

LEARNING REPORT

2022-2023



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About Peepul

Peepul is an education-focused non-profit organisation working towards the dream of a world where every child can reach their full potential, irrespective of their background. At Peepul, we focus on strengthening the education ecosystem and creating skilled teachers for ensuring a highly engaging learning experience for the students. We work closely with the Indian government at various levels towards delivery of an excellent and holistic public-school education.

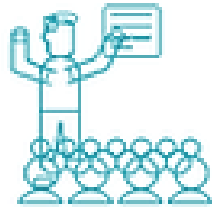
Through our direct work with schools and teachers, we develop and implement a high-engagement classroom pedagogy that includes teacher training, academic mentoring, and effective use of incentives and accountability for engaging education stakeholders.

Through our programmes-at-scale, we help the governments design and deliver high-quality education programmes aiming at transforming the classroom teaching and learning experiences and improving the students' learning outcomes.

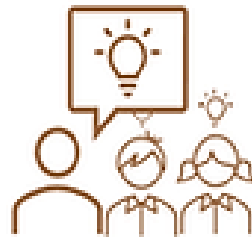
We started working in 1 school with 9 children in 2015, and now run 7 programmes across New Delhi and Madhya Pradesh for ~300,000 teachers, 9.5 million+ students.

Our Model

At the heart of our model is our core objective of creating high-engagement classrooms aimed at enabling students to achieve grade-level learning outcomes. To inform our model, we have relied heavily on existing research which establishes the positive correlation between classroom-based students' engagement and high students' learning outcomes(1). Backed by such research and based on our field-based expertise, we have identified three core areas of intervention for creating high-engagement classrooms – 1) Teacher Skilling; 2) Academic Mentoring and Coaching and 3) System Strengthening .



Focused and Timely
Teacher Skilling
to enlighten and enable for action



High Engagement
Teaching Practice
that enables meaningful
teacher student
interaction



Academic Mentoring and
Coaching
to help manage the change



Strengthening Governance
and Institutions through
sustainable tools and
processes

[1] <https://www.nwea.org/blog/2015/research-proof-points-better-student-engagement-improves-student-learning/> by Kathy Dyer;

Harper, Gregory F., et al. "Is Academic Achievement Related to Classroom Behavior?" *The Elementary School Journal*, vol. 78, no. 3, 1978, pp. 203-07. JSTOR, <http://www.jstor.org/stable/1001419>. Accessed 28 Aug. 2023;

Sirotnik, Kenneth A. "The Contextual Correlates of the Relative Expenditures of Classroom Time on Instruction and Behavior: An Exploratory Study of Secondary Schools and Classes." *American Educational Research Journal*, vol. 19, no. 2, 1982, pp. 275-92. JSTOR, <https://doi.org/10.2307/1162570>. Accessed 28 Aug. 2023

Our Approach to Impact: Organisational Theory of Change

Our Theory of Change (ToC) illustrates our model, by defining the exact nature of change manifested through our interventions, to realise our ultimate goal of creation of achieving sustained improvement in students' learning outcomes through creation of high-engagement classrooms.

Through our key interventions of teacher skilling, academic mentoring and coaching and system strengthening, we aim to drive shifts in academic practices of teachers, mentors and system actors while strengthening the school and overall administrative set-up, to enable, support and sustain large-scale shifts in processes and practices. We have identified these shifts and the processes (established as a result of our interventions) as our intermediate outcomes. These intermediate outcomes are imperative for achieving the long-term impact of high engagement classrooms and improved students' learning outcomes.

INTERVENTION → INTERMEDIATE OUTCOMES → IMPACT

Teacher Skilling



School Level Outcomes

- **Cadres of high-performing teachers are developed** for creating high engagement classrooms for children.

Academic Mentoring and Coaching



Academic Mentorship and leadership Outcome

- A **supportive ecosystem of high-performing academic mentors** and coaches is created across all levels.
- **Processes and mechanisms** are established for **improved academic engagement** for academic mentors and coaches.

Strengthening Governance and Institutions



Systemic Level Outcomes

- **Institutional shifts are demonstrated in school system governance.**
- **System strengthening policies are developed and processes codified** for all the administrative layers.



High Engagement Classroom created



Improved student's learning outcomes

The subsequent sections in this report highlight:

1. Intermediate outcomes – the status of our achievement against each of these outcomes in the year 2022-23
2. Extent of impact created in terms of improved students' learning outcomes and high engagement classrooms created in 2022-23.

Our Interventions

| Interventions | Madhya Pradesh | Delhi |
|--|--|---|
| Teacher Training | <ul style="list-style-type: none"> Digital courses In-person training for school leaders and teachers in the state's flagship CM Rise Schools programme. Handbooks for teachers and school leaders for effective classroom practice. | <ul style="list-style-type: none"> Implementation of Hindi toolkit as Teaching and Learning Material for FLN outcomes. Cohort-based, in-person training of teachers and school leaders. Teaching and learning materials for teachers for first language teaching (Hindi). |
| Academic Mentoring and Coaching | <ul style="list-style-type: none"> State and District level Professional Learning Circles, called Shaikshik Samwads. | <ul style="list-style-type: none"> Orientation with mentor teachers and school leaders on classroom observations. Piloting coaching intervention in one of MCD with the Mentor Teachers to scale it up for MCD in 2023-24. Joint classroom-observations with school leaders. |
| Sustainable Administrative Policies and processes | <ul style="list-style-type: none"> Teacher Training Policy adopted by the State. Development of state-wide monitoring process on State's one-stop online portal - called VIMARSH - for CM RISE schools. Setting up Academic Support Monitoring Unit (ASMU) with the government stakeholder to drive data-based decision making. | <ul style="list-style-type: none"> Data-based decision making by officials. System-level process (Shiksha Utsav, a weekly newsletter) initiated to recognise best practices by teachers, school leaders, and officials. |

Our Reach

| | Madhya Pradesh | Delhi |
|------------------|----------------|----------|
| Districts | 52 | 12 |
| Schools | 92,695 | 1535 |
| Teachers | 2,54,343 | 17,628 |
| Students | 70,23,562 | 8,56,447 |

*Note: Delhi's Data is as on 31st August, 2022

Status of Intermediate Outcomes in 2022–23

1. Cadres of high-performing teachers are developed in all the intervention geographies for creating high engagement classrooms for children
2. A supportive ecosystem of high-performing academic mentors and coaches created across all levels.
3. Processes and mechanisms are established for improved academic engagement.
4. Institutional shifts are demonstrated in school system governance.
5. Policy development and codification to strengthen all administrative layers of school system.



Intermediate Outcome 1:

Cadres of high-performing teachers developed for creating high engagement classrooms for children

The significance of the capacity, mindset, and attitude of teachers and school leaders in transforming classrooms to make them more engaging and improve students' learning outcomes cannot be overemphasized. Being integral to the kind of change we envision, teachers and school leaders are also a focal point of a major part of our interventions in both Delhi and Madhya Pradesh. These interventions are targeted at creating cadres of high-performing teachers developed for achieving the goal of high-engagement classrooms and higher learning outcomes among students.

Our monitoring processes and internal studies for measuring the effectiveness of our interventions with the teachers and school leaders have shown that they have not only showcased an immediate surge in knowledge but have also undergone a transformation in mindset, all attributable to the impact of the training sessions.

Digital Training Courses In Madhya Pradesh

In the year 2022-23, through our **large-scale teacher professional development program (TPD) in Madhya Pradesh**, called the CM RISE TPD programme, we launched five digital training courses for teachers both individually and in collaboration with other organizations. These courses were launched on the national training platform, DIKSHA, and could be accessed asynchronously by the participants. Each course was a mix of videos, readings and assessments, with a runtime of ~1.5-2.5 hours.

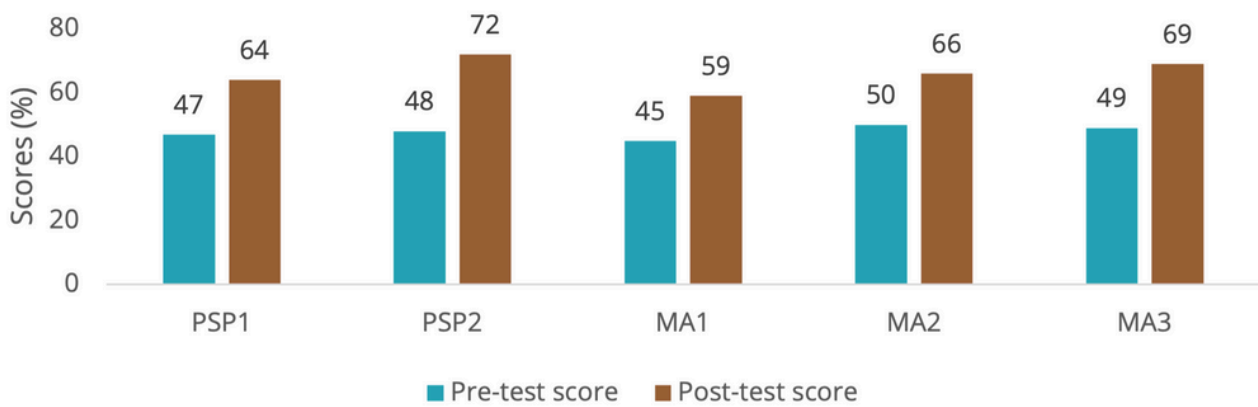
Prabhavi Shikshan Prakriyaein (PSP)

- Print Rich Classrooms (PSP1)
- Engaging classroom strategies (PSP2)

Mission Ankur (MA)

- Maths in elementary grades (MA1)
- Building Number Sense and Number Sense up to 100 (MA2)
- Literacy and language teaching in primary classes (MA3)

Analysis of the pre and post-assessment scores for the courses indicated that, on average, the **teachers showed ~18 percentage point gains after these digital courses. The gain was highest (24pp) for the participants in the PSP2 course and lowest for the MA1 (14pp) course.** Graph 1 illustrates the pre and post-assessment average scores of participants in the five digital courses administered during the year.



Graph 1: Digital Course Wise Comparison of pre and post mean Scores in CM Rise TPD

Overall, we found that teachers can recall, describe, and understand the main objectives of the digital courses. The item-analysis of the assessment scores indicated what the participating teachers have specifically learnt and what they have found challenging. The analysis indicated that the teachers are now able to articulate the importance of specific concepts such as FLN specific pedagogies, conducting assessments, having print rich classrooms, and designing learning outcomes for students. Teachers can describe and identify effective pedagogies and classroom practices based on the course learnings. However, they struggled in grasping concepts related to planning for students’ needs (personalized learning or inclusive learning), and application of pedagogical and FLN concepts in classroom scenarios.

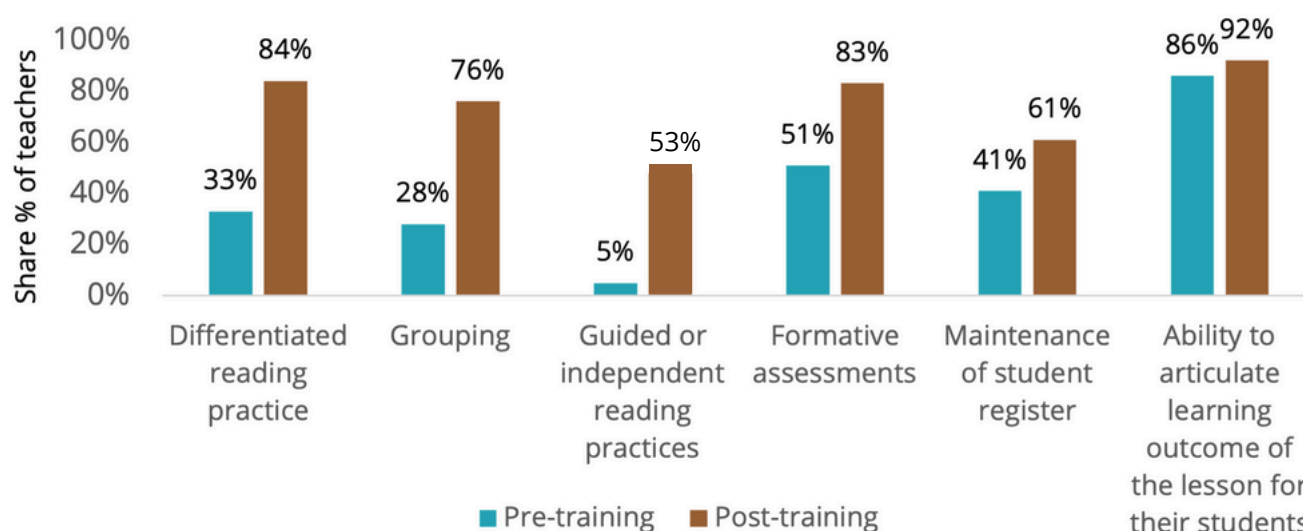
Impact of trainings on teachers’ knowledge and classroom practices in Delhi

Our teacher training programmes in Delhi have shown mixed trends in terms of their impact. In the training session on Behaviour Management and Language Pedagogy for 200 teachers of one of the administrative zones in Delhi (Karol Bagh), we found a sharp increase in the knowledge score among teachers. **While the average baseline knowledge score was 43%, this improved to 69% in the exit slip administered immediately after the two-day training.** However, not all our training programmes have been successful in achieving such high gains in knowledge for the participants. In the assessments conducted as part of a concerted teacher skilling program, we saw marginal improvements in the teachers’ knowledge levels (~4.5% overall).

In addition to the teacher training in Karol Bagh zone of Delhi, we also trained approximately 600 teachers of Grades 2 and 3 from the schools under Municipal Corporation of Delhi (MCD) in the Central and West zones of Delhi, on Hindi-pedagogy. This was a year-long training programme with two rounds of face-to-face training as well as a component of action research on effective classroom observation and coaching. The action research involved a sample of 133 teachers, who were selected through stratified sampling [2].

[2] The baseline, or pre-training observation, was conducted with only 37 (out of 133 sampled) teachers, due to operational challenges. However, in the subsequent rounds of classroom observations, all the sampled 133 teachers were observed and given feedback.

The sampled teachers were observed, as they engaged in day-to-day classroom-based teaching and learning, in two rounds of observations, where a pre-training round of classroom observations was conducted, followed by two more rounds of classroom observations and feedback sessions conducted after each round of training session. **On analysis of trends in terms of percentage of teachers who demonstrated desirable practices, the number of observations where teachers demonstrated desirable teaching and learning practices increased by 33% between the baseline (pre-training) and the endline (conducted after the second round). The improvement was more significant in the literacy practices, compared to classroom process-based practices** (however, the considerably low baseline scores in literacy practices was also noted as a possible reason for the high delta). The graph below illustrates this change.



Graph 2: Skills Demonstrated by teachers primary grades in Delhi MCD schools

The most critical aspect of our learning from these training programmes has been that while both face-to-face and digital training programmes help the participants (both teachers and school leaders) enhance their knowledge and understanding of pedagogical practices and classroom management techniques, it is evident that they required additional forms of support to effectively apply these skills in their work. Our strategies for empowering academic coaches in the system to achieve a stronger and sustainable impact, stem from this understanding.

Intermediate Outcome 2:

A supportive ecosystem of high-performing academic mentors and coaches is developed across all levels

In our interventions with teachers, we realised that while it is essential to provide them with the capacity building that they need, the change in classroom practices is only sustainable if teachers get consistent feedback and coaching from a cadre of high-performing academic mentors. Within the schools, the cadre of school leaders, academic coordinators, headmasters/ headmistress and principals/ vice-principals assume the role of academic mentors for coaching and supporting teachers. Within the education system at large, cluster/block/ district level officials and coaches assume the role of academic mentorship.

In-person trainings with School Leaders in Madhya Pradesh

As part of a school transformation initiative in Madhya Pradesh (CM RISE Schools), an intensive capacity building session was conducted for 925 school leaders deployed in CM RISE schools. In these sessions, 73% of the principals, 74% of the vice-principals, and 100% of the principal in-charges showed improvement in their test scores in the post assessment on questions designed to assess conceptual knowledge on instructional, strategic, and human leadership. [3] Additionally, at the end of the 5-days training, the school leaders shared that they felt the need to challenge their own beliefs and mindsets on academic mentorship and classroom engagement. School leaders felt encouraged and supported to explore new approaches and make learning more enjoyable and engaging. In the second round of the training session (conducted with the same set of participants), a shift was observed in responses for mindset-based questions - from strong disagreement towards agreement – which captured the growth mindset of school leaders towards adopting new practices, positive approach, and high expectation mindset towards teacher professional development.

In addition to the knowledge and mindset aspects, the coaching skills of the school leaders were also analysed through the classroom observation data (collected by the school leaders) from 253 schools in November 2022. The findings from the analysis indicated adoption of learning-centred practices by the teachers who underwent training and coaching conducted by these school leaders. Following are a few of the main highlights based on the observation data:

- **In more than 80% schools, more than 50% teachers in the respective schools, were reported to be planning their lessons.**
- **Similarly, in more than 80% schools, more than 50% teachers in the respective schools, were reported to be conducting morning routines in their classrooms.**

To corroborate the above findings, we have planned a qualitative study (conducted by a third party) of classroom practices in CM RISE schools in 2023-24.

In Delhi, the mentorship programme was piloted in two different interventions – the first in Karol Bagh Zone involving academic mentors appointed by the Government and the second in Central and West Zones, involving 16 school leaders. The pilot programmes were launched with the objective of gathering insights and learnings for a full-fledged programme on academic mentorship and school leadership planned for implementation from 2023-24 onwards. The next section on processes and mechanisms for improved academic engagement summarises the strategies that emerged from these pilot programmes.

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[3] This is based on pre and post-assessment data of 107 school leaders who took both sets of assessments in block 1 of the capacity building sessions.

Intermediate Outcome 3:

Processes and mechanisms were established for improved academic engagement

In the process of conceptualising and articulating our approach for creating and sustaining high-engagement classrooms, we have realised the significance of establishing such in-school processes and mechanisms which are imperative for catalysing the enhanced knowledge and skills of teachers and school leaders. Hence, designing, piloting, and setting up these processes within school systems in an effective way, became an integral component of our interventions.

Processes established in CM RISE schools, Madhya Pradesh

Monitoring and academic support mechanisms and processes were established in Madhya Pradesh CM RISE Schools, as part of the programmes initiated for enhancing academic engagement. Analysis of the data as reported by school leaders of 274 schools, (on a bi-monthly basis) gave us important insights into the academic strengthening processes and mechanisms that they were adopting in their schools. The following are the major highlights based on the self-reported data.

- On an average, the schools conducted 11 assemblies – platforms for students to exercise student leadership - every month although the quality of these practices is yet to be determined.
- Observations during school visits and evidence shared over tech-based communication channels indicated an increase in student ownership and proliferation of opportunities for students such as sharing thought of the day, news updates to showcasing projects, performing role plays and conducting quizzes for their peers.
- On average, the schools conducted 4 staff meetings in a month indicating their willingness to include the staff in school processes and decision-making
- In over 70% of the schools, the school leaders reported conducting a training for their teachers on designing lesson plans as well as conducting morning walkthroughs. This corroborated with the high level of take up of both these activities by teachers in these schools as mentioned earlier suggesting the success of the cascade model.

Mentorship and coaching processes piloted in Delhi MCD schools

A pilot study of effective mentorship through classroom observation and effective feedback mechanism was conducted with the school leaders (headmasters/headmistress) of the schools under Municipal Corporation of Delhi (MCD) in Central and West Zones of Delhi. The study was conducted with the objective of drawing insights and learnings which would inform mentorship and coaching strategies. As part of the study, 16 school leaders were selected (through random sampling) and oriented on classroom observation and mentorship in two rounds. To observe the impact of the orientation sessions, joint observations were held with these school leaders after each round of training, where they were also provided with a customised checklist for observing the classroom.

The pilot study, which also included a Focus Group Discussion with the school leaders, presented the following insights:

- Although school leaders consider classroom observation as an intrinsic part of their role, they are unable to prioritize it over the administrative responsibilities they have. Hence, the frequency of classroom observation is likely to be very low, unless the school leaders receive support for the same. This was evident in the **marked improvement in their participation in joint classroom observation for the pilot study where school leaders' participation went up from 46% after the first round of orientation, to 98% after the second round.**
- Among the 72 joint-observations made with the school leaders **during the Pilot Study, in 76% of the observations the school leaders observed the class for at least 10 minutes.** This observation assumes significance as the responses from the school leaders during the FGD indicated that they were not consciously allocating time for classroom observations in their daily routines.
- During the pilot study, we **also observed a 15% increase in the instances of acceptable and satisfactory feedback provided by the school leaders between the first and second round of classroom observations.** This is remarkable, as, during the FGDs, it was evident that the school leaders did not consider, in-thought or in-practice, classroom observation as a medium for mentoring the teachers or providing them effective feedback for enhancing classroom processes.

The findings from the pilot study and FGD are being utilised for developing mentorship support strategies for school leaders to improve their capacity to provide quality and effective academic support to teachers.

Intermediate Outcome 4:

Institutional shifts are demonstrated in school system governance

While in-school processes and mechanisms are imperative for enabling teachers and school leaders for ensuring the appropriate learning environment for students, such processes and mechanisms fail to sustain unless supported by the larger governance system. Recognising this need, through our interventions, we have also been enabling the system to effectuate such institutional shifts.

Institutionalisation of data-based monitoring and feedback mechanism:

In both Delhi and Madhya Pradesh, we have seen specific systemic shifts in the government's use of data to drive decision-making. Specifically in Delhi, with the support of Peepul's advocacy, the government has provided permissions for third-party student assessments for both grade-level and foundational literacy and numeracy skills (FLN). These permissions include conducting both baseline as well as endline assessments. The permissions for the FLN third-party assessments cover the next five years, giving plenty of opportunities for the government to take assessment-informed decisions to aid student learning. With Peepul's support, the government has also created dashboards at different levels to empower officials to take the decisions as necessary.

In Madhya Pradesh, with the help of daily dashboards that monitors the teachers' uptake and completion of digital courses at the state and district levels, various officials have been able to undertake specific nudges to motivate teachers to both enrol and learn from courses. Peepul team members played an instrumental role in discussing the trends on course uptake with the key government stakeholders such as DIET training in-charges, APC-academic and then supporting them to nudge teachers at block level to enrol and complete the launched digital courses.

Institutionalisation of professional learning circles at the State and district level:

In our endeavour to create structures for continuous professional development of teachers, we have been working towards institutionalisation of professional learning circles (PLC), involving knowledge and best practice sharing through academic discussions. We are exploring different approaches for establishing this through our work in the two geographies. In Madhya Pradesh, we have adopted a systemic approach by driving this at the State, district and cluster level, in a phased manner, where the initiative has been titled Shaikshik Samwad (or academic discussion). **Whereas, in Delhi school programmes, we are adopting a bottom-up approach, by establishing PLCs at school level (or among a group of schools).** [4]

Highlights of the Shaikshik Samwads in Madhya Pradesh

In Madhya Pradesh, six sessions of the professional learning circles or 'Shaikshik Samwads' were conducted at the state level for the Key Resource Personnel (KRPs) – consisting of 1 DIET training in-charge, 1 Assistant project Co-ordinator (APC)- Academic and 8 teachers (4 out of 8 teachers were FLN grade teachers) from each district. The objective of the State level Shaikshik Samwad was to role model facilitation of high-quality academic discussions at the district level. These sessions primarily focused on six design principles that are crucial to facilitate a high-quality discussion. After attending the state level 'Shaikshik Samwads', six district level academic discussions were organised by the KRPs.

For the district level discussion sessions, our primary success metric has been that the six design principles for high-quality discussions, role-modelled at the State level, are demonstrated in the district level Shaikshik Samwads. A rubric, comprising a gradation of three levels – the third level being the highest - was designed for measuring this outcome. Following key reflections emerged from the six district-level Shaikshik Samwads that were held in 2022-23:

- **44% of districts observed conducted at least 5 Shaikshik Samwads on time and an additional 33% districts conducted at least 4 samwads on time.**
- **77% of observations across Samwad cycles were in Level 3 with respect to meeting the relevance of the content in the discussions, i.e., KRPs were able to steer the discussions to meet the main objective of supporting teachers with classroom implementation.**
- **71% of observations were in Level 3 with respect to Participant-Facilitator talk time, i.e., they were able to maintain the 70-30 split.**

Note: Concerted efforts to establish rewards and recognition (R&R) mechanism at district and State level will be incorporated in the programmes in Madhya Pradesh and Delhi in 2023-24.

[4] Professional learning schools, as an initiative, is incorporated in the design for Delhi school programmes, beginning from the year 2023-24.

Intermediate Outcome 5:

Policy development and codification to strengthen all administrative layers of school system

While these are milestones that we are just beginning to track, the government in Delhi has taken encouraging steps with respect to prioritizing the academic role of the mentor teacher and begin to undertake competency-based assessments.

- Mentor teachers now no longer have teaching or other administrative responsibilities. Specifically, six academic groups have been formed for this purpose.
- The MCD has also enforced a structured remedial education program based on 'Teaching at the Right Level'. Peepul has specifically recommended a time-table to ensure holistic student learning.
- The MCD has also begun to share weekly lesson plans with a focus on learning outcomes/objectives and recommended learning methods to achieve those objectives. Peepul has reviewed the lesson plans and shared extensive feedback to align them with the learning outcomes.
- At least 65% of the questions in the summative assessments designed by the MCD are competency-based and aligned with the national frameworks. This is a significant shift from AY 2021-22 when no centralized assessment structure existed in the system that focused on assessing the competency level of the students. Peepul has reviewed the assessments and given feedback to strengthen them. We have also shared reference questions from the assessments used in the three Peepul schools.

The government of Madhya Pradesh has launched the first ever practitioner-based Teacher Training Policy for the state with Peepul's support.

The seminal policy has established a specific framework for various aspects of Teacher Professional Development (TPD) including an ideal cycle of TPD in a year and a newly launched set of State Professional Standards for Teachers (SPST). This also includes a systematic overview of a comprehensive Teacher Needs Analysis to ensure that all training needs are streamlined. While 2022-2023 focussed on ensuring that this policy was launched, the subsequent academic year will focus on implementation on the policy to ensure maximum efficiency.

Impact 2022-2023

1. Improved Student Engagement in Classroom
2. Improved Student Learning Outcomes



Impact Metric 1:

Improved Student Engagement in Classrooms

One of the key factors influencing student learning is the extent to which they engage meaningfully in classrooms. A marker of student engagement is whether students are 'on task' in a classroom. Student engagement in the classrooms has improved in terms of student attendance and students' being 'on task' in classrooms.

In our observations spanning 57 classes and 18 unique schools in Delhi, half of the class strength (i.e., $\geq 50\%$ students) was reported to be on task in 71% of the observations.

Student attendance has also improved in the treatment zones (of the capacity building program) in Delhi. Prior to the intervention, this was 53% (based on 37 classroom observations) which increased to 64% (based on 152 observations) after module 2 of the training.

As our school-level intervention programme in Madhya Pradesh, CM RISE Schools, was launched in the academic session of 2022-23, we have decided to measure progress in students' engagement in classrooms through a process study in 2023-24 and 2024-25.

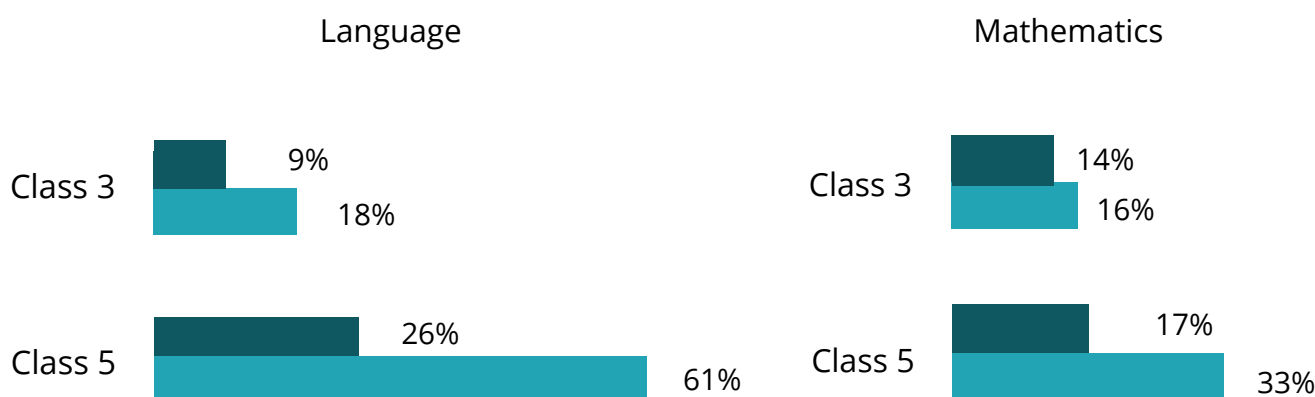
Impact Metric 2:

Improved Student Learning Outcomes

In 2022-23, improvement in students' learning outcomes in the Peepul programmes were measured through two external evaluations. Both the evaluations were conducted in Delhi for tracking yearly changes in learning outcomes in the two programmes which are under implementation – 1) Municipal Corporation of Delhi (MCD) Schools System Transformation Programme (Parivartan), 2) Holistic Assessment Strengthening Programme for Achievement of FLN Outcomes.

In the **MCD Schools System Transformation Programme**, a sample of 3292 students - in Grades 3-5 -from 30 schools were assessed by a third-party evaluation agency for measuring improvement in learning outcomes in English and Mathematics. A baseline and endline assessment was conducted with these students towards the beginning and at the end of the academic session, respectively. The results showed marginal improvement in learning in both language and mathematics for Grade 3 students (9 percentage points in language and 2 percentage points in mathematics) and substantial improvement in learning in both the subjects for Grade 5 students (36 percentage points in language and 16 percentage points in mathematics).

The graph below illustrates this:

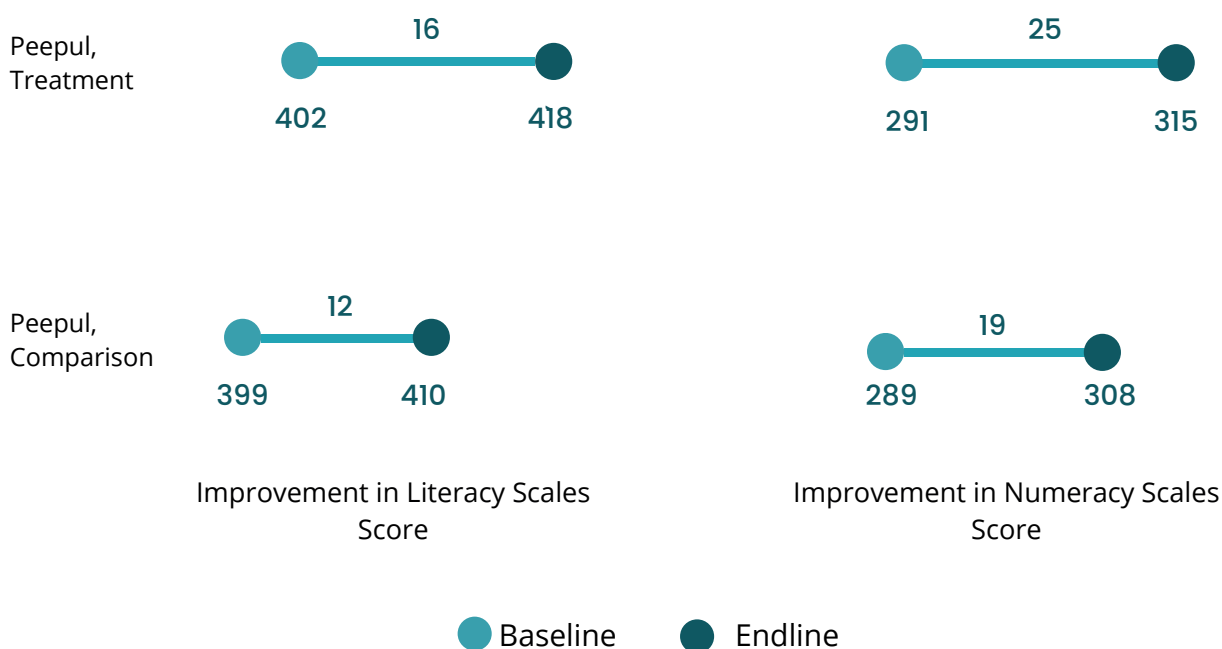


Graph 3: Improvement in learning outcomes in Language and Mathematics

In the Holistic Assessment Strengthening Programme for Achievement of FLN Outcomes – a deep dive programme launched in the two of the twelve zones in the Municipal Corporation of Delhi - a third-party evaluation of FLN competencies was conducted with the Grade 2 students. This evaluation was based on a difference-in-difference approach. The 12 zones in the MCD were divided into treatment (2 zones) and comparison zones (10 zones). 2400 students across 108 schools. The 'Early Assessment of Reading and Numeracy' (EARN) tool, mapped to the NIPUN Bharat FLN competencies [5], was used for the assessment. However, owing to many administrative and operational issues, the baseline and endline assessments were conducted two months apart (baseline in December 2022 and endline in February 2023), limiting the scope and effect of the intervention.

The scores attained by students in Grade 2 have been represented through scaled scores in terms of PinAcle (a standardised learning scale used by the evaluation agency). As per this scale, in literacy, students in treatment schools have shown an improvement of 16 points on the PinAcle scale, vis-à-vis an improvement of 12 points by students in comparison schools. The improvement has been more pronounced in numeracy where the score of treatment school students increased by 25 points vis-à-vis 19 points among comparison school students.

The improvement in the scores in literacy and numeracy are presented in the graphs below.



Graph 5: Improvement in Literacy and Numeracy Scores in Grade 2

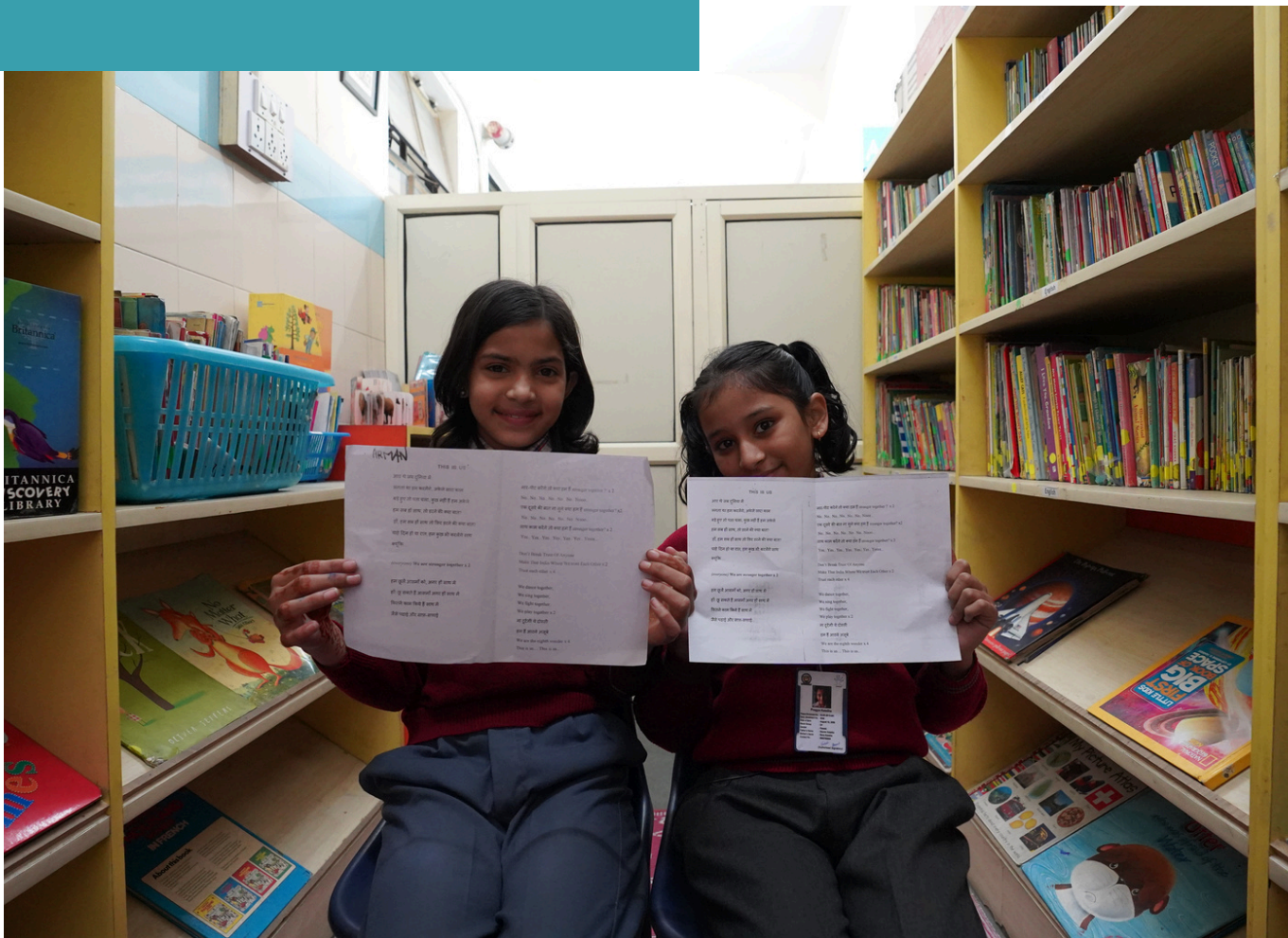
[5] As per the National Education Policy (NEP) 2020, the highest priority for the school education system is to achieve universal acquisition of foundational literacy and numeracy (FLN) skills at primary level by 2025. To achieve this, the Government of India launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission in 2021 where grade level competencies were defined for FLN.

The results of both the evaluations conducted in 2022-23 reflect the lasting effect of the Covid-19 pandemic on the learning levels of the students. In both the assessments, the improvement in learning outcomes of grade 2 and grade 3 students, respectively, are seen to be improving at a very slow pace, which is possibly owing to the lack of access to structured and effective teaching and learning, which they faced during the foundational years of their academic life.

A third-party assessment of students' learning in Madhya Pradesh has also been commissioned to give us a snapshot of current learning levels in the state, where we have supported the government for the tendering process as part of a 'Request for Proposal' (RFP)[6].

[6] The RFP outlines our suggested approach of designing and implementing a quasi-experimental study. The study includes both assessing student learning outcomes as well as key school and classroom processes including classroom practices, school, and classroom culture. We have also recommended that third-party organizations sample a set of grades across different schooling levels. The RFP also outlines that this is for a baseline, midline, and endline of student assessments in 2023 and 2024. The RFP has been released and is currently in process. We are currently supporting the government in identifying the third-party bidder.

KEY LEARNINGS



Peepul's initiatives in Delhi and Madhya Pradesh over the past academic year reveal significant progress in creating high engagement classrooms and developing a supportive ecosystem for teachers. In Delhi, observations and feedback highlighted a notable improvement in teachers' practices, particularly in literacy-related areas. Similarly, in Madhya Pradesh, school leaders reported positive changes in teacher behaviour and practices, such as lesson planning and morning routines. The implementation of digital training courses also showcased gains in teachers' knowledge and understanding. These and the other key takeaways from the past year are elaborated below:

A. Capacity building programs for teachers result in significant improvements in classroom practices:

Peepul's initiatives in Delhi and Madhya Pradesh over the past academic year reveal significant progress in creating high engagement classrooms and developing a supportive ecosystem for teachers. In Delhi, observations and feedback highlighted a notable improvement in teachers' practices, particularly in literacy-related areas. Similarly, in Madhya Pradesh, school leaders reported positive changes in teacher behaviour and practices, such as lesson planning and morning routines. The implementation of digital training courses also showcased gains in teachers' knowledge and understanding. These and the other key takeaways from the past year are elaborated below:

B. Academic mentors and coaches play a crucial role in sustaining classroom practice changes:

While capacity building is important, sustainable change in classroom practices requires ongoing support and feedback from academic mentors and coaches. These mentors can be school leaders, academic coordinators, or district-level officials. By providing consistent feedback and coaching to teachers, academic mentors help them apply their learnings effectively in classrooms.

C. Strengthening academic support mechanisms enhances teacher effectiveness:

The results indicate system's enhanced readiness and early-stage adoption of data-based, learning-oriented processes and mechanisms to strengthen academic support for teachers. Monitoring systems and regular data collection provide insights into the practices adopted by school leaders and teachers. The findings show positive trends such as increased student ownership, opportunities for student leadership, and staff involvement in decision-making. Training sessions for teachers on lesson planning and conducting walkthroughs have resulted in high take-up and success of these activities. However, the passages also indicate the need for further support in areas like inclusive personalized classrooms, community engagement, and assessment planning.

D. Institutional shifts in school system governance support and data-driven decision-making:

While capacity building is necessary, sustainable change in classroom practices requires ongoing support and feedback from academic mentors and coaches. These mentors can be school leaders, academic coordinators, or district-level officials. Academic mentors help teachers apply their learnings effectively in classrooms by providing consistent feedback and coaching.

E. Policy development and codification strengthen administrative layers of the school system:

Policy development and codification have emerged as important instruments for strengthening administrative layers of the school system. Efforts are being made to establish rewards and recognition mechanisms at the district and state levels in both geographies. These policies and initiatives aim to improve the overall effectiveness and accountability of the education system. Our work in both Delhi and Madhya Pradesh has shown results that support the theory of change envisaged for creating high-engagement classrooms, thereby improving students' learning outcomes. The capacity-building programs have led to significant improvements in teaching and learning practices, highlighting the importance of investing in the development of teachers. The presence of academic mentors and coaches has played a crucial role in sustaining these positive changes by providing ongoing support and feedback. Strengthening academic support mechanisms and institutionalising data-driven decision-making have enhanced teacher effectiveness and improved the governance of the education system. Policy development and codification have also been instrumental in strengthening the administrative layers and promoting overall effectiveness and accountability. These understandings have informed our strategies and programme plans for 2023-24 in order to create a sustainable, measurable impact within all classrooms and for all students.



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