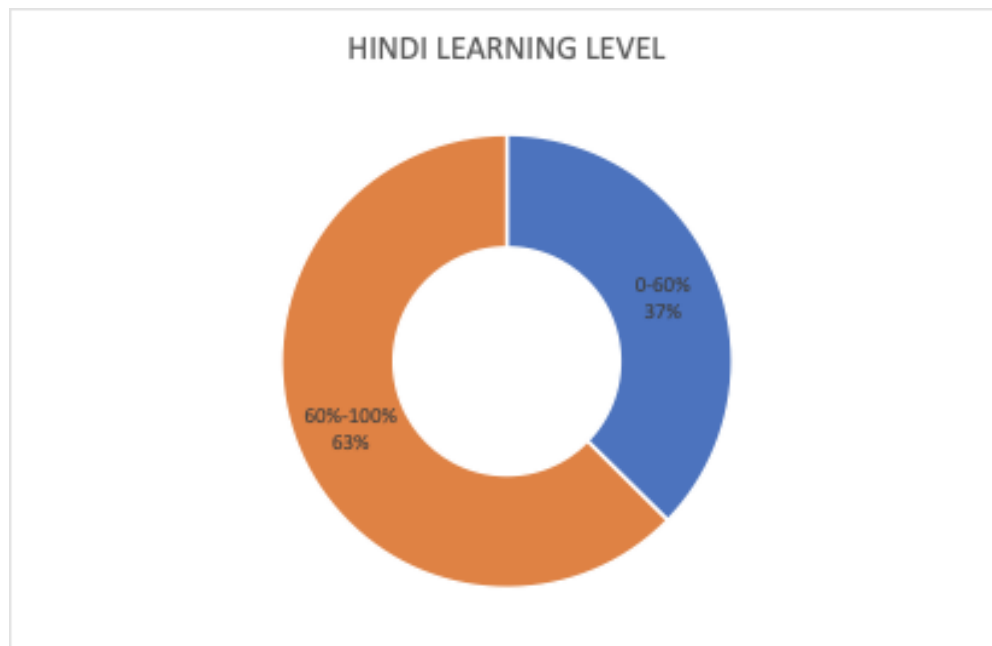
- As per RTE, on an average, the student teacher ratio in Government Schools should be 1:35. Since as per our project scope and resources, 1 Fellow has been assigned to each school, so it was decided to select a sample size of 20-30 weakest students per school (identified as per the Baseline Survey) who will be provided handholding support by the respective Fellows for continuous learning and improvement. Academic progress of the students allotted to the Fellows was constantly monitored with the help of monthly assessments.

3. Assessment done in FEBRUARY by Fellows

- To track progress of the students assigned to the fellows, monthly assessments were done by them till February. The end year assessment scheduled for the month of March could not be conducted due to Covid 19.
- These results have been analysed in the weekly Fellow Review meetings. The key findings are as following:
 - *Skill Levels in Maths:* The percentage of students with 'No Level' in Maths Skills improved significantly from 0% in July 2019 (Baseline) to 73% in February 2020.



- *Skill Levels (reading & writing)in Hindi:* In line with the improvement in Skill Levels in Maths, the Skill Levels in Hindi have also shown a considerable upgradation over the period July 2019 (Baseline) - February 2020. The percentage of students with 'No Level' in Hindi skills improved from 0% in July 2019 to 63% in February 2020.



- In nutshell, it can be concluded, that provision of regular handholding support from Teachers/Fellows and consistent attendance record can play a significant role in achieving the desired outcomes within the defined timeframes.

C. HOME VISITS, PTMs, WORKSHOPS, AND COMMUNITY EVENTS

- Fellows assisted the school authorities to organize **40 PTM cum Baal Sabha** Workshops comprising 30 Students each during the academic year. During the PTM meetings, progress and challenges for each child were discussed individually with their parents. During Baal Sabha workshops, performances were prepared by students to showcase their talent to parents. Some recreational activity was included for parents to make them feel more welcome and also increase their engagement with the school.
- Fellows assisted school authorities in organizing rallies in the villages for increasing enrollments in Jul 2019. Innovative methods such as street plays, slogans and songs were employed by Fellows to increase engagement.
- Fellows made multiple home visits in villages and had interactions with ~5-10 families per visit. These visits included interaction with migrant populations such as brick kiln workers, clay-statue sculptors to inspire them to send their children to schools regularly.

D. AUGMENT SCHOOL DESIGN & INFRASTRUCTURE

- As per the agreement signed with **GNIDA**, school augmentation and upgradation was completed for two schools, namely Sirsa and Ladpura by May 2019 and work in progress for other five schools; Kulipura, Roni Rampur, Ghanghola, Kyampur and Niyana. Pictures of the same in the picture gallery in **Annexure IV**

E. EVENTS

With an aim to motivate and help children develop their creative skills an Art competition was organised by C3 and sponsored by multinational IHS-Markit on February 5th, 2020 for all students from class one to class eight in PS Sirsa.

Along with an art- kit , Gifts & snacks were distributed to all students.

- Pictures of the same in the picture gallery in **Annexure IV**

F. MONITORING & REVIEW

- The first review meeting involving the Department, under the chairmanship of BSA Mr. Bal Mukund ji was organized in Oct 2019. During this meet, the progress achieved and the challenges faced by the schools in completing the goals were discussed at length. The meeting strengthened the resolve of the Department to provide adequate support to weak performing schools, thereby renewing their motivation to implement reforms.
- A total of **14 Fellow Review Meetings** have been held during Jan 2019 – Mar 2019 to monitor progress, discuss challenges and strategies to improve attendance and performance of weakest students.
- The Fellow Review Meetings are also utilized for providing soft skill and hard skill training to Fellows on an ongoing basis.

FUTURE PLAN

Planned Activities & Timelines For Project Duration	Specific Targets for the Period April 2020 – March 2021
Providing handholding support to 20-30 students (identified weakest by the principal /teachers from each school)	<ul style="list-style-type: none"> To be done in April 2020 - March 2020
<p><i>Timelines:</i></p> <p>On ongoing basis</p>	Note: The program was stalled due to the outbreak of Corona pandemic
Assist Teachers and School Authorities to accomplish Goal Setting which include organizing regular PTMs, Baal Sabha Workshops and exploring innovative ideas aimed at improving student attendance	<ul style="list-style-type: none"> To be done between May & July 2020
<p><i>Timelines:</i></p> <p>To be done in the 'Ownership & Accountability' Workshop on an annual basis</p>	Note: The program was stalled due to the outbreak of Corona pandemic
Home visits as per need to check absenteeism	<ul style="list-style-type: none"> To be done between May & April 2020
<p><i>Timelines:</i></p> <p>To be done need basis</p>	Note: The program was stalled due to the outbreak of Corona pandemic
Identify and engage with an infrastructure design partner and service provider to augment school building design and infrastructure to aid learning	Augmentation and repair work completed in two and in progress in five schools
<p><i>Timelines:</i></p> <p>To be done on an ongoing basis</p>	
Analyse the data provided by the fellows to assess the performance of the students w.r.t. monthly targets	Design and develop workbooks for academic support to students at the basic level for the new academic year.
<p><i>Timelines:</i></p> <p>To be done on a monthly basis</p>	
Monitor progress, challenges and performance of weakest students during the fortnightly Fellow Review meetings of C3.	Fellow review meetings are planned on a fortnightly basis every month for the period April - March 2020

<p><i>Timelines:</i> To be done on a fortnightly basis</p>	<p>Note: The program was stalled due to the outbreak of Corona pandemic</p>
<p>Support schools with prizes for cultural program competition on 15th August and art competition on 26th January</p>	<p>Note: The program was stalled due to the outbreak of Corona pandemic</p>
<p><i>Timelines:</i> To be conducted on two national festivals</p>	

APPENDICES

ANNEXURE I- DETAILS OF SELECT SCHOOLS

ANNEXURE II- GOALS SET IN AUG 2019

ANNEXURE III- DETAILS OF FELLOWS (APRIL 2019)

ANNEXURE IV- PHOTO GALLERY (APRIL 2019-MARCH 2020)