

## **Strategy Paper for Education Mission Gagillapur**

This strategic plan has been developed by MAS in order to provide a disciplined approach for educational development in Gagillapur, under Mission Gagillapur, over the period of 2016-2017.

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### ***BACKGROUND:***

#### **Mahila Abhivruddhi Society**

MahilaAbhivruddhi Society (MAS) is a non-government organisation working closely with a number of Government of Telangana programs for several years: the Indira KranthiPatham (IKP) for SERP, Urban SHG movement for MEMPA, Urban Water and Sanitation Programme for GHMC and Integrated Watershed Management Programme (IWMP) for CRD to improve the quality and sustainability of the women SHGs & SHG Federations and Community-based Organisations for their social and economic empowerment. The efforts and activities of MAS are complementary to the initiatives of the state government towards poverty reduction in the State. It also works in several states in the country and also in other developing countries towards empowerment of the marginalised communities through strengthening their institutions, capacity building, knowledge and skill development livelihoods promotion, networking, research and advocacy.

MAS with its 15 years of experience in the field of development sector collaborated with the Shakti Hörmann Group for transforming Gagillapur into a model village. As a first step, with the support and inputs from Hörmann KG, an in-depth study in Gagillapur was undertaken to identify the development gaps and needs during August to October 2015.

#### **Mission Gagillapur**

Based on the study findings and discussions held with HörmannGroup, it was agreed and felt necessary to develop a separate project proposal with a coherent multi-year programme towards achieving participatory and holistic development in Gagillapur Village for the improved quality of life of the poorer segments of its inhabitants.

After continuous debates, discussions and consultations held by MAS with the Hörmann Group, a proposal was prepared for Gagillapur. The core team of MAS came together to formulate this proposal. It discussed a wide range of possibilities, analysed the study findings, made further visits to Gagillapur, drafted the proposal and shared it with Hörmann KG for their inputs and feedback on 9 December 2015. The revised proposal was made with the inputs from Hörmann KG incorporated and submitted on 13 January 2016.

The grant agreement was drafted and finalised to be signed between MAS and Hörmann KG in February-March 2016. MAS started working in Gagillapur with the aim to promote it as a model village within a period of 5 years, under the larger umbrella of the Gram Jyothi scheme of the Telangana government which was launched on 17 August 2015. T With the Gram Jyothi program kick-starting in various parts of Telangana, MAS partnered with Hörmann Group to transform Gagillapur into a model village.

The Mission Gagillapur project has visualized the following five strategic interventions, namely:

1. Institutionalize community driven development process
2. Poor and Marginalized Access Government Schemes and Programmes
3. Improved Quality Education (Primary & Secondary)
4. Placement Linked Skill Development & Career Guidance Support
5. Address Development Gaps (Health, Hygiene, garbage disposal, ground water pollution, water scarcity etc.

## **MISSION & VISION**

Under Mission Gagillapur, the mission statements for improving quality of education are:

- i. 100% Pass Percentage in 2017 for 10<sup>th</sup> Grade students & improve quality of education for High School Students in ZPHS
- ii. Improve overall quality of education in the three Primary schools
- iii. Improve school infrastructure with the support of the Gram Panchayat and Shakti Hormann.

Vision: To improve overall education standards in Gagillapur

## **SWOT Analysis of the Vision & Mission**

<b><u>Strengths</u></b>	<b><u>Weaknesses</u></b>
<ul style="list-style-type: none"> <li>• MAS Team comprising of two Project Officers, one Project Manager, One Urban Specialist.</li> <li>• Guidance &amp; Assistance from experienced office bearers of MAS</li> <li>• Rapport built between MAS team &amp; community</li> <li>• Sufficient support received from Shakti Hormann</li> <li>• Considerable activities already taken up in Gagillapur, with respect to school Education &amp; other aspects</li> <li>• Convergence meetings have been held with Government Officials, regarding Mission Gagillapur</li> <li>• Assistance from VandeMataram Foundation with trainings related to Educational improvement of teachers &amp; students</li> <li>• Teachers &amp; parents are cooperative</li> <li>• Students are bright &amp; inquisitive to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in identifying experienced persons from the community for Remedial classes in High School</li> <li>• Difficulty in coordinating with the Headmaster, DEO/MEO, due to shortage of human resources.</li> <li>• No meeting held as of yet with DEO/MEO.</li> <li>• Expertise in the field of Education is relatively lesser as compared to other fields.</li> <li>• Visible improvement in terms of distribution of bags, shoes &amp; socks might have a detrimental effect on the students.</li> <li>• Consecutive trainings organized by VandeMataram Foundation, are posing to be difficult to attend because of other commitments of the teachers &amp; students.</li> </ul>
<b><u>Opportunities</u></b>	<b><u>Threats</u></b>
<ul style="list-style-type: none"> <li>• Collaborations with various agencies working in education to take up remedial classes, other than the regular ones. (Eg: Teach For India)</li> </ul>	<ul style="list-style-type: none"> <li>• The village is spread over a large distance which makes it difficult to mobilize &amp; coordinate efficiently.</li> </ul>

- Use the potentials of the existing teachers to improve quality of education
- Identify a competent Education Volunteer to assist the teachers
- Use the funds demarcated under Mission Gagillapur optimally
- Hold a meeting with current DEO & MEO about their roles & responsibilities under GramaJyothi

- The Gram Panachayat & ward members feel hostile towards the project, as they perceive the Village Development Committee as an obstacle, and not a catalyst.
- The community has a different set of priorities & expectations than the Project.
- There is lack of coordination between the Field Officer & the rest of the MAS team, due to lack of efficient monitoring.
- Implementation at the field level gets disrupted due to a number of everyday challenges.
- Due to lack of experienced manpower at the field, a number of activities remain pending and become repetitive.
- Lack of proper documentation at the field level with respect to reports of exposure visits, minutes of meetings held, daily reports, etc.
- Headmaster is not very supportive of Vande Mataram Foundation's trainings, due to personal motives.

### **Activities done so far in Gagillapur**

- Distribution of school shoes, bags & socks to all students in Government schools
- Encouraging sports & cultural events on 15<sup>th</sup> of August along with Prize Distribution
- Elections held for School Management Committee of Primary School in Church Gagillapur & High School.
- Room to Read setup two libraries in the Primary schools of Gagillapur.
- Training by Vande Mataram Foundation for students (Six students from Classes 7-10) and teachers (Telugu, Social &, Maths) in Mahabubnagar.
- Placement of Vidya Volunteer with 4 years of experience in Primary school in Church Gagillapur.

### **Specific Objectives:**

Mission 1: To attain 100% Pass Percentage in 2017 for 10<sup>th</sup> Grade students & improve quality of education for High School Students (Classes 6 to 10) in ZPHS

SL NO	STRATEGY	ACTION STEPS	YEAR OF COMPLETION
1	Remedial Classes in the Government School	<ol style="list-style-type: none"> <li>Approach DEO &amp; MEO for the remedial classes to be held by Government teachers in the schools</li> <li>Interact with the teachers &amp; Headmaster</li> <li>Chalk out a weekly timetable for the classes</li> </ol>	2016
2	Remedial Classes through the Private School	<ol style="list-style-type: none"> <li>Approach the private schools surrounding the village for conducting classes once a week</li> <li>Approach the private schools to allow usage of their resources such as physics, chemistry &amp; bio laboratories.</li> </ol>	2016

3	Remedial Classes via Education Volunteers	<ul style="list-style-type: none"> <li>i. Identify the Community persons with some experience in teaching.</li> <li>ii. Approach TFI<sup>1</sup> for support in appointing a suitable Education Volunteer</li> <li>iii. Provide training at VandeMataram Foundation</li> </ul>	2016
4	Methods of teaching	<ul style="list-style-type: none"> <li>i. Introduce Peer Learning techniques</li> <li>ii. Learning through animated videos</li> <li>iii. Grouped &amp; targeted learning on the basis of previous class assessments</li> </ul>	2016-17
5	Training Programs organized by VandeMataram Foundation <sup>2</sup>	<ul style="list-style-type: none"> <li>i. Organize training sessions conducted by VMF for trainings &amp; students</li> </ul>	2016-2017
6	School Twinning	<ul style="list-style-type: none"> <li>i. Identify a private/government school who will be willing to exchange best practices etc with the high school</li> <li>ii. Conduct exchange programs for a short duration for both the schools</li> <li>iii. Sign an MoU regarding adoption (if possible) or twinning</li> </ul>	2016-17
7	Weekly Assessment Tools	<ul style="list-style-type: none"> <li>i. Identify tried &amp; tested assessment tools ( Eg: PRATHAM<sup>3</sup> test)</li> <li>ii. Train the Volunteers in conducting weekly assessment tests</li> </ul>	2016-17
8	Exposure Visits	<ul style="list-style-type: none"> <li>i. Conduct exposure visits for students to model schools for exchanging best practices &amp; learning</li> <li>ii. Conduct exposure visits for students to the zoo &amp; museum</li> </ul>	2016
9	Teacher Learning Materials	<ul style="list-style-type: none"> <li>i. Approach agencies for possible teacher learning materials (such as, Akshara Foundation<sup>4</sup>)</li> </ul>	2016-17
10	Counseling Sessions	<ul style="list-style-type: none"> <li>i. Counseling sessions for 10<sup>th</sup> grade students on future prospects</li> <li>ii. Counseling session on sanitation for adolescent girls</li> </ul>	2016-17
11	Strengthening of School Management	<ul style="list-style-type: none"> <li>i. Conduct exposure visits for SMC to model schools</li> <li>ii. Strengthen SMC by community led mobilization</li> </ul>	2016-17

<sup>1</sup> TFI (Teach for India) is a non-profit organization that is a part of the Teach For All network. The Fellowship recruits college graduates and working professionals to serve as full-time teachers in low-income schools for two years. Teach For India is striving to end the problem of educational inequity in India and provide an excellent education to all children.

<sup>2</sup> Vandemataram Foundation (VMF) was founded as an NGO established with an objective of inculcating such values amongst children. Focusing on the government schools in the backward areas, the Foundation works with the twin principles of extending academic and emotional support to the children and strengthening the infrastructural facilities in the schools. Making a village school the nodal point, the Foundation builds teams consisting of village elders, youth and alumni of the school. These teams working in tandem with the parents and teachers of the school actively involve the students in various constructive and creative activities.

<sup>3</sup> Pratham is one of the largest non-governmental organisations in India. It was co-founded by Madhav Chavan and Farida Lambay. It works towards the provision of quality education to the underprivileged children in India. Established in Mumbai in 1994 to provide pre-school education to children in slums, Pratham today has interventions spread across 23 states and union territories of India <sup>[2]</sup> and has supporting chapters in the United States, UK, Germany and UAE.

Annual Status of Education Report (ASER), India's largest NGO-run annual survey, has been conducted by Pratham since 2005 to evaluate the relevance and impact of its programs. Findings are disseminated at national, state, district and village levels, and influence education policies at both state and central levels.

<sup>4</sup> Akshara Foundation was conceived in 2000 as a tripartite partnership between the state government, the corporate sector and the voluntary sector with the mission: "Every child in school and learning well". Akshara, over the years has conceived and implemented multiple programs designed to address the gaps in children's learning in the public schooling system. The focus has been to make the solutions sustainable, scalable, replicable and cost-effective. We design the teaching learning material, the training modules, and the assessment metrics and provide support in terms of monitoring and technology. This makes the programs sustainable and builds capacity within the school system for improvement. Over the past fourteen years, Akshara has impacted over 900,000 children.

	Committee		
12	Conduct cultural activities along with outdoor games	<ul style="list-style-type: none"> <li>i. Celebrate important national events like Independence Day, Children's Day etc.</li> <li>ii. Conduct outdoor activities, cultural events along with prize distribution</li> </ul>	2016-2017

Mission 2: Improve overall quality of education in the three Primary schools

SL NO	STRATEGY	ACTION STEPS	YEAR OF COMPLETION
1	Assistance provided by Education volunteer	<ul style="list-style-type: none"> <li>i. Identify Volunteer with required skill set</li> <li>ii. Provide training to the Volunteers</li> </ul>	2016
2	Teacher Learning Materials	<ul style="list-style-type: none"> <li>i. Approach agencies for possible teacher learning materials (such as, British Council Library or Akshara Foundation)</li> </ul>	2016-17
3	Training for Primary school teachers	<ul style="list-style-type: none"> <li>i. Identify agencies for suitable training</li> <li>ii. Provide training to the teachers</li> </ul>	2016-17
4	Provision of sports kits, stationery items & other play materials	<ul style="list-style-type: none"> <li>i. Identify requirements in schools, after meeting with Headmaster &amp;</li> <li>ii. Identify agencies to supply the same</li> </ul>	2016
5	Exposure visits for the students	<ul style="list-style-type: none"> <li>i. Organize exposure visits to model schools for students to explore best practices in improving learning levels</li> <li>ii. Organize exposure visits to the zoo/museum</li> </ul>	2016-17
6	Personal Skills Development	<ul style="list-style-type: none"> <li>i. Train teachers to hold sessions on developing personal skills</li> </ul>	2016-17
7	Solar Powered Lamps	<ul style="list-style-type: none"> <li>i. Identify households with poor electricity facilities (For example: 214 Gagillapur)</li> <li>ii. Provide the students with solar powered lamps to motivate them for further studies</li> </ul>	2016-17
8	Ensure the effective implementation of education related government schemes	<ul style="list-style-type: none"> <li>i. Conduct meetings with MEO &amp; DEO for the funds under SSA, and what can be used for improvement in education</li> <li>ii. Follow up on Mid-Day Meal schemes</li> <li>iii. Identify bright students for scholarships</li> </ul>	2016

Mission 3: Improve school infrastructure with the support of the Gram Panchayat and Shakti Hormann.

SL NO	STRATEGY	ACTION STEPS	YEAR OF COMPLETION
1	Leveling of Playground	<ul style="list-style-type: none"> <li>i. Hold meetings with GP &amp; DEO regarding funds for leveling of playground</li> </ul>	2016-17
2	Installation of grills	<ul style="list-style-type: none"> <li>i. Identify contractors for constructing the grills in the school</li> <li>ii. Prepare quotations</li> <li>iii. Approach PD for releasing funds</li> </ul>	2016-17
3	Installation of gate at Primary school	<ul style="list-style-type: none"> <li>i. Construction of compound wall already included in the GramaJyothi Plan</li> </ul>	2016-17

		ii. Follow up with GP	
4	RO Water Plant Supply	i. Provide water bubbles to the schools for free ii. Identify auto drivers for the same	2016-17

## **Evaluation**

In order to evaluate all the activities done till date, and to ensure that the efforts put in are showing their due outcomes, the evaluative model of Donald Kirkpatrick can be used.

This model was developed in 1959, for evaluating the effective of any training provided.

This model has four stages, namely:

- i. Reaction
- ii. Learning
- iii. Behavior
- iv. Results

These four steps can further be broken down into the follow sub-levels:

<b>SI No.</b>	<b>Level of Evaluation</b>	<b>Sub-Levels</b>	<b>How to Apply the model</b>
1	Reaction	i. How favorable the training provided was ii. How engaging the training provided was iii. How relevant the training provided was	Participants' Satisfaction Surveys/Questionnaires measuring satisfaction, engagement & relevance
2	Learning	i. Degree of Knowledge Acquired ii. Degree of Skills Acquired iii. Degree of Confidence Acquired iv. Degree of Commitment Acquired	Measure the areas before & after the training, with respect to knowledge, skill, attitude, confidence & commitment
3	Behavior	i. Degree to which participants apply what they learnt during the training when they are back on their job	Conduct observations & discussions, after a set number of weeks from the training
4	Results	i. Degree to which targeted outcomes occur as a result of the training & support provided	Identify outcomes, depending on the objectives of the training.