



THE 'EXTRA COACHING' PROGRAM
IN THE ELEMENTARY CLASSES OF
SCHOOLS IN GUJARAT STATE

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EXECUTIVE SUMMARY

This report is a detailed study of the impact of need-based 'extra coaching' intervention to children who do not perform well in schools run by the Government of Gujarat. The Government had organized a program called *Gunotsav*, wherein each Government-run school self-assessed the quality components of reading, writing and mathematics of their students from Standards III to VII. Government officials from the Chief Minister to Cabinet Ministers, IAS, IPS, IFS, officials of the Secretariat and the Directorate also evaluated the schools on both academic and non-academic aspects, including infrastructure. The idea was to evaluate the system and take relevant remedial actions. As a result the 'Extra Coaching' Program was made available to students who had attained such low marks as 0 to 3 out of 10 each in Reading, Writing and Math. The 'Extra Coaching' program was planned for three months from January 1 to March 31, 2010 and was expected to cover 12,70,011 (twelve lakh seventy thousand & eleven) students. This was a joint undertaking of the Secretary, Primary Education and *Sarva Shiksha Abhiyan* (SSA), Gujarat

The 'Extra Coaching' Program involved four periodic assessments with built-in formative evaluation that would help the teacher monitor the progress of each child. Based on the first evaluation, students were given D, C and B grades individually for reading, writing and math; with D being the lowest level of performance and B being at par with the mainstream level.

The 'Extra Coaching' Program grouped the students according to their competencies,

irrespective of the Standards they formally belonged to. Every day, two classes of 45 minutes each (one for reading-writing and one for math) were organized, with a group of 20 students allotted to one volunteer teacher who was active, motivated, and skilful with knowledge and aptitude for implementing activities in the classroom. This group was sub-divided into three groups; one would directly interact with the teacher, another would be involved in group peer learning and the third would be involved in self-learning through interaction with materials.

The teacher was expected to follow an activity-based approach using various available TLMs, indigenous materials and make new TLMs if necessary. Besides this, they had to conduct minimum three parent meetings and visit homes of children who might remain absent for three consecutive days.

Specific roles were defined for the CRCCs (Cluster Resource Centre Coordinators) and the BRCCs (Block Resource Centre Coordinators). They had to monitor the 'Extra Coaching' Program, visit schools regularly, guide the teachers, and interact directly with the students of the 'Extra Coaching' program. Head teachers too were allotted the specific role of supporting the volunteer teachers, attending the five teleconferences (a successful innovation) and maintaining records. One Pedagogy Coordinator was appointed at each District level to support the teachers. All Head Teachers, Volunteer Teachers, CRC Coordinators and BRC Coordinators were expected to attend the teleconferences

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which focused on school level procedures, monitoring, and sharing information. One of their most important features was demonstration of good practices by fellow teachers themselves.

The program ended by distributing activity books, *Swa Adhyayan Pothi*, to each child who had attended the 'Extra Coaching' program.

Sarva Shiksha Abhiyan, Gujarat requested UNICEF to monitor the 'Extra Coaching' Program and to evaluate 10 percent of the sample students at the end of the three months' period. Four consultants were appointed by UNICEF to monitor all the Districts through the two months of February and March 2010. Overall 361 schools from 321 clusters of the 26 Districts were covered. The consultants met the District Primary Education Officers (DPOs), Teachers Training Coordinators (TTCs), Pedagogy Coordinators, BRC Coordinators, CRC Coordinators. They attended the teleconferences and interacted with the students, volunteer teachers, other teachers and head teachers to gather their feedback for the 'Extra Coaching' classes. They monitored each 'Extra Coaching' class of the school they visited. A monitoring sheet consisting of 28 indicators was used as reference besides recording on-going observations and noting responses of the persons involved.

The results of monitoring revealed that the 'Extra Coaching' classes were held in 97 percent of the schools across the State. Teleconferences were attended by 67 percent of BRC Coordinators, 88 percent of

CRC Coordinators and 94 percent of teachers. Almost every one found the teleconferences to be very effective, especially in demonstration of appropriate classroom practices. The BRC Coordinators monitored 50 percent of the schools and the CRC Coordinators visited 95 percent of the schools. Their follow-up was generally poor. Head teachers played an important role in a majority of the schools.

The student teacher ratio of 20:1 was maintained in 80 percent schools and 48 percent schools did manage to group students according to their competencies and catered to individual competencies as well. In majority of the schools the teachers used appropriate teaching methods, TLMs, and encouraged peer learning. However less than 50 percent schools conducted parent meetings though school teachers from more than 70 percent schools did conduct home visits.

The post-evaluation data was collected in March last week and April first week for all students attending the 'Extra Coaching' Program. UNICEF collected data from 10 percent of the clusters. The results are very heartening. At the end of three months only 15 percent students remained at the D grade level. Even these students are faring better than their competencies as evaluated at the Gunotsav stage since they are now able to identify alphabets and numbers which they were unable to do earlier. Of the rest, 30 percent students are at C grade level and 55 percent have moved to B grade level that is mainstream performance level. The results are in contrast to the Gunotsav level where 36 percent students were at D

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grade level, 40 percent at C grade level and only 23 percent at B grade level. These results are irrespective of the castes to which the students belonged.

Where the districts are concerned, Valsad, Amreli, Mehsana, Panchmahal and Navsari indicated the best performance; and Vadodara, Narmada, Porbandar, Gandhinagar and Surendranagar indicated dismal performance. The comparison between the two sets of districts revealed that the high performing districts made more use of TLMs, had enough TLMs for the number of students, and had utilized the special grant given for this purpose. The teaching methods were appropriate and more of peer group learning took place. The use of blackboard, textbooks and repetitive learning here was less as compared to the schools of low performing districts. The schools of the high performing districts used more of activity-based learning.

The overall results indicated that activity-based learning led to improvement in learning. Thus intense, quality-based activity learning improves students' performance and learning standards. Special inputs to students who have difficulty in learning to read, write and math should also be a regular feature of the schools.

When teachers plan a program according to students' competencies, create a learning environment, provide enough and quality TLMs, encourage peer to peer learning and individual learning besides learning in large groups, then it reflects positively on students' performance which increases and betters itself. Teachers should be guides and facilitators and should monitor the progress of students regularly. Thus it is strongly recommended that activity-based learning should be integral to the early years' curriculum and should be woven into the regular primary school program.



SUMMARY

The weaknesses in the learning levels of school-children in Government schools identified during *Gunotsav* (quality drive) were addressed through an intensive coaching for the children for three months on a specially developed curriculum. This report presents the outcome of this 'extra coaching' assessed at the request of the Government of Gujarat.

The 'extra coaching' was undertaken as a phase-wise program with a multi-pronged consolidated effort. It began with the *Gunotsav* and ended with the assessment of learning levels of students after a sustained intervention period of 'extra coaching' of three months.

The 'Extra Coaching' program: A Statewide Initiative

1.1 About '*Gunotsav*'

'*Gunotsav*', was a state-wide activity which aimed to understand the status of Primary Education in Gujarat State. Each Government school of the state self-assessed the quality components of reading, writing and mathematics of its students from Standards III to VII. This assessment was conducted in November 2009. It revealed a large number of students who were not performing at the expected level of competency. In response to this, 'Extra Coaching' or 'Remedial' classes were conducted in all primary schools to provide need-based learning opportunity to the students. This was a joint undertaking of the Secretary, Primary Education, and the *Sarva Shiksha Abhiyaan* (SSA), Gujarat.

The objectives of the 'Extra Coaching' Program were,

- to create awareness in the teachers about child-friendly methods of teaching and learning, and
- to create a positive attitude in the teachers towards using this methodology in the classrooms.

1.1.1 The Implementation process of '*Gunotsav*' program

- Phase I of the '*Gunotsav*' program covered 32,600 Government Primary Schools which were selected for self-evaluation.
- In Phase II, more than 3,000 Government Primary Schools were evaluated by the Chief Minister, Cabinet Ministers, bureaucrats from the IAS, IPS, and IFS cadres, 750 officials of the Secretariat and 2,250 officials of the Directorate. The schools were evaluated on both academic and non-academic aspects, including the school infrastructure. The idea was to evaluate the system and take relevant actions.
- During Phase I, **students were identified for the 'Extra Coaching' program** from the schools covered. During the evaluation, students from Standards III to VII were given marks on a scale of 0 to 10 each for reading, writing and mathematics. Of these, **12,70,011 (Twelve Lakh Seventy Thousand and Eleven) students**, who attained between 0 to 3 marks in the three subjects, **were identified for the 'Extra Coaching' program**.
- The 'Extra Coaching' Program was planned for three months in order to help these students attain expected levels of competencies in reading, writing and mathematics.
- The 'Extra Coaching' program was adopted as a Mission from January 1 to March 31, 2010.

1.2 Grouping of the Students for Teaching and Formative Evaluation

Formative evaluation was planned to monitor the students' progress, so that teachers could modify their inputs wherever necessary. Besides *Gunotsav*, four periodic evaluations were conducted with students on January 30, February 27, March 15 and 30. Based on their performance the students were graded at each stage. This helped the teacher in monitoring the progress of each student. The inputs for each student were based on their progress recorded at each evaluation.

Table I provides the indicators for the gradation.

1.3 Implementation at the School Level

- Based on the evaluation criteria and the grades attained, 20 students were grouped together who had attained 0 to 3 marks in Phase I.
- These were multi grade classes. Irrespective of the Standard in which the students were studying, they were grouped based on their similar competencies. That is, students of Standards III to VII with similar competencies formed one group.
- A group of 20 students were allotted one teacher. The selected school teacher (volunteer teacher) had to be active, motivated, and skilful with knowledge and aptitude for implementing activities in the classroom.
- Two classes of 45 minutes each were organized, one for reading and writing and one for mathematics. The suggested time slots were after assembly and before the long recess.
- Separate attendance registers were maintained from January to March 2010, for these classes.
- Student profiles were maintained for each student.
- The schools were expected to maintain records of the student's grouping based on

Table 1: Grading for grouping for teaching and for process evaluation

	Standard 3 and 4	Standard 5 to 7
Reading	Nothing – cannot read alphabets – D	Nothing – cannot read alphabets – D
	Can read alphabets – C	Can read words – C
	Can read words – B	Can read sentences – B
Writing	Nothing cannot write alphabets – D	Nothing cannot write alphabets – D
	Can write alphabets – C	Can write words – C
	Can write words – B	Can write sentences – B
Mathematics	Nothing no number recognition – D	Nothing no knowledge of numbers–D
	Has number recognition – C	Has knowledge of numbers (up to 4 digits) – C
	Knows addition and subtraction – B	Can do addition, subtraction, multiplication and division (up to 4 digits) – B
	Knows multiplication and division–B+	Can do addition, subtraction, multiplication and division (more than 4 digits) – B+

their performance during evaluations on January 1 and 30, February 27, and March 15 and 30.

1.4 Features of the 'Extra Coaching' Program: Classroom Management and Strategies

- Students were classified into B, C or D grades.
- Students with similar competencies were grouped together irrespective of the Standards to which they belonged.
- Each group of 20 students was sub-divided into three groups. One group would directly interact with the teacher; in the second group, peer learning would take place, and the third group would be involved in self-learning. This would primarily be interaction with the materials.
- The teacher was expected to follow an activity-based approach using various available TLMs.
- The teacher was also expected to make new TLMs and use indigenous materials.
- Each school had the alphabet cards, word cards, number cards, '*Chalo Vanchiye*' materials. This was to be used for the 'Extra Coaching'.
- It was suggested to the teachers to use the reading writing mathematics modules used for the training of teachers of Standards I to IV in the year April 2008 as reference material.
- The teachers were expected to conduct minimum three parent meetings within the period of three months.
- For students who remained absent for three consecutive days, teachers were expected to conduct home visits to know the reason and encourage them to come back to school.

1.5 Role of the CRC Coordinator / BRC Coordinator

Specific roles were defined for the CRCCs (Cluster Resource Centre Coordinators) and BRCCs (Block Resource Centre Coordinators). The nature of involvement was well defined yet it was within their normal roles. The 'well defined role' ensured quality participation without increasing their burden.

- In a cluster where there were more than 10 schools, the CRC Coordinator was expected to visit all the schools at least once in 15 days and in a cluster with less than 10 schools the CRC Coordinator was expected to visit at least all schools every week.
- During the school visit the CRC Coordinator/BRC Coordinator was expected to:
 - Discuss/talk with the head teacher about the 'Extra Coaching' classes for 5-10 minutes
 - Observe for 10 minutes the teaching process taking place in each class.
 - Interact with the students of 'Extra Coaching' for 10 minutes after observing the class.
- At the end of the 45 minutes class, the CRC Coordinator was expected to individually sit with the volunteer teacher and discuss the observations he/she made in the class. The CRC Coordinator along with the teacher was also expected to plan the action for the next 10-15 days.

1.6 Role of Pratham

Pratham Gujarat Education Initiative, a Non-Government Organisation (NGO) collaborated with SSA to achieve learning goals for the 'Extra Coaching' program. Pratham worked in eleven blocks of eleven districts of Gujarat. The districts were, Anjar-Kachchh, Palanpur-Banaskantha, Mehsana-Mehsana, Kalol-Gandhinagar, Anand/Umreth-Anand, Sihar-

Bhavnagar, Gondal-Rajkot, Lakhtar and Wadhwan in Surendranagar, Vyara-Tapi, Valsad-Valsad, Ahwa-the Dangs. Pratham also appointed a Pratham Cluster Coordinator (PCC). This PCC was in charge of a cluster of 15 schools. He/She had to monitor the working of the 'Extra Coaching' Program in these schools and support the teachers.

1.7 Role of the Head Teacher

The head teachers were allotted a specific role to support the program. They would:

- Support the volunteer teacher,
- Attend the teleconference and explain about it to all staff members in the school, and
- Maintain required registers and official circulars.

1.8 Pedagogy support to each school for 'Extra Coaching'

Pedagogy support to the schools was in two forms:

1. One Pedagogy Coordinator was appointed at each District Level to support the teachers for the pedagogy.
2. Five Teleconferences were organized for effective implementation of the 'Extra Coaching' Program (Table 2). All Head Teachers, Volunteer Teachers, the CRC Coordinators and the BRC Coordinators were expected to attend these Teleconferences.

These five Teleconferences focused on:

- School level procedures
- Demonstration of good practices
- Monitoring
- Sharing of information

1.9 Teleconferences: Major Highlights

The Teleconference was an innovative idea developed to reach each and every school across the State. The programs for each Teleconference were planned at the State level. The program format was planned such

Table 2: **Teleconferences for 'Extra Coaching' Program**

Sr. No		Dated	Content
1.	1st	30/12/2009	Introduction and orientation about the 'Extra Coaching' Program Demonstration of strategies for upgrading the reading competencies of the students
2.	2nd	09/01/2010	Demonstration of strategies for upgrading the reading and writing competencies of the students
3.	3rd	28/01/2010	Demonstration of strategies for upgrading the mathematical competencies of the students
4.	4th	16/02/2010	Demonstration of strategies for upgrading the reading and writing competencies of the students
5.	5th	11/03/2010	Orienting the CRC Coordinators towards their role in the post-evaluation process Informing the officials about the third party evaluation to be conducted from March 22 to 31, 2010 by UNICEF Officials. Sharing the monitoring process and some of the success stories Discussing aspects that need further improvement Announcement of follow-up activity for children. Activity books to be provided to children to work during vacation.

that there was a minimum use of the lecture method.

Demonstration during the Teleconferences by teachers who were using activity-based learning, provided clear guidelines for implementing the program during the 'Extra Coaching' classes. Each conference ended by solving queries of the participants.

The Teleconferences helped in,

- reaching large numbers at the same time,
- demonstrating good practices to teachers across the State, and
- exchanging ideas and clarifying doubts.

1.10 Follow up on 'Extra Coaching' program

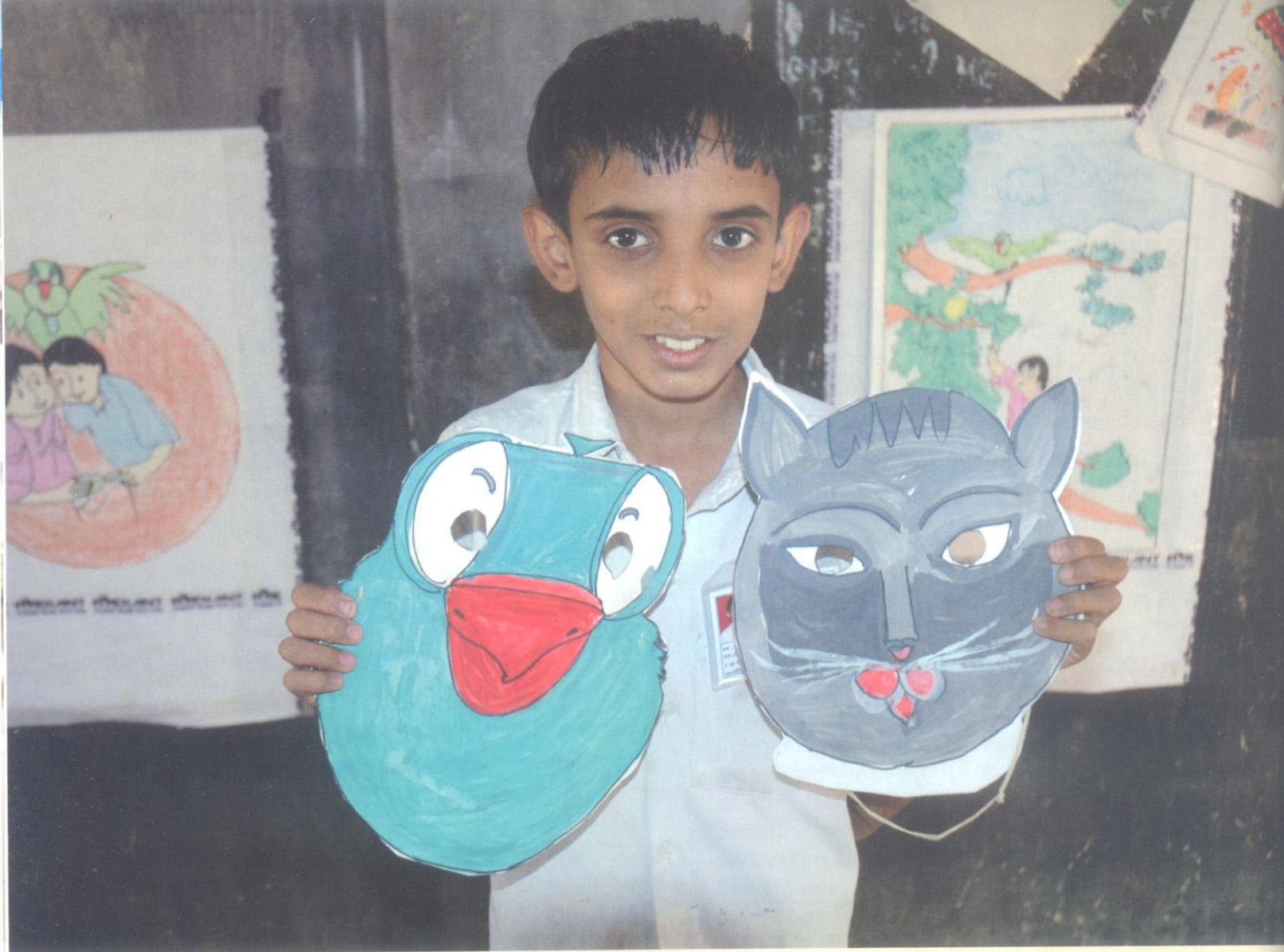
Follow-up of the 'Extra Coaching' Program has been planned for the students who attended these classes. A self-learning activity book, *Swa Adhyayan Pothi*, was developed for the same. The book aims at continuity of the learning process during vacation months of April and May and will be distributed to each child of the 'Extra Coaching' Program. This 104-page book covers reading, writing, and math skills for Standards III to VII. It is printed attractively in four colours and in the reading and writing section, each word is represented with a picture and each sentence and paragraph is represented with a meaningful illustration. All math exercises are presented creatively. The idea is that children will learn and practise without pressure.

At the end of the academic year, before vacations, teachers will call for a meeting of parents of all the 'Extra Coaching' Program students. The parents will be given the *Swa Adhyayan Pothi*, report card and profile card of the respective child. Parents will be explained about their child's progress.

After the vacation, the teacher is expected to check the *Swa Adhyayan Pothi*. This will provide feedback to the child on work done, and also help the teacher in the next class understand the strengths and weaknesses of each of these children.

Figure 1: The processes involved in the 'Extra Coaching' program





SUMMARY

UNICEF undertook the responsibility of monitoring the 'Extra Coaching' Program and for evaluation of 10 percent of the sample students at the end of the three months' period. The 'Extra Coaching' Program was planned for three months beginning on January 1, 2010. A team of four consultants continuously monitored this program on the field for the two months of February and March 2010. Overall, the team covered 361 schools from 26 districts.

This section of the report describes the methodology adopted and results achieved of monitoring as well as the end line data.

Monitoring by UNICEF

2.1 Methodology

To monitor the 'Extra Coaching' Program in all the districts of Gujarat State, for the period of two months (February and March 2010), four consultants were appointed by UNICEF. The entire Gujarat State was divided into four zones i.e. North and Kachchh Zone (Sabarkantha, Banaskantha, Kachchh, Mehsana, Patan, Gandhinagar), Saurashtra Zone (Porbandar, Amreli, Surendranagar, Rajkot, Junagadh, Bhavanagar, Jamnagar), Central Zone (Ahmedabad, Anand, Dahod, Kheda, Vadodara) and South Zone (Surat, Navsari, the Dangs, Valsad, Tapi, Bharuch, Narmada, Panchmahals). One consultant each was allotted a particular zone.

The consultants were very systematically oriented by the State Project Director, SSA, the Education Specialist, UNICEF, and the Coordinator, Quality Education (QE) Cell about the 'Extra Coaching' Program, its purpose, process of implementation and the monitoring. All the consultants were provided with the list of names and contact numbers of all the District Project Officers (DPOs) and Teacher Training Co-ordinators (TTCs). An official letter from SSA was sent to all the District Project Officers to inform them about the four consultants in all the respective districts. Their role of third party monitoring for two months was clarified. Each consultant

contacted their respective DPOs and TTCs and organized an introductory meeting with them.

2.1.1 Sample selection, description and size

The sample for monitoring was ten percent Clusters of Gujarat State. The number of schools to be monitored for each district was decided on the basis of the total number of schools in a particular block of a specific district.

Thus, a **total sample** of 361 schools of 321 CRCs spread across 26 Districts was selected for monitoring.

2.1.2 Criteria for Sample School Identification

An effort was made to obtain the list of schools with the number of 'Extra Coaching' Program classes in each school within the cluster and block from the TTCs. The criteria to select a specific school within each cluster were as follows.

- The sample schools were selected randomly.
- Schools at different locations and schools in interior locations were also covered.
- An attempt was made to see that all the schools were from different clusters, in



order to cover maximum number of clusters of a particular block.

- All the blocks of each district were covered, in order to reveal a holistic picture of the situation in each district.

2.1.3 Process of Monitoring

A consistent process for monitoring and gathering information, and feedback was followed by the four consultants across all the Districts. This included,

- Obtaining information and feedback from the DPOs, TTCs, Pedagogy Coordinators, BRC Coordinators and CRC Coordinators regarding the 'Extra Coaching' classes.
- Attending teleconferences and gathering feedback regarding the teleconferences from the BRC Coordinators, CRC Coordinators, Head teachers and Volunteer teachers.
- In the schools -
 - Introducing themselves and building rapport with the head teachers
 - Holding orientation meetings with the head teachers and the volunteer teachers about conducting the 'Extra Coaching' Program classes in the school
 - Visiting all the 'Extra Coaching' Program classes of a particular school
 - Monitoring the 'Extra Coaching' Program classes on the basis of the pre-decided indicators
 - Interacting with the students, volunteer teachers, other teachers and head teachers to gather their feedback for the 'Extra Coaching' Program classes
 - Interacting with the parents of the students enrolled in the 'Extra Coaching' Program classes

- Gathering feedback from the community members about awareness of the 'Extra Coaching' Program classes.

2.2 Tools

Before beginning the actual monitoring process, a monitoring sheet consisting of 28 different indicators was developed (Appendix I). This was based on the features of 'Extra Coaching' Program classes.

The indicators were about the administrative processes, the role of BRC Coordinators, CRC Coordinators, Head Teachers, classroom management, teaching learning processes in the 'Extra Coaching' Program class, the role of teacher of the 'Extra Coaching' Program class, use of TLMs, etc.

Besides the monitoring sheet, qualitative data was obtained by noting responses of people and recording on-going observations.

On an average each consultant spent about an hour and a half per school. As mentioned earlier the consultant observed on-going

'Extra Coaching' Program classes, interacted with head teachers, volunteer teachers, teachers, and students. This yielded a lot of qualitative information. Some information was also transferred to the monitoring sheet.

2.3 Analysis of the Data

The monitoring yielded both quantitative and qualitative information. The quantitative information was collated into total frequencies with reference to schools, clusters, blocks and districts.

The qualitative data was clubbed and categorised. The qualitative information also provided descriptions of processes. Matrix analysis has been done for the five best and five least performing districts for the 'Extra Coaching' Program. This will give insight into processes that have helped achieve success and those that have not. The qualitative data has been presented in terms of success stories (Appendix II) and district profiles (Appendix III).



SUMMARY

The four consultants in total monitored 361 schools from 26 districts. They visited 1169 'Extra Coaching' Program classes, covering 23,227 students. The consultants interacted with 141 BRC Coordinators and 310 CRC Coordinators.

Note: The results presented are for 361 sample schools visited across the entire state.

The results are for the administrative process, roles of BRC Coordinators and CRC Coordinators, classroom practices, role of head teacher, teleconferences, and parent component.

Quantitative Results: Highlights of the Process of Implementation

3.1 The administrative process

- Official circulars with reference to the 'Extra Coaching' Program were received by 94 percent of schools across the State, with Navsari district receiving the least (70 percent).
- The 'Extra Coaching' Program classes were held in 97 percent of the schools across the State with minimum being 80 percent in the schools of the Dangs. The reasons that about 3 percent of the schools did not hold 'Extra Coaching' Program classes were as follows:
 - some schools did not know that such a program existed
 - the teachers did not watch the teleconferences and hence did not implement the program
 - CRC Coordinators in those clusters did not inform the school about the teleconferences

This result is also supported by the fact that 6 percent schools had not received the requisite circulars.

- While the volunteer teacher was busy with 'Extra Coaching' Program in 66 percent schools special arrangements were made for conducting the regular class taken by the same teacher.

- Separate attendance sheets were maintained for 'Extra Coaching' Program in 97 percent schools, whereas in 76 percent schools, teachers also maintained detailed students' profiles.

3.2 Teleconferences

- Teleconferences were attended by 67 percent of BRC Coordinators, 88 percent CRC Coordinators and 94 percent teachers. Except for one CRC Coordinator from Petlad Block of Anand District, one school from Anand District (two teachers) and three schools of Vadodara District (Pavi Jetpur - two teachers, Shinor - two teachers, Padra - five teachers) all others felt that the teleconferences were very effective. They especially appreciated the demonstrations shown of appropriate classroom practices.

3.3 Role of BRC Coordinators and CRC Coordinators

- The BRC Coordinators visited 50 percent of schools for monitoring of the 'Extra Coaching' Program, whereas the CRC Coordinators visited 95 percent of schools for the same. Interestingly in Ahmedabad district, the BRC Coordinator had visited all the schools, while in Gandhinagar district it was found that none of the BRC Coordinators visited the sample schools. The visit by CRC Coordinators in Rajkot



district was the lowest at 80 percent, while 100 percent schools had been visited by CRC Coordinators in districts like Mehsana, Patan, Gandhinagar, Surendranagar, Amreli, Porbandar, Narmada, Bharuch, Tapi, Valsad, the Dangs, Surat, Kheda, Anand, Dahod and Ahmedabad.

- Though it was an expectation, feedback in written form was given to only 29 percent of schools by the officials (BRC Coordinators and CRC Coordinators), whereas oral feedback was given to 84 percent schools. In the Dangs, Porbandar and Junagadh districts no **written feedback** was provided to the schools by the officials; in the Dangs and Porbandar **100 percent oral feedback** was given to schools whereas in Junagadh it was 78 percent. Thus in districts like Junagadh 22 percent schools received no feedback, either in oral or written form.

- Follow-up was done by 16 percent of BRC Coordinators and 71 percent CRC Coordinators. It was found that there was no follow-up by CRC Coordinators in Vadodara district.

3.4 Role of Head teachers

- Head teachers in 60 percent schools were found to play an important role in implementation of the 'Extra Coaching' Program. In Valsad district only 17 percent played an active role in the 'Extra Coaching' Program classes.

3.5 Classroom Practices

These results are for availability of TLMs and their use, grouping of students, and student teacher ratio.

- The student teacher ratio of 20: 1 (average) was found in 82 percent of the schools, with Porbandar, Amreli and Gandhinagar

districts maintaining the ratio in all schools as against only 40 percent schools in the Dangs.

- In the 'Extra Coaching' Program, 48 percent schools grouped students according to their competencies, with not a single sample school in Ahmedabad following this guideline, as compared to Amreli where every single sample school was found to group students based on their competencies. This situation in Ahmedabad persisted despite the fact that every school of Ahmedabad district was visited by the respective BRC Coordinator.
- For the 'Extra Coaching' Program 52 percent schools catered to individual competencies of the child. At 17 percent, Vadodara ranked the lowest while Tapi, Amreli and Rajkot districts were found to follow this guideline in every school.
- Peer group learning was found to be present in 65 percent schools.
- Across 56 percent schools teaching method by the 'Extra Coaching' Program teacher was found to be appropriate (sitting with children, teaching through games and use of TLMs). In Narmada district, only in 25 percent of schools was the teaching method found appropriate.
- The interaction between teacher and students was positive (warm, talking to the child with respect) in 84 percent of the schools.
- TLMs were used for the 'Extra Coaching' Program in 82 percent schools, and in 55 percent schools they were found to be enough for the students. In Narmada district the least number of schools (50 percent) was found using the TLMs. In the Dangs and Vadodara districts, only in 20

percent schools was the TLM enough for the children. It was used in 100 percent schools in Ahmedabad, Vapi, Porbander, Amreli, Rajkot districts. In Tapi district enough TLMs was found in 100 percent schools. The other districts with enough TLMs were Porbander (80 percent), Kachchh (78 percent), and Bharuch (78 percent).

- Repetitive reading of words and writing the same word 3 to 5 times was found in 49 percent schools. None of the schools of the Dang and Tapi districts followed this method. In only 5 percent schools of Valsad district did teachers follow the repetitive method, followed by Bharuch (7 percent) and Surat (14 percent) districts. In Rajkot district all 100 percent schools followed this repetitive method for teaching and learning.
- The special grant of Rs. 300.00 was utilized by 62 percent of the schools. The least number of schools (29 percent) of Vadodara District used this grant.

3.6 Parent Component

- Parent meetings were conducted by 45 percent schools with every sample school in Ahmedabad, Porbandar and Amreli districts doing so. None of the schools in Tapi, Bharuch and Narmada districts held parent meetings.
- Teachers conducted home visits in 78 percent schools, the least home visits being conducted in Patan district (33 percent).
- Only 38 percent of the communities in the state were aware about the 'Extra Coaching' Program being held in the schools. Surat district, at 4 percent, was found to be least aware about this activity.



SUMMARY

UNICEF was requested by *Sarva Shiksha Abhiyan*, Gujarat to evaluate students from 10 percent of the clusters post 'Extra Coaching' Program.

The results discussed in this section are; post evaluation results for the 10 percent sample, comparison of baseline and post evaluation data, profiles of high and low performing districts, and comparison with the state level data.

Comprehensive Results for the 'Extra Coaching' Program: Results of post-evaluation data

4.1 Process of Assessment

The post-evaluation data was collected from 10 percent of the clusters. For this, the field officers were trained to assess students enrolled in the 'Extra Coaching' Program classes. The field officers were either PTC trained or had Bachelors or Masters Degree in Education or were Lecturers in PTC colleges. Each District had a Coordinator who supervised the field officers.

4.2 Test Content

The test content was part of the test developed for Gunotsav. For the post evaluation tool, representative items from the Gunotsav booklet for reading, writing and math were selected together with SSA. Each field officer carried this test booklet for assessment. The four consultants also monitored the total process in their respective Districts.

4.3 Sample

The sample for this data was identified by selecting 10 percent of the total clusters. All students of the identified clusters i.e. 100 percent of the population for 'Extra Coaching' Program participated in the post-evaluation process representing all districts across the state.

4.4 Analysis

The data was quantitatively analysed in frequencies and percentages.

4.5 Results

In this section are presented the post-evaluation results for the 10 percent sample, comparison with the baseline/*gunotsav* level of the 10 percent sample, district profiles for the 10 percent sample, and comparison of 10 percent data with State data.

4.5.1 Post-evaluation results (for 10 percent of the sample)

From the 10 percent clusters, 1,24,385 (One lakh twenty four thousand three hundred and eighty five) students were identified for the 'Extra Coaching' Program. The results after the intervention of three months are very heartening.

At the *Gunotsav* stage i.e. the baseline stage, these children had obtained marks between zero and three out of ten. They were the ones who were unable to read and write alphabets and were unable to identify numbers.

At the post-evaluation level, of these 1,24,385 students, **55 percent reached B grade level, 30 percent students moved to C grade level**, whereas only **15 percent students remained at the D grade level** (Figure 2) at the end of the three months.

The **B Grade level of the 55 percent students** indicates that the students of Standards III to VII were now able to read three or more sentences correctly. The Standard III students were able to write six or more words correctly and students of Standards IV to VII were able to write three or more sentences correctly. Students of Standards III and IV solved three or more math sums of three digits correctly. The students of Standards V to VII solved three or more math sums of more than four digits correctly. **These students therefore, reached the mainstream level of performance.**

The other **30 percent Students moved to C grade** level. This indicates that students of Standards III and VII were able to read two sentences correctly. Students of Standards III were able to write four or five words correctly and students of Standards IV to VII were able

to write two sentences correctly. Students of Standards III and IV were able to solve one math sum correctly out of five sums. Students of Standards V to VII were able to solve two math sums correctly out of five sums.

Only **15 percent students remained at the D grade** level. These students of Standards III to VII were in D Grade as they were only able to read less than 2 sentences, (though they definitely moved beyond just identification of alphabets). Students of Standard III were able to write a maximum of only 3 correct words. Those of Standards IV to VII were able to write less than 2 sentences correctly. In mathematics, some of these students of Standards III and IV were unable to do any of the five given sums. It was observed that the maximum problem encountered by these students was in identifying 2 and more digit numbers and writing them. Interestingly some of them did simple addition and subtraction sums. Students of Standards V to VII were either able to do one or none math sums.

Data was also analysed for the variable of caste. The post-evaluation results revealed that whether the students belonged to SC, ST, OBC or General category, the maximum were at the B grade level, followed by C grade and the least percentage were at D grade level (Table 3). Thus activity-based learning in the 'Extra Coaching' Program benefitted all students irrespective of their caste.

Figure 2: Performance of students who participated in the 'Extra Coaching' Program

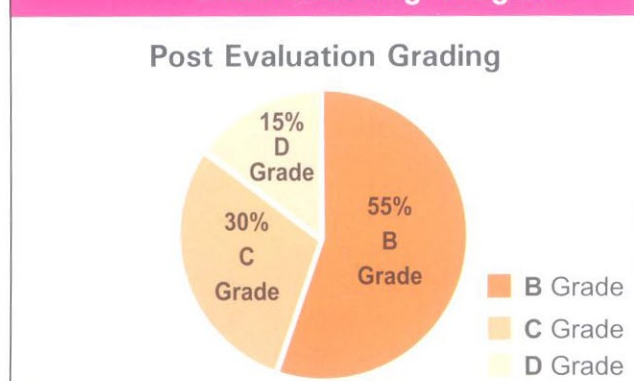


Table 3: Post-evaluation performance of children by caste (for 10 percent of the sample)

	SC				ST				OBC				General			
	D	C	B	B+	D	C	B	B+	D	C	B	B+	D	C	B	B+
Reading	15.5	28.8	55.7	–	15.5	34.2	50.4	–	13.3	30.2	56.4	–	14.1	29.1	56.8	–
Writing	18.5	32.8	48.7	–	17.9	36.7	45.4	–	15.9	32.8	51.3	–	16.4	32.5	51.1	–
Math	15.7	25.4	35.6	23.1	16.1	30.0	33.0	20.9	13.6	26.7	35.2	24.5	15.2	25.1	36.6	23.1

4.5.2 Comparison of results between baseline and post-evaluation data (for 10 percent of the sample)

Comparison of the post-evaluation results with the beginning performance at baseline level suggests that **almost all students shifted to higher levels of performance**. The results for reading, writing and math when looked at separately indicated that, at the baseline *Gunotsav* stage, the least number of children were at the B grade. The post-evaluation data however revealed exactly the opposite results. In all three areas the maximum children were at the B grade level and the least number of children were at the D grade level (Figure 3).

Overall, at the baseline stage, 23 percent students were at B grade level whereas, at the post-evaluation stage 55 percent students reached mainstream level and beyond. 40 percent students were at C grade level at the baseline stage and at the post-evaluation stage it had decreased to 30 percent. These students were in the process of moving towards the mainstream level. Only 15 percent still remained at an unsatisfactory level, though these students who were at the D Grade level at the post-evaluation stage

compared to their performance at *Gunotsav* level, were already performing better. Initially these students could not read, write or identify numbers; in the post-evaluation stage, these students could read and write alphabets and numbers. It should be noted that to begin with also this group of students were performing at the lowest of the low level. For them therefore this was a remarkable achievement in such a short period. **This indicates that sustained and concentrated inputs do bring about positive changes in students' performances.**

4.5.3 District specific results (for 10 percent of the sample)

The results were analyzed differently for each of the districts. The overall results revealed that Valsad, Amreli, Mehsana, Panchmahal and Navsari districts indicated the best performance (Figure 4). In these districts only about 8 percent students on an average remained at the D Grade level.

The districts which performed poorly were Vadodara, Narmada, Porbander, Gandhinagar and Surendranagar (Figure 5). On an average, 23 percent students remained at the D Grade level in these Districts.

Figure 3 : Comparison of Gunotsav and post-evaluation results for the 10 percent sample



Figure 4 : Percentage of children in D grade in the high performing Districts



Classroom processes across Districts

The high and low performing districts differed in the classroom processes observed. The comparison between the two sets of districts clearly revealed that in majority of the dimensions of classroom processes, the low performing districts indicated poor performance as compared to the high performing districts (Figure 6). The high performing districts made more use of TLMs. The schools of these high performing districts also had enough TLMs for the number of students. These results were corroborated by the fact that more of the high performing districts had utilised the grant of Rs. 300.00

as compared to the low performing ones. In the high performing districts, the teacher student ratio on an average was maintained at 1: 20 (Figure 6).

The teaching methods were appropriate in the high performing districts. Students were grouped according to their competencies and individual competencies of students were considered for teaching-learning. In the classrooms of these schools much more of peer group learning took place.

Interestingly in these high performing Districts the use of blackboard, textbooks and repetitive learning was less as compared to the schools of low performing Districts. The schools of the high performing Districts used more of activity based learning.

The teachers interacted positively with the students and indicated warmth and care irrespective of belonging to high or low performing Districts.

4.5.4 Results at the State Level

A look at the data of Gujarat State also indicated a similar trend. This data revealed that in reading, writing and math at the *Gunotsav* Baseline level, 35 percent students were at D grade level; 40 percent were at C

Figure 5 : Percentage of children in D grade in the low performing Districts

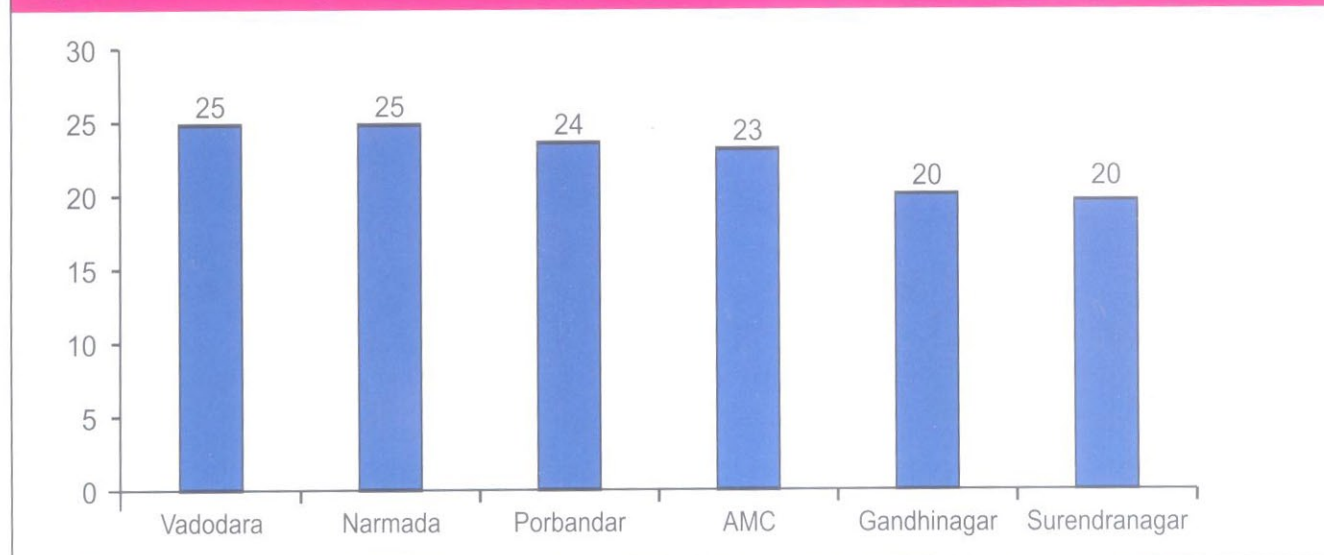
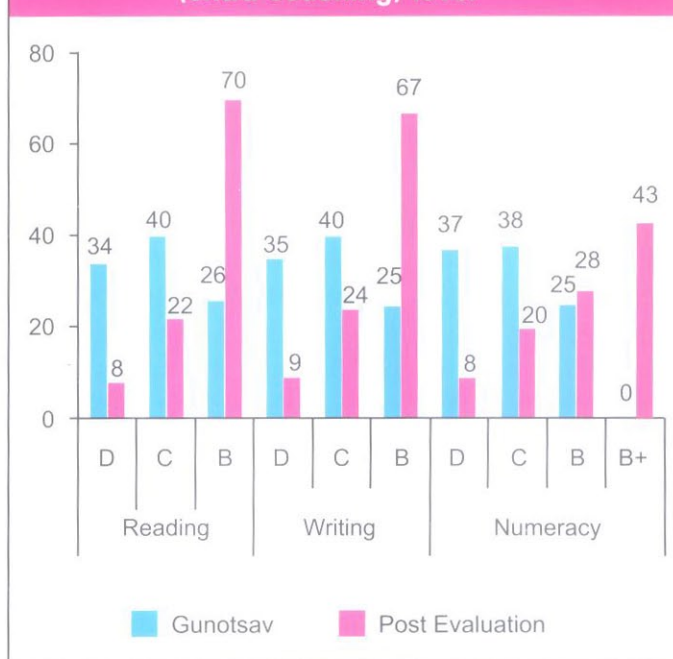


Figure 6 : Classroom Processes: A comparison between high and low performing Districts

grade level; and 25 percent were at B grade level. Of these students at the post-evaluation level 9 percent students remained at the D grade level, 22 percent were at C grade level, and 69 percent were at B grade level in reading and writing; and 28 percent were at B grade and 43 percent at B+ grade level in math. It should be noted that at the baseline level no students had reached the B+ grade whereas at the post-evaluation level 43 percent were found to be at the B+ level.

This reveals that from those students who attended the 'Extra Coaching' Program, the students who reached the mainstream level were 70 percent for reading, 67 percent for writing and 71 percent for math (Figure 7).

These results also indicated that the quality of assessment at the State level was appropriate. The data on 10 percent students indicated a little more number of students at the lower level of performance as compared to the data from the whole State. At the same time the trends were similar. Thus the State results were in line with the third party evaluation.

Figure 7 : Comparison of State data at Gunotsav and post-evaluation (extra coaching) level



4.6 Conclusion

The 'Extra Coaching' Program led to very positive results. The post-evaluation of children on reading, writing and math, after the three months' program, revealed encouraging results. On an average, after the exercise, only 15 percent students remained at the D grade level; 30 percent students moved to C grade level and a majority (55 percent) moved to the B grade level, thus reaching the mainstream level of performance.

Thus the overall results indicated that activity-based learning did lead to improvement in learning. Those schools where use of TLMs, competency based grouping, and peer learning was encouraged indicated better levels of performance in the future. It was in

these schools that a majority of the children shifted to B and C grades thus indicating the possibilities of improved performance. Positive teacher attitude was reflected in their warmth and care, and in the use of a positive, encouraging tone while interacting with the children. Thus it can be concluded that intense, quality-based activity learning goes a long way in improving children's performance and learning standards.

4.7 Suggestions

A few suggestions have emerged as a result of monitoring process. They are,

- At present it has been planned that students' profile cards should be shared with their parents. Instead a portfolio of children's work samples should be

maintained. Hence, when the teacher shares with the parents, they will be able to see the sheets and see that their child has moved from, say, not writing to writing alphabets or words. The portfolio would also indicate the kind of teaching learning process occurring in the classrooms.

- Volunteer teachers should get incentive in some form. Some motivation should be provided to volunteer teachers who make extra efforts as compared to other teachers.
- The 'Extra Coaching' Program activity should be a part of the regular school program in some form. Children who need academic inputs should be identified at the beginning of the academic year. The inputs to these children can begin from August/September. This will ensure consistent long-term inputs and will not pressurize students and teachers at the end of the year.

4.8 Way Ahead

The results of this experience suggest that

- Activity-based learning, and
- Special inputs to children who have difficulty in learning to read, write and math should be an integral part of a regular school program.

The 'Extra Coaching' Program clearly indicates that when students are taught through activity-based learning, they learn effectively. In an activity-based teaching-learning approach, teachers

- plan a program according to students' competencies,
- create a learning environment,
- provide enough and quality TLMs for students to learn, and
- plan for peer to peer learning, individual learning and learning in large groups.

The teacher in an activity-based learning program is a guide and a facilitator. On-going and frequent periodic assessments help chart the progress of students and in turn to plan the curriculum. All of this happened during the 'Extra Coaching' Program. This, together with a mission approach by all concerned personnel from the state to the school level, would ensure learning of low performing students in a very short period.

Thus it is strongly recommended that activity-based learning should be integral to the early years' curriculum and should be woven into the regular primary school program.

Monitoring Sheet

	District Name	Block Name							Total	Comments
	Cluster Name									
	No. of Schools									
	Standard									
	No. of classes									
	No. of students									
Sr. No.	Particulars									
1	Official circulars received									
2	Visit by BRC Visit by CRC									
3	Feedback by BRC /CRC Written Oral									
4	Follow-up done by BRC Coordinator CRC Coordinator									
5	Teleconferences attended by - BRC Coordinator CRC Coordinator Teachers									
6	Teleconferences were helpful to - BRC Coordinator CRC Coordinator Teachers									
7	Shramdaan activities conducted									
8	Head Teacher plays a major role									
9	Support to volunteer teachers by - Head teacher - Other teachers									
10	'Extra Coaching' Program classes held									
11	TLMs used									
12	TLMs enough for all children									

13 (a)	Children grouped according to competencies									
13 (b)	Children Sub-grouped as per competencies									
14	Extra grant of Rs. 300.00 utilized									
15	Special arrangement made for regular class while the volunteer teacher is busy									
16	Student teacher ratio 20:1 (average)									
17	Separate attendance sheet maintained									
18 (a)	Separate student profile maintained									
18 (b)	Profiles completely filled in by teachers									
18 (c)	Profiles signed by parents									
19	Followed appropriate teaching methods									
20	Individual competency of child kept in mind									
21	Peer group learning present									
22	Teacher child interaction positive									
23	Use of Blackboard for 'teaching'									
24	Use of textbooks for 'teaching'									
25	Use of repetitive methods for 'teaching'									
26 (a)	Parent meetings conducted									
26 (b)	Written records maintained									
27 (a)	Home Visits conducted									
27 (b)	Written records maintained									
28	Awareness among the community about the 'Extra Coaching' Program classes									
29	Any Other									

Success Stories

1

Sunil Dantani,

*Standard VI, Vasai Primary School,
Vijapur Block, Mehsana District*



Sunil Dantani of Std. VI was very irregular. Once he came to school and sat in the 'Extra Coaching' Program class of Manishaben and was given various TLMs and group activities. He found it interesting and started attending the Extra Coaching regularly.

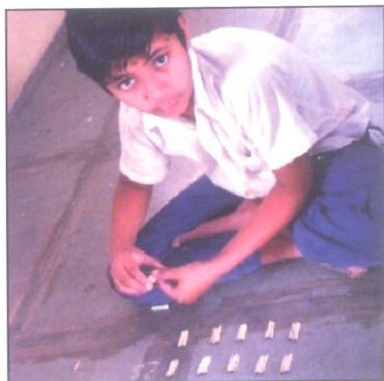
Lessons Learnt :

- Students learn at their own pace
- Peer to peer/child to child learning is very effective
- They like to learn by doing

2

Amitbhai Patel,

*Gaviyar Prathamik Shala, Rund Mugdalla Cluster, Choryasi
Block, Surat District*



This is the story of Amitbhai Patel, a teacher of Standard V in Gaviyar Prathamik Shala, Choryasi block of Surat District. Gaviyar Prathamik Shala had two Extra Coaching classes, of which the mathematics session was taught by Amitbhai.

Amitbhai was enthusiastically involved in the program. Good teaching-learning materials were also developed for the students of the 'Extra Coaching' classes. The whole classroom environment was also very child-friendly with lots of learning materials for the students. The classroom was creatively decorated in a way that enhances students' learning. There were placards with names of animals, fruits,



vegetables, etc. hung in the classroom. There were designed exercises where students had to pick up chits about objects from box and based on their description try to arrive at the right answer. Amitbhai seemed very organized in his work. The students were provided with separate note books especially for the 'Extra Coaching' classes. Separate files for each child had been made and they contained profiles of the students of 'Extra Coaching' class and their work.

The observation of his work during the 'Extra Coaching' classes showed his conviction for activity-based learning. The students were using matchsticks to learn tables and they seemed to be enjoying the activity.

Amitbhai really liked the teleconferences and prepared some of the TLM after watching the teleconferences. After watching the fourth teleconference he made a TLM on the computer. It was very simple and the students were using it enthusiastically. When a student clicks on the computer, a sentence appears in Gujarati on the screen. It's a 'fill in the blank' activity with three words. For example, Aa _____ Che appears on the screen. With the click of the mouse again a picture of an elephant appears in the blank and finally the name appears in letters.

Pre-planning of the activities to be carried out was taken care of well in advance. Observation of the planning reflected a wide range of strategies for the sessions.

Amitbhai said 'We knew how to teach the students but teaching them effectively was understood through the program, through teleconferences. Using of inanimate objects, teaching-learning materials have really helped students in understanding subjects like mathematics really well'. Good progress was observed in his students through this program.

Lessons learnt:

- Clarity in the understanding of the program helps in the effective implementation of the program.
- High motivation level of the teachers helps the students in their progress.
- Systematic implementation of activities helps achieving the identified goals.
- Successful programs to a great extent are a result of highly motivated and dedicated teachers.

3

Khandubhai Solanki,

*Cluster Resource Centre Coordinator, Pardi Cluster,
Pardi Block, Valsad District*



Khandubhai Solanki, CRC Coordinator of Pardi Cluster was very enthusiastic about the program and seemed committed. Khandubhai has good education qualification of PTC, MA, and BEd and has been working as a CRC Coordinator for last 4 years. Khandubhai carried out the program the way it was expected and made more efforts. The school visited was Kanya Shala of Pardi Cluster. The school had separate class-wise visit book maintained for Extra Coaching Classes which was a rarity. This was done so that any visitor including CRC Coordinator/BRC Coordinator could provide comments-positive or negative, suggestions and this in turn would make each volunteer teacher accountable for her own Extra Coaching Class. Khandubhai himself provided specific comments in the visit books and regular follow up of his comments was also done. His specific comments included using enough teaching learning materials so that each child gets TLMs, preparation of individual files for each child, making note of each child's progress. The teachers had prepared individual files of each student which included students' profiles and their work based on CRC Coordinator's feedback. He also demonstrated to the teacher to use inanimate objects to teach mathematics. The BRC Coordinator also visited the Extra Coaching Classes and had his specific comments with regard to distribution of TLMs and asked the teachers to follow the details mentioned in the circular with regard to the implementation of the program. Teachers' Training Coordinator Dakshaben had visited the school and provided her suggestions, to prepare separate attendance register class-wise. Earlier they had only one common attendance register for Extra Coaching Class. Teachers were asked to do home visits and maintain separate book for the same.

The volunteer teachers also showed good understanding of the program and tried to implement the program as required, incorporating the suggestions provided to them. Good teaching learning materials were used, some of which were prepared by the teachers. Children also enjoyed learning in the Extra Coaching Classes.



Lessons learnt:

- Collective efforts made results in the desired outcomes.
- Effective monitoring and guidance by officials helps achieve the target.

4

Hyderali,

*Std VII, Taluka Kumar Shala No. 1,
Amreli Block, Amreli.*



Hyderali was unable to comprehend what was being taught in the regular classroom. He could not read, write or count even numbers. Absenteeism was a major issue with Hyderali. With repeated home visits by teacher and counselling of parents, the child started coming to school and attending the 'Extra Coaching' Program. The teacher gave him individual attention and taught him using TLMs. The Head Teacher, Rashidaben Majevediwalla played an important role in motivating him. During monitoring it was found that the child had developed an interest in learning and coming to school. He is now able to read, write and count. If Hyder becomes literate he will be able to change his family's situation in future.

Lessons learnt:

- Students need individual attention and they need to be motivated.
- The role of the teacher and the head teacher is important for a student's success in school.
- The use of TLMs helps students in learning and facilitates comprehension.

District Profiles

Five Low Performing Districts

Sr. No	Particulars	Vadodara	Narmada	Porbandar	Gandhinagar	Surendranagar
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Teacher Support Mechanism

1.	Visits to schools	<ul style="list-style-type: none"> 43 percent BRC Co-ordinators and 97 percent CRC Co-ordinators monitored the 'extra coaching' classes. 	<ul style="list-style-type: none"> 75 percent BRC Co-ordinators and all the CRC Co-ordinators monitored all the schools. 	<ul style="list-style-type: none"> 100 percent schools were visited by the BRC Co-ordinators and CRC Co-ordinators. For the CRC Co-ordinators the visits varied from thrice a week to monthly. 	<ul style="list-style-type: none"> 0 percent schools were visited by the BRC Co-ordinators. 100 percent CRC Co-ordinators had visited the schools. 	<ul style="list-style-type: none"> 93 percent BRC Co-ordinators and 100 percent CRC Co-ordinators monitored the schools.
2.	Feedback by BRC Co-ordinators / CRC Co-ordinators	<ul style="list-style-type: none"> 9 percent gave written feedback and 71 percent gave oral feedback None of the BRC Co-ordinators and CRC Co-ordinators did any follow- ups. 	<ul style="list-style-type: none"> 50 percent gave written and 100 percent gave oral feedback. 	<ul style="list-style-type: none"> 0 percent gave written feedback and 100 percent gave oral feedback. 	<ul style="list-style-type: none"> 37 percent gave written feedback and 100 percent gave oral feedback. 	<ul style="list-style-type: none"> 21 percent gave written feedback and 78 percent gave oral feedback.
3.	Tele-conferences viewed.	<ul style="list-style-type: none"> 100 percent BRC Co-ordinators and CRC Co-ordinators. 88 percent of the teachers attended all the tele-conferences. 	<ul style="list-style-type: none"> 0 percent BRC Co-ordinators and 100 percent CRC Co-ordinators. 50 percent teachers attended all the tele-conferences 	<ul style="list-style-type: none"> 100 percent BRC Co-ordinators, CRC Co-ordinators and Teachers attended all the tele-conferences. 	<ul style="list-style-type: none"> 100 percent BRC Co-ordinators, CRC Co-ordinators and Teachers attended all the tele-conferences. 	<ul style="list-style-type: none"> 100 percent BRC Co-ordinators, CRC Co-ordinators and Teachers attended all the tele-conferences.

Sr. No	Particulars	Vadodara	Narmada	Porbandar	Gandhinagar	Surendranagar
4.	Role and support of head teacher and other teachers.	Head Teachers <ul style="list-style-type: none"> In 46 percent schools played a major role in conducting the 'extra coaching' classes. 91 percent provided support to the volunteer teachers. Other Teachers <ul style="list-style-type: none"> 97 percent supported the volunteer teachers. 	Head Teachers <ul style="list-style-type: none"> In 50 percent schools played a major role while 100 percent of them supported the volunteer teachers in their working. Other Teachers <ul style="list-style-type: none"> 75 percent of the other teachers supported the volunteer teachers. 	Head Teachers <ul style="list-style-type: none"> In 80 percent schools played a major and active role. Other Teachers <ul style="list-style-type: none"> 100 percent supported the volunteer teachers. 	Head Teachers <ul style="list-style-type: none"> In 100 percent schools played a major role and gave support. Other Teachers <ul style="list-style-type: none"> 100 percent supported the volunteer teachers. 	Head Teachers <ul style="list-style-type: none"> In 71 percent schools played a major role and gave support. Other Teachers <ul style="list-style-type: none"> In 93 percent of the schools, other teachers supported the volunteer teacher.

Classroom Process

1.	'Extra Coaching' classes.	<ul style="list-style-type: none"> Held in 94 percent schools - At Sakandra Prathamik Shala (Vanta Cluster) no 'Extra Coaching' class was held as the teachers were completely unaware of the functioning. 	<ul style="list-style-type: none"> 100percent schools 	<ul style="list-style-type: none"> 100 percent schools 	<ul style="list-style-type: none"> 100 percent schools 	<ul style="list-style-type: none"> 93 percent schools
2.	Formation of groups	<ul style="list-style-type: none"> Competency based grouping in only 3 percent schools In 54 percent schools children sat according to Standards and within that, sub-groups were created. 	<ul style="list-style-type: none"> Competency based grouping in 25 percent of the classes In 75 percent the classes were carried out like the regular classes. 	<ul style="list-style-type: none"> Competency based grouping in 80 percent classes. 	<ul style="list-style-type: none"> Competency based grouping in 62 percent schools. 	<ul style="list-style-type: none"> Competency based grouping in 93 percent schools.

Sr. No	Particulars	Vadodara	Narmada	Porbandar	Gandhinagar	Surendranagar
3.	Teacher-student ratio	<ul style="list-style-type: none"> 91 percent schools maintained the ratio. 	<ul style="list-style-type: none"> 75 percent schools maintained the ratio. 	<ul style="list-style-type: none"> 100 percent schools maintained the ratio. 	<ul style="list-style-type: none"> 100 percent schools maintained the ratio. 	<ul style="list-style-type: none"> 86 percent schools maintained the ratio.
4.	Appropriate teaching method	<ul style="list-style-type: none"> 26 percent schools the classes followed appropriate teaching method. 	<ul style="list-style-type: none"> 25 percent schools the classes followed appropriate teaching method. 	<ul style="list-style-type: none"> Although it was found in 100 percent schools, there were differences observed in the competencies of the working of the teachers. 	<ul style="list-style-type: none"> 62 percent schools the classes followed appropriate teaching method. 	<ul style="list-style-type: none"> 86 percent schools classes followed appropriate teaching method.
5.	Positive teacher student interaction	<ul style="list-style-type: none"> Found in 91 percent schools One of the volunteer teachers was seen hitting the students, while conducting the 'Extra Coaching Class' 	<ul style="list-style-type: none"> 75 percent schools 	<ul style="list-style-type: none"> 100 percent schools 	<ul style="list-style-type: none"> 62 percent schools 	<ul style="list-style-type: none"> 86 percent schools
6.	Peer learning	<ul style="list-style-type: none"> in 66 percent schools 	<ul style="list-style-type: none"> in 50 percent schools 	<ul style="list-style-type: none"> in 40 percent schools 	<ul style="list-style-type: none"> in 62 percent schools 	<ul style="list-style-type: none"> in 64 percent schools
7.	Conducted Shramdaan activities.	<ul style="list-style-type: none"> 54 percent schools. 	<ul style="list-style-type: none"> 0 percent schools. 	<ul style="list-style-type: none"> 0 percent schools. 	<ul style="list-style-type: none"> 25 percent schools. 	<ul style="list-style-type: none"> 0 percent schools.
8.	TLMs.	<ul style="list-style-type: none"> In 83 percent schools TLMs were used. Whereas only in 20 percent schools it was enough for all the children. 29 percent schools utilized the grant effectively. 	<ul style="list-style-type: none"> In 50 percent schools it was used In 50 percent schools it was found enough for all the children. 50 percent schools have utilized the grant effectively. 	<ul style="list-style-type: none"> In 100 percent schools it was used In 80 percent schools it was found enough for all children. 80 percent schools utilized the grant effectively. 	<ul style="list-style-type: none"> In 62 percent schools it was used In 62 percent schools it was found enough for all children. 62 percent schools utilized the grant effectively. 	<ul style="list-style-type: none"> In 93 percent schools it was used In 57 percent schools it was found enough for all children. 86 percent schools utilized the grant effectively.

Sr. No	Particulars	Vadodara	Narmada	Porbandar	Gandhinagar	Surendranagar
9.	Use of Blackboards.	<ul style="list-style-type: none"> In 80 percent schools the teachers used blackboards (as there was lack of proper TLMs). 	<ul style="list-style-type: none"> In 50 percent schools the teachers used blackboards with no or minimum TLMs. 	<ul style="list-style-type: none"> In 100 percent schools the teachers used blackboards with no or minimum TLMs. 	<ul style="list-style-type: none"> In 100 percent schools the teachers used blackboards. 	<ul style="list-style-type: none"> In 86 percent schools the teachers used blackboards with no or minimum TLMs.
10.	Use of Textbooks.	<ul style="list-style-type: none"> In 66 percent schools textbooks were used (as there was no TLM found) by the teachers. 	<ul style="list-style-type: none"> In 25 percent of the schools textbooks were used by the teachers. 	<ul style="list-style-type: none"> In 100 percent schools textbooks were used by the teachers. 	<ul style="list-style-type: none"> In 100 percent schools textbooks were used by the teachers. 	<ul style="list-style-type: none"> In 78 percent schools textbooks were used by the teachers.
11.	Use of Repetitive methods.	<ul style="list-style-type: none"> In 71 percent schools. 	<ul style="list-style-type: none"> In 25 percent schools. 	<ul style="list-style-type: none"> In 60 percent schools. 	<ul style="list-style-type: none"> In 37 percent schools. 	<ul style="list-style-type: none"> In 71 percent schools.

Community Awareness

1.	Student Profiles.	<ul style="list-style-type: none"> 86 percent schools maintained separate profiles whereas only 26 percent were completely filled by the teachers and only 14 percent were signed by the parents. 	<ul style="list-style-type: none"> 100 percent schools maintained separate profiles and in 100 percent schools they were partially incomplete in some of the classes. 	<ul style="list-style-type: none"> 80 percent schools maintained separate profiles. 	<ul style="list-style-type: none"> 62 percent schools maintained separate profiles. 	<ul style="list-style-type: none"> 86 percent schools maintained separate profiles.
2.	Parent meeting	<ul style="list-style-type: none"> 17 percent schools had conducted parent meetings. Written records for the same were found only in 8 percent schools. 	<ul style="list-style-type: none"> 25 percent schools had conducted parent meetings. No written documents were available. 	<ul style="list-style-type: none"> 100 percent schools conducted parent meeting. 	<ul style="list-style-type: none"> 37 percent schools conducted parent meeting. 	<ul style="list-style-type: none"> 86 percent schools conducted parent meeting.

Sr. No	Particulars	Vadodara	Narmada	Porbandar	Gandhinagar	Surendranagar
3.	Home visits	<ul style="list-style-type: none"> In 57 percent schools the teachers conducted home visits but written records were found only in 11 percent schools. 	<ul style="list-style-type: none"> In 100 percent schools the teachers said that they conducted home visits but no written records were found. 	<ul style="list-style-type: none"> In 100 percent schools teachers conducted home visits. 	<ul style="list-style-type: none"> In 50 percent schools teachers conducted home visits. 	<ul style="list-style-type: none"> In 93 percent schools teachers conducted home visits.
4.	Awareness among the community about the 'Extra coaching' classes.	<ul style="list-style-type: none"> Only in 11 percent of the cases community was aware. This was the lowest amongst all the districts. 	<ul style="list-style-type: none"> In 25 percent of the cases community was aware through VEC meetings. 	<ul style="list-style-type: none"> In 80 percent of the cases community was aware. 	<ul style="list-style-type: none"> In 25 percent of the cases community was aware. 	<ul style="list-style-type: none"> In 71 percent of the cases community was aware.

Five High Performing Districts

Sr. No	Particulars	Valsad	Amreli	Mehsana	Navsari	Panchmahal
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Teacher Support Mechanism

1.	Visits to schools by BRC Co-ordinators/CRC Co-ordinators	<ul style="list-style-type: none"> BRC Co-ordinators visited 50 percent schools. Frequency of visits of BRC Co-ordinators was limited due to more number of schools to be covered in respective block. CRC Coordinators visited 100 percent schools. 	<ul style="list-style-type: none"> All BRC Coordinators motivated and active, regularly monitoring the schools in March, some BRC Coordinator had scheduled for the CRC Coordinators to visit a CRC other than his own to monitor remedial classes. Some BRC Coordinator worked till 8 pm every day, and for few hours on Sundays and holidays. 	<ul style="list-style-type: none"> 13 percent BRC Coordinators visited the school, but the frequency varied from weekly to monthly visits. BRC Coordinators had conducted the workshop for developing TLM and activities for the remedial class. All CRC Co-ordinators had visited their schools and were found to be very active and effectively monitored. These schools performed well. Systematic planning for school visits, preparation for the inputs to be given in the school was done by CRC Coordinators. Teachers appreciated this. 	<ul style="list-style-type: none"> BRC Co-ordinators visited 40 percent schools-varied from monthly to once in two months. 90 percent CRC Coordinators made visits in school. Frequency of visits varied from weekly to fortnightly. Support was provided to head teachers and the volunteer teachers. In one school, where the CRC Coordinator was not functioning effectively, the volunteer teachers were unclear about the program. 	<ul style="list-style-type: none"> BRC Co-ordinators and CRC Co-ordinators visited 100 percent schools
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Sr. No	Particulars	Valsad	Amreli	Mehsana	Navsari	Panchmahal
2.	Feedback by BRC Co-ordinators / CRC Co-ordinators	<ul style="list-style-type: none"> 67 percent of the schools received written feedback. 77 percent schools received oral feedback 	<ul style="list-style-type: none"> 25 percent of the schools, received written feedback. Follow up was done in 100 percent schools by the officials All 100 percent schools received oral feedback. 	<ul style="list-style-type: none"> 20 percent of the schools received written feedback. All schools received oral feedback. 	<ul style="list-style-type: none"> 50 percent of the schools received written feedback. Majority of the CRC Co-ordinators followed-up, while no follow up was carried out by the BRC Co-ordinators. 80 percent schools received oral feedback. 	
3.	Tele-conferences viewed	<ul style="list-style-type: none"> 100 percent BRC Co-ordinators, 80 percent CRC Co-ordinators, 39 percent of the teachers attended all the tele-conferences. 	<ul style="list-style-type: none"> 100 percent BRC Co-ordinators CRC Co-ordinators, 100 percent teachers attended the teleconferences. 	<ul style="list-style-type: none"> 55 percent of the BRC Co-ordinators 86 percent of the CRC Co-ordinators, 100 percent of the teachers attended all the tele-conferences. 	<ul style="list-style-type: none"> 100 percent BRC Coordinators 100 percent CRC Coordinators 50 percent teachers attended all the tele-conferences. 	<ul style="list-style-type: none"> 100 percent CRC Coordinators and Teachers viewed all the tele-conferences.
4.	Role and support of head teacher and other teachers	<p>Head teacher</p> <ul style="list-style-type: none"> Took the EC class in 17 percent of the school 94 percent provided support to volunteer teachers. <p>Other teachers</p> <ul style="list-style-type: none"> 94 percent Support to volunteer teachers provided in 94 percent schools by other 	<p>Head teacher</p> <ul style="list-style-type: none"> Played an important role in 75 percent schools Support in identifying volunteer teachers, resources for TLM, organizing teaching in regular classes during EC, maintaining communication with 	<p>Head teacher</p> <ul style="list-style-type: none"> Played important role in 93 percent schools Supported in identifying the teachers, supporting them by making arrangements for their class while they are conducting EC. 	<p>Head teacher</p> <ul style="list-style-type: none"> In 50 percent schools played a major role by taking up the EC class, active responsibility for the program, organising parent's meetings, guiding teachers. Support to volunteer teachers in 	<p>Head Teacher</p> <ul style="list-style-type: none"> In 100 percent schools the head teacher supported <p>Other Teachers</p> <ul style="list-style-type: none"> 100 percent Support to volunteer teachers provided by other teachers by taking regular class and preparing TLMs

Sr. No	Particulars	Valsad	Amreli	Mehsana	Navsari	Panchmahal
		<p>teachers by taking regular class of volunteer teachers, home visits and preparing TLMs</p>	<p>the officials, maintaining documentation regarding EC, parent counseling.</p> <p>Other teachers</p> <ul style="list-style-type: none"> Support to volunteer teachers in all schools by taking regular class of volunteer teachers, home visits and preparing TLMs. 	<ul style="list-style-type: none"> Actively supported in preparing TLMs, motivating teachers, giving guidance Maintained records for EC <p>Other teachers</p> <ul style="list-style-type: none"> 93 percent supported volunteer teachers in doing follow up with the parents, conducting regular class while volunteer teacher is busy with the EC. 	<p>90 percent schools by providing guidance and taking EC.</p> <p>Other teachers</p> <ul style="list-style-type: none"> Support to volunteer teachers in 90 percent schools by taking regular class of volunteer teachers and preparing TLMs. 	

Classroom Process

1.	'Extra Coaching' classes.	<ul style="list-style-type: none"> In 100 percent schools extra coaching classes were held. 	<ul style="list-style-type: none"> In 100 percent schools extra coaching classes were held. 	<ul style="list-style-type: none"> In 100 percent schools extra coaching classes were held. 	<ul style="list-style-type: none"> In 100 percent schools extra coaching classes were held. 	<ul style="list-style-type: none"> In 100 percent schools extra coaching classes were held.
2.	Formation of groups.	<ul style="list-style-type: none"> In 50 percent of the schools students were grouped according to their competencies. 	<ul style="list-style-type: none"> In all schools students were grouped according to their competencies 	<ul style="list-style-type: none"> In 73 percent schools students were grouped according to their competencies 	<ul style="list-style-type: none"> In 70 percent schools students were grouped according to their competencies 	<ul style="list-style-type: none"> In 100 percent schools students were grouped according to their competencies

Sr. No	Particulars	Valsad	Amreli	Mehsana	Navsari	Panchmahal
3.	Teacher-student ratio	<ul style="list-style-type: none"> In 89 percent schools student teacher ratio of 20:1 was maintained 	<ul style="list-style-type: none"> In all schools student teacher ratio of 20:1 was maintained 	<ul style="list-style-type: none"> In 93 percent schools student teacher ratio of 20:1 was maintained 	<ul style="list-style-type: none"> In majority of the schools i.e. 90 percent the student teacher ratio of 20:1 was maintained 	<ul style="list-style-type: none"> In all the schools i.e. 100 percent the student teacher ratio of 20:1 was maintained
4.	Appropriate teaching method	<ul style="list-style-type: none"> In 50 percent schools teaching learning method were found to be appropriate 	<ul style="list-style-type: none"> In 92 percent schools teaching learning method were found to be appropriate 	<ul style="list-style-type: none"> In 67 percent schools teaching learning method were found to be appropriate 	<ul style="list-style-type: none"> In 60 percent schools teaching learning method were found to be appropriate 	<ul style="list-style-type: none"> In 100 percent schools teaching learning method were found to be appropriate
5.	Positive teacher student interaction	<ul style="list-style-type: none"> In 94 percent schools Teacher-child interaction was positive 	<ul style="list-style-type: none"> In 83 percent schools the teacher child interaction was positive 	<ul style="list-style-type: none"> In 73 percent schools teacher-child interaction was positive 	<ul style="list-style-type: none"> In 100 percent schools teacher-child interaction was positive 	
6.	Peer learning	<ul style="list-style-type: none"> Peer-group learning in 72 percent schools 	<ul style="list-style-type: none"> Peer learning in 58 percent classes 	<ul style="list-style-type: none"> Peer group learning in 67 percent schools 	<ul style="list-style-type: none"> Peer-group learning in 80 percent schools 	
7.	Conducted Shramdaan activities	<ul style="list-style-type: none"> In 22 percent schools shramdaan activities were done 	<ul style="list-style-type: none"> In 17 percent schools Shramdaan activities were done 	<ul style="list-style-type: none"> No Shramdaan was organised for making TLM 	<ul style="list-style-type: none"> Shramdaan / Samaydaan activity was carried out in 30 percent of the schools 	
8.	Utilization of extra grant of Rs. 300.00.	<ul style="list-style-type: none"> In 77 percent schools it was utilized. 	<ul style="list-style-type: none"> In 92 percent schools it was utilized. 	<ul style="list-style-type: none"> 73 percent schools had utilized the extra TLM grant. 	<ul style="list-style-type: none"> In 90 percent schools extra TLM grant was utilized. 	

Sr. No	Particulars	Valsad	Amreli	Mehsana	Navsari	Panchmahal
9.	TLMs.	<ul style="list-style-type: none"> Only 44 percent schools had enough TLMs. 	<ul style="list-style-type: none"> In 67 percent schools, TLMs were found to be enough for children. 	<ul style="list-style-type: none"> 73 percent schools had enough number of TLMs for all children. 	<ul style="list-style-type: none"> In 70 percent of the schools the TLMs were enough considering the number of students. 	<ul style="list-style-type: none"> In 100 percent of the schools the TLMs were enough considering the number of students.
10.	Use of Blackboards.	<ul style="list-style-type: none"> Use of Black-board was observed in 33 percent schools . 	<ul style="list-style-type: none"> In 83 percent schools along with TLMs, blackboard was also being used. 	<ul style="list-style-type: none"> All schools were using Black board along with TLMs. 	<ul style="list-style-type: none"> Use of Black-board was observed in 20 percent schools. 	
11.	Use of Textbooks.	<ul style="list-style-type: none"> Use of text-books was found in 17 percent schools. 	<ul style="list-style-type: none"> Textbooks with other material were being used in 50 percent classes. 	<ul style="list-style-type: none"> 87 percent schools were found to be using textbooks apart from TLMs. 	<ul style="list-style-type: none"> Use of text-books was found in schools. 	
12.	Use of Repetitive methods.	<ul style="list-style-type: none"> Copying / reading words without understanding was observed in 5 percent schools. 	<ul style="list-style-type: none"> In 50 percent schools, children were found to be learning by copying/reading words without understanding. 	<ul style="list-style-type: none"> In 33 percent schools, children were found to be learning by copying/reading words without understanding. 	<ul style="list-style-type: none"> In none of the schools copying/reading words without understanding was observed. 	

Classroom Process

1.	Student Profiles.	<ul style="list-style-type: none"> Profile was maintained in 33 percent schools. 	<ul style="list-style-type: none"> Every school had prepared the student profile. 	<ul style="list-style-type: none"> In 60 percent schools the childrens' profile was maintained. 	<ul style="list-style-type: none"> In 50 percent schools students' profile was maintained and kept updated. 	
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Sr. No	Particulars	Valsad	Amreli	Mehsana	Navsari	Panchmahal
2.	Parent meeting	<ul style="list-style-type: none"> 17 percent schools had conducted Parents' meeting. 	<ul style="list-style-type: none"> Parent meetings were conducted by all schools. 	<ul style="list-style-type: none"> 53 percent schools had conducted Parents' meeting. 	<ul style="list-style-type: none"> 20 percent school had conducted Parents' meeting. 	
3.	Home visits	<ul style="list-style-type: none"> In 89 percent schools home visits were conducted. 	<ul style="list-style-type: none"> In all schools home visits were conducted. 	<ul style="list-style-type: none"> In 60 percent schools home visits were conducted. 	<ul style="list-style-type: none"> In 80 percent schools home visits were conducted. 	<ul style="list-style-type: none"> In 100 percent schools home visits were conducted.
4.	Awareness among the community about the 'Extra coaching' classes.	<ul style="list-style-type: none"> In 33 percent schools community awareness programmes were organized. 	<ul style="list-style-type: none"> In 58 percent schools community awareness activities were organized. 	<ul style="list-style-type: none"> In 53 percent schools community awareness activities were organized. 	<ul style="list-style-type: none"> In 40 percent schools community awareness activities were organized. 	

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