

April to June 2019

An Update of our Activities



Start of a new Academic Session. The Enthusiasm is Palpable!

Summary

Ahvaan began the academic year in new Pathshalas and spent the summer vacations conducting workshops for teachers. In July, we would be commencing work in 20 new Neev schools and piloting the Cascade Model in 30 old Neev schools. Here's a look at what to expect from this Quarterly Update:

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Knowledge Partners

Ambedkar University Delhi (AUD)

Funding Partners

Sumitomo Mitsui Banking Corporation (SMBC)

Turbo Energy; Brakes India; Sundaram Finance;

Sundaram BNP Paribas Home Finance

HT Parekh Foundation (an HDFC Initiative)

Programmes

Ahvaan's two key programmes in Delhi's Government Schools are Neev and Pathshala. Through these initiatives the organisation hopes to restore the role of a teacher as a mentor and guide to life for students.

1. Neev: Through this programme, Ahvaan supports Pre-Primary teachers and Primary In-Charges of 50 schools across Delhi to execute the Nursery and Kindergarten curriculums (of SCERT, Delhi, developed by Ahvaan) effectively.
2. Pathshala: Ahvaan works directly with KG to Class-2 students of 2 schools in Delhi, teaching them English and Maths, through child-centred pedagogy.

Apart from these, Ahvaan regularly conducts teacher training workshops through the DIETs:

Academic Year 2019-20

Ahvaan started working in two new schools under the Pathshala Programme.

New schools have been assigned to Ahvaan, in the Central Delhi region, to conduct classes with children of Nursery, Kindergarten, Grades-1 and 2. As per the DoE's suggestion, the schools with high enrolment have been kept under the Programme.

Deliverables:

- i. Improved learning outcomes in English and Maths
- ii. Preparation of Daily Lesson Plans, based on NCERT textbooks, for Classes-1 and 2

The Neev Programme will be taking on a new dimension – that of the Cascade Model.

- a. Cascade Model: 30 schools have been re-assigned to Ahvaan with the aim that these schools would cascade the training they have received to 4-5 schools in the neighbourhood.
- b. Neev Model: 20 new schools are assigned to Ahvaan to conduct the Neev programme – i.e. support teachers to execute the pre-primary curriculum.

Training of Teachers continues through the SCERT

In May-June 2019 Ahvaan conducted a 3-day, in-service teacher training for all Pre-Primary Teachers of Delhi Government Schools.



Programmes Update

PATHSHALA PROGRAMME

Adoption of new Pathshala Schools in April

With the beginning of the new academic year of 2019-20, Ahvaan commenced its work in new schools as part of the Pathshala Programme. After orienting the schools about the Programme, Ahvaan teachers were appointed in these schools, to work with students of Nursery to Grade-2 on English and Mathematics. The application of child-centered and activity-based approaches is the main idea behind the Programme.



KG Students of Pandara Road SKV Enjoying Sequencing Activities

Baseline Assessment with Pathshala Schools in April

In the first week of engagement with Pathshala Schools a baseline Assessment for English and Mathematics with a sample (50% of total strength) of children from Kindergarten to Grade 2 was conducted. This enables Ahvaan to ascertain the learning levels of students which helps the team in developing the lesson plans accordingly. Also, comparing the results of Baseline assessment with Endline assessments gives an understanding about the effectiveness of our programme at the end of each academic year.

The tests are conducted one-on-one, giving children activities and learning material through which the learning levels are gauged.



Ahvaan's Vanshika Dua Conducting a Maths Assessment in Jor Bagh SKV

Assessments 2018-19: Pathshala

The annual assessments, that Ambedkar University Delhi conducts with Pathshala children, took place in Feb 2019. The differences this year were:

- a. Tests were conducted with Classes 1, 2 and 3 (instead of Classes 2 and 4)
- b. A random sample of children were tested
- c. Baseline was conducted in April 2018 and the Endline in Jan 2019 so the learning trajectory of children has been captured.

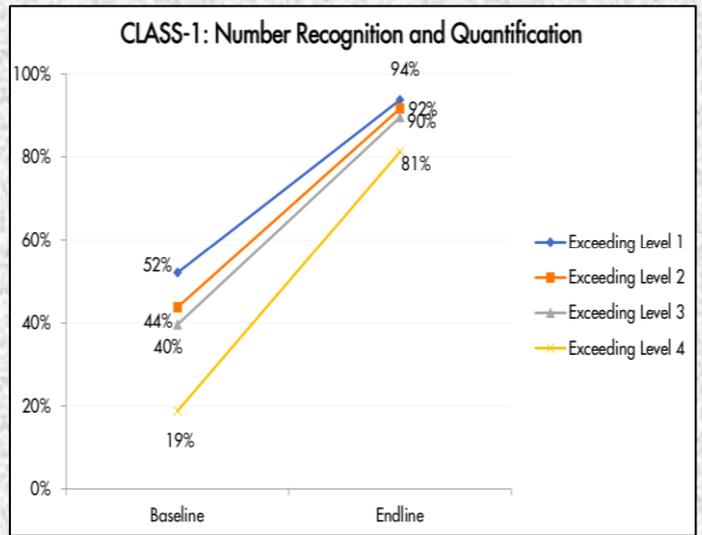
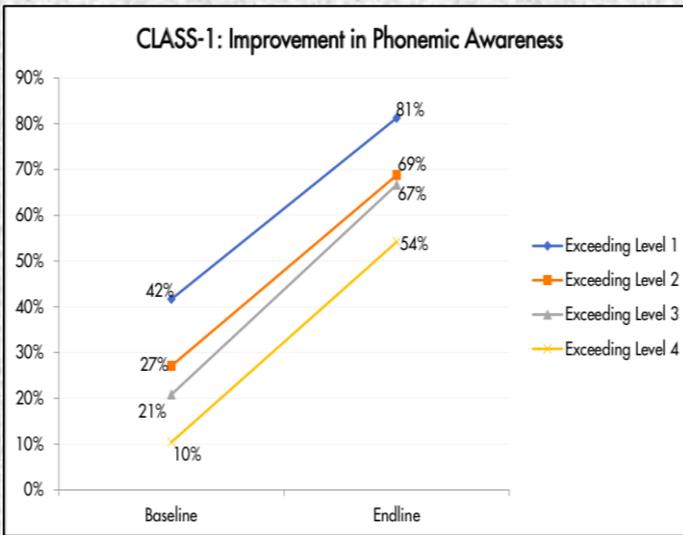
Overall Performance Highlights

Overall, the students have performed well on NCERT learning outcomes. It is important to keep in mind that the level of activities/ pedagogical practices conducted by Ahvaan is a notch higher than those suggested by NCERT for achieving these outcomes.

Class-1

In English, among Class-1 students, maximum improvement has been in phonemic awareness, vocabulary and reading. There is scope for considerable improvement in areas like speaking and writing where the increase in performance is not very high.

The students of Class-1 have performed exceptionally well in number recognition and quantification, shapes, addition and subtraction. In seriation, the performance has plummeted at the lower levels. However, there have been improvements at levels 4 and 5 of this indicator.



Key to Levels:

- Level 1 – Yet to start identifying beginning sounds
- Level 2 – Identifying beginning sounds of words
- Level 3 – Identifying beginning and end sounds of words
- Level 4 – Forming words by joining sounds
- Level 5 – Breaking words in correct sound sequence

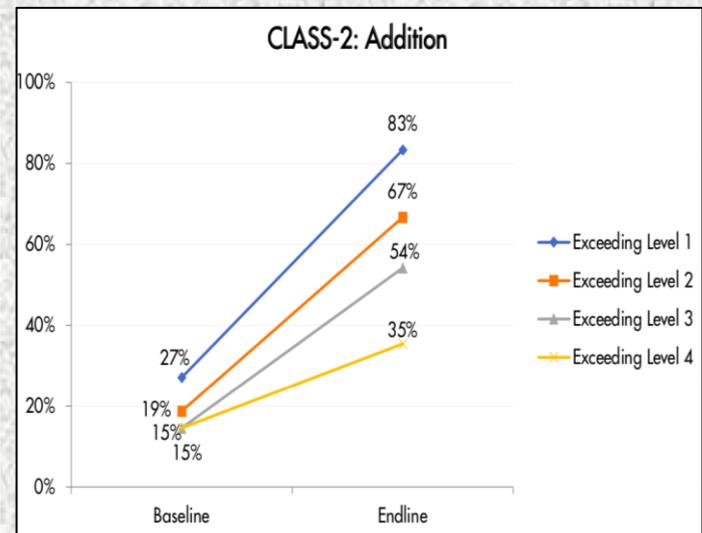
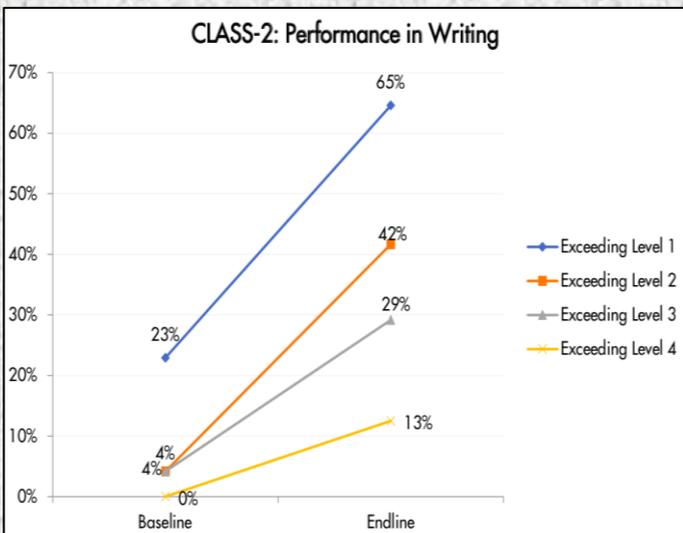
(Exceeding a level means students are achieving the next level)

Key to Levels:

- Level 1 – Yet to quantify
- Level 2 – Numeral Identification
- Level 3 – Identification & Quantification
- Level 4 – Sequence Completion
- Level 5 – Number comparison

(Exceeding a level means students are achieving the next level)

Class-2



Key to Levels:

- Level 1 – Copying given words
- Level 2 – Writing words independently
- Level 3 – Writing phrases
- Level 4 – Writing simple sentence structures
- Level 5 – Writing multiple sentence structures

(Exceeding a level means students are achieving the next level)

Key to Levels:

- Level 1 – 2-digit with 1 digit without carryover
- Level 2 – 2-digit with 2-digit without carryover
- Level 3 – 2-digit with 2-digit with carryover
- Level 4 – Word problems
- Level 5 – Using addition facts

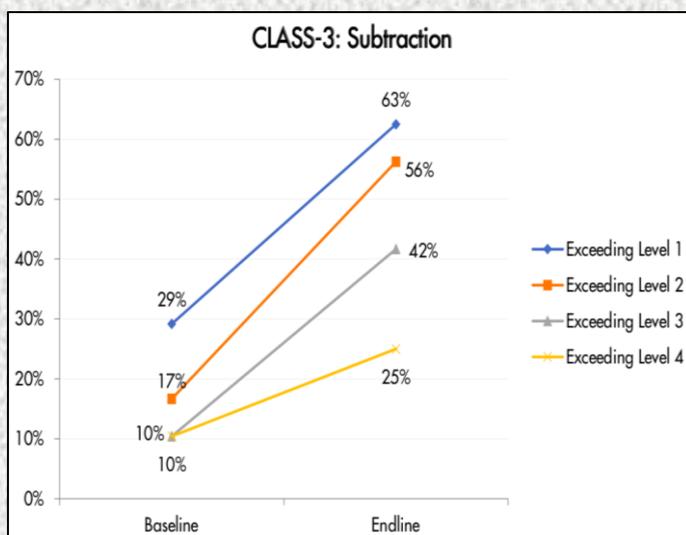
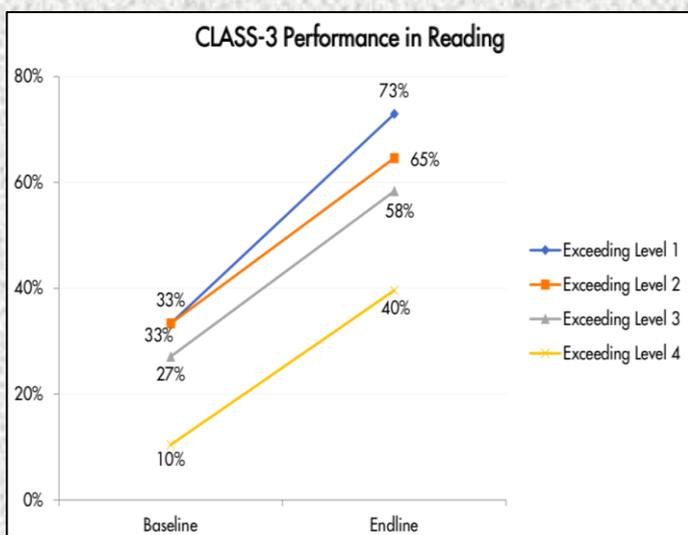
(Exceeding a level means students are achieving the next level)

Class-2 students have performed well in areas such as reading and writing. Improvement in their performance in other indicators, namely, phonemic awareness, speaking and vocabulary, from baseline to endline has not been very significant. Particularly, in case of vocabulary the performance has gone down for the highest level of the indicator.

Class-2 students have shown much improvement in all indicators of mathematics. Particularly, their performance has improved remarkably in shapes, seriation, addition and place value.

Class-3

Class-3 students have been able to achieve 100% in exceeding level 1 of number recognition and quantification indicator. This suggests that all students of Class-3 are able to at least quantify numbers.



Key to Levels:

- Level 1 – Reading alphabets
 - Level 2 – Reading phonetically true words
 - Level 3 – Reading sight words
 - Level 4 – Decoding paragraph
 - Level 5 – Comprehending paragraph
- (Exceeding a level means students are achieving the next level)

Key to Levels:

- Level 1 – 2-digit with 2-digit without borrowing
 - Level 2 – 3-digit with 2-digit without borrowing
 - Level 3 – 3-digit with 2-digit with borrowing
 - Level 4 – Word problems
 - Level 5 – Using subtraction facts
- (Exceeding a level means students are achieving the next level)

The performance of Class-3 students has improved remarkably on all indicators of English. In addition to that, areas of significant improvement have been vocabulary, speaking and reading. In writing also there has been much improvement at lower levels of the indicator.

Ahvaan has been working with Class-3 students consistently, i.e. since they were in KG. The successful performance of Class-3 students indicates the necessity of sustained and consistent efforts in the early years, in terms of pedagogy.

The detailed performance report and graphs are available with Ahvaan.

NEEV PROGRAMME

Under the Neev Programme Ahvaan will commence mentoring and supporting Pre-Primary teachers of 50 Sarvodaya Schools in transacting the SCERT's Nursery and Kindergarten curriculums designed by Ahvaan. The in-school activities will start in July, once the schools reopen. The workshops with Teachers, Heads of Schools and Primary In-Charges took place in June-end, during the summer vacations.

Meeting with Principals of new NEEV schools, 29th June, 2019

A meeting with the Principals and Heads of Schools (HoS) of the new Neev schools was organized on 29th June, at the Lodhi Road campus of AUD. Principals and HoS of the 20 new schools associated with Ahvaan's Neev Programme participated in this meeting. The main objective of this meeting was to acquaint these teachers with Ahvaan as well as the Neev programme. The meeting aimed to orient the principals and HoS with the role that Ahvaan would be playing in their respective schools. The Cascade Model was also introduced to them.



Dr Sharda Kumari, Principal of the District Institute of Education and Training, RK Puram, who Chaired the meeting, addresses the Principals and Heads of Schools

Meeting with Neev Cascade Model Teachers on 26 June

A meeting with the existing Neev teachers was organized on 26 June at Ambedkar University Delhi's Lodhi Road campus. Pre-Primary teachers of 31 schools associated with Ahvaan's Neev Programme participated in this meeting. The main objective of this meeting was to acquaint these teachers with the 'Cascade Model' and help them to identify their respective neighbouring schools. The Pre-Primary teachers were both excited and a bit nervous to take on the challenge of being mentors to other schools.

Neev Teacher Training Plan for 2019-20

Group-1: Comprising of 30 schools to become mentor schools to 4-5 schools in the neighbourhood.

Ahvaan's Intervention: Mentoring the Mentors

- Cascade Model, with continued high-touch support to Mentor School teachers

Group-2: A set of 20 schools where Neev would be introduced for the first time

Ahvaan's Intervention: Same as 2018-19, increasing proficiency in transacting the curriculum

- Direct Intervention with Pre-Primary Teachers as per the Neev Programme

Group-3: The remaining 400 schools where teacher training would take place through the Govt's training calendar (designed and to be lead by Ahvaan)

- Support: training to all Govt Pre-Primary teachers, three times during the year as per the training calendar submitted



Ahvaan's Manish Arora Leading a Workshop with Cascade Mentor Teachers

SRI (School Readiness Instrument) in Ahvaan and Non-Ahvaan schools in the first two weeks of May

Ahvaan's research partner, Ambedkar University Delhi, conducted an SRI (School Readiness Instrument) with Grade-1 students and interviewed KG teachers (who taught the assessed children in the previous year) of Ahvaan (Intervention Schools) and Non-Ahvaan (Control Group) schools. The main objective of this study is to assess the effectiveness of the current Pre- Primary curriculum designed by SCERT in collaboration with Ahvaan Trust.

The report for this is expected in July 2019.

Through this research Ahvaan hopes to ascertain:

1. The effectiveness of the curriculum introduced in pre-primary
2. The ability of teachers to be able to transact the curriculum/ daily lesson plans
3. Performance of Ahvaan's coaching-mentoring in Neev schools



An Ambedkar University Assessor Conducting a Test with a Grade-1 Student

TEACHERS' WORKSHOPS THROUGH GOVT INSTITUTIONS

Summer Workshops with Sarvodaya Schools Pre-Primary teachers from 22 May to 8 June

Ahvaan, as directed by SCERT, conducted a three-day in-service teacher training workshop for Sarvodaya Vidyalaya Pre-Primary teachers. The workshop was conducted from 22 May to 8 June, in 12 batches at 5 locations and was attended by approximately 480 pre-primary teachers. The main objective of the workshop was to build a better understanding of the role of developmental milestones in early years in developing 21st century skills in children. Also, the workshop was aimed at helping the teachers identify their role in fostering these 21st century skills in children. The three-day workshop also acquainted teachers with specific micro teaching skills and familiarized them with effective ways of using teaching and learning resources.

The Workshops were held in Five locations:

- Sarvodaya Bal Vidyalaya, Chirag Enclave
- District Institute of Education and Training (DIET), Rajendra nagar
- DIET, R.K. Puram
- Ambedkar University Delhi, Lodhi Road
- School of Excellence, Khichdipur



Ahvaan's Sakshee Sharma Conducts an Outdoor Activity with Pre-Primary Teachers During the Three-Day Teacher Training Workshop; Location: Sarvodaya Bal Vidyalaya, Chirag Enclave

Workshop with NDMC Primary Head Mistresses on 25 June

A workshop with 45 Primary School Headmistresses of New Delhi Municipal Corporation (NDMC) Schools was conducted on 25 June at N.P. Boys Senior Secondary Schools, Mandir Marg. The main objective of this workshop is to acquaint the teachers with an understanding of Bloom's Taxonomy and its application. The workshop also aimed at familiarizing the Head Mistresses with open-ended and close-ended questions. This session was a part of NDMC's in-service training programme for its school leaders.

Ahvaan in Government Committees

Review Committee for Digital Content 21 to 26 May 2019

Ahvaan was a part of a Directorate of Education (DoE) Committee to review the currently available Digitalised E-Learning content. The review was held at Sarvodaya Vidyalaya, East Punjabi Bagh. Two members from Ahvaan, along with 6 Pre-Primary teachers of Government Schools, reviewed the content and gave suggestions for modifications in the three programmes – KYAN Content, CAL Content and Toon Masti.

Assessments of Nursery to Grade-2 Students

A Government Committee meeting was organised to review how assessments take place in early years. Ahvaan was a part of this SCERT Committee. Manish Arora and Sakshee Sharma are now working on assessment guidelines and parameters to help school teachers.

Apart from this, Ahvaan continues to be a part of the Programme Advisory Committees as before.

Workshop on Interactive Read Aloud by One Up on 6 April

An Ahvaan team member, Bharti Goyal, attended a workshop on Interactive Read Aloud organized by One Up Library at Book Studio and Learning Lab on 6 April. The workshop was aimed at giving teachers techniques, strategies and skills to use the read aloud method as a tool for children to become engaged and strategic readers. The workshop helped understand the importance of preparing mini lesson plans for each read aloud session as it helps to ask planned open-ended questions at appropriate moments during the read aloud.

Workshop on Socio- Emotional Learning (SEL) by Hargun Gujral on 27 April

A workshop to build a better understanding of Socio Emotional Learning was conducted at Ahvaan's office by Hargun Gujral, a child counsellor. Along with the Ahvaan team, a few teachers from Gurukul The school, Crossing Republic, were also the part of this workshop. This workshop helped the participants strengthen their understanding about the meaning, need and importance of SEL. It also familiarized the participants with effective ways of including SEL in the classrooms as well as the curriculum.



Hargun Interacting with the workshop attendees

Discussion on draft New Education Policy 2019 by Abha Adams on 13 June

A whole group discussion on the draft New Education Policy (NEP) was led by Ms. Abha Adams, renowned educationist and Vice Chairperson of Ahvaan. The entire Ahvaan team participated in the discussion and deliberated on key points around school education mentioned in the draft NEP. Abha addressed the questions of all the participants and shared her viewpoints on the same. The focus of the discussions was on Pre-Primary and Primary education since the Early Childhood Care and Education has been included, perhaps for the first time, in an Education Policy.

Tree Plantation on 24th June 2019

The Ahvaan team took an initiative to add more plants in and around Ahvaan's office. The team collected funds to purchase plants and bought them from the nearby nursery. They dedicated time to pot the plants themselves at various places around Ahvaan's office. Each member also adopted a plant and pledged to take care of it.



Change is the Only Constant!

The Ahvaan team saw a significant team change with the appointment of our new Executive Director, Sayantani Gaddam. Sayantani joins Ahvaan from being a full-time educator at a Krishnamurti Foundation School affiliated to the CBSE – Rajghat Besant School, Varanasi. Prior to that, she worked in the community engagement entity of Feedback Infra – Feedback Foundation Trust, Gurugram, where she led the initiative on resettlement and rehabilitation as Vice President. She spent an extensive part of twenty-five odd years as a social development practitioner in several bilateral and multilateral programs across regions, sectors, and community settings in India, with experience in Bangladesh and Iran. Sayantani is educated as an urban and regional planner from Jawaharlal Nehru University and the School of Planning and Architecture, New Delhi. Recently, she completed her B.Ed from Banaras Hindu University.

Syantani's predecessor, Preeti Prasad, Ahvaan's Founding Director, would now be joining the Board of Trustees of Ahvaan Trust.



Sayantani Addresses Principals at Ambedkar University

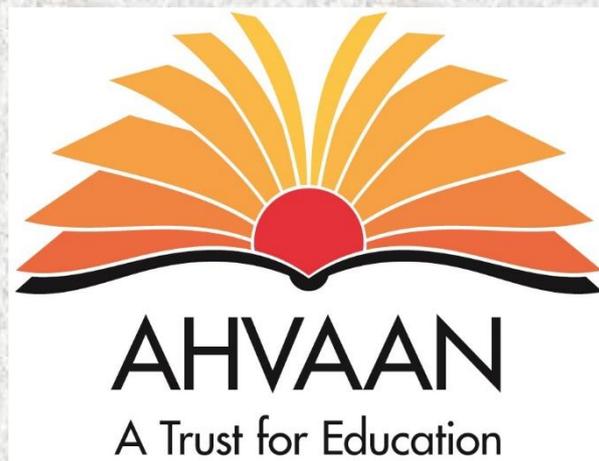
Ahvaan's New Institutional Mentor

Veteran Banker, Mr Ashok Dayal, who was Managing Director of Grindlays Bank, joins Ahvaan as its Institutional Mentor. Mr Dayal has previously held Management positions with Deutsche Bank AG, RHO and Roland Berger International Management Consultants Pvt. Ltd. He also served as the Chairman of ING Mutual Fund.

To End With...



Another one of Ahvaan's employees – Sakshee Sharma, completed Five Years with the organisation. Ahvaan's Trustee and award-winning actor – Roshan Seth OBE gave Sakshee her Long Service Award!



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